

Open Pedagogy from Creation to Dissemination: Student Engagement in Open Textbook Publication

Winston Pei¹

Danielle Deschamps²

Michael B. McNally³

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Abstract

Drawing upon open pedagogy for course and assignment design offers an enhanced and experiential learning process that enables students to meaningfully engage in the processes of knowledge creation and dissemination. The following case study details the development and dissemination of *Contemporary Issues in Collection Management (CliCM)*, a student co-authored library and information studies open textbook which began as an open pedagogy course assignment in the fall of 2022 and evolved into an openly published textbook with two digital editions and a limited print run in 2025. Centering on the process of development and post-course open publication and dissemination, this article shares practical insights and reflections on the application and experience of open pedagogy from both the instructor and student perspectives.

Introduction

Since the open education movement began at the beginning of the 21st century, there has been a strong argument that the most significant development has been the shift from a focus on openly licensed resources to open pedagogy. Although open pedagogy and open educational practices (OEP) have a variety of definitions (Casey et al., 2022; Clinton-Lisell, 2021; Cronin & MacLaren, 2018; Paskevicius & Irvine, 2019; Short et al., 2024; Tietjen & Asino, 2021; Witt, 2020), a common theme

¹ Content Strategist, Campus Saint-Jean, University of Alberta, Edmonton, Alberta, Canada;

² Open Education / Copyright Librarian, MacEwan University, Edmonton, Alberta, Canada;

³ Professor, Faculty of Education, University of Alberta, Edmonton, Alberta, Canada
E-mail: winston.pei@ualberta.ca

across the literature is the inclusion of students as creators of openly licensed work. When adopted with a focus on enhancing student assignments, open pedagogy not only moves away from disposable assessment mechanisms (Wiley, 2013) but also recognizes students' role as contributors to scholarly conversations.

This article examines the development of *Contemporary Issues in Collection Management (CliCM)* (McNally, 2024), which began as an assignment informed by open pedagogy in the fall of 2022 and developed into a second edition open textbook with a limited print run in early 2025. The evolution of *CliCM* offers insights on both enabling and hindering factors for instructors when considering how open pedagogy can be applied. The article begins with a review of literature on open pedagogy and OEP to contextualize the discussion. The authors then explore the development of the first edition of *CliCM* and the expansion into a second edition. Other scholarly outcomes produced by students as part of the development of *CliCM* are discussed. Finally, the paper concludes with some reflections from two student authors of the book and the instructor of the course. The examination of *CliCM* provides useful insights on applying open pedagogy both inside and beyond the classroom.

Open Pedagogy and Open Textbook Creation

Including students in the creation process and publication of an open textbook is a way to bring the principles of open education into the classroom and offers an experiential pathway for students to engage in knowledge creation and dissemination. Creating open textbooks with students as co-authors is an example of open pedagogy—an approach to teaching and learning that brings the principles of open educational resources (OER) and open licensing, including the 5 Rs coined by David Wiley (n.d.) as “retain, revise, remix, reuse, and redistribute,” (para 1), from not only the course materials but into course assignments and learning experiences (DeRosa & Robison, 2017).

While the etymological and theoretical roots of open pedagogy stretch back into the 1970s, it is an approach that has been “newly energized” (DeRosa & Jhangiani, 2017, para 5) by the open education movement (Cronin, 2017). Open pedagogy offers the potential to transform the student learning experience from a passive process, wherein students learn through receiving and engaging with instructor-curated materials, to a more engaged and agentic experience in which students are involved in the process, creation, and output of learning materials (DeRosa & Jhangiani, 2017; Wiley, 2013). Through sharing student work broadly using open licences, open pedagogy offers the chance for student work to bring value to communities and learners beyond the classroom. Open pedagogy assignments that are shared with open licences, coined “renewable assignments” (2013) by David Wiley offer learning opportunities and result in materials that can make a lasting impact on the broader community (Wiley & Hilton, 2018).

Although open pedagogy is not inherently limited to any particular academic subject or discipline, it can and should align with disciplinary considerations. In a library and information studies (LIS) program setting, as exemplified in this case study, open pedagogy as a teaching and learning method can be naturally linked with the core LIS concept of information literacy and the Association of

College and Research Libraries' (ACRL) *Framework for Information Literacy* (ACRL, 2016; Cullen, 2022; Fields & Harper, 2021; Goodsett, 2022). As stated by Jhangiani (2022), "information literacy is surely key to advancing open educational practices" (p. vii). The ACRL *Framework* constructs information literacy through a series of six conceptual frames. Open pedagogy aligns with two of these six frames, namely "Information Creation as Process" and "Scholarship as Conversation." Additionally, as noted by DeRosa and Jhangiani (2017), open pedagogy relates to and is interwoven with other learning theories, including constructivist pedagogy, which brings students as co-creators or co-constructors into the process of learning.

Being involved in knowledge creation and dissemination brings a real-world element into the learning process with decisions that have tangible impact. Open sharing is enabled through open licences, and students must take a step beyond theoretically understanding open licences and instead deeply consider the meaning of open licences and how they enable students' work to be used by others. While privacy and ethical considerations regarding open publishing must be undertaken by both instructors and students, the opportunity for students to make decisions relating to their scholarly contributions is a valuable and unique endeavour (Cronin, 2017; DeRosa & Robison, 2017). At its core, open pedagogy decenters the typical power structure of the classroom and empowers students to see themselves and their work as valuable to scholarly conversations, to their communities, and as holding potential "to shape the world" around them (DeRosa & Jhangiani, 2017, para 13; Masuku et al., 2025; Watling, 2012). Notably, students in classes with open pedagogy and renewable assignments are more motivated, engaged, and feel greater autonomy (Clinton-Lisell & Gwozdz, 2023; DeRosa & Robison, 2017; Oakleaf & Dodd, 2022). Students gain technological, copyright, and open licensing competencies, develop skills in writing and research through experiential learning that may aid them in future work, and have the potential to add their open publication to their resumes (Braßler, 2024).

