

ATHABASCA UNIVERSITY

EXPERIENCES OF ONLINE FACULTY MEMBERS USING OPEN PEDAGOGY TO
SUPPORT SOCIAL JUSTICE

BY

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Dedication

For Arley, may you rest in power.

Acknowledgements

I assert that I did not use any artificial intelligence in the completion of my research study and dissertation. I designed the study; collected, analyzed, and interpreted the data; and wrote and edited this dissertation.

When raising children, there is a saying that “it takes a village.” However, I think this can also apply to completing a doctoral degree. Quite simply, it took a village for me to finish this degree, and I am indebted to and tremendously thankful for the unwavering support of so many.

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Abstract

The COVID-19 pandemic was a pivotal, high impact period in the history of modern education. Seemingly overnight, institutions, programs, and classes around the world moved from being in-person to being online. The amount of individual and collective effort required for this to happen was tremendous. As a result, the pandemic forced both K-12 and post-secondary education systems globally to view the purpose and provision of education, including open education, in different ways. At the same time, social injustices were simultaneously being made visible across all facets of society, including education. It is often assumed that open education, by virtue of improving access to education, de facto supports social justice, but this is not the case. Additionally, online learning is generally thought to improve students' access to education because of the flexibility in when and where to learn that is possible, but it can, in fact, be a site of social injustice for historically marginalized students. As a result, using open pedagogy in an online course to support social justice requires intentionality on the part of the instructor. For my dissertation, I completed a qualitative, interpretive phenomenological study underpinned by critical theory that sought to answer this central research question: *What are the experiences of post-secondary faculty members who teach online using open pedagogy to support social justice?* My study was situated within the context of one post-secondary institution located in British Columbia, and faculty who teach online courses using open pedagogy to support social justice were interviewed. The results revealed that faculty members conceptualize social justice in a variety of ways, primarily focusing on diversity, equity, and inclusion of identities, as well as removing systemic barriers. They operationalize social justice through using open pedagogy by centring student voices, diverse perspectives, and learner agency. As well, faculty members engage in social justice leadership development by valuing continuous learning; engaging in

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professional development on a variety of topics and in a variety of ways; and welcoming, valuing, and incorporating student feedback and input. The results also revealed they need to be more direct and explicit in expressing their support of social justice by using open pedagogy. Accordingly, I developed a social justice model of open pedagogy that faculty members could use to help plan how they will engage in open pedagogy to support social justice while avoiding the perpetuation of teaching practices that can be marginalizing. As well, because educational research tends to be under-theorized, my model contributes to the theory development in the intersections of open education and social justice. Despite some limitations of the research stemming from the study design and the cultural context, future research could more deeply explore the risks faculty members face when using open pedagogy in support of social justice.

Keywords: open pedagogy, social justice, social justice leadership, online teaching, open educational practices, open education, interpretive phenomenology, critical theory

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Chapter 1. Introduction

Introduction

The COVID-19 pandemic was a pivotal, high impact period in the history of modern education. Seemingly overnight, institutions, programs, and classes around the world moved from being in-person to being online. The amount of individual and collective effort required for this to happen was tremendous. As a result, the pandemic forced both K-12 and post-secondary education systems globally to view the purpose and provision of education, including open education, in different ways.

At the same time that educational systems were being reshaped in new ways as a result of COVID-19, social injustices were also being made visible. A report by the British Columbia Human Rights Commission found that hate-motivated incidents related to sexual orientation, gender, religion, race, Indigeneity, and intersecting identities surged dramatically during the pandemic (BC Office of the Human Rights Commissioner, 2023). The discovery of unmarked graves of Indigenous children at the sites of former Residential Schools across Canada, as well as the murders of Breonna Taylor, George Floyd, and others by police officers in the United States, resulted in increased attention to issues of systemic racism across all facets of society (Deflem, 2022), including education. The overturning of *Roe v Wade* and the resulting reduction to reproductive rights in the United States came with significant potential impacts to who could complete post-secondary education and what content would (or could) be taught (Jones & Pineda-Torres, 2024; Lundberg & Startz, 2022) and prompted discussions about whether something similar could happen in Canada (C. Johnson, 2022; Macfarlane, 2022; Vogel & Duong, 2022). Moreover, the vandalism of symbols of LGBTQ2SAI+ pride, such as rainbow crosswalks, at some Canadian schools (Rantanen, 2023); national protests against sexual

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orientation and gender identity inclusive curriculum taught to K-12 students (“Arrests, Heated Exchanges Mark Rallies”, 2023); and the pressures facing companies and educational institutions in the United States and Canada to eliminate programs supporting diversity, equity, and inclusion (“Apple shareholders say no to scrapping company’s diversity programs”, 2025) continue. As a result, issues of diversity, equity, and inclusion are ongoing areas for discussion in education (Boys, 2022) and educational leadership (Kruse & DeMatthews, 2024).

Against this backdrop and in the context of my research, two papers that were published in 2018 have particular significance. Lambert (2018) proposed a definition of open education that intentionally and explicitly centred social justice, and this paper has been cited more than 200 times. Hodgkinson-Williams and Trotter (2018) used a social justice framework to examine how open education resources and practices could address economic, cultural, and political inequities, and this paper has been cited nearly 150 times. In the years since these publications, studies exploring how open pedagogy can work in support of or hinder social justice have continued to be published. I undertook a qualitative interpretive phenomenological study underpinned by critical theory to explore the experiences of post-secondary faculty members who teach online courses in using open pedagogy to support social justice and what strategies and approaches they use to develop their social justice leadership. While leadership may typically be thought to refer to someone who is the CEO or head of an organization or institution, leaders can be at any level of an organization or institution (Dianova et al., 2019), including teachers and students. Therefore, in this chapter, I will provide information required to contextualize this work. I will begin by providing background information. I will then describe the need for this research, state the purpose of the study, and explain my positionality. After that, I will outline the limitations and delimitations of my research, state my research questions, and

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conclude with defining key terms, including open pedagogy, social justice, social justice pedagogy, intersectionality, social justice leadership, and online learning.

Background

Online Learning

There are many reasons a student may enroll in an online course. During the COVID-19 pandemic, many educational institutions around the world moved their course offerings online. As a result, many students did not have any choice but to enroll in online courses if they wanted to continue their education. However, while the internet may be the mediator of much distance learning today, distance learning has been around for decades, first via mail correspondence and then via mass communications media such as television or radio (T. Anderson & Dron, 2011). In fact, there is a long history of social justice in distance education broadly speaking as distance education first emerged as a means of providing and expanding access to education by those who might otherwise be excluded (B. Anderson & Simpson, 2012; van den Berg, 2021). However, while technology is often considered to be a key driver of change in distance education, changing pedagogies that give learners increasing agency—from cognitive-behaviourist to social constructivist and connectivist—have also played a pivotal role (T. Anderson & Dron, 2011).

For students who live far away from an institution or who lack transportation to get to campus and attend in-person, an online course or program may be the only way to get an education (J. L. M. Brown, 2012; Butcher & Rose-Adams, 2015; Oguz et al., 2015; Park & Choi, 2009; T. L. Williams et al., 2023). In other words, for these students, learning online is the only option (Butcher & Rose-Adams, 2015).

For others, an online class may offer more flexibility for work, personal, or family commitments (J. L. M. Brown, 2012; Butcher & Rose-Adams, 2015; Chen et al., 2022; Kennette

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& Lin, 2021; Maslowski, 2022; Oguz et al., 2015; Park & Choi, 2009; Pastore & Carr-Chellman, 2009; T. L. Williams et al., 2023). Learning outside of a brick-and-mortar classroom can eliminate potential barriers for students who are disabled, are chronically ill, or have health conditions that make attending in-person difficult (Kennette & Lin, 2021; Maslowski, 2022; Oguz et al., 2015; T. L. Williams et al., 2023).

Additionally, students may enroll in an online course if they have had positive experiences in completing an online course in the past (Oguz et al., 2015). This is an important point because many students experienced learning online for the first time during the COVID-19 pandemic, initially in the form of emergency remote teaching (Trout, 2020; T. L. Williams et al., 2023). Emergency remote teaching is a temporary adoption of remote modalities for teaching and learning as a result of a crisis or emergency situation (Hodges et al., 2020). This lies in contrast to online education, which is teaching and learning that is intentionally and purposefully planned and designed to take place via the internet (Hodges et al., 2020).

While some studies have reported that not all students had a positive experience during those periods of emergency remote teaching (e.g., Hamza et al., 2021; Morava et al., 2023), a survey of students in 2021 and 2022 sponsored by Cengage, an educational technology and services company, indicated that 76% of students expressed interest in taking an online course in future (Bay View Analytics, 2022). However, in a 2024 report by the Canadian Digital Learning Association, 36% of students indicated they had taken at least one hybrid class while 40% of students indicated they had taken at least one fully online class (N. Johnson, 2024). As well, 58% of students said they preferred learning in-person (entirely or mostly) while 21% said they preferred online (entirely or mostly) modalities (N. Johnson, 2024). The reasons students chose to enroll in one or more online or hybrid classes included prohibitively high housing costs near

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campus, accessibility accommodations for a disability, lack of access to transportation, or to save money (N. Johnson, 2024).

To better support online learning during the pandemic, many universities upgraded their technology infrastructure and online teaching supports for instructors. This combination of having the necessary infrastructure and supports and student demand for online learning could result in institutional growth in online course offerings moving forward (Trout, 2020). For example, administrators and support staff surveyed at Canadian post-secondary institutions said it was very likely or somewhat likely there would be growth in the offerings of courses and/or programs in hybrid (73%) or fully online (62%) modalities at their institutions moving forward (N. Johnson, 2024). While technology needs obviously exist for classes taught in online modalities, 84% of the survey respondents expected there to be greater technology use in all classes at their institution, irrespective of the modalities of the classes (N. Johnson, 2024). This suggests that these technology infrastructures are becoming normalized, which could contribute to the platformization of teaching and learning practices, as well as educational institutions and systems more broadly (Amiel, 2024). Therefore, it is important for instructors to acknowledge that not all students may have similar experiences in online classes, which I will discuss in chapter 2.

Open Education & Open Education Resources

As I will discuss open pedagogy in the next section, it is first important to have an understanding of the development and history of open education and open education resources, as open pedagogy is closely linked. Therefore, in this section, I will briefly discuss the origins of open education and open education resources.

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In 1948, Article 26 of the 1948 Universal Declaration of Human Rights indicated that “everyone has a right to education” (United Nations [UN], n.d.-a, para 1). In the years after, particularly from the 1950s to 1970s, there was significant growth in the number of colleges and universities worldwide, including open universities (K. Johnson, 2023). An open university is one that seeks to minimize barriers for people to access education (K. Johnson, 2023). While there is disagreement among scholars about when open education first developed, there tends to be agreement that open education experienced a lot of growth in the years after World War II (K. Johnson, 2023).

Open education “encompasses resources, tools, and practices that are free of legal, financial, and technical barriers that can be fully used, shared, and adapted” thereby making education available, accessible, and affordable to as wide an audience as possible (SPARC, n.d., para 1). Thus, open education is often seen as an approach that strives to be inclusive of all through its focus on removing barriers to education (Demacio et al., 2022).

In 2002, OER emerged from the UN Forum on the Impact of Open Courseware for Higher Education in Developing Countries (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2002). OER are “learning, teaching, and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation, and redistribution by others” (UNESCO, 2002, para 1). With the rising cost of commercial textbooks, particularly in North America, many institutions and faculty members have been turning to OER as a means to mitigate the negative impacts on students (Jhangiani et al., 2016). As a result, OER can be a gateway for faculty members into the field of open education.

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In 2012, two important events took place that further contributed to the growing awareness of open pedagogy as part of openness in education. The United Nations Educational, Scientific and Cultural Organization developed 17 Sustainable Development Goals, including one (goal 4) to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN, 2017, para 1) and the UN made the Paris OER Declaration, appealing for governments globally to apply open licenses to materials and resources used for teaching and learning (UNESCO, 2012). Open licenses provide the guidelines—known as the 5Rs—for which others may use the openly licensed materials (Wiley, n.d.):

- Retain – The creator of a resource retains the right to make, own, and control copies of the content.
- Revise – Other users of the resource can change the original resource.
- Remix – Other users of the resource can make a new resource that incorporates some or all of the original resource.
- Reuse – Other users of the resource can use the resource publicly, whether it is the original form or revised or remixed.
- Redistribute – Other users of the resource may share the original, revised, or remixed resource with others.

Open Pedagogy

While the definition and concept of OER has remained stable, other terms associated with open education, such as open education practices (OEP), invoke less agreement in discussions (Cronin & MacLaren, 2018). In fact, some researchers state that “OEP is a term that is continually contested and redefined” (T. Morgan et al., 2021, p. 126). Nevertheless, OEP have been conceptualized in several ways, ranging from a broad and inclusive definition involving the

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use of OER and open teaching approaches, to a narrower definition referring only to the use of OER, to sometimes being used synonymously (Cronin & MacLaren, 2018). Similarly, discussions of what is open pedagogy and what it encompasses is another often debated topic (Cronin & MacLaren, 2018; DeRosa & Jhangiani, 2017; Short et al., 2024). Short et al. (2024) suggest that “definitional murkiness surrounding OP [open pedagogy] may be because OP [open pedagogy] is implemented in various ways” (p. 14). For the purposes of this dissertation, I am adopting the expansive or umbrella view of OEP presented by Cronin and MacLaren (2018), which is that OEP does not have to focus on OER. This makes OEP more inclusive of a broad array of open practices, thus making open pedagogy a sub-set of OEP (Cronin & MacLaren, 2018). Moreover, as I discuss and define later in this chapter, I am using the conceptualization of open pedagogy developed by Hegarty (2015) because it is the definition most often cited and used in studies about open pedagogy, and it is the definition that fits the purposes of my study.

Though the term open pedagogy may be newer, the practice is decades old (Cronin & MacLaren, 2018). Moreover, open pedagogy has close connections with critical pedagogy (DeRosa & Jhangiani, 2017; Farrow, 2017; Werth & Williams, 2022), which “is an approach to teaching and learning predicated on fostering agency and empowering learners (implicitly and explicitly critiquing oppressive power structures)” (Morris & Stommel, 2014. p. 3). In fact, critical pedagogy advocate Freire (1970/2017) is often credited in open education circles as being a key influencer in decentring the role of the instructor. Among his contributions, Freire (1970/2017) described a “banking” model of education whereby students are empty vessels waiting to be filled with knowledge from the teacher. He said that in this model, students are passive receivers of information and the only action required of them is “receiving, filing, and storing deposits” (Freire, 1970/2017, p. 45). In opposition of this conceptualization of education,

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he goes on to argue that education is “the practice of freedom” (Freire, 1970/2017, p. 54) and that students and teachers must work together—as equals—in order to overcome oppression, a topic I will return to later in this chapter.

Social Justice

While having access to education is important, access alone does result in equity or support for social justice (Clinton-Lisell et al., 2023; Iniesto & Bossu, 2023; Lambert, 2018; A. Mills et al., 2023; Raju et al., 2023). For example, an issue of social justice in education would be how instructors who have a bias against Black students may give those students grades that are lower than they would give to White students (Malouff & Thorsteinsson, 2016; Pearman, 2022). Another example would be an instructor using incorrect pronouns when referring to a student or not accepting the learning accommodations for a disabled student. One example of social justice in the context of open education would be how a textbook is used in a course because “it is possible to use OER and teach in a way that reinforces harmful cultural norms, perpetuates othering, and positions students as mere recipients of information” (Ceciliano, 2024, p. 162). Another example of open education social justice is textbook costs. Jenkins et al. (2020) and Cox et al. (2020) found that while textbook costs are a barrier to education for many students broadly, textbook costs have a disproportionate and significantly more negative impact on historically marginalized students.

The term *historically marginalized*, as well as the terms *systemically marginalized*, *marginalized*, and *underserved*, refer to those “who have been excluded or disenfranchised throughout history, and whose legacy includes day-to-day barriers that contributed to past, and perpetuate current inequities which compound over time” (York University President’s Advisory Council on Equity, Diversity, and Inclusion, 2022, p. 32). Moreover, according to Baah et al.

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(2018), marginalization is a process whereby some people or groups are “pushed to the periphery” (p. 3) of society such that they are denied the resources, inclusion, or representation given to those who are considered to be part of the “mainstream” (p. 3). Though this list is not exhaustive, marginalization can happen in relation to sexual orientation, gender, race, disability, language, and/or socioeconomic status (Baah et al., 2018).

Identity is personal and contextualized, and “words can foster inclusion or lead to alienation depending on how they are used” (BC Office of the Human Rights Commissioner, n.d., para 2). For example, in North America, the term BIPOC emerged to refer to those who are Black, Indigenous, or other “People of Colour” as an alternative to other outdated and offensive terminology (Ajele, 2021; S.E. Garcia, 2020; McGuire, 2023; Ontario Human Rights Commission, n.d.). However, the term BIPOC does not specifically include others who have experienced racial oppression and marginalization, such as those who have multiple racial or ethnic identities (McGuire, 2023). Moreover, broad-sweeping identity terms can be reductive, inviting assumptions about pan-Indigeneity or universal experiences as a Black person or other racialized person, thus erasing the impacts and experiences of specific communities with oppression (Ajele, 2021; S.E. Garcia, 2020; McGuire, 2023). Therefore, I am being intentional in using specific identities when relevant to the discussion (e.g., Black students, Secwépemc students).

When discussing more than one identity category, I am choosing to use the terms *historically marginalized*, *systemically marginalized*, *marginalized*, or *underserved* as these are more inclusive across a variety of identity categories and makes space for intersectionality (a topic I will address later in this chapter). Furthermore, when discussing issues pertaining to groups who have a variety of racial or ethnic identities that have experienced (and are

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experiencing) oppression, I am using the term racialized (i.e., a racialized person or racialized students) as this recognizes that race is a social construct that centres whiteness as “the norm” and that race is imposed on people with unequal political, economic, and social impacts (Ontario Human Rights Commission, 2017).

Statement of the Problem

It is often assumed that open education, by virtue of improving access to education, de facto supports social justice, but this is not the case (Clinton-Lisell et al., 2023; Cox & Masuku, 2023; Iniesto & Bossu, 2023; Lambert, 2018; A. Mills et al., 2023; Raju et al., 2023). However, “the similarities between the open movement and social justice movement imply potential for closer collaboration between these movements” (Cangialosi et al., 2023, p. 49). Additionally, online learning is generally thought to improve students’ access to education because of the flexibility in when and where to learn that is possible (J. L. M. Brown, 2012; Butcher & Rose-Adams, 2015; Chen et al., 2022; Kennette & Lin, 2021; Maslowski, 2022; Oguz et al., 2015; Park & Choi, 2009; Pastore & Carr-Chellman, 2009; T. L. Williams et al., 2023). However, the online environment can, in fact, be a site of social injustice for historically marginalized students (Bakermans et al., 2022; Bozkurt et al., 2020; Cox et al., 2022; Croft & Brown, 2020; Ortega et al., 2018; Phirangee & Malec, 2017). As a result, using open pedagogy in an online course to support social justice requires intentionality on the part of the instructor (Bali et al., 2020; Hodgkinson-Williams & Trotter, 2018; Lambert, 2018), as I will discuss later. For my dissertation, I undertook a study to explore the experiences of post-secondary faculty members who teach online courses in using open pedagogy to support social justice of any (and all) identities, as well as what strategies and approaches they use to develop their social justice leadership.

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There is a risk that some of the characteristics of open pedagogy, such as collaboration or engaging with audiences outside of the classroom, could have negative impacts on historically marginalized students if faculty members do not take measures to mitigate that potential (Bali et al., 2020). I posit that faculty members must be able to clearly conceptualize social justice and how they operationalize it using open pedagogy. However, what strategies and approaches these faculty members may take to develop their social justice leadership is not known, and research is needed.

At a broad level, social justice matters because “schools should be inclusive places, in which everyone is fully accepted and respected without regard to socio-economic status, ability or disability, ethnicity, religion, gender identity, or place of origin” (Gélinas-Proulx & Shields, 2022, p. 4). This may seem like an obvious point or a given, but it is not because post-secondary institutions have historically been a place for educating those with privilege on topics and ideas related to the dominant or privileged cultures (Chan, 2023; Farrow et al., 2023). McCoy-Wilson (2020) states that “because higher education, in many ways, is a microcosm of the larger society in which it exists, much of the same racism and racialized thinking that occurs in mainstream society also occurs in institutions of higher education” (p. 546). For example, as an instructor of writing and communication, I am in a discipline that can, depending on the approach of the instructor, be very punitive towards those who do not speak Standard English as a first language. By Standard English, I am referring to the style of English characteristic of the country of England and other countries they colonized, such as Canada and the United States (hooks, 1994).

Linguistic racism and linguistic hegemony, as expressed by Baker-Bell (2020), are rampant within the discipline I teach. If I were to teach from a perspective that punished a student for writing using a different English, rather than discussing different contexts and

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variations on the language, then I am reinforcing linguistic racism. Baker-Bell (2020) states that this is “not only an attempt to eradicate [a student’s] ...language, it is also an attempt to eradicate their identity, community intelligence, theories of reality, and centuries of Black survival philosophies” (p. 25). While Baker-Bell was specifically addressing the experiences of Black students, linguistic racism and its erasure of identity, culture, and ways of being and doing can also apply to other racially, ethnically, or linguistically marginalized students as well. Guided by this knowledge, my teaching of writing is heavily informed by social justice, and this is an intentional decision. While this may be an anecdote, I have used it here to provide a real, contextualized example of how the assumption that social justice is inherently built into post-secondary education is not necessarily the case. Moreover, taking a critical perspective to the exploration of this topic means that I must acknowledge my own perspective and biases. This provides also speaks to my positionality, which I discuss later in this chapter and in more detail in Chapter 3.