Factors relating to public visibility of student work and potential privacy concerns have been noted to elevate experiences of anxiety for students engaging in open textbook creation assignments (McGowan-Kirsch & Soczka Steidinger, 2024; Oakleaf & Dodd, 2022). One way to ensure students build confidence and feel comfortable with the quality of their work and public visibility is to scaffold the assignment into smaller sections, which also aligns with Universal Design for Learning principles (McGowan-Kirsch & Soczka Steidinger, 2024; Rose et al., 2006). Additionally, ensuring that student participation in open publishing is optional is an essential element of open pedagogy, thereby promoting the opportunities of open publishing without the inherent pressure of having participation in the open publication impact final grades. Doing so may also help with alleviating student stress. Another possibility, as in the case study that follows, is to have the open publication steps take place after the course ends to ensure a student's decision to participate in open publishing is voluntary and not connected to their course grade.

Given open pedagogy's reliance on voluntary labour, concerns around its sustainability are well documented. Early in the open education movement both Downes (2006) and Wiley (2006) commented on the challenges in OER sustainability. Librarian labour can be vital to open pedagogy projects; however, it must be done in a way that is sustainable (Carter & Santiago, 2023). Incenting ongoing

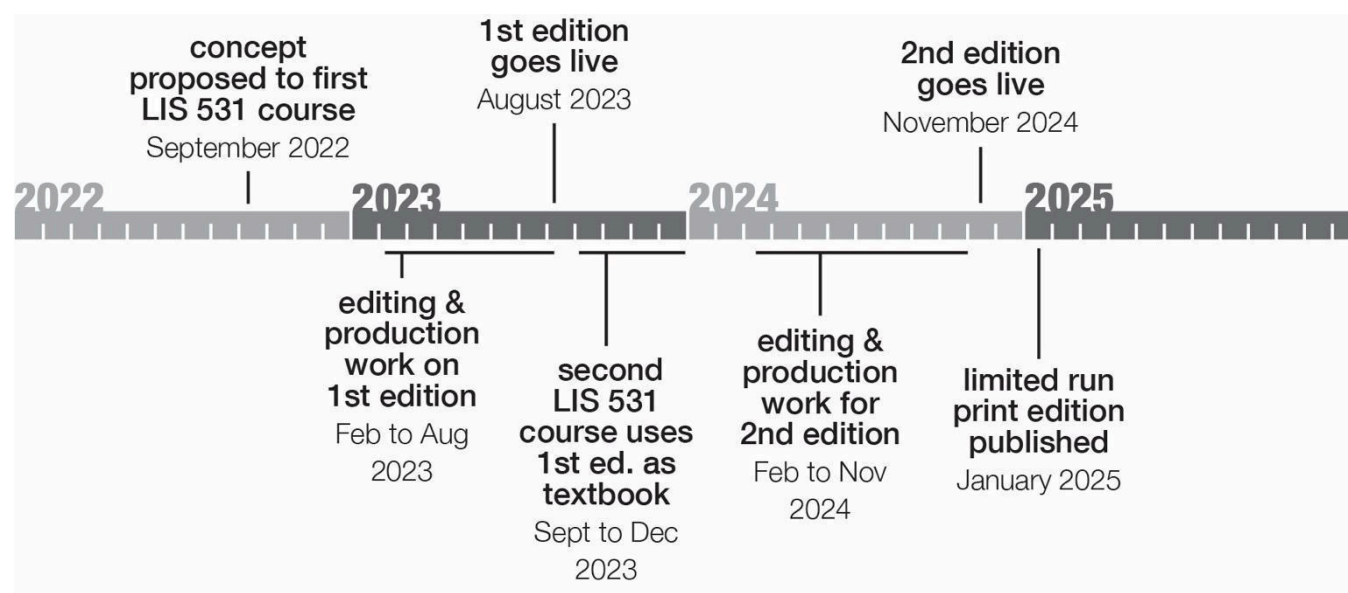
student engagement in open pedagogy has also been noted as a challenge. Limited participation in an optional OER that included extra credit led Wiley et al. (2017) to state, “Offers of extra credit alone may not be sufficient to incentivize a sustainable level of OER creation and maintenance” (p. 67).

Student-created open textbooks are one example of a renewable assignment grounded in open pedagogy and can be both created by students and used and contributed to by future students (DeRosa & Robison, 2017; Wiley et al., 2017). The following case study offers a glimpse into the creation, dissemination, and reuse experience of a student-created open textbook.

The Development of Contemporary Issues in Collection Management (*CliCM*)

Figure 1

Timeline of the CliCM Project



As delineated in Figure 1 above, *CliCM* originated in the fall 2022 offering of LIS 531 Collections Management, a graduate course in the Master of Library and Information Studies program at the University of Alberta. McNally, the assigned instructor, had experience working on several open projects and writings on OER (Christiansen & McNally 2022; Joseph et al., 2019; Joseph et al., 2020; McNally & Christiansen, 2019) and familiarity with the ACRL *Framework for Information Literacy* as the instructor of the program’s information literacy related course (LIS 526 Instructional Practices in LIS) but little background knowledge and expertise in the subject area of collections management. Recognizing his own knowledge gaps and drawing inspiration from open pedagogy and the ACRL *Framework*, McNally decided that an open pedagogy approach to his coursework might be an effective approach. This approach was made explicit to the students in the syllabus under a section titled “Statement on Pedagogical Approach to the Course,” which stated in part:

This course is grounded in constructivist and open pedagogy. This pedagogical approach rejects the traditional model of instruction whereby learners are passive recipients of instructors' subject matter expertise. Rather, and acknowledging the instructor's distinct lack of subject matter expertise, the course aims to foster an environment where knowledge and understanding are co-constructed by contributions from the entire class—both students and instructor. (McNally, 2022, p. 4)

The syllabus went on to note that another element of the design of the course was the desire to move away from disposable assignments, thus aligning the course with the perspectives of DeRosa and Jhangiani (2016) and Wiley (2013). Thus, from the outset the linkages among student assignment, constructivist learning theory, and open pedagogy were explicated to the students as foundational elements of the course's design.

The premise of *CliCM* was that although there were several recent extant textbooks on collection management (specifically Johnson, 2018; Evans & Saporno, 2019; Gregory, 2019) there was no substantive openly licensed text. Furthermore, none of the prominent journals in the area (*Collection Management*, *Journal of Electronic Resources Librarianship*, *The Serials Librarian*, *Serials Review*, and *Collection and Curation*) were fully open access, and all were published by the oligopoly of commercial journal vendors. While existing textbooks provided thorough coverage of the basics of collection management, there was a gap around educationally oriented discussions of various issues in collections management such as diverse, equitable, and inclusive collections or controlled digital lending. At the time, the politicization of collections, particularly in the United States, was emerging as an important issue (Burnett, 2022; Carlisle, 2022; Gowen 2022; Kurtz, 2022). Using open pedagogy and recognizing students' role as knowledge creators, course work from LIS 531 had the potential to become a valuable scholarly contribution and avoid the pitfalls of disposable assignments (Wiley, 2013).

As such, the students were offered at the outset of the course the opportunity to write a chapter for an OER textbook as their major assignment. The coursework was structured so that students would be able to do as much of the work as possible on their chapters in the course. Sixty percent of the total grade for the course was allotted to work related to *CliCM*, including 30% of the overall grade for a paper draft, 20% for the final paper (reflecting that the bulk of the work goes into drafting rather than revising the paper), and a further 10% for peer review. The peer review required each student to blindly review another student's draft work. It was underpinned by a belief that students could provide valuable perspectives on each other's work and that some knowledge and practice with peer review would be valuable to understanding scholarly communication more broadly.

Students were allowed to work independently or in small groups. A list of potential topics was provided to the students in the syllabus, and instructor approval was required for all topics. The requirement for instructor approval served a two-fold purpose: to ensure suitability of topics and to prevent duplication, which would ensure that the resulting book would not have multiple chapters on the same subject. To help ensure consistency across various papers, the syllabus noted that each paper should be written with a primarily education focus and tone, and each paper should be structured to have common sections (Introduction, Background & Context, Challenges Related to Issue, Responses to the

Challenges, and Sources for Further Reading). Most importantly, the work was structured so that students had complete control over their participation in the *CliCM* project. The coursework was required, but the decision to participate in contributing course work to the subsequent *CliCM* textbook was optional. In accordance with university policy, students retained full control over the copyright of their work.

Ensuring as much work as possible could be done in the scope of the course assignments was an intentional design informed by previous practice. In the winter 2019 term, McNally (one of the authors of this article) served as the instructor of a research methods course. During this course, McNally attempted to avoid disposable assignments by creating the opportunity for students to contribute to an OER after the course ended. However, the 2019 experiment failed for two reasons. Unlike the Collection Management class in which McNally had previously taught all the students, in the Research Methods course McNally had no existing relationship with the students, and this was further complicated by the fact that the Research Methods course was delivered asynchronously online, unlike the in-person collection management class.

Furthermore, the student bodies of the two courses were markedly different (Oliphant & Branch-Mueller, 2018). Online students tended to be older professionals with greater outside commitments including work and parenting and thus had little extra time to contribute to projects after the end of their coursework. Conversely, while on-campus students often juggle greater course loads and sometimes part-time work, overall they tend to have more time to contribute to extracurricular initiatives, especially those with tangible benefits that might improve pathways to future professional employment such as being an author of a book chapter. While an initial attempt at open pedagogy failed in 2019, insights from that process helped inform a successful approach three years later.

Following the completion of the course, McNally followed up with students in February of 2023 to determine who would be interested in participating. The choice of February, and not immediately after the end of the course in December/January, was intentional as it provided a period of time to elapse to deal with any potential concerns around grading of students, like grade appeals (of which there were none). It also allowed students to assess if they wanted to take on the additional work in the middle of a semester when new assignments would demand their attention.

The Pressbooks platform provided by Open Education Alberta and the University of Alberta Library gave the necessary technological solution for development of the text. A shared document was also made available, providing editorial guidance on the chapters. The guidance expanded upon requirements from the LIS 531 syllabus around subheadings and included points related to citations, writing style, use of images, preferred terminology (e.g., “ebook” instead of “Ebook”), and accessibility. With regard to the latter, a condition of Open Education Alberta was that BCcampus’ Accessibility Checklist be followed. The initial email to students acknowledged that all future work would have to be voluntary and that no funding existed for the project.

One important element of using Pressbooks was liaising with University of Alberta Librarians Michelle Brailey and Sarah Shaughnessy. While the library had supported numerous instances of

Pressbooks, this project represented the first one with a large group of student authors. The standard publication agreement for authors using Pressbooks provided by the library had to be altered, resulting in the creation of a new sub-agreement developed in consultation with the University of Alberta's Copyright Office Director Adrian Sheppard. The sub-agreement placed several specific obligations on authors. Authors had to: select an open license for their chapter, adhere to the BCCampus accessibility checklist, and ensure permissions for the use of third-party content not openly licensed or in the public domain or, if relying on fair dealing exceptions to the Copyright Act, be in alignment with the *Code of Best Practices in Fair Use for Open Educational Resources* (Jacobs et al., 2021).

Of the 22 students enrolled in the class, a total of 17 decided to contribute their coursework. Because some students wrote in groups, their contributions resulted in 10 total chapters for the book. The chapters covered: print versus digital collections, the impact of BookTok on collections, challenges to 2SLGTBQ+ collections (i.e., how libraries should respond to complaints over queer related materials in library collections), ebook licensing, ebook pricing, accessible collections for users with physical disabilities, collections for people with invisible disabilities, “just in time” collections, the relationship between climate change and collections, and data collections. Completing publication sub-agreements and ensuring students had access to the Pressbooks platform did produce some delays, but by July 2023 all chapters had been added. While each set of authors independently researched and selected their own open licence, fortunately all the chapters were published under the same Creative Commons Attribution-NonCommercial 4.0 licence (CC-BY-NC). McNally took a detailed final review of the chapter, with a particular emphasis on ensuring consistency across all 10 pieces of the book. In August 2023 the book was concluded and made publicly available with some limited promotion of the work via Canadian OER and library listservs.

***CliCM* as Textbook and Development of the Second Edition**

The fall 2023 semester provided an opportunity for *CliCM*'s open pedagogy potential to be fully realized. The book was included as a set of readings for the on-campus offering of LIS 531 that semester, again taught by McNally, and students in the course that semester were again provided the opportunity at the outset of the course to contribute to an expanded edition of the book. For many of the students in the fall 2023 class, the authors of the first edition of *CliCM* were classmates in other courses, and the possibility to do more with their coursework beyond the usual disposable assignments seemed appealing.