At a granular level, social justice pedagogy matters because it sets the conditions whereby all students, faculty members, staff, and members of the institution’s community can engage and learn (Gélinas-Proulx & Shields, 2022). The importance of social justice is underscored by Theoharis (2007) who contends that “marginalized students do not receive the education they deserve unless purposeful steps are taken to change schools on their behalf with both equity and justice consciously in mind” (p. 250). To be frank, without a commitment to working in support of social justice, educators are failing their students, their colleagues, their communities, and society more broadly.

However, issues of social justice (and injustice) extend beyond an individual instructor’s teaching practice. Educational institutions themselves—from administrative policies, to hiring

practices, to financial aid provision, and more—can be perpetrators of social injustice (Sabzalieva et al., 2022; Taylor & Williams, 2022). In 2022, UNESCO declared that “the right to education extends to all levels of education because the right to education is the right to lifelong learning” and that social injustices can prevent students from obtaining higher levels of education (Sabzalieva et al., 2022, p. 7). For example, in the United States, while the overall undergraduate degree completion rate within four years was 41% for students who began their studies in 2010, more White students (45%) than Black (21%). Hispanic (32%), or Indigenous (23%) students graduated (de Brey et al., 2019). In South Africa, as of 2012, more White students completed post-secondary education than students who were African, Indian, or other Persons of Colour (Essop, 2020). While these statistics are not situated within a Canadian post-secondary education context, a similar pattern emerges for Canada, which is the geographical context for the present dissertation study.

According to 2016 Canadian Census data, Indigenous youth attend post-secondary institutions at a rate nearly half (37%) of non-Indigenous youth (72%) (Statistics Canada, 2023). Furthermore, the rate of Indigenous students successfully completing an undergraduate program in Canada is lower than the rate of non-Indigenous students (Black & Hachkowski, 2019). In 2019, 10.8% of LGBTQ2SAI+ post-secondary students in Canada indicated they were the target of discrimination based on their sexual orientation (or assumed sexual orientation) within their post-secondary institution, in comparison to only 1.2% of heterosexual students (Statistics Canada, 2022). That same year, 20% of women and 13% of men reported having experienced discrimination against gender, gender identity, and/or sexual orientation at their post-secondary institution (Statistics Canada, 2020). Additionally, 40% of transgender students had experienced

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discrimination against their gender, gender identity, and/or sexual orientation at their post-secondary institution, in comparison to 17% of cisgender students (Statistics Canada, 2020).

It is important to understand how social justice is conceptualized and operationalized using open pedagogy because of the potential impacts on students and society. According to Mollet et al. (2020), “not examining or questioning the cultural structures of higher education encourages the status quo and perpetuates the maintenance of norms, values, beliefs, and attitudes that do not support equitable access and success in higher education” (p. 229). As I discussed in this section, social justice needs to be considered at both a granular level and from a big picture perspective as both are equally important in education, which will be discussed later in this chapter, and in the next section, I will discuss the purpose of my study.

Purpose of the Study

The purpose of my study was to explore the experiences of faculty members who teach online using open pedagogy to support social justice. Accordingly, I investigated how these faculty members conceptualize social justice and how they operationalize it using open pedagogy. Additionally, I also investigated what strategies and approaches these faculty members use to develop their social justice leadership. Just as openness can be a continuum, as argued by Havemann (2020), it is possible there may also be a continuum of practices of social justice pedagogy and leadership. The results of my study could be helpful for two reasons.

Firstly, university administrators, such as those in executive and governance roles and staff in university teaching and learning centres, could use the findings of my study to inform the development and provision of faculty resources or training relating to social justice and social justice leadership, as well as how to use pedagogy in a way that supports social justice. This is important because, typically, faculty members are responsible for developing and approving

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course and program curricula (Chan, 2023). Additionally, the hiring of faculty is typically done by committees composed of faculty members with some administrative representation (Chan, 2023). Therefore, if faculty members report that they must seek out professional development on social justice from sources external to the university, this could indicate there is an opportunity for the university to develop their own resources or to facilitate connecting faculty members with these external learning opportunities. As another example, if faculty members are struggling to conceptualize social justice or express need for resources to support their operationalization of social justice using open pedagogy, this could be an opportunity for the university to provide better support to these efforts. As a result, this could help build capacity for faculty to work collaboratively in support of social justice at the institution, which would make it more likely for the work to be sustained over the long-term (Cangialosi et al., 2023).

Secondly, by virtue of having participated in the study, faculty members may have better understanding of their own teaching practices and positionality, which can potentially help facilitate their own further reflection and professional development as a post-secondary educator. From a constructivist perspective, while instructors may be facilitators of student learning, they are also modeling patterns of how to think about, perceive, and engage with the world (Powell & Kalina, 2009). Therefore, it is possible that instructors who participate in this study may change their own teaching practices, which in turn may have an impact on the experiences and learning of students.

Positionality Statement

In 2017, I began my post-secondary teaching career at Kwantlen Polytechnic University (KPU), a unique institution that is open access; has strong encouragement of open education, including open education resources and open pedagogy; and includes open education in the

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institution's strategic plan. For the first five years, I taught applied communications, and since 2022, I have taught both applied communications and entrepreneurial leadership. Additionally, in the summer of 2018, I had the honour and privilege of teaching applied communications in a community-based classroom of Indigenous students. Overall, in my post-secondary teaching career, I have taught nearly 2,000 students.

The beginning of my post-secondary teaching career coincided with an incredible growth of international student enrollments in Canada. In fact, between the Fall 2017 semester and Spring 2018 semester there was a 41% increase in international enrollments at KPU (Xiong, 2018). Moreover, there was such significant growth that, in 2018, KPU paused the international application processing due to its limited capacity to provide adequate service to international students (Xiong, 2018). As I witnessed the challenges that international students were experiencing, I recognized that despite my education and training in how to teach, I needed to undertake more professional development so that I could be a culturally responsive educator. As a result, I began reading materials and engaging in webinars, workshops, and other learning opportunities relating to interculturalism, internationalization, and inclusive teaching practices. It was also at this time that I was introduced to open education and open pedagogy

I became acutely aware of the incredible and diverse impacts that rising commercial textbook costs were having on my students, and after being introduced to the existence and potential of OERs, I felt driven to do something. As a result, I adapted and remixed several sources to create an open textbook on business communications that was tailored and specific to the classes I teach. Since then, several colleagues have adopted my textbook, and I have periodically encountered those from other institutions around the world who have also adopted the textbook.

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I was fortunate that early on in my post-secondary teaching experience I had colleagues who were engaged in open education, including creating open education resources and using open pedagogy. After my initial foray into OERs, I became profoundly curious about open pedagogy and the impacts these practices could have on my students.

Through listening to experiences shared by my colleagues, it seemed like using open pedagogy shifted the classroom dynamic between students and their learning, as well as between students and the instructor. I wanted to learn more about the impacts, perceptions, and uses of open pedagogy, but when I turned to the research literature at the time, there was not much available. Therefore, I decided to complete a research ethics board approved study to explore the perceptions of open pedagogy by faculty and students.

One finding of my study was that half of the faculty respondents felt motivated to use open pedagogy because of its impact on access, equity, inclusion, and social justice (Ashman, 2023). Interestingly, while students overwhelmingly felt open pedagogy had a positive impact on their learning and experience (Ashman, 2023), they did not specifically mention the social justice aspect in their comments. As a result, I became curious to explore open pedagogy further, particularly as it intersects with social justice.

From a personal perspective, my interest in social justice stems from my experiences. I have a tremendous amount of privilege because I am white, cisgender, heterosexual, and educated. At the same time, as a woman, I have experienced sexism, misogyny, and gender-based violence. I have also experienced classism, and, though I use hearing aids as assistive devices, I “pass” as being fully abled-bodied. Furthermore, some members of my family and those I deeply care about are part of racialized communities and/or LGBTQ2SAI+ communities.

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Therefore, I have a deep personal interest in social justice across a variety of identity categories and a desire to better understand the experiences of others.

As someone who is actively teaching and is interested in social justice and open education, I recognize that I am not a neutral party in my study. Moreover, in taking a critical approach to my research study, as discussed in chapter 3, I also recognize that I *could not* be a neutral party in my study. Therefore, I want to be transparent about my positionality and potential biases, and, as I will describe in chapter 3, there are steps I will take to document and make plain my thoughts, reactions, experiences, and interpretations as I collected and analyzed my data.

Delimitations

In this section, I discuss the scope or delimitations of my study. First, the study took place within the context of one post-secondary institution in British Columbia. Second, I focused on the conceptualization and operationalization of social justice only by post-secondary faculty members, rather than exploring social justice at the level of the institution. Third, my study focused on how social justice is operationalized only by using open pedagogy in online courses, and it did not investigate other teaching practices that may be used to support social justice.

Limitations

In this section, I discuss the limitations of my study. First, participants self-selected to respond to my recruitment messages because they had experience with the phenomenon that I am studying. However, it is possible that other faculty members who have experience with this same phenomenon did not participate, and their experiences may have been different. Second, because my study explored faculty members' conceptualization and operationalization of social justice by using open pedagogy, it does not provide a fulsome view of how faculty members may support

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social justice more broadly (i.e., beyond open pedagogy). As a result, this may provide an incomplete snapshot of, and insufficient information about, what resources and supports could be helpful to faculty in developing their social justice leadership. Additionally, it is possible that being a faculty colleague to my study participants and having a positive reputation in open education could have influenced what my participants chose to share during the interviews.

Research Questions

The central research question guiding this study was: *What are the experiences of post-secondary faculty members who teach online using open pedagogy to support social justice?* The three sub-questions to answer this research question were:

1. *How do post-secondary faculty members who teach online courses conceptualize social justice?*
2. *How do post-secondary faculty members who teach online courses operationalize social justice by using open pedagogy?*
3. *What strategies and approaches do post-secondary faculty members who teach online courses and use open pedagogy to support social justice take to develop their social justice leadership?*

Definitions

In this section, I define and explain key concepts pertaining to my study. These include online learning, open pedagogy, social justice, and social justice leadership.

Online Learning

In addition to open pedagogy, social justice, and social justice leadership, my research requires a definition of *online learning* as online classes were the location of my study. Online learning is borne from distance education (T. Anderson, 2008). Whereas distance learning has its

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roots in autonomous, asynchronous self-study, online learning has developed thanks to the birth of the internet, burgeoning computer technologies, the ubiquity of mobile devices, and a shift in teaching and learning pedagogies towards constructivism (Garrison, 2009; Singh & Thurman, 2019). In simplistic terms, an online class is one that takes place via the internet. In a systematic review, Singh and Thurman (2019) found that definitions of online classes can include those that are asynchronous (students complete the work on their own schedule by the specified deadlines), synchronous (all the students and the instructor come together at a designated day and time to engage in teaching and learning), or blended (a combination of asynchronous and synchronous formats is used).

Open Pedagogy

This section defines and explains the characteristics of *open pedagogy*, which is a relatively new concept that continues to evolve. For the purposes of this dissertation, I am adopting the expansive or umbrella view of open education practices (OEP) presented by Cronin and MacLaren (2018), which is that open pedagogy is a sub-set of OEP. Moreover, I am using the conceptualization of open pedagogy developed by Hegarty (2015) because it is the definition most often cited and used in studies about open pedagogy, and it fits the purposes of my study.

According to Hegarty (2015), open pedagogy has eight attributes:

1. Participatory technologies
2. People, openness, and trust
3. Innovation and creativity
4. Sharing ideas and resources
5. Connected community
6. Learner generated

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7. Reflective practice

8. Peer review

Examples of open pedagogy could include co-creating OER with students, having students edit Wikipedia articles, having students create resources to be shared with audiences outside of the classroom, or having students co-create course policies and assignments (DeRosa & Jhangiani, 2017). These types of activities provide hands-on, real-world opportunities for learning that can increase employability of students, which is one of the targets set by the UN to achieve Sustainable Development Goal 4 in support of quality education for all (UN, n.d.-b).

Social Justice

As my dissertation explored the intersection of open pedagogy with social justice, in this section, I provide a definition of and broader context to social justice within educational research. Fraser (2005) defines *social justice* as “parity of participation...[which requires] dismantling institutionalized obstacles that prevent some people from participating on a par with others, as full partners in social interaction” (p. 73). This aligns with the definition of social justice by Gélinas-Proulx and Shields (2022) who say that social justice requires people to not only acknowledge, but to actively work, to dismantle “the inequitable distribution of power, hegemony, implicit bias, and systemic distribution, including racism, homophobia, xenophobia, and so on” (p. 5).

Returning to Fraser’s (2005) definition, she explains that social injustices can occur economically, politically, and/or culturally. Economic barriers to full participation can occur when people lack the resources required to fully participate, and redistribution is required to overcome this injustice (Fraser, 2005). She states that cultural barriers to full participation can occur when there are systemic and institutional barriers that value some cultures over others, and

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recognition is required to overcome this injustice. Additionally, she states that political barriers to full participation occur when there are systems and politics in place that include and exclude who can make a claim for justice. In this case, she says that representation is required to overcome this injustice. As well, she states that social justice is not only an outcome but that it is also a process.

Fraser (1995) argues that actions to address these injustices can be affirmative or transformative. Affirmative remedies are “aimed at correcting inequitable outcomes of social arrangements without disturbing the underlying framework that generates them” (p. 19). On the other hand, transformative remedies are “aimed at correcting inequitable outcomes precisely by restructuring the underlying generative framework” (p. 19). She explains that affirmative remedies affect outcomes, whereas transformative remedies focus on the processes that let to the inequitable outcomes in the first place.

Some scholars have critiqued Fraser’s dimensions of social justice stating that she presents them as separate and distinct entities (Keddie, 2012; Young, 1997). This means, for example, that “matters of distribution...are not purely about economics—they are informed and shaped by matters of cultural recognition and political representation” (Keddie, 2012, p. 276). This then denies the impacts of intersectionality, discussed later in this chapter, on experiences of oppression (Young, 1997). However, in later work, Fraser (2010) acknowledges that “some important injustices are best located not on any one single scale but rather at the intersection of several scales” (p. 364). Though I acknowledge the criticisms and potential limitations of Fraser’s conceptualizations of social justice, it is the definition I have used for the purposes of this study because it remains “a comprehensive and multi-dimensional approach to navigating

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through some of the ‘chaos’ of justice issues in education towards greater economic, cultural, and political parity for all” (Keddie, 2012, p. 277).

Social Justice Pedagogy

The term social justice is often used alongside the term equity (Sahlberg & Cobbold, 2021). In fact, there are a variety of terms that may be used to refer to teaching approaches that centre equity and social justice, including social justice pedagogy, equity pedagogy, culturally relevant pedagogy (sometimes also referred to as culturally responsive pedagogy), and anti-racist pedagogy. Since my study investigates teaching practices, it is necessary to better understand the associated pedagogies.

Two terms that are sometimes used interchangeably are *culturally relevant pedagogy* and *culturally responsive pedagogy* (Mensah, 2021). Culturally relevant pedagogy “addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate” (Ladson-Billings, 1995, p. 469). In comparison, culturally responsive pedagogy uses “the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (Gay, 2002, p. 106). Though the terms have slightly different meanings, they are both approaches to teaching that originated from seeking to support and affirm Black students and their identities (Mensah, 2021).

Another term that is often used is *anti-racist pedagogy*. In contrast to the terms just defined, anti-racist pedagogy is focussed on mitigating racism, acknowledging structural and historical inequities, and overcoming oppression (Blakeney, 2005; Daly et al., 2022; Kishimoto, 2018). This approach requires an instructor “to confront [their] internalized racial oppression or

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internalized racial superiority and how those impact [their] teaching, research, and work in the university and community” (Kishimoto, 2018, p. 551).

The meaning of *equity*, particularly in an education context, has evolved over time (Sahlberg & Cobbold, 2021). Equity refers to what resources and supports someone may need in order to participate alongside others (Moje, 2007). Sahlberg and Cobbold (2021) argue that equity should be considered in terms of “equality of opportunity,” whereby all students have equal chances to learn (p. 450), *and* in terms of “equality of outcomes,” whereby all students can achieve learning outcomes irrespective of their race, gender, class, et cetera (p. 452).

According to Banks (1993), “equity pedagogy exists when teachers use techniques and methods that facilitate the academic achievement of students from diverse racial, ethnic, and social-class groups” (p. 6). In other words, “it is not sufficient to help students learn to read, write, and compute within the dominant canon without learning also to question its assumptions, paradigms, and hegemonic characteristics” (McGee Banks & Banks, 1995, p. 152). This line of thinking has continued back and forth with an uptick in education research related to anti-racism or social justice (see for example Arneback & Jämte, 2022; Ben et al., 2020; Daly et al., 2022).

Moje (2007) distinguishes between “teaching in socially just ways” (p. 1), which they term socially just pedagogy, and teaching “in ways that produce social justice” (p. 1), which they term social justice pedagogy. They also state that socially just pedagogy means all learners “have equitable opportunities to learn” (p. 3). While admirable on the surface, socially just pedagogy “risks assimilating all people into a dominant, White mainstream rather than opening spaces for many different cultural practices to coexist and even nurture one another” (p. 3). In other words, they assert that with the focus on access alone, socially just pedagogy can replicate and reinforce dominant perspectives and discourse. This situation is similar to ongoing conversations in the

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field of open education about whose perspectives are presented in OER. On the other hand, *social justice pedagogy* provides opportunity for transformation of all students and the contexts and systems in which they learn (Moje, 2007).

At the core, social justice pedagogy, equity pedagogy, culturally relevant pedagogy, culturally responsive pedagogy, and anti-racist pedagogy share much in common. Therefore, for the purposes of my study, I am using the term *social justice pedagogy* to refer to teaching approaches that centre equity, diversity, inclusion, and *social justice* with an intent of decentring privileged perspectives, interrupting dominant narratives, and disrupting hegemony.

Intersectionality

A contemporary examination of social justice necessitates an understanding of *intersectionality*, which is a term coined more than 30 years ago by Kimberlé Crenshaw (1989). According to her, intersectionality “denote[s] the various ways in which race and gender interact to shape the multiple dimensions of Black women's employment experiences” (p. 1244). Putting this another way, a person’s overall identity is constructed of multiple identity dimensions, such as race, gender, and class, that overlap or intersect (Crenshaw, 1991). Intersectionality, which is linked to historical marginalization (discussed earlier in this chapter), is a way of looking at how sexism, patriarchy, racism, ableism, and other forms of oppression come together and how they affect the experiences of people depending on their identity dimensions (Crenshaw, 1989, 1991; Pugach et al., 2019).

According to Pugach et al. (2019), “there is no singular way to capture the varied and unique interactions of people’s identifies and social experiences, [but] intersectionality helps to unveil how multiple social identity markers are addressed” (p. 207). Some identities are privileged over others (Crenshaw, 1989, 1991; Sabzalieva et al., 2022), such that, for example, a

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person of colour could be “placed into the category of race, without regard to the fact...[they] can also identify with many other group memberships, for example, being a woman, gay, educated, or multilingual” (Pugach et al., 2019, p. 207). The overlap in identities is important to consider because “intersectionality can make it even more difficult for equity deserving students to succeed” (Sabzalieva, 2022, p. 25), particularly as intersectionality can be invisible (Pugach et al., 2019).

Social Justice Leadership

There are ways to use open pedagogy that do not support social justice, and there are ways to engage in social justice that do not involve open pedagogy. Though there are reasons for developing social justice leadership that do not involve open pedagogy, I argue that engaging in open pedagogy to explicitly support social justice requires the development of *social justice leadership*. Therefore, in this section I explore social justice leadership.

Dianova et al. (2019) define leadership as “the ability to influence people and groups in the organization to achieve their goals” (p. 121). This highlights how leadership necessitates the presence of followers (Cooper, 2024; Uhl-Bien et al., 2014). However, as explained earlier in this chapter, while leadership may typically be thought to refer to someone who is the CEO or head of an organization or institution, leaders can be at any level (Dianova et al., 2019) and can include teachers and students. Sangrà and Cleveland-Innes (2021) state that leadership includes “the collaborative activities that the leader and followers do together to carry out organizational imperatives” (p. 163), and Beaudoin (2015) describes leadership as “creating the conditions for innovative change” (p. 41). Additionally, Mango (2018) highlights that “leadership takes place in a context” (p. 60). Taken together, these definitions point to the importance of leadership being a dynamic and context-dependent activity between leaders and followers in support of broader

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goals. Moreover, I believe these definitions also highlight there is not necessarily a one-size-fits-all approach to leadership. Context is also a critical consideration, and can include factors such as gender, race, and age (Mango, 2018; Reed & Swaminathan, 2016).

Leaders who engage in social justice leadership “make issues of race, class, gender, disability, sexual orientation, and other historically and currently marginalizing conditions...central to their advocacy, leadership practice, and vision” (Theoharis, 2007, p. 223). Empathy, care, inclusion, equity, relationships, authenticity, and critical self-reflection are central features of social justice leadership (Burris, 2022; DeMatthews & Mawhinney, 2014; Furman, 2012; Gélinas-Proulx & Shields, 2022; Hill et al., 2021; Kruse & DeMatthews, 2024; Lewis, 2016; Tenuto & Gardiner, 2017). Kruse and DeMatthews (2024) assert that social justice leaders also must be curious, courageous, and work with humility. This is important because, as Shields (2010) argues, “transformative leadership and leadership for inclusive and socially just learning environments are inextricably related” (p. 559).

Summary

Research at the intersection of social justice and open pedagogy is slowly coming to the fore. More research is needed, particularly within the context of an online course environment. As well, research is needed to better understand what open pedagogy values, strategies, and approaches faculty members use to develop their social justice leadership. In this chapter, I provided background information to ground my research. I defined some key terms, explained the need for this research, stated the purpose of the study, highlighted the limitations and delimitations of the study, and listed my research questions. In the next chapter, I will review pertinent literature related to my area of study and explain my conceptual framework.

Chapter 2. Review of the Literature

Introduction

My dissertation explores the intersection of open pedagogy and social justice in online courses taught by Canadian post-secondary instructors, as well as how these instructors engage in social justice leadership development in support of their use of open pedagogy. Accordingly, in this chapter, I will review the literature so as to situate my research within open pedagogy in the context of social justice, online learning, and social justice leadership. I will begin by providing some social justice considerations in online classes, highlighting the need for and importance of actions to decolonize of post-secondary classes, and exploring the intersection of open pedagogy with social justice. I will then examine the conceptualization and operationalization of social justice by instructors and research on social justice leadership development by instructors. I will conclude by presenting and explaining my conceptual framework.

Social Justice Considerations in Online Classes

There are many social justice considerations for online classes, and thoughtful preparation, reflection, and responses are required to address these issues. The examples and issues provided in this section are not intended to be an exhaustive list. Instead, the purpose is to highlight some of the issues that *can* exist.

Issues with Place

As discussed earlier, not all students choose to learn online over studying in-person and on-campus (Butcher & Rose-Adams, 2015). Asynchronous online courses may assume that all students have the self-direction and self-regulation skills to be successful on their own, which “privileges some students above others” (Croft & Brown, 2020, p. 161).

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Online courses can make the classroom appear to be without place, which is problematic because this “risk[s] the erasure of identities that deeply inform students’ lives” (Croft & Brown, 2020, p. 162). Moreover, “stereotypic assumptions of identity based on perception of individual names, approaches to engagement in dialogue, and language choice often emerge in discussion forums where students are unable to view each other face to face” (Ortega et al., 2018, p. 35). This can happen because many online classes are heavily reliant on written communications (Ortega et al., 2018). Furthermore, the issues with place can sometimes be amplified by issues of interaction, which I discuss next.

Issues with Interactions

Students in a class may have preconceived values and viewpoints about who is a credible source of knowledge, which is known as epistemic authority (Fricker, 2007; Sayles-Hannon, 2012). While online classes may have potential to help flatten social hierarchies that might otherwise exist in face-to-face classes (Hwang et al., 2015), epistemic authority is often assigned according to race, gender, and sexuality (Sayles-Hannon, 2012). The impacts on an online classroom are that “students who believe they have low epistemic authority themselves stay silent (Bakermans et al., 2022, p. 509), while “those with a high sense of their own epistemic authority not only engage but often presume their engagement takes precedence over those they see as having relatively little epistemic authority” (Bakermans et al., 2022, p. 509). In an online class, this could be apparent in an asynchronous discussion forum in terms of who is (or is not) responding, and whose posts are (or are not) being replied to and discussed.

As well, some students may share covert or overt offensive or hostile messages in discussion boards or live chats (Ortega et al., 2018). In a study exploring the experience of graduate students who were othered in an online course, Phirangee and Malec (2017) found the

othering experience “created feelings of disconnection, isolation, and lack of community with their peers and/or their instructors and negative influenced their learning experiences in their online courses” (p. 169). While instances of microaggressions and othering can occur in on-campus classes and in online classes, strategies for instructors to respond to these marginalizing acts in an online setting requires some additional planning and preparation (Ortega et al., 2018). This is because instructional and classroom management strategies for in-person classes may not necessarily be directly applicable in an online class because of differences in the richness of the communication media and the asynchronous nature of communication (Sherblom, 2010).

Issues with Access

Research from an international collaboration on the impact of the COVID-19 pandemic on education globally revealed that “social injustice, inequity, and the digital divide have been exacerbated during the pandemic” (Bozkurt et al., 2020, p. 1). In another international testimonial paper, authors in Bozkurt et al. (2023) argued that “the COVID-19 pandemic highlighted and exposed the weaknesses and vulnerabilities of the education system and its structures” (p. 99). During the shift to emergency remote teaching, access to technology and the internet was often essential for the continuity of education (Bozkurt et al., 2020). However, not every student had access to internet-capable technology, electricity to operate their device, the data or Wi-Fi required to be online, or the skills to navigate the required platforms (Bozkurt et al., 2020). For example, during the pandemic, Deaf and Hard of Hearing students at a post-secondary institution in the United Arab Emirates had lower grade point averages and more difficulty adapting to the online modality compared to hearing students (AlShawabkeh et al., 2023).

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For some students, the challenges revealed or experienced during the pandemic are continuing. Bozkurt et al. (2020) point out “the material, cultural-epistemic, and geopolitical inequalities, that are now clearly visible through the lens of COVID-19, are not new phenomena but are exacerbations of deeply rooted pre-existing inequalities” (p. 6). For example, Clinton-Lisell et al. (2023) state that “learners with disabilities will likely experience open education differently as a function of the systems in place that perpetuate inaccessibility” (p. 139). Following principles of Universal Design for Learning (CAST, n.d.) could be helpful for some issues, but moving forward, as institutions contemplate what balance of in-person, on-campus instruction and online instruction to offer, there is also an opportunity for institutions and faculty alike to re-envision online instruction and pedagogies to be intentional in supporting social justice and eliminating social injustices (Black, 2020).

Truth, Reconciliation, and Decolonization

Social justice is not simply an umbrella term to encapsulate truth, reconciliation, and decolonization, nor is it a synonym for these terms (Adam, 2020; Tuck & Yang, 2012). Decolonization is “a distinct project from other civil and human-rights based social justice projects [and] is far too often subsumed into the directives of these projects, with no regard for how decolonization wants something different than those forms of justice” (Tuck & Yang, 2012, p. 2). As a result, social justice as a concept may not adequately represent the remediations necessary for decolonization (Adam, 2020).

Some scholars argue that social justice cannot be achieved without decolonization (Maldonado-Torres et al., 2023; Maldonado-Torres et al., 2024). Indeed, dismantling colonialism in all its forms is imperative writ large (Tuck & Young, 2012). While I make note of the linkages between decolonization and discourses and practices of decolonization, I also note that within the

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context of Canada, there is also a specific and significant need to consider truth, reconciliation, and decolonization because Canada's history is one based on colonization and genocide of Indigenous Peoples.

The last residential school in Canada closed in 1996—which is less than 30 years ago. In 2015, the Truth & Reconciliation Commission of Canada published the *Truth & Reconciliation Report* and the associated 94 calls for action, including thirteen specific to education (Calls to Action numbers 6-12 and 62-65). In 2019, the National Inquiry into Missing and Murdered Indigenous Women and Girls published their final report and 231 calls for justice. Overall, colonial systems still exist and operate in this country, resulting in the continued displacement, disenfranchisement, and marginalization of Indigenous Peoples.

According to Chrona (2022), it is the responsibility “of every Canadian, individually and collectively, personally and professionally, to understand the truths of this country’s collective past” (p. 31). Moreover, it is a moral imperative of all educators of all levels and modalities in Canada to understand the historical and ongoing impacts of the residential school system, government assimilation policies, and other oppressive practices towards Indigenous Peoples (Chrona, 2022).

Battiste (2013) states that “education continues to be driven by Eurocentric foundations of education, on the pretext that it is universal, necessary, and effective for achieving success” (p. 164). This has resulted in cognitive imperialism such that Indigenous knowledges, perspectives, experiences, and ways of being and doing were (and continue to be) diminished and discounted in favour of Eurocentric beliefs, structures, knowledge, and perspectives (Battiste, 2013; Ocaña et al., 2025). Chrona (2022) states that such a practice “smacks of colonialism” (p. 46).

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In looking to the present and to the future, “reconciliation in education means examining how overt, systemic, and epistemic racism play out in classrooms, schools, and districts” (Chrona, 2022, p. 46). In order to transform education in Canada, the perspectives, experiences, knowledges, and ways of being and knowing of Indigenous Peoples must be meaningfully integrated into and centred in curricula, teaching practices, and institutional structures in ways that are equitable and just and that are according to the guidance of Indigenous Peoples, Knowledge Keepers/ HOLDERS, Elders, Scholars, and Leaders (Battiste, 2013; Cote-Meek, 2014; Farrow et al., 2023; Gomez-Liendo, 2025; Ocaña et al., 2025). Importantly, the pathway to truth, reconciliation, and decolonization for each person is “individual and reflects what they already know and are doing” (Chrona, 2022, p. 48). As a result, it will be informative to see what practices and strategies faculty members may take to learn more about truth, reconciliation, and decolonization and to develop their social justice leadership.

Additionally, decolonization and open education share characteristics of challenging power dynamics and breaking down barriers to equitable participation (Gomez-Liendo, 2025). Accordingly, it is informative to situate my research within the context of emerging discussions about the relationship between open education broadly and decolonization because “if [open education] does not critically reflect on its trajectories, achievements, and challenges, colonial legacies will persist despite the progressive veneer of the movement” (Gomez-Liendo, 2025, p. 12).

The Intersection of Open Pedagogy, Social Justice, and Online Learning

In this section, I explore the intersection of open pedagogy and social justice overall, as well as more specifically within an online learning environment. Additionally, some potential impacts of artificial intelligence (AI), including generative AI, are discussed because it is a

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highly disruptive technology that is affecting and will continue to affect education (Huang et al., 2021). Additionally, as discussed in Chapter 1, I share the viewpoint of Cronin and MacLaren (2018) that open pedagogy is a sub-set of OEP. Moreover, for the purposes of my research, I am using open pedagogy as the preferred terminology.

In 2014, prominent educational technology critic Audrey Watters argued that open education must explicitly, not just implicitly, connect with social justice. In 2018, Lambert stated that “open education papers discussing social justice issues are hard to find” (p. 226). While the tide is starting to turn, there remains limited research on the intersection of open education and social justice, let alone the intersection of open pedagogy and social justice, as I describe below.

In her work, Lambert (2018) argued that the access that open education provides is insufficient in wholly supporting social justice because social justice requires more than redistribution of resources. As a result, she presented a definition of open education that explicitly embeds goals of social justice:

Open Education is the development of free digitally enabled learning materials and experiences primarily by and for the benefit and empowerment of non-privileged learners who may be under-represented in education systems or marginalised in their global context. Success of social justice aligned programs can be measured not by any particular technical feature or format, but instead by the extent to which they enact redistributive justice, recognitive justice and/or representational justice. (p. 239)

Importantly, her work has been pivotal in pushing conversations about how open education, and open pedagogy more specifically, intersects with social justice.

It is important for research to continue in this area because “with all the good intentions of the open education movement, unless the economic, cultural, and political dimensions of

social justice are adequately addressed...the value proposition of OER, and their underlying OEP, will most likely not be fulfilled” (Hodgkinson-Williams & Trotter, 2018, p. 220). To help address this issue, Hodgkinson-Williams and Trotter (2018) used Nancy Fraser’s framework of social justice to examine if and how the use of OER and OEP address economic, cultural, and political inequities, and whether OER and OEP can be affirmative or transformative. For example, they explained that creating and using an OER uncritically could be a cultural injustice (i.e., misrecognition) if the perspectives and voices presented are only of those who are privileged and do not reflect a diversity of voices. They also described how an affirmative response to this issue, which would attend to the inequity at a surface level, would be to supplement the existing OER with local and culturally relevant perspectives. However, they explain that a transformative response, which would attend to the underlying cause of the inequity, would be to critically remix the OER to embed diverse viewpoints in the OER and to “challenge hegemonic perspectives” (p. 219). Table 1 from their seminal paper provides a summary of the types of responses for each dimension of social justice.

Table 1.

Hodgkinson-Williams and Trotter’s (2018) Responses to Multiple Dimensions of Social Injustice

Dimension	Injustices	Ameliorative (Affirmative response): Addresses injustice with remedial reforms	Transformative response: Addresses the root causes of inequality
Economic	Maldistribution: <ul style="list-style-type: none"> • Intermittent power supply • Inadequate access to computing devices 	Redistribution: <ul style="list-style-type: none"> • Printed OER • OER available in various formats, including Open source Software • MOOCs where the resources are OER 	Restructuring: <ul style="list-style-type: none"> • Stable power supply, adequate access to functional computing devices and affordable and stable connectivity in rural

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Dimension	Injustices	Ameliorative (Affirmative response): Addresses injustice with remedial reforms	Transformative response: Addresses the root causes of inequality
	<ul style="list-style-type: none"> • Expensive and/or poor connectivity • Only digital OER 		<p>environments in particular</p> <ul style="list-style-type: none"> • Government and/or institutional funding for OER creation, adaptation and dissemination • Mechanism for acceptance of OERs or MOOCs as microcredentials
Cultural	<p>Misrecognition:</p> <ul style="list-style-type: none"> • Using OER “as is” (copying) • Translating OER uncritically 	<p>Recognition:</p> <ul style="list-style-type: none"> • Locating and incorporating • OER used “as is” within local epistemological and cultural contexts • Translating OER into local languages prudently 	<p>Re-acculturation:</p> <ul style="list-style-type: none"> • Re-mixing OER critically to engage with and challenge hegemonic perspectives • Sharing their remixed teaching and learning materials publicly • Creation of OER
Political	<p>Misrepresentation:</p> <ul style="list-style-type: none"> • IP legislation inhibiting educators from sharing materials created in the course of educators’ work 	<p>Representation:</p> <ul style="list-style-type: none"> • Permission by employer to create and share OER created in the course of educators’ work • Creating and sharing OER on a publicly accessible platform 	<p>Re-framing:</p> <ul style="list-style-type: none"> • Internationally alter current IP rights to allow for properly attributed educational resources to be created, adapted and shared without formal permission • Creation of OER and engagement of OEP that balances power on educational materials and authorities

Note. From “A social justice framework for understanding open educational resources and practices in the Global South” by C. Hodgkinson-Williams and H. Trotter, 2018, *Journal of Learning for Development*, 5(3), p. 219. <https://doi.org/10.56059/jl4d.v5i3.312>. CC-BY-SA 2018 by C. Hodgkinson-Williams and H. Trotter.

Using the framework developed by Hodgkinson-Williams and Trotter (2018), Bali et al. (2020) analyzed how OEP could support social justice and in what contexts they might have affirmative, transformative, negative, or neutral impacts, and they provided multiple examples. For example, students working together to create quiz questions for their class could have neutral or negative impacts on social justice if students are forced to share their quiz questions publicly (Bali et al., 2020). On the other hand, creating quiz questions could be affirmative if it “introduces previously scarce cultural knowledge (with appropriate permission) into open spaces” (p. 5) or transformative if “students from marginalized groups [are] fully involved in [the] decision-making of what and how this will happen” (p. 5). These categorizations are informative for instructors who want to be intentional in supporting social justice by using open pedagogy in their classes.

Cox and Masuku (2023) explored how students co-creating open textbooks with their instructors (which is an example of open pedagogy) could affect power dynamics, contribute to feelings of belonging, and support social justice. In particular, the co-creation of open textbooks has the potential to address economic, cultural, and political injustices in post-secondary education (Bovill, 2019; Cox et al., 2020). The researchers found that instructors were motivated to create open textbooks with their students because of a desire to disrupt typical power dynamics in post-secondary education and to elevate the perspectives of marginalized students (Cox & Masuku, 2023). However, they also found there was room for improvement in how

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instructors engaged as author-partners with students, in terms of how much control over the decision-making and writing processes the instructors relinquished, such that truly addressing social injustices may not have been realized.

Maultsaid and Harrison (2023) investigated if and how open pedagogy could support student agency and enable the exchange of care between students and with teachers. The researchers found that students experienced giving and receiving of care while engaged in open pedagogy and that this was demonstrated through students and instructors being attentive and inclusive; being communicative and respectful; working collaboratively on meaningful and relevant projects; and being supportive, collaborative, and willing to develop trust. They conclude that open pedagogy “is a process able to fully involve a diverse population of students, create democratic, inclusive environments, and embody care” but that this care-making must be made “explicit and valued” through intentional design (p. 92).

Other researchers have explored how specific open pedagogy characteristics can be sites of social injustice, if these open pedagogy projects are not implemented in a way that centres equity. For example, because open pedagogy involves collaboration and sharing of ideas with others, such as through peer review, as described by Hegarty (2015), epistemic injustice can occur if some students dismiss the contributions of other students (Wallis & Rocha, 2022). As a result, “as online faculty build relationships with and between students and engage in unconventional but authentic instruction, they must be cognizant of the ways in which historically underrepresented populations are systematically marginalized and might be excluded from full participation” (Croft & Brown, 2020, p. 156).

In an online environment, of which the use of technology is another characteristic of open pedagogy (Hegarty, 2015), issues of social injustice can be intensified (Croft & Brown, 2020).

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For example, the use of social annotation tools, such as Hypothesi.s or Perusall, involves learners generating and sharing their ideas and perspectives on online texts, which is a negotiation of power, which can pose risks for historically marginalized students, particularly if the annotations are made publicly (M. Brown & Croft, 2020). Moreover, if students in an online class do not, in the first place, have the technology, infrastructure, or access required to engage in the open pedagogy project, then this is another site of social injustice that can compound other injustices (Bali et al., 2020; Croft & Brown, 2020). A student in an online course who is challenged in utilizing the technology in combination with having their contributions dismissed would likely have a negative experience in their course and could potentially be less likely to complete it. However, it also remains possible that social annotation could be a tool for social justice practices to become more explicit, if treated properly, such as by limiting the annotations to a small group of students in the same class.

In a study by Daly et al. (2022) where faculty learned how to apply antiracist teaching practices by using OER and open pedagogy, student responses were overwhelmingly positive with 80% of students indicating “that they were more active or slightly more engaged than in other classes” (p. 465). Therefore, when designing open pedagogy projects for online classes, it is important that instructors are aware of what access to technology and infrastructure students have (Bali et al., 2020; Croft & Brown, 2020), provide students with guidelines on how to collaborate with each other and how to provide feedback to each other (Wallis & Rocha, 2022), and centre the perspectives and needs of historically marginalized students (Croft & Brown, 2020; Daly et al., 2022).

In a discussion paper about how to improve equity in educational spaces by using OER and OEP, Katz and Van Allen (2022) explain that

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when teaching with equity pedagogy, educators ask students to generate knowledge and create new understandings, identify and interrogate the positionality of knowers and the knowledge they create, construct their own interpretations of reality, generate multiple solutions and perspectives and become effective agents for social change. (p. 425)

I assert that these characteristics of equity pedagogy, as described by Katz and Van Allen (2022), align with the description of social justice pedagogy, as described by Moje (2007), and also mirrors several of the characteristics of open pedagogy, as described by Hegarty (2015), when implemented with supporting social justice in mind. Further, adopting such an approach requires instructors to “identify, examine, and reflect on their own attitudes toward different ethnic, racial, gender, and social class groups and their own privilege” (Katz and Van Allen, 2022, p. 425). Therefore, I posit that using open pedagogy in this way requires instructors to develop social justice leadership, which I will discuss later in this chapter.

Artificial Intelligence

Because open pedagogy, as described by Hegarty (2015), may involve the use of technology, faculty members may also need to consider the role of artificial intelligence (AI) in how they use open pedagogy to support social justice in their online classes. For example, faculty who engage in open textbook co-creation with students could potentially leverage or use AI in the authorship and review process (Cox et al., 2024). Therefore, I will discuss some potential considerations and impacts of AI.

Overall, the arrival of sophisticated and ever-changing AI is having significant impacts on teaching and learning (Barshay & Aslanian, 2019; Bozkurt et al., 2024; Huang et al., 2023; A. Mills et al., 2023; Mollick & Mollick, 2023; Nam & Bai, 2023; Ng et al., 2021). In 2022, AI was a trending topic on Twitter (X) and in Scopus (Allman et al., 2023). At one K-12 private

school in Texas, teachers have been replaced by AI apps for the instruction of content (A. Garcia, 2023). Moreover, the explosive proliferation of generative AI, such as ChatGPT, has perhaps single-handedly had the most significant impacts on education such that many post-secondary institutions are now developing guidelines on the use of generative AI (A. Mills et al., 2023), as well as frameworks for AI literacy (Al-Ali et al., 2024; Ng et al., 2021).

Generative AI “involves creating machines or computer programs that can generate new content, such as images, text, or music” by using “algorithms and neural networks to learn patterns and relationships in data and generat[ing] new outputs based on that learning” (Kwantlen Polytechnic University [KPU], n.d.-f, para 1). While there is great potential in the use of AI in education, and generative AI in particular, there have been growing concerns about the possible risks relating to academic integrity and authorship (Bozkurt et al., 2024; KPU, 2023a; A. Mills et al., 2023; Mollick & Mollick, 2023; Nam & Bai, 2023), surveillance (Barshay & Aslanian, 2019; Huang et al., 2023; KPU, 2023a), privacy (KPU, 2023a; A. Mills et al., 2023), ethics (Bozkurt et al., 2024; Huang et al., 2023; Nam & Bai, 2023), content accuracy (Bozkurt et al., 2024; Hannigan et al., 2024; KPU, 2023a; Mollick & Mollick, 2023; Spicer, 2024), biased or discriminatory algorithms (Barshay & Aslanian, 2019; Bozkurt et al., 2024; Hannigan et al., 2024; KPU, 2023a), job security (Bozkurt et al., 2024; Huang et al., 2021; Poquet & de Laat, 2021), exploitative labour practices (Dzieza, 2023; Meaker, 2023; A. Williams et al., 2022), environmental effects and impacts (An et al., 2023; Bozkurt et al., 2024; de Vries, 2023), and potential degradation of critical thinking skills and interpersonal engagement (Bozkurt et al., 2024).