As a textbook for the course, the first edition of *CliCM* was not without some limitations. Because of its focus on current issues, it did not necessarily provide the same foundational introduction of traditional materials. More importantly, the book had only 10 chapters. To address these limitations, nine other required readings were added to the course syllabus to round out the reading list. Notably, for the weeks covering accessible collections and ebooks, *CliCM* had two chapters on each topic and thus was comprehensive enough to serve as the only course readings.

The course work was once again structured in a manner similar to that of the previous year's offering to facilitate participation. The draft, peer review, and final were all used again with the same weight as the fall 2022 offering of the course. The editorial guidance document produced for the original *CliCM* was made available to the students with the suggestion that if they intended to contribute to *CliCM*, they could adhere to the document to save work on final edits of the material after the course had concluded; however, such alignment was optional and had no impact on student assessment in the course. Instructor approval was still required for topics. It was specifically noted that topics already included in *CliCM* could be done for coursework but would not be eligible for inclusion in the book to prevent substantial overlap. Similar to the previous year, McNally followed up with students in February after the completion of the course to solicit interest in students converting their coursework into chapters in *CliCM*.

A total of 12 new authors agreed to participate in the second edition, resulting in six new chapters added to the work. The new chapters covered consortial collections, diversity in health library collections, prison library collections, oral histories in archives, digital game collections, and zine collections in public and academic libraries. Despite the lower number of chapters, editing and publication took slightly longer than the original version, and the new book was made available in November 2024. The same Pressbooks instance was used, and the new chapters integrated into the original, ensuring the URL for the book would remain the same. Thus, the second edition of *CliCM* superseded the original.

Because of changes in teaching assignments, McNally was not reassigned LIS 531 after the fall of 2023, so future additions to the book are uncertain, though additions could be taken on by students and instructors in similar courses at other institutions. *CliCM* also faces a limit on expansion—while there are certainly a variety of potential “current issues” in the area, many of the most salient issues are already covered in some way, leaving potential students less likely to explore and contribute a topic that resonates with them. As time passes, however, students and instructors could consider updating the content or examining new contemporaries not prominent when the book was written.

Further Outcomes from *CliCM*

While in many ways *CliCM* already realized its potential as an open pedagogical and open educational exercise within the context of the two original offerings of LIS 531 by McNally, the project continues to resonate well beyond the initial classroom context, further amplifying its effects. Despite the limits noted above and the possible conclusion of the *CliCM* project in its second edition, *CliCM*'s renewability and impact to the broader community has already extended beyond the original goals of the project.

As one initial expansion of its impact, *CliCM* was added to the Open Textbook Library, hosted by the Open Education Network, through the Center for Open Education in the University of Minnesota's College of Education and Human Development. Although there is no data available regarding any resulting adoption for use in other courses or institutions from this listing, the single five-star review submitted to the library suggests at least one. Pressbooks analytics data also reveals several hundred inbound references from the University of Albany's learning management system.

Overall, at the time of writing, *CliCM* has had over 8,000 visitors and nearly 14,000 page views. Whatever the scale of the effect, the coursework produced by the student authors, far from being disposable, has become more discoverable and therefore available to bring value to communities and learners beyond the classroom, as described earlier.

A second added knowledge dissemination effect of the *CliCM* project resulted from authors delivering talks related to the chapters they wrote for the project as well as on the project itself. Authors of Chapter 4, “Challenges to 2SLGBTQ+ Collections: A Guide for Libraries,” Marty Grande-Sherbert, Nicole Pope, and Andrew Ip delivered a presentation of their findings at the *Politics of Libraries Conference V: Intellectual Freedom and Democracy* in April 2023 titled “Censorship of 2SLGBTQ+ Materials: A Call to Action for LIS” (Grande-Sherbert et al., 2023).

Later that fall, three other authors shared their findings in a talk for the Maskwacis Cultural College (MCC) Microlearning Series. Authors Amy Nowakowsky and Kat Voy presented from Chapter 7, “The Ebook Pricing War: The Fight for Control Between Libraries and Publishers,” and author of Chapter 10 Melissa Ramsey presented “‘Just in Time’ Collection Development: Background and Current Challenges” (Nowakowsky et al., 2023). In both presentations, the findings were expressly from their respective chapters in *CliCM*. An additional MCC Microlearning Series talk was delivered on the broader topic of open pedagogy and the *CliCM* project by Voy, Nowakowsky, Pei, Grande-Sherbert, and McNally (Voy et al., 2023). These additional opportunities for the dissemination of knowledge were a product of the original open pedagogical approach that resulted in *CliCM* as well as a further amplifier of the resulting OER.

A third outcome, well outside the original conception of the course and project, demonstrates how this type of work can support even wider pedagogical goals. It can also be seen as a further extension of the constructivist pedagogical approach embedded into the original project. Two and a half years after the end of the original LIS 531 course, and two years after its original digital publication, the authors saw the production of a print edition of *CliCM*.

***CliCM*: The Print Edition**

Around the same time as the digital second edition of *CliCM* was nearing publication, a group of first edition authors and now graduates of the program, including Pei, Nowakowsky, and Voy (now a librarian with the Edmonton Public Library (EPL)) began discussing new bookmaking workshops offered by the EPL. When the first edition was published, the class researched the possibility of having printed copies made, but the traditional printing costs were prohibitive. The availability of workshops using bookbinding equipment in the makerspace at the EPL’s main branch reintroduced the possibility of producing print copies of the original born-digital OER project. This resonated especially for Pei, having co-authored the textbook’s opening chapter “Physical or Digital: The Fundamental Challenge of Modern Collection Development.”

What followed was a two-month process that began by contacting McNally and connecting him with staff at the EPL, contacting past students from both offerings of LIS 531 to gauge interest, downloading and reformatting a print-compatible version of *CliCM*, designing a full cover, additional

reformatting work with the makerspace staff at EPL, and finally coordinating a bookbinding workshop at which a special limited edition of 18 print copies of *CLiCM* would be produced. In the end, McNally, Nowakowsky, Voy, and Pei were joined by another first edition author, Chelsea Chiovelli, and added physical book production to their list of collection management skills.