In a systematic analysis of three national Canada-wide surveys from 2017, 2018, and 2019, Veletsianos et al. (2021) found that respondents were open-minded about and embracing

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of new digital technologies provided that pedagogy was driving the adoption and use of these technologies. However, it will be interesting to see what the results of future surveys might be because of the impacts on education from the pandemic and emergence of AI.

A. Mills et al. (2023) describe how generative AI “has been a moving target” (p. 17). When this is viewed over the backdrop of changes that were required of instructors during the pandemic, it is possible that many instructors are “feeling overwhelmed, lost, maybe struggling, or maybe ignoring AI altogether—not because they don’t want to navigate it but because it all feels too much” (p. 17). However, they argue that adopting open education practices, including open pedagogy, could help instructors navigate the dynamic landscape of AI.

Social Justice Conceptualization & Operationalization

As a result of having a similar history of colonization by European countries, a large adjacent geography, a substantially larger population, and significant economic and political collaborations and partnerships, the USA context influences the Canadian context, including education, in many ways. There is an abundance of education research from a US context, including on the conceptualization and operationalization of social justice by teachers and teacher candidates. This is likely because the diversity of K-12 students and their families in the United States is growing (B. Adams, 2022; Kumi-Yeboah & Amponsah, 2023). However, the teacher workforce remains systematically and predominantly White and middle class (B. Adams, 2022; Matias, 2023). While there may be a plethora of research from a K-12 context, research at the post-secondary level remains limited.

In one study, Lee (2011) found that teacher candidates had difficulty describing their conceptualization of social justice and that these conceptualizations did not align with how they taught for social justice. In another study, B. Adams (2022) found that at the beginning of their

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program, many teacher candidates did not have a good understanding of social justice, but their knowledge and beliefs changed by the end of the program. In a systematic review of social justice and education, drawing from 23 studies from the United States (16), Australia (5), Ireland (1), and Canada and the United States concurrently (1), C. Mills and Ballantyne (2016) found that teacher candidates across the studies had varied conceptualizations of social justice and how to operationalize it. While a US study by Samuels (2014) found participants had commonalities in how they conceptualized and operationalized social justice in the classroom, many others, such as Atha (2020), Belknap (2020), and Hardy (2019), had results aligned with those of Lee (2011), B. Adams (2022), and C. Mills and Ballantyne (2016). Additionally, Burke and Collier (2017) found K-12 teachers from a Canadian context also had mixed understandings of social justice and how to enact it.

As mentioned, while research at a K-12 level may be growing, there is limited research available about how post-secondary faculty or instructors conceptualize and operationalize social justice. Gordon et al. (2017) examined how social support of justice could be embedded into an American post-secondary institution's administrative, curricular, and institutional practices. However, this study did not address faculty members' perceptions or practices of social justice.

In an examination of the practices that faculty and administrators at US Historically Black Colleges and Universities enact to support students from marginalized communities, K. L. Williams et al. (2022) found that students' experiences and identities were centred in affirming ways and students' various work, family, and life responsibilities were acknowledged, validated, and supported. Historically Black Colleges and Universities were founded prior to 1964, during times of legal segregation, in the United States to educate Black Americans (National Center for Education Statistics, 2010). However, this study combined faculty and administration

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perspectives, took place in a very different educational context than my study, and focused specifically on culturally affirming practices.

In another US-based study, Aranda (2014) explored the experiences of faculty with multiple marginalized identities who teach psychology and what impacts those experiences had on their professional work. Aranda (2014) found that these faculty members were intentional in thinking about inequities, discrimination, and oppression they may be experiencing in their work and in their teaching, and they often worked to support and motivate students to engage in social advocacy. However, this study did not explore the specific teaching practices that the faculty members employed.

In a US study of teacher education faculty and teacher candidates together, Tatto (1996) found that both faculty and students were ideologically supportive of social justice and diverse learners, but the operationalization of those values into teaching practices was unclear. In another US study, Thomas et al. (2019) found instructors in a teacher education program had an array of meanings of social justice. North (2006) and Thomas et al. (2019) found that that faculty in their studies did not share a singular shared definition of social justice. North (2006) concludes that it is more important that faculty remain critical, reflective, and flexible in how to apply social justice in education as circumstances change. On the other hand, Thomas et al. (2019) conclude:

faculty need to flesh out their underlying meanings about social justice so they can be clearer and more transparent about how and *why* [emphasis in original] they are enacting particular curricula, pedagogies, and institutional practices that they claim under the mantle of social justice for greater [curricular, pedagogical, and institutional] coherence and impact. (p. 32)

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All these results parallel the results of Lee (2011), described earlier, as well as the results of studies by Boudon (2015) and Broere (2022).

Boudon (2015) completed a study on the perspectives of critical pedagogy and social justice by US post-secondary faculty and found many of the faculty members struggled to define social justice. Moreover, they argue that being able to clearly describe a conceptualization of a belief is important in ensuring that actions taken to support that belief are accurately aligned with the intended sentiment and values.

Broere (2022) explored the conceptualizations of teaching by US post-secondary faculty and found that faculty “without an explicitly stated teaching philosophy...are missing the guidance and structure of how to strengthen their teaching” (p. 153). In other words, if a faculty member is unable to articulate their teaching values, goals, and desired practices, then they are limited in their ability to reflect on their work and find ways to improve (Broere, 2022). In this same study, faculty were found to “heavily rely on their own education and learning experiences to inform their practice and beliefs, especially when they [were] not formally trained in how to teach” (p. 154). While this study did not explore social justice teaching practices, like the work of Boudon (2015), it also supports the idea that a clear starting description of how the faculty member wants to support social justice and why is necessary to ensure the actions the faculty member takes can be successful.

In a study of college faculty and administrators at Early College High Schools in the United States, Mollet et al. (2020) found that the study participants were more inclined to centre their own culture, power, and academic freedom above the needs of the historically marginalized students. Moreover, they found the participants were resistant and unwilling to reflect on the impacts their perspectives and practices might have on their students. Early College High

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Schools are partnerships between high schools and colleges that provide education and supports for transitioning from high school to post-secondary to students who are historically marginalized, and the goal of these institutions is to make access to higher education equitable and available (Mollet et al., 2020). The context of this study is unique because despite it involving post-secondary faculty, the perceptions the faculty expressed were based on their having worked with high school students. Thus, while it may technically be a post-secondary study, it remains entangled with a high school context. Nonetheless, this study illustrates how access alone is not sufficient to meaningfully support social justice.

In a qualitative case study of 60 faculty who teach online computing courses at 12 post-secondary institutions in the US, Kumi-Yeboah and Amponsah (2023) found that the instructors incorporated aspects of their own background and identities and those of their students into the courses. This study's exploration of instructor perceptions of culturally responsive pedagogy in an online setting was unique in that many studies of culturally responsive pedagogy are often in the context of face-to-face classes. However, this study, like many others, took place in an American post-secondary context.

B. Das et al. (2023) completed a synthesis review of social justice andragogy in a US context across the fields of social work, education, public health, nursing, counselling psychology, and counselor education. They concluded that while each field (including education) defines and operationalizes social justice in slightly different ways, each field could improve their social justice efforts by looking beyond what practices and approaches have typically and historically been used in their field. In other words, exploring the approaches used by a variety of disciplines, what the authors call a multi-dimensional approach, could be helpful (B. Das et al.,

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2023). However, this study looked at andragogy more broadly and how social justice topics are taught to students, which is a different perspective from what I researched.

Interestingly, in another study, M. Das et al. (2023) surveyed 103 instructors of 64 engineering and 167 non-engineering courses at one US post-secondary institution about how they incorporated social, policy, and ethical topics into their classes. The researchers found that despite the topic of social justice being the most frequent topic and identity groups (such as gender, race, sexuality, and disability) being the second most frequent topic, only 3.4% of the respondents indicated they consider the role of intersectionality. While the context of this study was not Canada and the focus of the study is only tangentially related to my research, these results serve as a reminder that using a lens of intersectionality is an important consideration in data analysis (Davis, 2014).

In a study of nine post-secondary faculty at a US post-secondary institution, Ceciliano (2024) found that faculty were motivated to use OER because they allowed incorporating diverse perspectives, thus enabling more representation of students' experiences. While the focus of this study was on the use of OER and not open pedagogy specifically, they reported that discussions of faculty experiences with OER were "often intertwined" with discussions about open pedagogy (p. 162).

Within Canada, there have been very few studies about how post-secondary faculty conceptualize and operationalize social justice. However, these studies have somewhat limited application to my study.

Toubiana (2014) found that faculty had personal conceptualizations of social justice, which linked with equity, equality, and fairness, but that their operationalization of social justice in business education did not necessarily reflect their personal conceptualizations. They also

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found that the faculty response about social justice in business education was “explicitly contradictory” to their personal conceptualizations (p. 90). They conclude by arguing that a clear description and understanding of how to support social justice is needed before it can be operationalized in teaching or within a business school. However, they included faculty at post-secondary institutions in Canada *and* in Israel, and they focused only on social justice in business education (and not across several disciplines).

In another study, Hall (2023) interviewed faculty members and administrators from several Canadian post-secondary institutions about their involvement in community-based research and how librarians could support this work. Community-based research projects are those “where students, under the supervision of a faculty member, work alongside community partners to conduct research to benefit the community” (p. 309). Given that students are framed as being co-creators of knowledge in community-based research, similar to open pedagogy, the researcher suggests that research and practices from open pedagogy could help inform the development of community-based research projects. While this study takes place in the same educational context as my study, it groups together both faculty and administrator perspectives. As well, the study is focused on the participants’ ideas and perceptions of how librarians could support the students and faculty who engage in community-based research.

In an exploratory study, Poole and Todd-Diaz (2023) investigated if faculty of archival studies incorporate diversity, equity, inclusion, and social justice content into their curricula, as well as how students and new professionals perceived their learning experiences with respect to these topics in their programs. Unfortunately, it was difficult to discern and confirm whether the context of the study included both Canada and the United States or only the United States. Additionally, while the study examined *if* content relating to diversity, equity, inclusion, and

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social justice was included, it did not investigate the specific actions or steps faculty took to support social justice in their teaching practice. Regardless of this limitation, one of the findings was that faculty who belonged to historically marginalized communities were more inclined to discuss diversity, equity, inclusion, and social justice (Poole & Todd-Diaz, 2023), which is a finding supported by a study by Ceciliano (2024) where faculty who had direct personal experience with a marginalized identity found this to positively impact their use of inclusive pedagogies. These results serve as an important reminder about why to collect information about the demographics and social identity categories of study participants.

As part of a broader study on how faculty members with one or more marginalized identities experience marginalization and inclusion in academia, Pride et al. (2023) interviewed 16 faculty members working in health and social services at Canadian post-secondary institutions. They found that the participants had positive and negative experiences in their academic roles, which included that of teacher, researcher, and colleague, as a direct result of their marginalized identities. For example, a participant doing research in a marginalized community of which they are a member perceived this affiliation to be advantageous, while their use of community-based research approaches was typically perceived by their institution as less valuable compared to the research by their colleagues who are members of hegemonic groups (Pride et al., 2023). As another example, while the participants found their marginalized identities allowed them to connect positively with marginalized students, many students with privilege treated the participants disrespectfully, questioning their professional expertise and experience (Pride et al., 2023). As a result, the researchers conclude that post-secondary institutions need to do more to value diversity, equity, and inclusion. While this study did not specifically explore how the faculty members conceptualize social justice and it did not focus on

teaching exclusively, it does offer perspective on how the identities of faculty members affect their experiences at an institution.

As a result of the lack of research in this area, there is an opportunity for my dissertation study to fill this gap. Additionally, this also becomes an important area of research when placed within the context of online teaching and learning, open pedagogy, and social justice leadership.

Social Justice Leadership Development Approaches

Social justice leadership shares close relations with other forms of leadership, such as inclusive leadership (Lewis, 2016; Ryan, 2007) and transformative leadership (Agosto & Roland, 2018; Bertrand & Rodela, 2018; Forde et al., 2021; Furman, 2012; Lowery, 2022; Mansfield, 2014; T. L. Morgan, 2014; Sarid, 2021; Shields, 2010; Wang, 2018; Zhang et al., 2018). Social justice leadership is sometimes used broadly to refer to, and sometimes synonymously with, other leadership practices centre the support diversity, equity, inclusion, and justice for historically marginalized peoples (Agosto & Roland, 2018; Mansfield, 2014). Regardless of the terminology used, though, research on social justice leadership in higher education is starting to grow, but research about social justice leadership in a Canadian post-secondary context is still limited. Furthermore, research using and exploring intersectionality in leadership is only just emerging (Agosto & Roland, 2018).

While some social justice leadership studies have been done, most of the research has been done in the context of K-12 education, and often outside of Canada (see, for example, Akman, 2020; Askew, 2023; Bertrand & Rodela, 2018; Forde et al., 2021; Rivera-McCutchen, 2014; Shaked, 2020; Shields, 2004; Shields, 2010; Shields & Hesbol, 2020; Theoharis, 2008; Zachos & Mandala, 2024). Furthermore, much of that research has been limited to explorations of the social justice leadership competency development of principals. As a result, this makes it

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difficult to know for sure what the state of social justice leadership development might be in post-secondary faculty in Canada. For example, could the lack of research be because post-secondary institutions are simply not engaging in social justice leadership, so there are not any places where this research could be done? Could the lack of research be because scholars are not interested in this area? Could the lack of research be due to systemic barriers or resistance to explorations of diversity, equity, inclusion, and social justice? Alternatively, could the lack of research be due to something else or a combination of factors? To me, this demonstrates there is an opportunity for my study to help fill this gap.

Using extensive personal experiences and published literature, Shields (2004) proposed a framework that social justice educational leaders in a K-12 setting could use to guide their work. They suggested that social justice education leaders should openly value diversity, question the status quo, create inclusive environments, and regularly assess how their actions support their goals. They went on to argue that social justice leaders should be forthcoming and reciprocal in communication; be relational (focusing on relationships with students and other members of the school community); and be empathetic, caring, and optimistic. By doing so, they assert that social justice educational leaders will positively impact the academic outcomes of students.

In a study by Shields & Hesbol (2020), educational leaders of an elementary school, a middle school, and a high school were observed to see how they transformed their schools to support social justice, and the results reflected many of the components from the framework developed by Shields (2004). In this study, the educational leaders were observed cultivating respectful and reciprocal relationships with students, their families, and members of the school community (Shields & Hesbol, 2020). They also exhibited courage to have difficult conversations to overcome challenges, demonstrated flexibility and a willingness to try new

approaches or ideas, and centred the needs and experiences of all students (Shields & Hesbol, 2020).

In a study of school principals and students in Turkey, Akman (2020) found the degree of commitment to upholding social justice by leaders of an institution affected how students perceived and trusted the institution, the school leaders, and others in the school community, which in turn affected student motivation for learning. In an examination of case studies from Scotland and the USA, Forde et al. (2021) found that school leaders who engaged in social justice leadership were able “to build the conditions for effective learning for all” (p. 225). Studies by Rivera-McCutchen (2014) and Shaked (2020) found that social justice leadership can help improve the learning outcomes of all students. Similarly, these results are supported by the work of Mendez-Keegan (1996), who found that students performed better academically with school administrators with higher levels of transformative leadership (which is related to social justice leadership), and by Theoharis (2008), who found that principals enacting social justice leadership reported students having higher achievements at school. Thus, there is evidence that social justice leadership can improve student outcomes.

While outcomes are important, it is also paramount to consider the overall experience of a student as part of their learning community. Overall, social justice leadership can improve students’ feelings of inclusion and belonging at their school (Canlı & Demirtaş, 2022; Hlaudy, 2022; Koçak, 2021; Mansfield, 2014; Shields, 2004; Shields & Hesbol, 2020; Zachos & Mandala, 2024). In a study in Turkey, Canlı and Demirtaş (2022) found that “exhibition of social justice leadership behaviour by school principals decreased school alienation levels among the students” (p. 4). In a phenomenological study of American school Leaders of Colour who enacted social justice leadership, Hlaudy (2022) found that every leader involved in the study

had clear aims to make the learning environment as effective, supportive, and learner-centred as possible. In a study of Greek secondary school principals, Zachos and Mandala (2024) found that social justice leadership meant rectifying instances of social injustice, as well as taking steps to prevent social injustices from occurring in the first place. Moreover, Koçak (2021) found that social justice leadership improved students' feelings of belonging at the school, which in turn improved student resiliency.

In one of the few studies of social justice leadership in a Canadian context (albeit at a K-12 level), Wang (2018) found that school principals centred student needs; fostered the development of relationships with students, parents, and other members of the school community; and intentionally and explicitly made social justice a key goal. According to the researcher, principals leveraged their positionality as a school leader in supporting social justice, worked with the teachers at their school to build overall school capacity for supporting social justice, took time to get to know the students and their families, invited students to help shape their experience at the school, and acknowledged efforts of others to support social justice, even if the outcome itself was less successful. These principals actively sought out student input, placing value in the perspectives that the students shared (Wang, 2018). On the other hand, the principals experienced barriers to enacting social justice leadership, including having limited resources (material goods, time, money, and people) and having unsupportive staff and teachers (Wang, 2018).

In another Canadian study, though again at a K-12 level, Kowalchuk (2019) examined what strategies and practices school principals and vice principals took to develop their social justice leadership. They found that school leaders would be open and direct in sharing that they embraced differences, while also openly and directly acknowledging that sometimes differences

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are not always apparent or obvious. However, while these school leaders expressed and showed their support of social justice, they shared that they needed to engage in additional practices in order to tangibly support social justice. This took the form of acknowledging the privilege and power differentials within school structures and school leadership and working to cultivate reciprocal and respectful relationships with students, staff, and parents (Kowalchuk, 2019). Additionally, the researcher found these school leaders would help educate teachers about teaching practices that can marginalize students and reinforce oppression; would centre student needs in all that happens at the school; and would actively and continually reflect on their own positionality, power, and privilege.

In a review of the literature at the time, Furman (2012) found that social justice leaders intentionally and extensively “work to build community across cultural groups through inclusive, democratic practices” (p. 209). In another review of literature at the time, Ward et al. (2015) found that social justice leaders develop their approaches by engaging in critical reflection, collaboratively developing shared understandings of equity, and supporting discussions to facilitate institutional changes. In a conceptual paper based on interviews with two school principals, Shields (2010) argues that transformative leadership

recognizes the need to begin with critical reflection and analysis and to move through enlightened understanding to action—action to redress wrongs and to ensure all members of the organization are provided with as level a playing field as possible—not only with respect to access but also with regard to academic, social, and civic outcomes. (p. 572)

The research discussed so far focuses very heavily on the role of individuals, which is a recurring issue in the study of social justice leadership. For example, a study by Ceciliano (2024) found that post-secondary faculty members held beliefs of having a largely personal

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responsibility for ensuring equitable access to educational resources, despite the institution itself having that responsibility. In a review of the K-12 social justice leadership literature, Bertrand and Rodela (2018) found nearly all the articles positioned social justice leadership as individualistic, overlooking the potential for collective action. However, more than just individual change is needed in order to support social justice as there are institutional responsibilities as well (Bertrand & Rodela, 2018; Ceciliano, 2024). Additionally, in the study by Wang (2018), principals reported that collective action from school administrators, teachers, students, and parents working together allowed them to overcome the barriers of limited resources.

The studies described so far provide informative insights, but—with the exception of Ceciliano (2024)—they are not from a post-secondary context or of the perspective of instructors or faculty. Additionally, with the exception of the studies by Wang (2018) and by Kowalchuk (2019), the studies are not situated within Canada. However, while the literature at a post-secondary level is very limited, some work has been done.

In a study of the strategies and practices that Californian community college administrators use in their culturally responsive leadership, Askew (2023) found that the administrators used several practices, including empathizing with students and their experiences, being respectful of student needs, and amplifying the voices and perspectives of marginalized persons whenever possible. Similarly, in a study of the culturally responsive leadership of financial aid administrators at another California community college, Martinez (2023) found that staff also used a variety of practices, including centring equity and the needs of marginalized students, being self-reflective, actively seeking understanding, and actively engaging in professional development related to equity topics. However, both studies were again from a

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different educational context (the United States), and they focused on administrators rather than faculty.

In Canada, as a result of the *Truth and Reconciliation Commission Report* and the associated Calls for Action, many post-secondary institutions have engaged in initiatives to decolonize institutional practices, institutional policies, and teaching approaches. Additionally, the establishment of the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education, which has been signed by more than 50 post-secondary institutions (Queen's University, 2022), has also led to post-secondary institutions across the country to focus more on diversity, equity, inclusion, and social justice. As a result, while the individual approaches to social justice leadership development mentioned already are important, it is also important to consider what opportunities and supports institutions provide for faculty to access (Bertrand & Rodela, 2018) because individual post-secondary faculty can be influenced by institution-wide initiatives and supports, *and* individual initiatives can also drive the creation of institution-level initiatives (Nardi, 2022).

In considering the social justice leadership development strategies and approaches of post-secondary faculty, it may be important to consider the employment status of the faculty members. Gilbert (2018) found that many faculty members in US community colleges want formal mentoring programs at their institution to help them socialize to institutional culture and initiatives. However, Dailey-Hebert et al. (2014) found that because adjunct faculty members at a large US university are not as enmeshed within an educational institution that time was one of the biggest barriers for their participation in professional development initiatives. Moreover, Openo (2021) found that the needs of online faculty, as well as sessional instructors, were often not accounted for or considered in an institution's planning of professional development

activities. While Daily-Hebert et al. (2014) found many adjunct faculty indicated a preference for independent, asynchronous, online learning opportunities, Openo (2021) found that post-secondary institutions tend to develop self-directed courses relating to teaching identity and focus on developing formal and informal mentoring programs. Additionally, in a conceptual paper, Hutchison and McAlister-Shields (2020) argue that faculty members may need several opportunities to engage in professional development related to social justice before the practices they learn are used in their teaching.

Applying the findings just described to the context of the present dissertation study, three considerations emerge. First, how might the social justice leadership development approaches of adjunct faculty and securely employed faculty be similar or different? Second, how might their approaches align with or utilize supports, services, and opportunities provided by their institution? Third, how much professional development do they require in order to change their teaching practices with respect to social justice?

Though there may be limited research available, it is heartening to see that social justice leadership approaches from a K-12 context are also reflected in a post-secondary context. Ceciliano (2024) found faculty credited the support of their colleagues for work in diversity, equity, and inclusion as integral to their own teaching practices. In another study, Nardi (2022) examined the perspectives and practices of post-secondary microbiology and biology faculty from a variety of US institutions with regards to inclusive diversity, equity, access, and accountability, and many of the faculty participants highlighted the importance of engaging in thoughtful and intentional critical reflection. Faculty also highlighted that their perspective on inclusive diversity, equity, access, and accountability was influenced by the perspectives of

professional organizations, the resources provided by their institutions, and opportunities to engage with others collectively and collaboratively on this topic (Nardi, 2022).

Interestingly, in a study of faculty at a Dutch university, Muftugil-Yalcin et al. (2023) found that awareness or appreciation of inclusion and diversity is insufficient on its own to help faculty deal with so-called hot moments in the classroom. The researchers described these hot moments as “situations or incidents that generate intense emotions of strong emotions or strong reactions among the students or between the students and teachers” that often occurred because of microaggressions or differences in privilege (p. 1). As a result, the researchers recommend faculty complete professional development on topics that will allow for improved skills in handling such hot moments.

Overall, further research on social justice leadership in a Canadian post-secondary context is needed. In the next section, I will present and explain the conceptual framework guiding my study.

Conceptual Framework

According to Miles et al. (2019), a conceptual framework can guide the researcher through the study design and data collection and analysis stages. Crawford (2020) suggests that a conceptual framework is composed of the researcher’s experience or positionality, the existing body of research literature, and the theories informing the study. In this section, I describe the conceptual framework that is the foundation for my research.

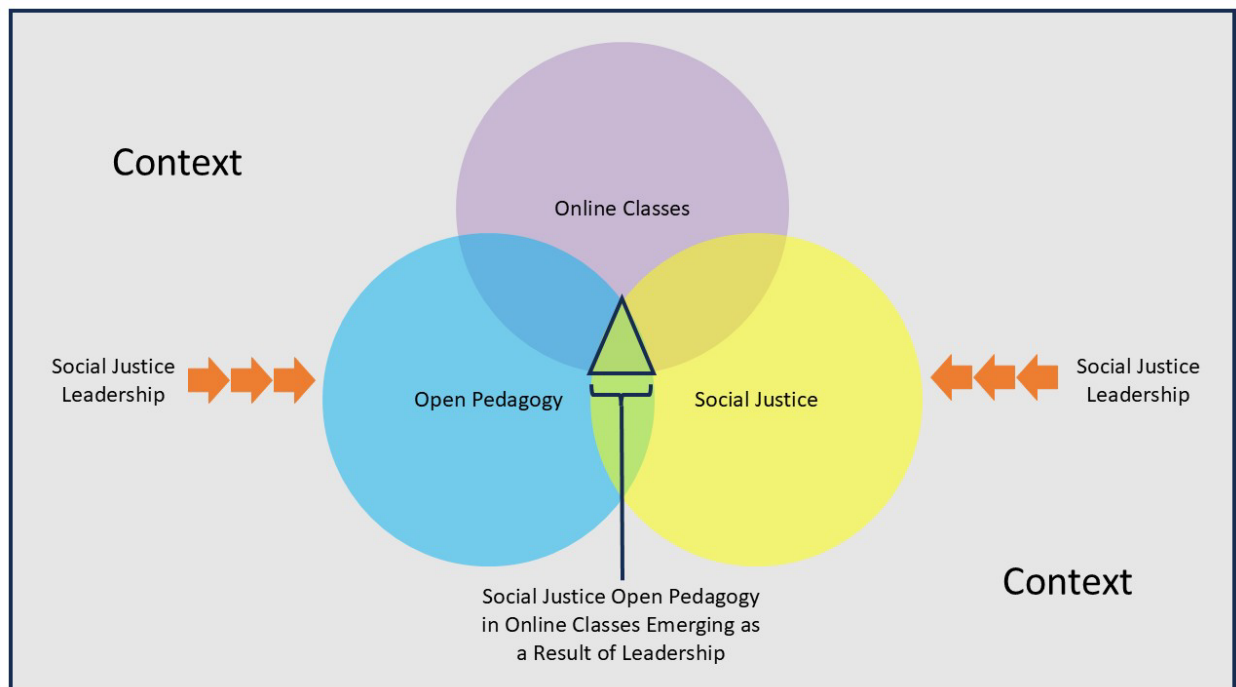
I am deeply interested in the transformative effects that open pedagogy can have on the experiences of faculty and students in online classes. Furthermore, I am profoundly curious about the experiences of instructors who use open pedagogy to support social justice. Accordingly, I developed a visual representation of my conceptual framework (Miles et al.,

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2019), which is shown in Figure 1, to locate my area of research within the overlap of open pedagogy, online classes, and social justice within a given context.

Figure 1

Conceptual Framework Guiding My Research Study



As discussed earlier, open pedagogy and social justice would not necessarily be represented by a single circle. There are ways to support social justice that do not involve open pedagogy, and there are ways to engage in open pedagogy that do not support social justice. Moreover, it is possible to support social justice in online classes through means beyond open pedagogy, and open pedagogy is not limited to being used in online classes. As a result, in Figure 1, I have depicted open pedagogy, social justice, and online classes in separate circles that overlap within a broader context.

In this figure, there are two additional areas I have highlighted. The first is the area demarcated by a dark blue triangle, which depicts the location of my study at the intersection of

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open pedagogy, social justice, and online classes in the post-secondary institution that was used for this study. The second region includes the orange arrows representing the social justice leadership practices and strategies that I argue drives or encourages instructors to use open pedagogy in support of social justice, which is another component of my study. As part of my conceptual framework and to better contextualize my perspective on my study, in the next section, I provide some background on my positionality as an instructor-researcher.

Summary

In this chapter, I reviewed the literature on the intersection of open pedagogy and social justice, as well as social justice leadership development approaches and strategies. Research on how open pedagogy can support social justice is relatively new, emerging only within the past 5-10 years. While more research is needed in general, the implementation of open pedagogy in online courses in particular requires special attention. This is because of the risk that some of the characteristics of open pedagogy, such as collaboration or engaging with audiences outside of the classroom, could have negative impacts on historically marginalized students if faculty do not take measures to mitigate that potential. To do so, faculty must be able to clearly conceptualize social justice and how they operationalize it using open pedagogy. What strategies and approaches these faculty may take to develop their social justice leadership is not known, and research is needed. My study could help fill this gap, and in the next chapter, I will describe my research methodology.

Chapter 3. Methodology

Introduction

In this chapter, I will describe my ontological and epistemological positions and my methodology. I will explain my research design, including my sampling approach, ethical considerations, the study limitations and delimitations, and my procedures for ensuring validity and reliability. I will also describe how I collected and analyzed my data.

Research Paradigm

Ontology & Epistemology

In developing a research plan for this investigation, I must consider my ontological and epistemological positionings as they inform my positionality (which I discussed in chapter 1). Ontology, according to Cohen et al. (2018), is “the nature of reality and the nature of things” (p. 3). Epistemology, according to the same authors, is “researching and enquiring into the nature of reality and the nature of things” (Cohen et al., 2018, p. 3). Knowing my positioning is important because it highlights what assumptions I may make, influences how I seek out information, and guides how I see and make sense of the world (Cresswell & Poth, 2018).

The ontological and epistemological perspective underpinning my theoretical approach to my study is critical theory, which has its roots in the works of Marx, the Frankfurt School, and Habermas (Cohen et al., 2018; Giroux, 2001, 2024; Given, 2008). Because education can be, and has been, a means of power, control, and oppression (Freire, 1970/2017; Giroux, 2001, 2024), from a critical theory perspective, “what counts as worthwhile knowledge is determined by the social and positional power of the advocates of that knowledge” (Cohen et al., 2018, p. 52). A critical approach is designed “to bring about a more just, egalitarian society in which individual and collective freedoms are practiced, and to eradicate the exercise and effects of illegitimate

power” (Cohen et al., 2018, p. 52). Thus, the critical paradigm guides research by having a political goal of minimizing or ending marginalization, oppression, or exploitation (Cohen et al., 2018; Given, 2008; Hammersley, 2013).

A critical positionality requires the researcher to situate their research in historical, political, social, and cultural contexts (Cohen et al., 2018; Giroux, 2001, 2024; Hammersley, 2013; McLaren, 2024). The critical paradigm recognizes that people can behave, act, or respond in ways that are influenced by historical, political, social, and cultural struggles that the individuals may not be aware of or even recognize as being at play (Given, 2008; Giroux, 2001, 2024; Hammersley, 2013). From this perspective, the researcher can help enact change in society more broadly (Cohen et al., 2018). Because a critical theory paradigm is activist in nature (Guba & Lincoln, 2005) and is oriented around social justice (Giroux, 2001, 2024; Guba & Lincoln, 2005; McLaren, 2024), it seems to have a natural alignment with my personal motivations for my area of research, which I described in chapter 1. My ontological and epistemological position align well with my selected methodology, which I will describe in the next section.

Methodology

Philosophically, there are many phenomenological schools of thought (C. Adams & van Manen, 2008; Creswell & Poth, 2018; Dawidowicz, 2020). Two of the most prominent approaches are descriptive (or transcendental) phenomenology and interpretative (or hermeneutic) phenomenology (Creswell & Poth, 2018; Dawidowicz, 2020). Edmond Husserl and Amadeo Giorgi are significant scholars associated with the former (Creswell & Poth, 2018; Smith et al., 2022). Martin Heidegger and Hans-Georg Gadamer are significant scholars associated with the latter (Smith et al., 2022).

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Creswell & Poth (2018) characterize descriptive phenomenology as an exploration of the lived experience of a group of individuals. This methodology looks to boil down individual experiences to shared aspects amongst a group (C. Adams & van Manen, 2008; Dawidowicz, 2020). The researcher identifies a phenomenon of interest to study, identifies individuals who have experienced this phenomenon, and then examines each of their experiences to compile a description of that experience for those individuals (Creswell & Poth, 2018). Descriptive phenomenology involves reduction and bracketing (*epoché*) where the researcher sets aside their own preconceived notions, experiences, or judgements (Creswell & Poth, 2018; Dawidowicz, 2020; C. Adams & van Manen, 2008; Vagle, 2014). The researcher then focuses exclusively on the phenomena as described by participants (Vagle, 2014).

In contrast, the methodology I used for my study is interpretive phenomenology. With interpretive phenomenology, the experiences that are investigated are “always perspectival, always temporal, and always ‘in-relation-to’ something—and consequently, that the interpretation of people’s meaning-making activities is central” (Smith et al., 2022, p. 13). It moves beyond simply the “what” of an experience to the “so what” of an experience (Smith et al., 2022). In other words, it is concerned with understanding how someone experienced a phenomenon *and* with teasing out the underlying meanings and purposes that may or may not be immediately visible (Smith et al., 2022).

In my study, the phenomenon is the use of open pedagogy to support social justice in online classes, and the lived experience is that of instructors of online classes. Interpretive phenomenology fits with my research because I explored how instructors are conceptualizing and operationalizing social justice and how they engage in their social justice leadership

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development. Moreover, the contextual observation and interpretation of the experiences of my study participants aligns well with having grounded my research in a critical paradigm.

Research Questions

Critical theory seeks to be transformative (Cohen et al., 2018). As a result, the framing and articulation of education research questions following this paradigm needs to account for historical and societal relationships and contexts, including power dynamics and inequities (Cohen et al., 2018). Therefore, the central research question that I posed was: *What are the experiences of post-secondary faculty members who teach online using open pedagogy to support social justice?*

The three sub-questions to answer this research question were:

1. *How do post-secondary faculty members who teach online courses conceptualize social justice?*
2. *How do post-secondary faculty members who teach online courses operationalize social justice by using open pedagogy?*
3. *What strategies and approaches do post-secondary faculty members who teach online courses and use open pedagogy to support social justice take to develop their social justice leadership?*

Research Design

Context of the Study

The context of my study was Kwantlen Polytechnic University (KPU), a post-secondary institution located in the Lower Mainland of British Columbia, Canada. I selected KPU because I am employed there as a faculty member and because of the institution's extensive history with open education.

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KPU is a unique institution as it is open access; has strong encouragement of open education, including open education resources and open pedagogy; and includes open education in the institution's strategic plan. In 2018, KPU established the first "Zero Textbook Cost" (ZTC) program in Canada and now offers multiple ZTC credentials (KPU, n.d.-g). In the past, the institution offered funding and additional incentives to faculty members to adopt, adapt, and create OERs or to engage with open pedagogy (KPU, n.d.-b), though some offerings are no longer available due to budgetary challenges (KPU, 2025a). KPU has developed its own Open Publishing Suite (OPUS) that supports the creation and sharing of OER and other works online (KPU, n.d.-c). Additionally, through its Continuing and Professional Studies department, the institution offers a Professional Program in Open Education, which is designed to support the learning and professional development of open educators, practitioners, and researchers (KPU, n.d.-d).

Just as KPU has a long history with open education, it similarly has a strong track record of engaging with decolonization and social justice. The institution shares the name with the Kwantlen First Nation, and the first Elder in Residence was appointed in 2015 (KPU, n.d.-e). In 2023, KPU began offering free tuition to students who are members of the First Nations on whose lands and territories the university is located (KPU, 2023b). There is an Office of Equity and Inclusive Communities at KPU, which is responsible for strategies and activities relating to anti-racism, disability, gender, equity, diversity, and inclusion (KPU, n.d.-a). The institution signed the Scarborough Charter to address structural racism (KPU, 2021) and just recently launched its Equity, Diversity, and Inclusion Action Plan (KPU, 2025b). Overall, KPU has a long and broad history with open education and social justice, so there was likely to be many faculty members who engage in both practices, making it an ideal location for my study.

Participants

I recruited only those instructors at KPU who teach online classes and use open pedagogy in those classes to support social justice. They could be teaching in those classes at the time of the study, have taught those classes in the past, and/or be scheduled to teach those classes in an upcoming semester. The recruitment materials indicated that online classes included those that are synchronous, asynchronous, blended, or that are otherwise mediated through an internet connection. The recruitment materials intentionally did not define open pedagogy and instead provided examples of open pedagogy as including (but not being limited to) students creating or co-creating open resources, open content, H5P resources, or open textbooks; creating resources for a community or client; creating teachable content or resources for students; blogging; podcasting; or creating or co-creating a rubric. This was because, as discussed in chapter 1, open pedagogy can sometimes be referred to by different terms (Cronin & MacLaren, 2018; DeRosa & Jhangiani, 2017; Short et al., 2024), and I did not want to preclude those faculty members whose activities would be considered open pedagogy even if they might not use that specific term.

The faculty members who participated were part-time or full-time, and they were employed with a long-term contract or had permanent status. A faculty member's course load determines whether they are working full-time or part-time. A faculty member on a long-term contract is guaranteed employment at the institution for a set period of one or two years, whereas a faculty member with permanent status has continuing employment at the institution. A faculty member can be working part-time or full-time irrespective of whether they are on a long-term contract or have permanent status. While those employed with a short-term contract, which is a contract

determined on a semester-by-semester basis, were eligible to participate, none were recruited. The participants could teach in any discipline.

Sampling

While I received ethics approval to use purposive sampling and snowball sampling in my study, to the best of my knowledge all the participants ended up being recruited through purposive sampling only. Purposive sampling is when “researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristic(s) being sought” (Cohen et al., 2018, p. 218). Consistent with using interpretive phenomenology as my methodology, I selected only participants who were employed at KPU at the time the interviews took place and who self-identified that they were using open pedagogy to support social justice in their online courses (per the information in the recruitment materials), which is the phenomena under study (Smith et al., 2022). Snowball sampling is when potential participants identify and refer other potential participants (Cohen et al., 2018).

From the KPU Open Education Coordinator, I obtained the names and contact information of faculty at the institution who had attended open education events or had participated in the institution’s open education fellowships, learning communities, or other related initiatives over the past five years. I also sent recruitment email messages to a KPU open education email listserv that KPU faculty who are interested in open education can choose to subscribe. By using more than one method to recruit potential participants, I was mitigating the potential loss of anonymity because some participants may have been identified and included on the list provided by the KPU Open Education Coordinator and/or referred by a colleague.

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Since the goal of an interpretive phenomenology study is not to generalize, it is not necessary to have a large sample size (Smith et al., 2022). Dawidowicz (2020) and Smith et al. (2022) explain the important aspect is not the quantity of participants, but rather the depth and variety of perspectives obtained. Overall, “the analysis should provide a rich, transparent, and contextualized analysis of the accounts of participants” thereby allowing “readers to evaluate its transferability to persons in contexts which are more, or less, similar” (Smith et al., 2022, p. 45). Some researchers suggest a sample size between five and 18 (Dawidowicz, 2020), whereas others recommend having between six and 10 interviews, which can come from any number of participants (Smith et al., 2022). For my dissertation study, I planned to recruit between three and six participants for reasons I will explain in my methods section. Additionally, the recruitment of participants was informed by several ethical considerations, which I will discuss in the next section.

Ethical Considerations

There were several ethical considerations influencing my study. First and foremost, I obtained Research Ethics Board approval from Athabasca University and Kwantlen Polytechnic University.

Second, as with any research study, there were the typical ethical considerations, including informed consent, means of withdrawal, storage of collected data, confidentiality, clarifications on anonymity and identifying information, and sharing of research data and results. While these issues were articulated and addressed through the institutional ethics research board processes, there were some areas where special attention was warranted.

Third, a unique consideration of my study was that I was interviewing my faculty colleagues at my institution. They had no hand in developing the study, analyzing the data, or

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disseminating the results. I do not hold any positional power over any of the participants. I am reporting on and interpreting their lived experiences by using quotations from the interviews. I am an “insider,” which means I have commonalities with the participants in terms of characteristics, the experiences under study, and role (Dwyer & Buckle, 2009). The impact of being an insider is I have my own assumptions, experiences, and perspectives with the phenomenon under study, so I was exceptionally meticulous about noting my own reactions and ideas in a reflective journal, which forms part of my audit trail (Dwyer & Buckle, 2009). I was intentional and thoughtful during the interview process, so I was not prejudging the responses of participants (Dwyer & Buckle, 2009). Additionally, I documented my perspective about my positionality throughout my research (Soedirgo & Glas, 2020).

While some may view positionality as static, Soedirgo and Glas (2020) see it as an ongoing, intersectional, and contextualized process that requires active reflexivity. They explain that active reflexivity involves “engaging in the dynamic, continual, and fluid practice of interrogating our own assumptions of positionality, how positionality is being read by others, and the impact of these assessments throughout the research process” (Soedirgo & Glas, 2020 p. 4). Reflexivity requires a researcher to critically assess and acknowledge what they know and don’t know, how, and why (Bolton & Delderfield, 2018). This is important because what motivated me to undertake my research project could potentially have had both positive and negative impacts on how I engaged in collecting and analyzing the data (Olmos-Vega et al., 2022). Therefore, being transparent with myself and in my audit trail about my own perspective, knowledge, positionality, experience, methodology, context, and bias throughout the entire research project has been crucial (Bolton & Delderfield, 2018; Dwyer & Buckle, 2009; Olmos-Vega et al., 2022; Soedirgo & Glas, 2020).

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An advantage of being an insider is this allowed me to develop rapport with and the trust of the participants more quickly than if I were an outsider (Dwyer & Buckle, 2009). This led to some participants feeling more comfortable and open in what they shared (Dwyer & Buckle, 2009), though I remained mindful of issues pertaining to identifiability of participants, which I discuss later in this section. A disadvantage of being an insider is that others may not believe I have been transparent about my bias, and this could potentially impact the credibility of my results (Dwyer & Buckle, 2009). As mentioned, being scrupulous with my audit trail and being transparent about my bias and perspective have been very important (Dwyer & Buckle, 2009), and I will discuss this in the validity and reliability section.

A fourth ethical consideration stemmed from the critical theory paradigm itself. This paradigm focuses on “co-created findings with multiple ways of knowing” with goals of “encouraging political participation, questioning of methods, and highlighting issues and concerns” (Cresswell & Poth, 2018, p. 35). The data collection, as I’ll discuss in that section, was dialogic (Vagle, 2014). As a result, Dawidowicz (2020) cautions against forcing participants to answer questions, so I offered frequent reminders to my participants that they were welcome to not answer any questions for any reason. As a result, this helped me to focus on recording the participants’ descriptions of their lived experiences, being thoughtful in asking the questions, and monitoring how the conversations unfolded and whether the participants showed evidence of comfort or discomfort (Smith et al., 2022).

Fifth, because I collected data pertaining to the lived experiences of people, I carefully considered what risks sharing this information might carry for participants. For example, talking about experiences that relate to or involve traumatic experiences could be distressing for participants (Walker, 2007). This was an ethical issue because research should, first and

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foremost, not cause harm to participants (Cohen et al., 2018). If an instructor has personally experienced social injustice, then discussing those experiences could have been distressing. As a result, I shared with study participants at the beginning and end of the interviews some support resources they could access should they have felt the need. During the interviews, as difficult topics of discussion arose, I also provided reminders about the supports that were available. Additionally, while some challenging topics were discussed, I did not access or use these support services myself.