This added effort and resulting added learning would not have been as likely to happen (or not at all) with a traditional disposable assignment. There is simply no reason to design, print, and bind a regular set of term papers. In retrospect, this was the logical and ultimate outcome of producing a textbook on contemporary issues in collection management. The images in the Appendix show the stages of the bookbinding process. To complete the circle, one of the limited edition print copies of *CLiCM* was donated to the University of Alberta Library and is now in active circulation as part of its collection.

Discussion

Given the transformation of *CLiCM* from an assignment description in a syllabus in fall 2022 to a printed second edition book by January 2025, those involved have developed several insights. In an effort to best articulate the various aspects of the work, we have each decided to reflect in our own words and from our own perspectives as contributors to the work. We will begin with Winston, digital strategist at the University of Alberta's Campus Saint-Jean and co-author of Chapter 1: "Physical or Digital: The Fundamental Challenge of Modern Collection Development"; followed by Danielle, open education/copyright librarian and author of "Locked In: eBook Loan Limitations and Licensing Agreements in Public Libraries"; We conclude with Michael, associate professor and faculty of education and instructor and editor.

Winston

For me, this project being grounded in principles of open pedagogy resulted in a depth of engagement with the material that would not have been likely or even possible with a more traditional disposable assignment. This amplification took place on multiple levels.

In terms of my chosen topic of inquiry, the question of physical versus digital materials, an approach that might otherwise have been directed by the question, "does this paper meet the standard of the rubric?" was instead driven by the question, "how might this be the most useful for other librarians?" The motivation therefore became one of altruism and service to the profession rather than the more limited and arguably purely self-serving goal of just getting a good grade. That in turn became a practical example of the truism that the best way to learn a topic is to teach it. In doing research for the paper, I ended up putting in more time and effort than I would have with a throwaway paper. Whether driven by altruism and/or fear of being open to much wider scrutiny, the resulting chapter was written to meet a higher standard of quality. This approach was further reinforced by the peer review stage built into the assignment.

The academic question of physical versus digital was lived out in practical terms, both by the practical exercise of editing and formatting for a born-digital OER format and ensuring an archive copy was made available in the Internet Archive, and by the production of a physical print edition, which included an archive copy donated to the University of Alberta Library. Since the title page references the fact that at the time of publication, this book was also available as a digital OER at <https://pressbooks.openeducationalberta.ca/ciicm/>, this textbook might well end up serving as its own test case of print versus digital in collection management.

The initial question of “how might this be the most useful for other librarians?” was immediately answered with the adoption of the textbook in an actual university course; *CLiCM* was put to use in the instruction of fellow students and future librarian colleagues. To see both the topic of my chapter and its contribution to the larger scholarly conversation as a book chapter played out as a real-world exercise was a powerful educational experience.

Danielle

Participating in authoring an open textbook chapter in *CLiCM* as a graduate student had a tremendous impact on both my learning experience as a student and also my post-graduation career trajectory in ways I could not have imagined at the time. I participated in the first iteration of the *CLiCM* coursework and post-course open textbook publishing process. Although I had some previous knowledge about open education, open pedagogy was a new concept to me. After reading the course syllabus, I recall feeling intrigued by the approach and the opportunity to contribute to an open textbook, but I was also hesitant and uncertain because of unfamiliar expectations—what would this really entail? However, after learning that participation in openly publishing our chapters after the course ended was optional, and there would be ample editing and even a peer review process, much of the stress was alleviated and replaced with curiosity and motivation.

The full process from coursework to open publishing was a heightened learning experience, given that what we were working on was going to be shared outside the classroom. As a student, I recall a few elements that stood out in particular for me: peer review and open licensing. The peer review process was particularly valuable, and I appreciated the chance to experience this process and receive and share feedback with my peers. Given the learn-by-doing approach, making the decision about which Creative Commons licence to use enabled me to learn and understand the nuances of open licensing more deeply than I had previously when simply reading about them. The open pedagogy coursework and open textbook publication offered a unique chance to learn with a more realistic, professional perspective and actively engage in the scholarly conversation in our field. The entire experience opened my eyes to the tangible impact that open education and open pedagogy can have for students and laid the groundwork for what eventually became my career path.

As an open education/copyright librarian now, the learning experience and skills I gained through engaging in open pedagogy coursework as a student had a direct impact on my career and has also provided me with an invaluable first-hand experience that I draw on often when advocating for student involvement and opportunities in open education.

Michael

Reflecting on the trajectory of *CLiCM* from an assignment description to a limited print run book with several additional scholarly outputs from the students, the project exceeded expectations, and in this regard full credit is due to the student authors for making the most of their work. From the instructor's perspective, there are several valuable insights I wish to share.

A significant degree of the success of *CLiCM* stems from the fact that in both offerings of LIS 531, I had already instructed every one of the students previously. As such there was an inherent degree of familiarity and trust. Students were well aware of my own style and biases, including my appreciation for open content. Similarly, I had existing relationships with both university librarians involved in the project since we have worked together on other OER-related projects. While an open pedagogy project could be undertaken without such trust and extant relationships in place, it certainly made the project much simpler.

A lack of subject matter knowledge counterintuitively proved quite useful. While I have taught a range of courses across the LIS curriculum, collection management was (with the exception of knowledge about publishing oligopolies and open content) not an area of my expertise. I made this clear to the students at the outset of the course (again, previous experience teaching these students makes such an admission much easier), and it allowed me to frame the course and *CLiCM* as an experience in co-learning. This approach reinforced the desire to use peer review among student authors. Conversely, had the material been in an area of expertise, it is possible that I would have been overly rigorous in deciding what was suitable for publication. Instructors wishing to undertake open pedagogy approaches should reflect on the degree to which rhetoric around students as contributors to scholarly conversations (ARCL, 2016) can be facilitated or undermined by their own expertise.