Sixth, regardless of the research methodology being used, any research study should consider the “typical” ethical issues of anonymity and confidentiality. However, the potential for emotional distress to arise in participants highlighted the extra importance that I ensure participant anonymity and confidentiality because this protected the privacy of participants and allowed them to engage without fear of being identified. The small sample size of a phenomenological study combined with a recording of the lived experiences of participants makes it possible that participants could potentially be identified (Walker, 2007), and if this were to happen, it could create an ethical conundrum (K. F. Williams, 2009). Therefore, I have been mindful of the specificity of descriptions that potentially contain identifying information, such as locations, courses, or timelines (K.F. Williams, 2009). Nevertheless, I have approached the protection of privacy thoughtfully and strategically because the very nature of a study using phenomenology is to “describe and report in the most authentic manner possible...even if [this is] contrary to your aims” (Munhall, 1988, p. 153).

Seventh, informed consent is another issue that applies broadly to any research process. However, it also had an additional ethical role in my study as a means for managing the possibility of participants experiencing emotional distress. This was because participants retained

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the decision-making power about whether to engage, to continue engaging, or to withdraw at any time (Cohen et al., 2018). Munhall (1988) describes informed consent as being an “ongoing process” whereby “consent needs to be renegotiated as unexpected events or consequences occur” (p. 156). Applying this to my study, when I detected that a participant was potentially experiencing emotional distress during their interview, I reminded them of the support resources available to them and that they retained the right to withdraw at any time.

Delimitations

As described in chapter 1, this dissertation took place within the context of one post-secondary institution in British Columbia. I focused on the conceptualization and operationalization of social justice by post-secondary instructors at this institution, and I did not explore social justice at the level of the institution. Last, my study explored the intersection of social justice and open pedagogy in online courses, and not social justice more broadly.

Limitations

As introduced in chapter 1, there were limitations to my study. First, the sampling methods and study timeline potentially limited the participation of faculty members. It is possible that there were faculty members who use open pedagogy to support social justice who were not reached by the recruitment methods. As well, there were some faculty members who indicated they were unable to participate because of their availability. As a result, it is possible that should other faculty members have participated, the experiences reported would be different. Second, because I only explored how faculty members conceptualize and operationalize social justice by using open pedagogy, this could provide an incomplete picture of how faculty members support social justice overall. Additionally, it is possible that being a faculty colleague to my study

participants and having a positive reputation in open education could have influenced what my participants chose to share during the interviews.

Validity & Reliability

For quantitative research, it is important that the research is valid and reliable (Cohen et al., 2018). However, it is much more difficult—if not impossible—to apply the same criteria to qualitative research. Instead, Lincoln and Guba (1985) have suggested that authenticity criteria should be used. They described these criteria as including truth value (what level of confidence the results are true for the participants in a given context), applicability (to what degree can the results apply in other contexts), consistency (to what extent would the findings be replicated or repeated in another context), and neutrality (to what extent are the results truly from the participants and not unknowingly influenced by the researcher). Essentially, these authenticity criteria include credibility, transferability, dependability, and confirmability (Frambach et al., 2013). Subsequently, these criteria are “hallmarks of authentic, trustworthy, rigorous, or ‘valid’ constructivist or phenomenological inquiry” (Lincoln et al., 2011, p. 122). This perspective is shared by interpretive phenomenology researchers Smith et al. (2022) who stress that the researcher’s design, process, and analysis should be transparent and traceable.

There are several ways to ensure this transparency and authenticity, including keeping an audit trail; maintaining a reflective journal of my assumptions, biases, ideas, and reactions through the study; peer debriefing; and creating thick descriptions (Lincoln & Guba, 1985; Smith et al., 2022). Cohen et al. (2018) also suggest respondent validation, which is where “researchers take back their research report to the respondents and record their reactions to that report” (p. 270) and debriefing by peers.

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For my study, I maintained a detailed and comprehensive audit trail, which is “a residue of records stemming from the inquiry” and includes records of the raw data, summaries of the data, interpretations of the data, documentation about the research design and process, and any documents pertaining to the development of data collection instruments (Lincoln & Guba, 1985, p. 319). Some researchers recommend keeping notes or “jottings” during data collection and analysis (Dawidowicz, 2020; Miles et al., 2020; Smith et al., 2022; Vagle, 2014). These notes can “hold the researcher’s fleeting and emergent reflections and commentary on issues that emerge during field work and especially data analysis” (Miles et al., 2020, p. 86). Writing an analytical memo immediately upon completing an interview and when analyzing a transcript could help solidify the themes, concepts, importance, significance, and more (Miles et al., 2020; Smith et al., 2022). Moreover, these notes, a form of bracketing for interpretive phenomenology, can be helpful while analyzing the data, potentially leading to new insights or direction (Miles et al., 2020; Smith et al., 2022).

Following the recommendation of Miles et al. (2020), I dated my memos/notes, titled them for what they related to, and kept them in a document separate from raw data and analysis. Similarly, any notes I made during the interviews were summarized and filed (Smith et al., 2022). As part of my active reflexivity process, I kept notes about how my interpretations and thought processes changed throughout the study (Smith et al., 2022), as well as how my perspective on my positionality changed throughout the study (Soedirgo & Glas, 2020). I kept all these files and papers together in an organized and searchable fashion to allow me to track my work (Miles et al., 2020) and make it possible for others to verify and cross-check its credibility (Miles et al., 2020; Smith et al., 2022).

The breadth of this information and documentation allowed me to create thick descriptions of the results (Miles et al., 2020). This means that my work specifies “everything that a reader may need to know in order to understand the findings” (Lincoln & Guba, 1985, p. 125). To do so, I recorded the interviews, transcribed the spoken words, and then shared the transcripts with the participants to ensure their accuracy. Importantly, I paid deep attention during the interviews in order to accurately represent the phenomenon through the eyes of the participants (Mortari, 2008). In the next section, I will outline my methods for data collection.

In developing the questions to be used in the interviews of participants, I gave two presentations where I field tested and solicited feedback from open education practitioners and researchers about the interview questions. In the first presentation, I received feedback from approximately 10 doctoral students or recent graduates in the field of open education. In the second presentation, I received feedback from seven practitioners and researchers in the field of open education. The feedback from these participants was used to refine the round 1 and round 2 interview questions. After the first interviews had concluded, I further refined the round 2 interview questions to allow for probing of topics raised and discussed in the first interview. The final versions of the round 1 and round 2 interview questions are in Appendices A and B.

Method

Data Collection

Dawidowicz (2020) explains that the data collection methods for a study using phenomenology are limited by virtue of the need to capture participants’ lived experiences as they share them. In my study, I conducted two rounds of semi-structured interviews of participants. A semi-structured interview has the set topics and questions of a structured

interview but has more flexibility because the interviewer can ask questions to probe/elaborate and prompt/clarify (Cohen et al., 2018; Smith et al., 2022).

The interviews were conducted virtually using the meeting platforms approved in my research ethics application (MS Teams and Zoom). I recorded the interviews, and I then used the automated transcription tool to create transcripts. I then listened to the recordings and edited the transcripts for accuracy. At the beginning of the second interview, I asked participants to review the transcript from their first interview to see if there was anything they withdrew consent from being included or if there was anything they wished to speak more to during the second interview (Dawidowicz, 2020; Mero-Jaffe, 2011; Vagle, 2014). The length of time between the first and second interviews for each participant depended on the participant's availability.

I developed an interview guide (see Appendices A and B) with open-ended questions and follow-up prompts for both rounds of interviews (Smith et al., 2022). Consistent with recommendations to pilot or test the interview questions (Maxwell, 2013), I presented the interview questions for feedback from multiple open education researchers and practitioners at an international workshop and conference in the Fall of 2023. I used this feedback to refine and improve the interview questions to ensure they will elicit responses that will help answer my research questions.

I interviewed participants one-on-one rather than in groups. Because it would be possible that social desirability bias and conformity bias could be issues in a group interview setting, by interviewing participants one-on-one, I made it more likely to hear the unfiltered, unrestrained descriptions provided by participants (Cohen et al., 2018; Mortari, 2008).

Vagle (2014) provides some important strategies to use when conducting interviews, which I followed. They suggest making notes when you feel yourself having a reaction or an

emotional response to a participant's comments (Vagle, 2014). This builds on and moves beyond the suggestions of Creswell and Poth (2018) and Dawidowicz (2020) to keep a reflexive journal. I engaged in active reflexivity, as described by Soedirgo and Glas (2020) and Olmos-Vega et al., (2022), to document my perspective on my positionality as a researcher. Another strategy I used was to question the meaning of things the participants said rather than assuming I knew (Vagle, 2014).

As the interviewer, I had responsibilities beyond simply just asking questions. Following the guidance of Cohen et al. (2018), I was authentic, intentional, and conversational in connecting and engaging with the interview participants. As well, I was sensitive to the needs of the interviewees, the context of the interviewee and the interview itself, and how the interview was unfolding and adjusted accordingly (Cohen et al., 2018).

Additionally, I worked to be aware of my researcher bias (Dawidowicz, 2020; Vagle, 2014). Dawidowicz (2020) shares that "participants can change their answers based on their perception of [researcher] bias" (p. 221) and this could have had negative impacts on my results. Being aware of my body language and tone of voice while asking questions was also important (Dawidowicz, 2020).

Data Analysis

I undertook my data collection and analysis concurrently so that I could use initial results to help finetune my interview guide for subsequent interviews (Maxwell, 2013; Miles et al., 2020; Smith et al., 2022). I used the auto-transcription features built into MS Teams and Zoom to create initial drafts of the transcripts. Then, I listened to the recordings and corrected errors in the capture of what was spoken (Smith et al., 2022), as well as noting pauses, non-verbal utterances (such as laughter), and notable hesitations that are not typical of the participant's manner of

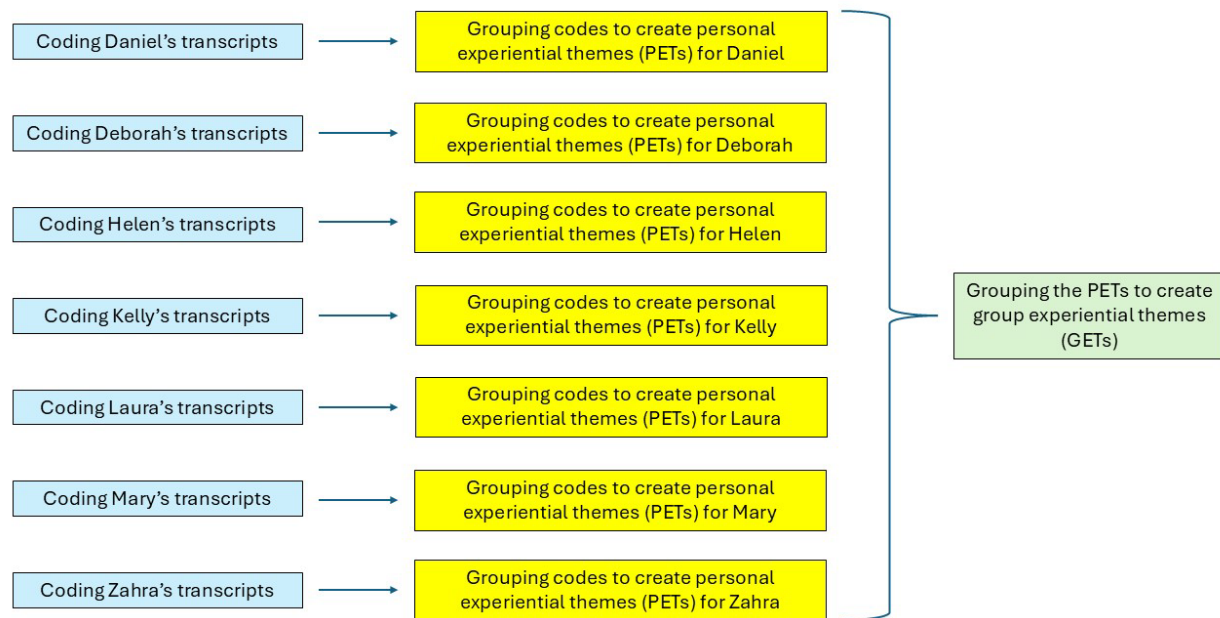
speaking (Maxwell, 2013; Miles et al., 2020; Smith et al., 2022). After listening to each transcript recording, I took notes about what I heard (Maxwell, 2013) and noted my own initial thoughts (Smith et al., 2022).

I then used NVivo to proceed iteratively through reading, open coding, and reflecting (Dawidowicz, 2020; Maxwell, 2013; Miles et al., 2020; Smith et al., 2022). Smith et al. (2022) state that there is no singular “correct” approach to engaging in interpretive phenomenological analysis. They emphasize that the goal of the inductive analysis is to focus on interpreting or making sense of the participants’ experiences. Smith et al. (2022) describes that you begin by coding an individual participant’s transcripts and then group those codes into personal experiential themes. Next, you work across participants to group the personal experiential themes and create group experiential themes. Overall, the goal is to present a thick description of the group as a whole, which means describing the experience of the group broadly, while also respecting and including the variations within the group (Smith et al., 2022). Accordingly, the process I followed is shown in Figure 2.

Figure 2

Moving From Codes to Themes

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Coding is an iterative process and activity, requiring “reading and re-reading, assigning and reassigning codes, placing and replacing codes, [and] refining codes and coded data” (Cohen et al., 2018, p. 671). By using open coding, I generated the codes based on the content of the transcripts (Dawidowicz, 2020; Maxwell, 2013). I used multiple coding strategies to ensure I captured all relevant meanings (Dawidowicz, 2020). I reviewed and coded a participant’s first and second interview transcripts concurrently as both interviews formed the whole of that participant’s experiences, by making exploratory notes about semantics, language, and statements of interest; interpretive notes; conceptual notes; and statements about the participants’ experiences.

Smith et al. (2022) explain that exploratory notes illustrate what was important to the participant, such as connections with people, objects, places, or values, and what those things meant to the participant from their perspective. They state that conceptual notes, on the other hand, capture the participant’s broader comprehension about and perspective on their

experiences but also include my notes about my own perspective, knowledge, beliefs, and experiences, if these help make sense of the participant's perceptions. The experiential statements "relate[d] directly to the participant's *experiences*...or to the experience of making sense of the things that happened to them" (p. 86).

I then looked for connections between the notes and statements I had made for each participant and grouped these into personal experiential themes (Smith et al., 2022). A personal experiential theme is based on an individual, involves that individual's experiences, and reflects a broader underlying concept or topic of significance to that individual (Smith et al., 2022). I then analyzed each additional participant's first and second interview transcripts in a similar way (Smith et al., 2022).

While coding is a mechanism to break apart the data, it is also important to connect ideas and concepts within the data as the categories create artificial divisions and can affect interpretation (Maxwell, 2013). Connecting analysis is "often seen as holistic in that it is concerned with the relationships among the different parts of the transcript or field notes, rather than fragmenting these and sorting the data into categories" (Maxwell, 2013, p. 113). Therefore, after generating the individual personal experiential themes for each participant, I then developed group experiential themes (GETs) across the participants in order "to highlight the shared and unique features of the experience across the contributing participants" and "understand and explore points of convergence and divergence" (Smith et al., 2022, p. 100).

The analysis was a fluid and iterative process. Cohen et al. (2018) caution "transcriptions are decontextualized, abstracted from time and space, from the dynamics of the situation, from the live form, and from the social, interactive, dynamic and fluid dimensions of their source; they are frozen" (p. 523). Dawidowicz (2020) emphasizes coding can erase context and other

meanings. At all times I ensured that the participants' experiences were being captured, expressed, and reflected in the analysis (Smith et al., 2022). I continually referred to the transcripts to contextualize the personal experiential themes and group experiential themes that I developed (Smith et al., 2022). This process is known as the hermeneutic circle, which "is concerned with the dynamic relationship between the part and the whole... [such that] to understand any given part, you look to the whole; to understand the whole, you look to the parts" (Smith et al., 2022, p. 22).

Summary

My research was rooted in a foundation of critical theory. In this chapter, I described my ontological and epistemological positioning, as well as my methodology and methods. In my study, I investigated the experiences of faculty who teach online classes in using open pedagogy to support social justice, and the methodology guiding my research was interpretive phenomenology. I conducted two rounds of interviews of online faculty and coded the interviews concurrently. I maintained a thorough, detailed, and comprehensive audit trail, and engaged in active reflexivity, throughout my research design, data collection, and data analysis processes. In the next chapter, I will report on the results of my research.

Chapter 4. Results

Introduction

In this chapter, I will present the results of my research. I will begin by sharing a description of the participants. I will then present the 46 group experiential themes (GETs) according to my three research questions. In doing so, I will include quotes from the participants to exemplify the range of experiences within each GET. Due to length and saturation, I will not be including every personal experiential theme (PET) within each GET. However, I will include the PETs that correspond to the quotes provided in order to contextualize and present a thick description of the experiences of the participants. After that, I will present an analysis of how the participants supported social justice in their online classes by using open pedagogy. I will then conclude the chapter with a summary.

Description of the participants

In describing the study participants, while I have used the identity terms that they used during their interviews, I have used pseudonyms to mitigate against identification. For quick reference, I present a summary of the key dimensions of the participants in relation to KPU in Table 2. In the table, several years refers to about five to 10 years, while many years refers to more than 10 years.

Table 2

Summary of the Key Dimensions of the Participants in Relation to KPU

Name	Teaching Duration	Online Modalities	Open Pedagogy Duration	Employment Status
Daniel	Several years	Synchronous	Several years	Permanent full-time

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Deborah	Many years	Synchronous & asynchronous	First semester	Permanent full-time
Helen	Few years	Hybrid & synchronous	First year	Permanent full-time
Kelly	Several years	Unclear	Several years	Permanent full-time
Laura	Many years	Unclear	Few years	Permanent full-time
Mary	Several years	Hybrid & synchronous	Several years	Permanent part-time
Zahra	New	Synchronous	Since start of employment	Contract full-time

Daniel

Daniel (he/him/his) is a gay man. During the interviews, he referred to having privileges based on his skin colour, but he was not more specific. He also stated that he has privileges because he speaks English and is from North America. He is a full-time permanent instructor at KPU, where he has been teaching for several years. He first began teaching online during the pandemic. He has used open pedagogy in his past online classes, uses open pedagogy in his current online classes, and plans to continue using open pedagogy in future online classes. He uses open pedagogy in lower-level and upper-level synchronous online courses. He has some prior experience teaching at post-secondary institutions elsewhere in Canada and overseas.

Deborah

Deborah (she/her/hers) is a disabled queer woman. During the interviews, she said she is a feminist and an advocate for disability matters. She is a full-time permanent instructor at KPU, where she has been teaching for many years. At the time of the interview, she was in her first semester of using open pedagogy (and these were synchronous and asynchronous online upper-

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level courses), but she is interested in continuing to use open pedagogy in future online classes at all levels. She has significant and extensive previous experience teaching and developing in-person and online curricula at KPU and other post-secondary institutions and organizations in Canada.

Helen

During the interview, Helen (she/her/hers) did not directly state her identities, though she did refer to having a lot of privileges. She is a full-time regularized permanent at KPU, where she has been teaching lower-level courses for a few semesters. At the time of the interview, she was in her second semester of using open pedagogy in her online classes at KPU. (The first time was in a hybrid/blended class, and the second time was in synchronous online classes.) She expressed interest in using open pedagogy in future online classes at all levels. She stated she has not yet used open pedagogy in upper-level online classes at KPU due to not having been assigned to teach those sections. She has some previous experience teaching in-person and online at other post-secondary institutions in Canada.

Kelly

Kelly (they/them/theirs) is a non-binary white person. They are a full-time permanent faculty member at KPU, where they have been teaching for several years. They have been using open pedagogy in their upper-level online classes for approximately the same amount of time they have been working at KPU, and they expressed interest in continuing to use open pedagogy in future semesters. During the interview, they talked about their experiences in using open pedagogy in support of social justice in their online classes, but I did not ask about the specific online format directly (and I was unable to infer from the transcripts). Therefore, it was unclear whether the online classes they taught were synchronous, asynchronous, and/or blended/hybrid.

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They stated they have not yet used open pedagogy in lower-level online classes at KPU due to not having been assigned to teach those sections. They have some previous experience teaching at other post-secondary institutions in Canada.

Laura

Laura (she/her/hers) is a Japanese Canadian woman. She is a full-time permanent faculty member at KPU, where she has been teaching for many years. She has been using open pedagogy in her lower-level online classes for a few years, and she expressed interest in continuing to use open pedagogy in future semesters. Like the interview with Kelly, during the interview with Laura, she talked about her experiences in using open pedagogy in support of social justice in her online classes, but I did not ask about the specific online format directly (and I was unable to infer from the transcripts). Therefore, it was unclear whether the online classes were synchronous, asynchronous, and/or blended. She has previous experience teaching and facilitating workshops for a variety of organizations in Canada.

Mary

Mary (she/her/hers) is a white woman. She is a part-time permanent faculty member at KPU, where she has been teaching for several years. She began using open pedagogy in her synchronous online and blended classes a couple of years after beginning employment at KPU. She primarily uses open pedagogy in her upper-level classes, as those are the courses she has been assigned to teach so far, and she is interested in continuing to use open pedagogy in her courses in future semesters. While it is unknown whether she has teaching experience prior to coming to KPU, she currently also works as a consultant for organizations on issues relating to her discipline of expertise.

Zahra

Zahra (she/her/hers) is a visibly Muslim woman of colour. While she has extensive experience teaching in community settings, she is somewhat new to post-secondary teaching. She is a contract faculty member at KPU, and she uses open pedagogy in lower-level and upper-level synchronous online courses. She has used open pedagogy in her past online classes and plans to continue doing so in future online classes.