Enthusiasm, from both student and instructor, tends to wane over time. Of the 22 students in the fall 2022 course, 17 participated (77.3%), but this fell to 12 out of 17 students in the fall 2023 offering (70.6%). A simple explanation is hypothesized—students in the initial edition had greater freedom of choice in topics, while those from the second edition had to choose around topics already included in the book. Furthermore, all the additional outputs, including this article, were undertaken by students who contributed to the first edition of the book. Publication of the second edition took until November of 2024, in contrast to August for the first edition. The slower turnaround time reflected both declining energy for the project (as a considerable amount of time in final editing had been invested in both the spring and summer of 2023 and 2024) as well as the lack of a need to have a second edition ready for the fall 2024 classroom as my teaching had been reassigned. Not being assigned the course in fall 2024 was to some degree a relief. With 16 chapters already in the book, students contributing to a third iteration would have even greater constraints on potential topics. Open pedagogy projects may make for renewable assignments (Wiley, 2013), but these may not be infinitely renewable.

Ultimately, *CLiCM* proved a valuable undertaking. The quality of student work in the course was elevated, and several student authors were able to take advantage of the work in other ways, from enhancing their CVs for employment purposes to simply producing a physical copy of their work—a

particularly novel approach when so much of student work is now digital. While certainly more work for an instructor, the additional effort, if well planned, is worthwhile.

Conclusion

As a case study into the creation, dissemination, and reuse experience of a student-created open textbook, *CliCM* demonstrates many of the key principles of open pedagogy and constructivist pedagogy as well as principles of OER and open licensing. As a result, both the instructor and students involved in the project gained important insights into the topic of the course as well as practical experience in larger professional practices. In the end, these insights and experiences extended even beyond what was conceived as part of the original assignment.

Although the success of the project did benefit from some unique circumstances—such as a gap in extant educational resources on the topic of collection management and the delivery format and student makeup of the course offering—*CliCM* nonetheless made clear that an open pedagogical approach can greatly enhance student learning. While it may require additional thought and preparation on the part of the instructor, the benefits are well worth the added effort.

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Conflict of Interest Statement

The authors report no conflicts of interest.

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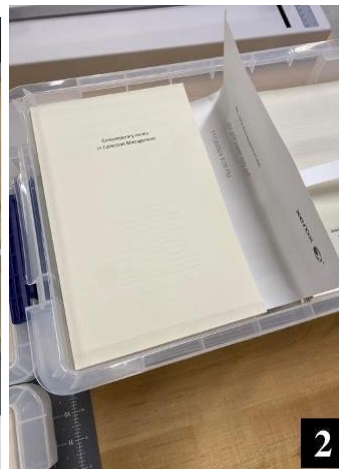
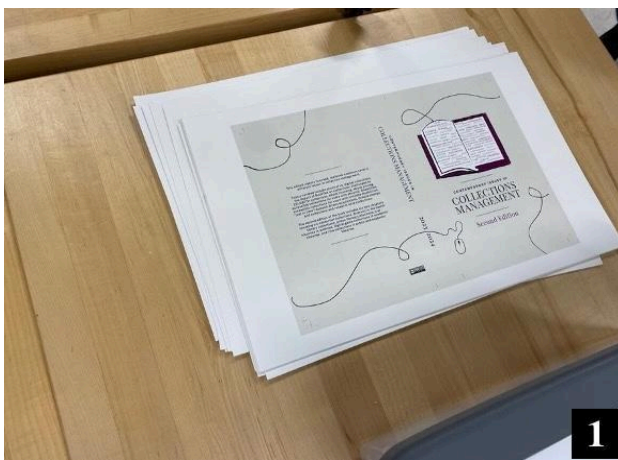
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Appendix

Images from the bookbinding workshop (Pei, 2025).





Note. Image 1, top left: Image depicts a stack of printed covers for the textbook, flat and untrimmed, in a pile on a wooden tabletop. Image 2, top right: Image depicts an unbound text block sitting in a plastic tray, stacked on top of additional unbound text blocks separated by sheets of scrap paper. Image 3, middle row left: Image shows the side view of a text block sitting inside a half-folded cover, both sitting between the metal beams and arms of the bookbinding machine. Image 4, middle row right: Image shows a bound but untrimmed book lying in the opening of a guillotine trimmer underneath a large blade. A red laser sightline is visible running along one edge of the book and along the opening, marking where the blade will cut. Image 5, bottom left: Image shows a completed book being held in the hand of one of the workshop participants. Image 6, bottom right: Image shows a stack of all eighteen completed textbooks on a wooden tabletop, surrounded by a cutting board, scoring machine, and other bookbinding equipment and scraps.

Open Peer Review

Mickel, B. (2025, June). [Open Pedagogy from Creation to Dissemination: Student Engagement in Open Textbook Publication, by W. Pei, D. Deschamps, & M. B. McNally]. *Journal of Open Educational Resources in Higher Education*, 3(3), 170-188. doi: 10.31274/joerhe.20095

Reviewer: Bethany Mickel

Recommendation: Minor Revisions Required

Scope, Objectives, Content

Is the article in scope for Journal of Open Educational Resources in Higher Education? Does the topic discuss an element related to open education, open data, open access, or other open topics? Is the topic an important one, or is it trivial or of low priority?

The proposed article is within scope for the Journal of Open Educational Resources in Higher Education as it documents the development of a student-authored OER (open pedagogy) while providing a reflective examination of open practices in higher education. The project, situated within a graduate-level LIS course at the University of Alberta, finds students deeply engaged with information production and distribution via the Pressbook, Contemporary Issues in Collection Management (CliCM).

Impact of the article is illuminating as it is neither theoretical or speculative; rather, is an actualized project that includes reflective contributions from both students and faculty. The article presents both the challenges and opportunities incumbent with undertaking an open pedagogy project--from the peer review considerations, subject knowledge determination, and copyright considerations. The fact that CliCM was adopted as actual course material is refreshing as it was not merely a project for pure assessment. It was used in subsequent terms and students were provided an opportunity to share their experiences on a professional level.

Organization

Does the article proceed logically? As applicable, does the article adhere to a recommended structure and the section guideline?

Yes, the article proceeds logically and allows the reader to familiarize herself with the overall scope of the open pedagogy project, the implementation, findings, and a reflective piece.