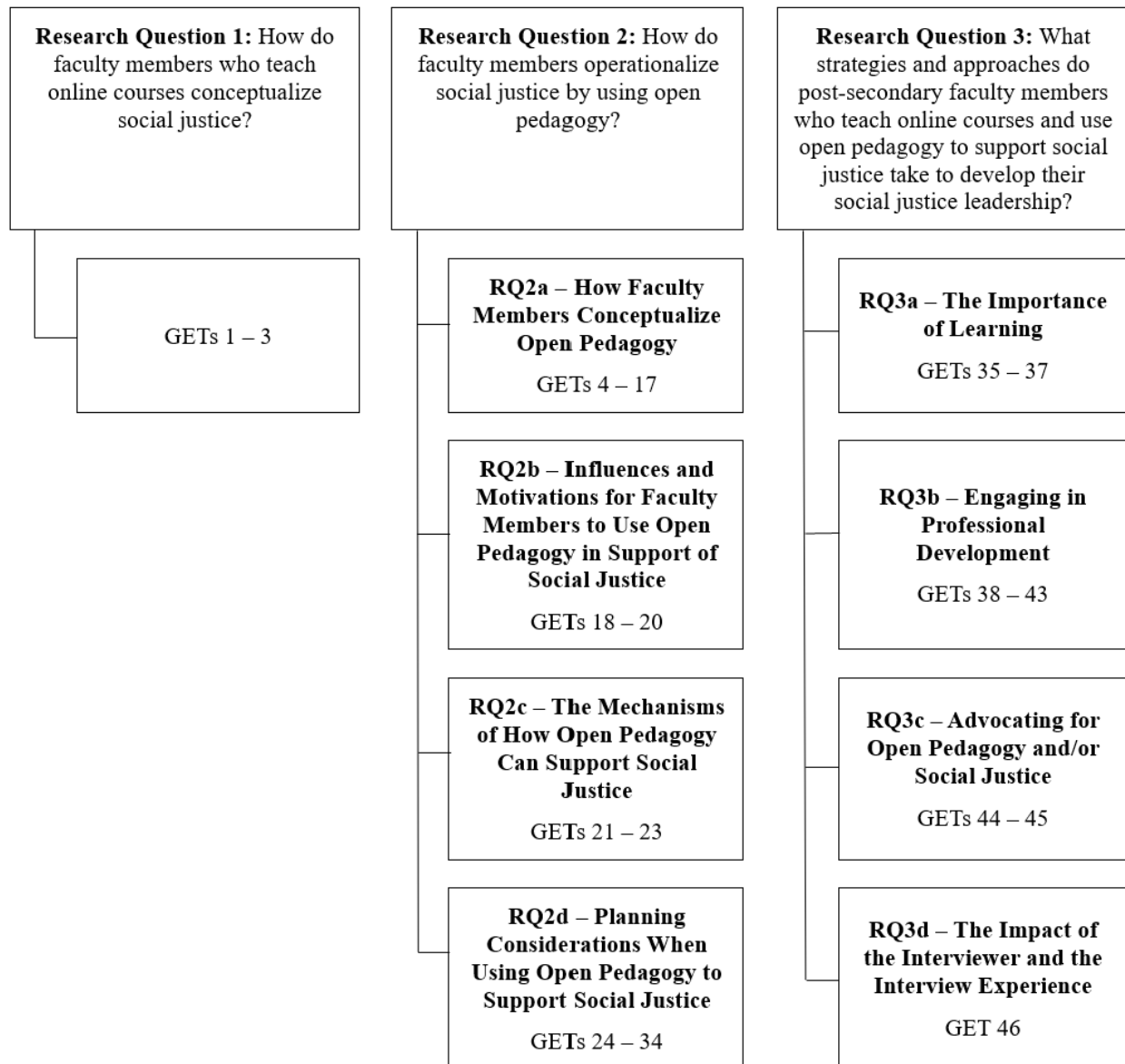
Themes

There were 46 group experiential themes (GETs) resulting from my research. In this section, I present the GETs and quotes from participants. While I include the personal experiential themes (PETs) for each quote, I am not reporting on all the PETs that correspond to each GET. As shown in Figure 3, the GETs are organized according to the research question to which they pertain. For the second and third research questions, the GETs were further grouped into categories, which I have numbered to aid with readability. RQ stands for research question. The number indicates the research question (2 or 3). The letter (a, b, c, or d) indicates the order of the categories. As well, a concise list of all the GETs is included in Appendix C.

Figure 3

Organization of GETs by Research Question

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The first three GETs pertain to my first research question, which is how faculty members conceptualize social justice. The next 31 GETs pertain to my second research question, which is how faculty members operationalize social justice using open pedagogy. The last 12 GETs pertain to my third research question, which are the strategies and approaches faculty members take to develop their social justice leadership. The terms “faculty member” and “instructor” may be used interchangeably in the sections that follow.

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Because there are numerous themes to present, I have further organized this section to aid with readability and navigation. Each GET is discussed in its own section, and I have used bold text to emphasize the specific themes. I have used tables to present the PETs and quotes from the participants that exemplify each GET. Additionally, I have used bold font in the quotes to draw attention to the specific aspects that illustrate the GET or its sub-themes and to aid with readability of longer quotes.

A further note about the organization of the results is needed before proceeding. Typically, when engaging in a study underpinned by critical theory, one might lead with describing the impact one's own presence might have had on the study participants. However, in this instance, I have intentionally chosen not to do that. As I engaged in the interviews and analyzed the data, it became clear that the interview experience and the opportunity to engage with me as a long-time open education practitioner at my institution was an opportunity for professional development for the study participants. This insight became a GET for the study, and I have shared it last in the section where I present the GETs relevant to my third research question (on social justice leadership and professional development).

Research Question 1 Themes

My first research sub-question was: *How do faculty members who teach online courses conceptualize social justice?* There were three GETs pertaining to this question.

GET 1. Broadly speaking, **there were a variety of conceptualizations of social justice.** According to Daniel, Kelly, Mary, Helen, Laura, and Helen, **social justice involves ensuring equity, diversity, and inclusion of peoples' identities and eliminating systemic barriers to participation.** Daniel, Helen, and Deborah highlighted that **social justice is about more than identities and includes the environment and sustainability.** Daniel underscored that **social**

justice does not (and should not) happen in a vacuum, and Deborah identified that **social justice involves ethics**. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 3.

Table 3

PETs and Participant Quotes for GET 1 (Faculty Members Conceptualize Social Justice in a Variety of Ways)

GET Sub-themes	PETs	Participant Quotes
Social justice involves ensuring equity, diversity, and inclusion of peoples' identities and eliminating systemic barriers to participation.	Diversity of opinions, perspectives, and experiences are necessary when supporting social justice.	“Bringing it into the classroom with every lesson, asking yourself, am I also being inclusive? Am I also looking at it from these perspectives? So kind of constantly questioning yourself, constantly asking yourself, are there new ways to look at this? And then also curating things to make sure that they... give a diversity of perspectives. ” (Daniel)
	Social justice addresses injustice and inequity, and this can affect gender, race, and other identities.	“Social justice to me is a response to things that feel unjust... and injustice to me would be having undue harm or a wrong to someone, and it may not be explicit or even intended. But it's likely due to social norms or systemic barriers—or it could be explicit and intentional—but I think oftentimes it's these systems that we build to encompass as many people as possible, but then it ends up having these effects of causing harm and not

GET Sub-themes	PETs	Participant Quotes
		fitting or working for everyone.” (Kelly)
	Social justice relates to equity, human rights, and access.	“I think being able to have people [and] their social needs being taken care of , being recognized what they are first of all, and then providing an environment where can be taken care of. In terms of equity, for instance, or access to resources, we are opening the playing field for everyone to be to be participating.” (Mary)
	Social justice relates to ensuring equitable treatment of people based on their identities and working actively to prevent people from experiencing harm as a result of their identities.	“Part of it...is just ensuring that students are able to express themselves the way they want without being afraid of being punished or... having aspects of their identity weaponized against them.” (Zahra)
	Social justice relates to ensuring equitable access across a variety of identity categories.	“ It's opening the space and creating an even pathway for everyone to walk... I'm talking about making spaces for the LGBTQ+ community to be safe within society. Making space for equity and equality to reign supreme, instead of this constant bumpy road that people are walking [where] some people have to walk a much bumpier road just because of the way society is.” (Helen)
	Social justice is about awareness and action, involves student autonomy, and makes space for the interests and	“ Social justice is about raising awareness about these issues , but then it's [also] what can we do next? What are the

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GET Sub-themes	PETs	Participant Quotes
	passions of students for issues that matter to them.	actionable things that ...we can do.” (Laura)
Social justice is about more than identities and includes the environment and sustainability.	Justice is about balance, fairness, equity, respect for differences and diversity, and action. It includes social justice, economic justice, and environmental justice.	<p>“Justice is about fairness. It's about balance. It's about equity. It's about affirming difference...But justice is also not just, as Nancy Fraser says, not just about the scales of justice, traditional notion of right and wrong, good and bad, costs and benefits, whose costs and whose benefits. It's not just about those things. It is about those things, but it's not just about those things. It's also about the scale at which these issues touchdown...[and we need to be] thinking about social, economic, and environmental justice.” (Daniel)</p>
	Social justice is defined broadly to include sustainability.	<p>“It's the innovation for sustainability aspect that brings it into the realm of social justice. They often are looking for ways of building products that do not feed the bottom line of a large corporation at the expense of the consumer or the vendors. They're looking for solutions to other people's problems to facilitate the creation of their product, so there's a circular or cyclical aspect to it that benefits not just themselves, but other people.” (Helen)</p>
	Social justice is support for people and the environment, not just business and profits. Representation is a key	<p>“It means people or humans and non-humans, non-human animals and plants, over profit, and profit means</p>

GET Sub-themes	PETs	Participant Quotes
	component of social justice but not the only component.	making money. It doesn't just mean making money. It means getting social status. It means getting land. It means not suffering the consequences of wrecking the environment.” (Deborah)
Social justice does not (and should not) happen in a vacuum.	Social justice occurs at different scales, and it is collective.	“It's like justice for all. Justice for one, justice for all; injustice for one country is injustice for all. ” (Daniel)
Social justice involves ethics.	Supporting social justice is deeply related to ethics.	“A dean has said to me in the past that lots of people can learn technical skills, but what employers want is people that can make ethical decisions and behave in an ethical way. ” (Deborah)

GET 2. The faculty members may focus on different aspects of social justice, but broadly support many aspects, including gender, sexuality, race, Indigenous perspectives and decolonization, disability and accessibility, and local contexts. For example, Deborah and Mary highlighted their focus on gender and the inclusion of women. Helen and Deborah mentioned their focus on LGBTQ+ issues. Laura emphasized her focus on race, and Deborah and Daniel both discussed the inclusion of Indigenous perspectives. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 4.

Table 4

PETs and Participant Quotes for GET 2 (Faculty Members Focus on Different Aspects of Social Justice but Broadly Support Many Aspects)

GET Sub-themes	PETs	Participant Quotes
Gender	She feels a personal responsibility to address and include issues of social justice in her classes because of her own experiences and because DEI topics are embedded in reality. Social justice issues of interest to her include women, non-binary people, LGBTQ+ issues, racism, disability, and Indigenous perspectives.	“I think I would, depending on the class, talk about inclusion of women or nonbinary people. ” (Deborah)
	Supporting women and girls is a personal interest, though she broadly supports all aspects of social justice.	“ At the heart of what I deeply care about for social justice is how do women and girls, who maybe are not in school, [get access to] open education.” (Mary)
Sexuality	She focuses on counteracting heteronormativity in particular.	“ It is incredibly important to me that students are not subscribing to heteronormative approaches [and] that they are seeing the world from a bigger picture when they are producing work.” (Helen)
	She feels a personal responsibility to address and include issues of social justice in her classes because of her own experiences and because DEI topics are embedded in reality. Social justice issues of interest to her include women, non-binary people, LGBTQ+ issues, racism, disability, and Indigenous perspectives.	“ I would bring up LGBTQ+ issues or lack of representation or just lack of diversity... I know over years that queer+ students at KPU feel vulnerable and under-encouraged and underrepresented and hurt. And I've heard this from lots of sources, lots of times, and I think a lot, if you're not in that community or an ally or have a sibling or whatever, then you might be just sort of oblivious to it.” (Deborah)

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GET Sub-themes	PETs	Participant Quotes
Race	Social justice can include anti-racism, inclusion, accessibility, and more.	“I would say anti-racism, intercultural communication, inclusion, [and] accessibility ... are a huge part of what I’m teaching.” (Laura)
Indigenous perspectives and decolonization	<p>She feels a personal responsibility to address and include issues of social justice in her classes because of her own experiences and because DEI topics are embedded in reality. Social justice issues of interest to her include women, non-binary people, LGBTQ+ issues, racism, disability, and Indigenous perspectives.</p> <p>Indigenous perspectives and knowledges are important to include in the course.</p>	<p>“I think it's my responsibility to bring up those issues and the same with Indigenous issues.” (Deborah)</p> <p>“We do teach about Indigenous perspectives. I think that's very important for [course and discipline redacted] because it's especially about place. I spend a lot of time trying to get students to understand the basis of land acknowledgments... I talk about land back and I talk about the importance of land to the different nations [such as] the Kwantlen Nation, where our university is located, including after which our university is named.” (Daniel)</p>
Disability and accessibility	Social justice can include anti-racism, inclusion, accessibility, and more.	“For their projects, I never want to dictate to them. I want them to be inspired themselves of what's meaningful to them, so it could be everything from inclusion and accessibility for drafting students, to fast fashion, to

GET Sub-themes	PETs	Participant Quotes
		food wastage, [or] to gender equality in sports. It's kind of all over the place... it's all different kinds of social justice.” (Laura)
Local contexts	Focuses on local contexts for support of social justice.	“ I’m always trying to have [what students do] be grounded in reality and in their own context , where they work about real things to do with them as an emerging professional, and how to care for themselves and care for other students...their family...and their community...Yes, of course we care about the world, but I also don’t want to encourage students to just throw themselves into the ocean their whole lives when it [may not] have an impact.” (Deborah)

GET 3. For the faculty members in this study, **supporting social justice is more than just using open pedagogy; it is ongoing and done in a variety of ways.** Mary explained that social justice needs support from individuals, organizations, and governments. As well, Daniel, Deborah, and Kelly pointed out that supporting social justice extends beyond simply using open pedagogy. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 5.

Table 5

PETs and Participant Quotes for GET 3 (Supporting Social Justice is More Than Just Open Pedagogy)

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GET Sub-themes	PETs	Participant Quotes
More than just open pedagogy	Support of social justice can, and should, be done at a variety of levels.	<p>“Sometimes when thinking about social justice and diversity and inclusion, it seems to be so big, and it's, like, ‘well, the governments need to do things and the education system needs to do that’, [but] we as individuals also have a role to play. That's also ... really important... for students to see that they matter and that their voice matters, and my hope is that they take that into their careers and that thinking around giving back, providing access, being aware that not everyone is privileged, being aware of that we need, especially in the in the profession of [discipline redacted].” (Mary)</p>
	Using open pedagogy to support social justice is one approach (but not the only approach).	<p>“I try to find materials that if they work and they prompt students to think, then, even if they become outdated, it's still very powerful. So then, students go into a discussion... That's another good example of how it's not earmarked specifically as an open pedagogy assignment, but it's a way of bringing social justice thinking in.” (Daniel)</p>
	Using open pedagogy is not the only way to support social justice.	<p>“I’m not doing anything else explicitly open pedagogy this semester... [but] they do other social justice type assignments... These are social justice assignments, but they're not open.” (Deborah)</p>

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GET Sub-themes	PETs	Participant Quotes
Ongoing nature	Supporting social justice is an ongoing activity.	“Human rights issues never sleep. Social justice issues never sleep. ” (Daniel)
Done in a variety of ways	Supporting social justice moves beyond lip-service to modelling the associated behaviours and actions.	“There are so many challenges, darkness, boundaries, and barriers in the world that anything we can do to enable students who come to our program to recognize when that's not right and feel like they can do something to make it better , I think that's very awesome.” (Kelly)

Research Question 2 Themes

My second research sub-question was: *How do post-secondary faculty members who teach online courses operationalize social justice by using open pedagogy?* There were 34 GETs pertaining to this question, and these GETs were further grouped into four categories:

RQ2a - How faculty members conceptualize open pedagogy (GETs 4 – 17)

RQ2b – Faculty member influences and motivations to use open pedagogy in support of social justice (GETs 18 – 20)

RQ2c – The mechanisms of how open pedagogy can support social justice (GETs 21 – 23)

RQ2d – Planning considerations when faculty members use open pedagogy to support social justice in online classes (GETs 24 – 34)

RQ2a - How Faculty Members Conceptualize Open Pedagogy. There were 14 GETs pertaining to how faculty members conceptualize open pedagogy.

GET 4. For the participants in my study, **starting to use open pedagogy typically coincided with the pandemic, having reflected on the impacts of textbook costs on students, and/or realizing they’d been using open pedagogy without knowing the term for it.** In particular, Helen and Daniel discussed how the pandemic was a pivotal point in their teaching careers. Kelly and Helen mentioned that reflecting on textbook costs was the impetus for beginning to explore open education. Additionally, when Laura encountered open pedagogy, she realized she had been using it already, albeit under other names. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 6.

Table 6

PETs and Participant Quotes for GET 4 (Starting to Use Open Pedagogy Coincides with the Pandemic, Reflecting on Textbook Costs, or Finding the Terminology)

GET Sub-themes	PETs	Participant Quotes
The pandemic was a defining time for teaching and learning	The pandemic was a defining period for teaching and learning for him.	“I wasn’t teaching any online courses before 2020. ” (Daniel)
	She started teaching at the start of the pandemic.	“I wasn’t teaching online until the pandemic hit. ” (Helen)
Reflections on financial impacts of textbooks	A starting point for engaging with open education was reflection on the financial cost of using commercial textbooks instead of OERs.	“I started out teaching and in my first classes, the classes were very much built around textbooks, and there were so many instances where students say, ‘do I really have to buy it?’ And that typically stems from financial stress for them. Having a textbook or access to online resources on top of tuition, on top of the cost of living, which is prohibitive at this point, and groceries, sometimes students are choosing between a textbook

GET Sub-themes	PETs	Participant Quotes
		and groceries. My journey in recognizing that while courses have historically been built around textbooks, it serves students well to be able to provide them with an education that they don't have to spend even more money on... And so in realizing this, I thought it would be kind of cool to build things that are awesome and then share them. So that's what I've done, and I shoved them off to BC Campus so that they can be shared with other institutions and improved on and grown.” (Kelly)
	Her journey to using open pedagogy started with reflecting on the impacts of textbook costs on students.	“There was a textbook for this course that was about \$100, and it was brutal for [students] to get copies of it... It wasn't a great textbook, like it had a lot of references that an international student didn't understand or appreciate. Some of it was just downright racist, like making assumptions or painting portraits of international students, and as I used it the first semester, I found that I was irritated with the book more than anything, and I really felt it had a negative impact on students on the class...There was nothing magical in it that I couldn't access, so I started augmenting their reading with journal articles and that kind of thing.” (Helen)
Using open pedagogy without knowing the term	Her journey with using open pedagogy began	“I've used it unintentionally, not knowing it was called open

GET Sub-themes	PETs	Participant Quotes
	unintentionally and has evolved to become an intentional teaching choice.	pedagogy, since I've been teaching... whether that's using OERs [or] whether that's creating projects or assignments that prompt [students] to take their learning outside of the classroom. When I worked in [discipline redacted] and [department redacted], it was a lot of partnering with their employers, bringing in what they're learning in their [activity redacted], and sharing it...so I've been doing that since I started teaching, but [I] didn't know it was called open pedagogy.” (Laura)

GET 5. All the participants shared that **open pedagogy changes the power dynamics between the students and the instructor**. Daniel explained the importance of trusting students. Several faculty members (Helen, Deborah, Kelly, Mary, and Zahra) discussed how open pedagogy flattens the organizational roles and hierarchy in the class such that everyone—students and instructor alike—has an equal chance to learn with and from each other. As well, Laura highlighted how valuing students’ contributions and their experiences can help change the power dynamics. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 7. There are no sub-themes for this GET.