Methodology, Approach, Conclusions

The methodology for data gathering and analysis should be appropriate for the problem addressed. Inferences from data should be sound--the author should not reach unsupported conclusions. Not all papers will use a scientific research methodology, but all should employ sound reasoning and an adequate balance between description and critical analysis. Consider: Is the article factually accurate? Is it clear the author knows, or has investigated, previous work on the subject of the article? Has the author failed to reference recent or seminal work on the subject?

It is this reviewer's perspective that the proposed article does not necessitate a scientific research methodological approach. It does, however, demonstrate sound reasoning and a balance of descriptive narrative with critical reflection. As a case study of an open pedagogical project, the inferences are sound and reflections presented are grounded in the authors' experiences and perceptions.

Evidence of review/familiarization with previous literature is present as seminal works are cited (e.g., Jhangiani, DeRosa, Wiley, etc.). More recent studies focused on open pedagogy and its impact on students' motivation, achievement of learning goals, and overall engagement are noted. The bibliography is current, given the submission date of the article, and well balanced.

Writing Style, References

Please indicate whether there are problems with expression or flow, but do not comment about grammar or basic edits. Do NOT take the time to do copy editing - that will be handled later in the process. However, general comments pointing out problems with style or format are useful.

The writing style is clear and relevant for information literacy professionals. Grammar, punctuation, and spelling is strong throughout, while sentence structure is varied enough to keep a reader's interest.

A few areas were noted for minor copyediting corrections.

Some areas for recommended editing for conciseness/flow might include:

- While [incredibly] useful, the reflective section could use some tightening up to avoid repetition. While reading some portions, I felt as if [the] content had already been covered. This may be the impact of having individual reflections from the authors vs. a cohesive reflection. While a change in that structure is not needed, some light editing for conciseness would make the piece more readable and improve pacing.
- There were a number of very long paragraphs that would benefit from some 'chunking' or breaking up to improve flow/pacing.

References cited, as previously noted, include seminal works as well as some newer examinations of more recent studies.

Application:

Does the article contribute knowledge or practical examples that will inform/improve others' practice or education?

A resounding 'yes' on both fronts.

Knowledge contributions include a clear demonstration of the value of open pedagogy as a means to fill gaps where current open resources are limited. There is also helpful discourse around the dynamics of knowledge production and the role of instructor-student trust and admitted lack of subject matter expertise. These insights are not unfamiliar to many instructors, librarians, and open educators who work within the ever-changing field of information literacy. Involving students provides key insight into the long-term value of student agency and voice.

Practically, the article presents an easily replicable model for others wishing to engage in open pedagogy work. With a discussion of scaffolding and the importance of carefully structured peer review processes, practitioners of disciplines outside of information science can extract valuable takeaways. In addition, practical tips surrounding the use of checklists, copyright and licensing considerations, and the importance of balancing academic rigor with student autonomy are covered.

What are the stronger points/qualities of the article?

The article provides an actual account of implementing open pedagogy within a course. While it provides theoretical backing, its strength is in the reflection of the authors--both faculty and students-- on both the positives and negatives of the project. There is an authenticity brought forward in the narrative that underlines the meaningful learning and content development through project-based learning of open pedagogy work. It is rewarding to see an article that outlines a project from beginning to end. The 'real world impact'--course adoption, further dissemination, and student voice and agency--underscores the value of open pedagogy.

Inclusion of student voice not only in the open pedagogy project itself, but the article, is noted. Interweaving faculty perceptions with those of students is a valuable nod to the reciprocal nature of the work.

What are the weaker points/qualities of the article? How could they be strengthened?

As noted, some of the reflective sections, while rich with insight, could benefit from some editing/tightening of structure. If the authors can maintain the integrity of the individual reflections while cutting down on some of the repetition, it would strengthen the article.

While the article is strong overall, it could be further improved with a few refinements. Some of the reflective sections, while rich in insight, are overly detailed and could benefit from tightening to maintain momentum and clarity. The manuscript is text-heavy, and the addition of visual elements—such as a timeline or table summarizing student contributions—would enhance readability and structure. Although

the article engages well with open pedagogy literature, it could briefly expand its analysis to include broader institutional or systemic factors that affect the sustainability and scalability of such projects. Finally, addressing minor formatting issues (e.g., placeholder DOIs, citation inconsistencies, and paragraph length) through a light copy edit would help polish the presentation. These changes would strengthen an already compelling and well-conceived piece.

Peer Review Ranking: Scope

Does the topic discuss an element related to open education, open data, open access, or other open topics?

Highly relevant

Peer Review Ranking: Clarity

Clarity of expression and flow? Does the article proceed logically?

Clear

Peer Review Ranking: Contribution

Contribution to Higher Education research and/or practice

Highly contributes

Peer Review Ranking: Research Assessment

If this is a research paper, is the methodology appropriate?

Highly appropriate

Peer Review Ranking: Methodology

If this is a research paper, is the methodology appropriate? Does the article contribute knowledge or practical examples that will inform/improve others' practice or education?

Highly appropriate

Peer Review Ranking: Conclusion

Highly sound

Overall Evaluation

Minor Revisions Required

Open Peer Review

Nelson, E. (2025, June). [Open Pedagogy from Creation to Dissemination: Student Engagement in Open Textbook Publication, by W. Pei, D. Deschamps, & M. B. McNally]. *Journal of Open Educational Resources in Higher Education*, 3(3), 170-188. doi: 10.31274/joerhe.20095

Reviewer: Elizabeth Nelson

Recommendation: Accept without Revisions

Scope, Objectives, Content

Is the article in scope for Journal of Open Educational Resources in Higher Education? Does the topic discuss an element related to open education, open data, open access, or other open topics? Is the topic an important one, or is it trivial or of low priority?

Yes, the article is in scope - it presents a case study of an open pedagogy project resulting in a textbook co-authored with students. I believe this topic is important, both because faculty derive great benefit from many different examples of well-done open pedagogy projects involving student authorship, and because this project also focuses on the use of open pedagogy in a library studies course. This second point has additional impact in that it shows a strategy to help spread awareness of and enthusiasm for open educational practices among new librarians and also gives those librarians hands-on experience with open pedagogy from the student side, which would be incredibly valuable in supporting faculty in learning about or implementing open pedagogical assignments.

Additionally, the project also shows well how open pedagogy assignments can help students with both content knowledge acquisition and skill development, such as learning how to conduct a peer-review as part of the editing process for the shared work.

Organization

Does the article proceed logically? As applicable, does the article adhere to a recommended structure and the section guideline?

Yes, the article is clear and easy to follow, even on a single read-through.

Methodology, Approach, Conclusions

The methodology for data gathering and analysis should be appropriate for the problem addressed. Inferences from data should be sound--the author should not reach unsupported conclusions. Not all

papers will use a scientific research methodology, but all should employ sound reasoning and an adequate balance between description and critical analysis. Consider: Is the article factually accurate? Is it clear the author knows, or has investigated, previous work on the subject of the article? Has the author failed to reference recent or seminal work on the subject?

It's clear the authors are familiar with the subject area and conducted thorough research in order to provide a clear, helpful, and instructive literature review. I did not find myself recalling any important research that didn't appear - instead, the prominent authors I expected to see cited seemed well-represented in the paper. The conclusions the authors' draw from their study seem sound and well-balanced between claims of positive impact and acknowledgements of circumstances that may have affected the outcome.

I did find two sentences that either need citations to evidence to back them up, or (more likely, I'm guessing) need to be rewritten to make it clear that these are anecdotal, personal observations specific to the authors' institution or program. These sentences appear in the section, "Development of Contemporary Issues in Collection Management (CliCM)", in paragraph #5, but I'll also copy and paste them below:

"Online students tend to be older, working professionals with greater outside commitments including work and parenting, and thus with little extra time to contribute to projects after the end of their course work. Conversely, while on campus students often juggle greater course loads and sometimes part-time work, overall they tend to have more time to contribute to extracurricular initiatives, especially those with tangible benefits that might improve pathways to future professional employment such as being an author of a book chapter."

These sentences need citations/evidence in order to be presented so generally. For example, at some institutions, "on-campus" students may be attending class in-person but living off-campus with children or family-care needs, the same as online students might. Or, an individual student taking in-person courses might also enroll in online courses in the same semester. An in-person student might be working multiple part-time jobs in order to pay for in-person tuition, room and board, etc, and thus have less time to participate in coursework outside of class. An online student might be retired and not providing care to any dependents, with lots of time to contribute to a larger project.

The statements may be perfectly accurate to students at the authors' institution specifically, of course! In that case, I'd recommend rewriting the sentences to clarify that this is a representation of this institution's students alone. Data from the institution would be helpful to back up these claims, especially information from enrollment management on students' enrollment status / credit hours, employment status, financial status, age, etc.

Writing Style, References

Please indicate whether there are problems with expression or flow, but do not comment about grammar or basic edits. Do NOT take the time to do copy editing - that will be handled later in the process. However, general comments pointing out problems with style or format are useful.

The writing style is lovely. The word choice is delightfully interesting ("agentic" and "oligopoly" caught my eye, personal favorites) without straying into gatekeeping levels of complex language or terminology.

The section outlining the timeline and evolution of the project has a pleasant and engaging narrative structure that is very easy to follow and fun to read.

I also love that the authors chose to break the discussion into personal reflections. I found that much more interesting to read, which is great on its own, but it also echoed some important elements of open pedagogical practices. Specifically, allowing each author to keep their personal writing styles while following a similar format in terms of focus and length mirrored open pedagogy's emphasis on and inclusion of individual voices and perspectives over the homogenization of voice often preferred in closed textbooks.

Application:

Does the article contribute knowledge or practical examples that will inform/improve others' practice or education?

Absolutely, this article contributes a very useful practical example. I think this will be a valuable case study to help librarians supporting open educational practices to contextualize open pedagogy, in their own minds, in terms of their own graduate course experiences. It will be especially helpful in getting more folks thinking about the benefits of open pedagogy beyond "just" avoiding disposable assignments - especially things like interweaving students' experience gaining content knowledge with the process of developing research skills, especially collaborative research skills like peer-review, shared content creation, and the publication process.

What are the stronger points/qualities of the article?

The layout of the project's development, timeline, and evolution along multiple paths was very easy to follow and, I anticipate, will be easy for readers to adapt or replicate in their own circumstances. I enjoyed that the authors' seemed to focus on that as a goal, rather than focusing on proving that their project was valuable via quantitative impact, and I'd love to see that grow as an attitude among scholars in this research area where individual case studies are so valuable.

I think the individual reflections in the discussion were an elegant way to bring up important points (eg, the impact of open pedagogical practices on student engagement; the attraction of altruism as a motivator for students; the experience of gaining skills relevant to future work as a seamless "learning by doing" element; the gaining of a student perspective on open pedagogy and the importance of that for a future Open Education Librarian; the juggling of this additional work alongside existing workload and changing priorities for the instructor; and the impact of positioning students as published authors before graduation) without having to list them out in a heavy-handed way.

What are the weaker points/qualities of the article? How could they be strengthened?

I find myself wavering on this a bit - I want to acknowledge that, although I personally find the discussion section's soft mentions of various important impacts of open pedagogy insightful and engaging (as noted

in the "strong points" response), I also have a strong understanding of open pedagogical practices already. I don't know that someone relatively new to this area would pick up on those references as clearly.

I could see the article going ahead as is and being fine, but I'd also like to encourage the authors to look for the themes I found in the discussion section's reflections (and any others they'd like to emphasize) and see if there are simple ways to expand on those a bit, either in those reflections or in other places in the article. However, I don't feel strongly enough about that to recommend it as a revision - instead, it's just a suggestion I'd like the authors to consider

Peer Review Ranking: Scope

Does the topic discuss an element related to open education, open data, open access, or other open topics?

Highly relevant

Peer Review Ranking: Clarity

Clarity of expression and flow? Does the article proceed logically?

Very clear

Peer Review Ranking: Contribution

Contribution to Higher Education research and/or practice

Highly contributes

Peer Review Ranking: Methodology

If this is a research paper, is the methodology appropriate?

Highly appropriate

Peer Review Ranking: Conclusion

If this is a research paper, is the methodology appropriate? Does the article contribute knowledge or practical examples that will inform/improve others' practice or education?

Highly sound

Overall Evaluation

Accept Without Revisions