Table 7

PETs and Participant Quotes for GET 5 (Open Pedagogy Changes Power Dynamics)

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PETs	Participant Quotes
Instructors need to trust the process and trust students, their knowledge, and their experiences.	“By the time they're actually doing the project, you have to trust that students will find this on their own. You don't want to oversteer them. ” (Daniel)
Open pedagogy challenges the traditional roles and experiences of students and instructor, but this can have benefits for all. The hierarchy flattens, and everybody is a learner.	“I'm not figuring it all out until [the] students and I hit the wall, and then we'll figure it out together. ” (Deborah)
Open pedagogy changes the power dynamics such that everyone is a teacher and everyone is a student.	“To me it's evolved from what was more of a dictated thing that we're going to go through to more of them having input into whether or not it's time to proceed, where to dig deeper [and] where to go faster.” (Helen)
Open pedagogy changes the power dynamics between the instructor and students, and this can be perceived as positive.	“It also changes the dynamic between the instructor and the students, so it reduces that power dynamic of ‘I am the source of knowledge, I’m the sage on the stage’ or whatever nonsense that is, and it's more about ‘let's facilitate your learning in a way that works for you,’ so I think that also supports social justice and equity and inclusion.” (Kelly)
Being receptive to student feedback, valuing student experiences and contributions, and working collaboratively to ensure a positive learning experience for students and the instructor is part of changing the dynamic between the teacher and students when using OP.	“I think that's part of my opinion of open education or open pedagogy. It's about breaking that barrier...[I'm] the instructor [and] you're the student, and this forms a wall. I'll often share what my experiences growing up as Japanese Canadian [were] and how did that impact my experience in the workplace... I share my experience... and I think it encourages others to share...Being vulnerable myself, sharing my experience is important, [as] it kind of opens that door for the students to share too.” (Laura)
Teaching involves a power dynamic between students and the instructor.	“I sometimes wondered also coming from that point [of view] as white and being a woman, does that have an impact or ... is there still a power piece there? Maybe that's perceived as

PETs	Participant Quotes
	well because the other part of open education is to remove that power distance between people who are creating or using information, that it's more collaborative in that sense of we're doing this together. " (Mary)
Open pedagogy flattens power relationships in the class. This in turn reframes who is or isn't a credible source of knowledge.	"Open pedagogy also reflects on the process of knowledge production, like who is producing knowledge... There are power dynamics when it comes to knowledge production...who is producing knowledge and what kind of knowledge is being centered and what kind of knowledge is being consumed? And so, when we have open pedagogy, it's a way of creating more space for different ways of knowing and learning and acquiring knowledge. And it's a way of like reclaiming narratives and centering voices that are sometimes neglected within the institution." (Zahra)

GET 6. From a broad standpoint, the participants stated that **open pedagogy is a creative, non-normative, and innovative approach**. Overall, several faculty members (Zahra, Daniel, Deborah, and Kelly) emphasized how open pedagogy is seen as novel or different from "typical" teaching practices and that this is viewed positively. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 8.

Table 8

PETs and Participant Quotes for GET 6 (Open Pedagogy is a Creative, Non-normative, and Innovative Approach)

GET Sub-themes	PETs	Participant Quotes
Creativity	Open pedagogy is creative.	"Open pedagogy can be very creative. " (Zahra)

GET Sub-themes	PETs	Participant Quotes
Non-normative	Open pedagogy is seen as different from “typical” teaching approaches.	“ [I] see colleagues doing very different things in the classroom and seeing how that works to not only enhance the teaching experience, but then also the learning experience, I think ... that's what's helped me make the switch.” (Kelly)
Innovation	Open pedagogy can facilitate innovation in teaching.	“I think justice permeates everything that I teach, regardless of whether it's open or not. But I think [that by] making it open you could potentially tap into more exciting resources. ” (Daniel)
	Using open pedagogy can be a way to work against traditional academic practices that can be marginalizing and harmful.	“ If I'm contributing...slides that are not perfect, then that's me saying...that that is OK in the open education movement. And I know there's discussion and controversy about missing sections, they're not that good, [and] people are just sharing things willy nilly. But I think ...at the other end there's a benefit in sharing things without them being a perfect peer reviewed article. ” (Deborah)

GET 7. Overall, the participants see that **open pedagogy is a process and is usable in and representative of real-world conditions**. For example, Kelly uses open pedagogy in a way that gets students to iterate their ideas and resource creation. Some faculty members use open pedagogy in other aspects of their roles, such as sharing resources with peers (Laura) or engaging

in activism (Daniel). Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 9.

Table 9

PETs and Participant Quotes for GET 7 (Open Pedagogy is a Process and Representative of the Real World)

GET Sub-themes	PETs	Participant Quotes
Is a process	Open pedagogy is a process, not a one-time occurrence.	“...by generally providing guidelines around how to do it, what to get out of it, what's expected, those sorts of things, and then supporting [students] through iterative processes as they go through that creation process , so that when they share, it's something they're proud of, that they believe in, and then that makes sense to the other students who are not developing that expertise but are going to learn from them.” (Kelly)
Is usable and representative of real-world conditions	Open pedagogy is not just limited to post-secondary classrooms. It is representative of the real-world.	“There can be open pedagogy and it's not just post-secondary. There [are] open pedagogy projects going on all over the place. ” (Deborah)
	Open pedagogy is not just an approach for teaching students but can be applied to faculty-to-faculty sharing and learning.	“ Open pedagogy can also mean sharing with our peers ... I very much [support that] anyone can use my materials... I'm very open to sharing and hope that it goes beyond our class.” (Laura)
	Openness can have links to activism.	“ I do try to channel some of my activism to ... my assignments, towards the kind of causes that make me feel fulfilled as well in

GET Sub-themes	PETs	Participant Quotes
		terms of social, economic, environmental justice.” (Daniel)

GET 8. For some of the participants (Kelly, Daniel, Laura, and Mary), **using OERs was considered a form of open pedagogy**. These faculty members viewed using OERs as one way of using open pedagogy, and this was seen as a “basic” or minimal level of use. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 10. There are no sub-themes for this GET.

Table 10

PETs and Participant Quotes for GET 8 (Using OERs is a Form of Open Pedagogy)

PETs	Participant Quotes
Using an OER is an example of open pedagogy, but open pedagogy isn't just using OERs.	“It does include things like open education resources, but it goes beyond that. ” (Kelly)
Using open textbooks and OERs is considered open pedagogy.	“At the most basic level, I try to source free open textbooks. ” (Daniel)
Using OERs is a mode of engaging in open pedagogy.	“ I've used [open pedagogy] unintentionally, not knowing it was called open pedagogy, since I've been teaching, so whether that's using OERs [or] whether that's creating projects or assignments that prompt [students] to take their learning outside of the classroom.” (Laura)
Using and creating OER are part of open pedagogy.	“ [My practices have] changed from using it to creating and using it... First I was a consumer of open pedagogy because I became aware of where to look for resources that students didn't have to pay because I was a student once, and I remember having

PETs	Participant Quotes
	to pay the cost for textbooks that I never looked at again.” (Mary)

GET 9. The faculty members use open pedagogy in different ways in their online classes, including co-creating the course structure, co-creating content, and co-creating assessments. Daniel has previously co-created the course syllabus with students. Helen’s students have created interactive objects to facilitate engagement of students on campus, and they’ve created video reports that are shared on public social media channels. Mary has co-created an OER with students and also has students creating publicly available podcasts. Deborah’s students were creating slide decks with openly sourced images on various topics that can then be licensed and shared as a package. Laura’s students research topics and share that information with other audiences, and they also contribute to an OER. Kelly’s students co-create assignment rubrics, and they also create resources that are shared with other audiences. Zahra’s students curate and share resources with others in the class and beyond, and they also share reflections on topics with those in the class. Selected quotes from the participants that exemplify this GET are highlighted in Table 11, though not every open pedagogy project for each participant is listed.

Table 11

Participant Quotes for GET 9 (Faculty Members Use Open Pedagogy in Diverse Ways)

GET Sub-Themes	PETs	Participant Quotes
Co-creating the course structure	Open pedagogy includes co-creating the syllabus and/or course schedule	“Initially, when I started at Kwantlen, [co-creating the course syllabus with students] was the model I always used because I didn't

GET Sub-Themes	PETs	Participant Quotes
		have a lot of experience teaching on a routine basis... I could only know the students through co-designing the syllabus, so it was kind of like a user experience approach...I do remember that I felt during the pandemic that I needed to get [student] input more on the syllabus because we were all experiencing [being online] for the first time.” (Daniel)
Co-creating content and/or shareable resources	Students work collaboratively to create a resource	“The project we're going to do is a small project... When we do some data visualization and visual design...they have a few questions, and then the project, the open pedagogy project is [that] I've given them my slides...[and] then they ... source some photos or other content, as long as it's referenced, that we should add, tell us where to add it, and explain why you think so. And it's supposed to be a public online conversation about it.” (Deborah)
	Students can work offline to create a resource	“ I asked my class to create [an object of their choice] ... some of them went to recycle bins and pulled out recycled materials and put it together in a sustainable way, so that it could return to the recycling bin when it was done, and [then] they invited students to contribute their favorite memory. Others created [a board game] that were left around where the people who happened upon them ... [could] play the [game]... They put them [on the] Surrey and Langley [campuses]... They explained that they were in a course, they

GET Sub-Themes	PETs	Participant Quotes
		<p>explained who the team was, and they explained what they would like the community to do. That was it... It was an installation that prompted engagement...[Another one] was an [object] and students could write love letters to their instructors and drop them in the top. These were the kinds of things that the students came up with, and then they took them apart and reviewed the contents, [and] shared it with each other.” (Helen)</p>
	Students can create podcasts or webinars	<p>“What they are creating is... to conduct research about an area of [discipline redacted] that will compete with their eventual [organization type redacted]. They are to create either a podcast or a webinar that explores these realms, and they will be made public. My hope is to contact the [organization type redacted] that they are researching and allow them to have the opportunity to review the material that the students have made, so they can comment on YouTube or put it out there, so that they have the opportunity to speak back to what the students have found, to either substantiate or push up against some of their findings, but with the understanding that these are first year students; this is their first time out of the gate. It will give [the students] a little bit of public feedback, and I feel like having it available to the people they're researching will add an unusual or unexpected depth of expectation that if I'm the audience, or if each other is the audience, it creates a different a</p>

GET Sub-Themes	PETs	Participant Quotes
		different feeling, and they're more liable to be very careful with what they submit, rather than saying, well, this is good enough and Helen will like it." (Helen)
		"Students are... creating podcasts. I created a WordPress site, and so they are now as part of assignment, teams are creating these podcasts... And so it's posted under a Creative Commons license and I have been [figuring out] how can we let others know in the KPU universe that this resource exists, so there might be other classes that are talking about [the same or similar topics] that might find this resource helpful and beneficial and could use that [or] add on to it as well." (Mary)
	Students collaborate to create a shareable resource	"The students work in teams to create a resource that is geared towards a specific community group, and it's built on better understanding or sharing information about how to have a positive impact on one of the sustainable development goals...As a team, they work on building that resource, also reflecting on the team experience... and then they share those resources. They're built to have [a] Creative Commons license where they can be openly published and shared." (Kelly)
	Students can contribute to an OER the instructor is developing	"I haven't gotten there yet, but I want to think about how I could give an alternative assignment to ... students that relate to [topic redacted] or [topic redacted] and then have them do a written piece that I could use in [an] OER as

GET Sub-Themes	PETs	Participant Quotes
		well...Trying to develop an OER, it's got me thinking more about how I can connect what I'm already doing in my classes to sharing it more broadly.” (Laura)
	Student work can be included in instructor-developed OERs	“This semester I'm going to have them do some case studies or write some reflections based on their lived experience, and then put that into an OER. ” (Laura)
	Students work collaboratively to determine an open textbook structure and then develop the content	“ The students in two classes created a textbook, and I don't even like to use the word textbook anymore, and I'm starting to think about what other, what other ways could we call these resources. They created a traditional, a textbook-like resource, and so they are the ones who created the topics. They are the ones who created the chapters, and I helped in the process of putting it all together, and then we also had support from the learning and teaching Commons who had someone designated to OERs specifically, and also we had a student assistant who helped with that process. That was really a community approach to creating a traditional, a textbook that is being used in this course now.” (Mary)
	Open pedagogy can include sharing information or resources with a specific audience	“ [Students] do a major project about the United Nations Sustainable Development Goals, so they choose a goal that's meaningful to them, and then it's a project they work on all semester, beginning with writing a [document type redacted], that’s what we do in our course, but it's about this topic, about the goal that's meaningful to

GET Sub-Themes	PETs	Participant Quotes
		<p>them. And basically, they're working towards choosing an audience, a specific audience, and sharing this information with them, so inspiring them to learn about the goal and then giving them actionable ways to how that audience can work towards achieving the goal as well.” (Laura)</p>
	<p>Students can co-create shared meaning in a class without a resource being developed or shared outside the classroom</p>	<p>“PhotoVoice is, I put a prompt, and [students] will need to use their cameras to capture that concept with a picture, and then they write about it. And then once they come back to the class, they talk about it in a smaller [groups]. For example, I would put like something like [topic redacted]. What does [topic redacted] mean to you? And then rather than using words at the beginning, they will need to capture a picture of what [topic redacted] means to them, and then after that, they have their own thoughts, and then they will share that with other students, and that generated a lot of dialogue and conversation around shared experiences, but also creating space for unique experiences.” (Zahra)</p>
	<p>Students can facilitate the learning of other students on topics</p>	<p>“One of the assignments that we do is group presentations, and there [are] no guidelines around what topic they would like to present, or what they would like to bring to the class, or what they would like to teach the class. It's usually like a group of five or four people. What I've noticed in the past two years is that, let's say, when students are presenting around [topic redacted] or [topic redacted]</p>

GET Sub-Themes	PETs	Participant Quotes
		or [topic redacted] ... they also create a list of resources for our smaller community, which is the class, but also a lot of them end up [sharing] this list of resources to people in their circle and to the community as well. So they're not just educating the class, they actually go above and beyond and create lists of services [and] more resources to be more educated on the matter. " (Zahra)
Co-creating assessments	Students can build their own rubrics	"Another one would be where students create their own rubrics for the assignments that they are going to build , so then they're co-creators in the assessment process in that way, and then they are creating something, either for themselves or for a client." (Kelly)

GET 10. From analyzing the descriptions of the specific open pedagogy practices of the faculty members, **open pedagogy can involve using technology**. For example, students in Deborah's and Zahra's classes use technology to create visuals. Helen and Daniel ask students to create podcasts, videos, and/or webinars. Laura's students create a variety of document types. Additionally, some faculty members use social media, such as Discord (Kelly), WordPress (Mary), or Flickr (Mary). Selected quotes from the participants that exemplify this GET are highlighted in Table 12, though not every open pedagogy project that uses technology for each participant is listed. There are no sub-themes for this GET.

Table 12

Participant Quotes for GET 10 (Open Pedagogy Can Involve Using Technology)

Participant	Quotes Describing How Technology is Used
Daniel	<p>“I get students to do videos.”</p> <p>“I’ve also gotten [students] to do podcasts.”</p>
Deborah	<p>“In their assignments I try and get them to do different kinds of visuals, like down with the bar charts, up with some fancy infographic.”</p>
Helen	<p>“They are to create either a podcast or a webinar that explores these realms.”</p>
Kelly	<p>“I use Discord so that students can share their insights, share their analysis, share their perspectives, and what they’re gathering from other places to try and analyze cases in a really thoughtful way and share that with each other...It’s a group that all the students are able to join if they choose...They’re not forced to, but it’s there and usually they do.”</p>
Laura	<p>“As they’re creating this material...they’re creating presentations, [and] some have done websites [and] reports.”</p>
Mary	<p>“This semester, students get to create [discipline redacted] memes, and I was thinking about well, could that be an open resource of some kind? I don’t know how it would be used. But I’m also asking students to give consent and to see if we can post them under a Creative Commons license and then maybe find an aggregate somewhere. Maybe it could be a Flickr account, or it could be a WordPress site where all those memes could live, and then that could also be potentially another open source for others.”</p>
Zahra	<p>“PhotoVoice is, I put a prompt, and [students] will need to use their cameras to capture that concept with a picture, and then they write about it. And then once they come back to the class, they talk about it in a smaller [groups].”</p>

GET 11. For the faculty members in this study, **open pedagogy includes opportunities for reflection**. This can be explicit and directed (for Helen, Kelly, Laura, Mary, and Zahra) and/or an unstated part of the process (for Deborah and Daniel). Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 13.

Table 13

PETs and Participant Quotes for GET 11 (Open Pedagogy Includes Opportunities for Reflection)

GET Sub-Themes	PETs	Participant Quotes
Explicit and directed	Open pedagogy can include reflecting on teamwork experiences.	<p>“They have a reflection, and in the reflection, I say this is not a chance to complain about your teammates. This is a chance to explore the interactions that you have had and to try to locate where you've created successful bonds that allow you to be successful or [identify] the place where somebody fell off and what happened. It's all about planning for the future.” (Helen)</p> <p>“As a team, they work on building that resource [and] also reflecting on the team experience... and then they share those resources.” (Kelly)</p>
	Reflections can be shared as a resource.	<p>“I'm going to have [students] ... write some written reflections based on their lived experiences and then put that into an OER that I'm developing right now.” (Laura)</p>
	Reflections can be shared with others.	<p>“We do [a reflection activity] at the beginning, something that students really, really appreciate or really like. After our checking-in, we take 10 minutes to do individual reflections. I would have a prompt, either related to the theme that we are unpacking for that week or just a general prompt, and they'll start like typing for five to 10 minutes, and then whoever would like to share what they wrote, they can also do that.” (Zahra)</p>
	Students reflect on their work.	<p>“I find that when we are having conversations, and when I'm asking students to really deeply reflect and share, I do that in the in-person</p>

GET Sub-Themes	PETs	Participant Quotes
		environment [of a blended course] more often. It just seems to lend itself to that deeper conversation more easily.” (Mary)
Unstated part of the process	Reflection isn’t directly stated.	“I’m hoping that they select images that are representative of a diverse population. I already talk about visuals, and I say the visuals in general should be meaningful, not cartoony, and so I’m hoping that will happen. ” (Deborah)
	Continual reflection is important.	“I think that [it’s] important to keep reflecting critically myself, but then also to get students to do that.” (Daniel)

GET 12. For all the faculty members, **open pedagogy involves collaboration, sharing, and/or community.** For example, Deborah has students work together after doing some work on their own. Students in the classes of several faculty members (Daniel, Helen, Kelly, Laura, and Mary) share the resources they created with those in the class and sometimes outside of the class as well. Additionally, Zahra invites students to be facilitators of the learning of others in the class by sharing readings and resources they researched and found. Selected quotes from the participants that exemplify this GET are highlighted in Table 14.

Table 14

PETs and Participant Quotes for GET 12 (Open Pedagogy Involves Collaboration, Sharing, and/or Community)

GET Sub-themes	PETs	Participant Quotes
Collaboration	Students can work together.	“Individually, they’ll add. They’re not going to change the whole thing. I

GET Sub-themes	PETs	Participant Quotes
		<p>imagined it would be individual sourcing and then group conversation. It's a little messy still. I see there's a gap between their individual sourcing and then now I've got all these options, but I'll think about if there's an interim step there.” (Deborah)</p>
Sharing	Sharing can happen with those in the class.	<p>“I generally have hesitated to [have students share their work publicly] because I like to see the classroom as a so-called playground where the students are experimenting, and they can make mistakes, and they can feel comfortable, whereas if they share things online, that can be more of a problem. Where I do get them to share would be group projects. They start as a group, and then hopefully, they coalesce into being a team.” (Daniel)</p>
	Sharing can happen with those outside of the class.	<p>“I asked my class to create [an object of their choice]... some of them went to recycle bins and pulled out recycled materials and put it together in a sustainable way, so that it could return to the recycling bin when it was done, and [then] they invited students to contribute their favorite memory. Others created [a board game] that were left around where the people who happened upon them ... [could] play the [game]... They put them [on the] Surrey and Langley [campuses]... They explained that they were in a course, they explained who the team was, and they explained what they would like the community to do. That was it... It was an installation that prompted engagement...[Another one] was an</p>

GET Sub-themes	PETs	Participant Quotes
		[object] and students could write love letters to their instructors and drop them in the top. These were the kinds of things that the students came up with, and then they took them apart and reviewed the contents [and] shared it with each other.” (Helen)
	When engaging with open pedagogy, students are creators of knowledge and resources that are shared with others.	“Students create their own rubrics for the assignments that they that they are going to build, so then they're co-creators in the assessment process in that way, and then they are creating something either for themselves or for a client... [Then they] partake in building the rubrics for themselves that they're going to be assessed against.” (Kelly)
Community	Open pedagogy can benefit learning communities inside the classroom and communities external to the university.	“The stuff that the students were producing was so good that I thought this can't just be for my eyes. How can we take this, what we're learning about our assignments, and share it? How can we work with the community? How can we work with each other [engaging in] peer-to-peer learning?” (Laura)
	The products of open pedagogy can be shared with other students at KPU.	“It’s posted under a Creative Commons license... so there might be other classes ... that might find this resource helpful and beneficial and could use that. ” (Mary)
	The classroom is a community of knowledge creators.	“ Instead of doing group projects, [students] will pick a week and then they will facilitate for that week. I have the resources for that week and the theme. They're more than welcome to add on resources, and then ... [there will be] five or six facilitators for the week, and each facilitator will facilitate four to five students. Then

GET Sub-themes	PETs	Participant Quotes
		we'll come back in the larger circle and then we'll do open sharing where everyone and the facilitator share.” (Zahra)

GET 13. For all the faculty members, **open pedagogy involves students having agency.**

Selected quotes from the participants that exemplify this GET are highlighted in Table 15. Some of the ways the participants indicated their students have agency are through selecting topics that interest them (Daniel, Deborah, Helen, Kelly, Laura, Mary, and Zahra), determining how they complete their assignment or project work (Helen and Zahra), determining how they will be assessed (Kelly), and/or deciding whether or not their work is shared with others (Laura). There are no sub-themes for this GET.

Table 15

Participant Quotes for GET 13 (Open Pedagogy Involves Students Having Agency)

PETs	Participant Quotes
Daniel	“We worked with the [organization name redacted]. The students met with the [organization name redacted] members who came to my class. We also had a Knowledge Keeper come to my class and four people from the [organization name redacted]. There were several meetings that the class had with individuals who talk about Indigenous territory so that students learned from them, asked questions from these different speakers, and then they were tasked with coming up with a focus and a team project. ”
Deborah	“The project we're going to do is a small project... When we do some data visualization and visual design...they have a few questions, and then the project, the open pedagogy project is [that] I've given them my slides...[and] then they ... source some photos or other content, as long as it's referenced, that we should add, tell us where to add it, and explain why you think so. And it's supposed to be a public online conversation about it.”

PETs	Participant Quotes
Helen	<p>“I asked my class to create [an object of their choice]... some of them went to recycle bins and pulled out recycled materials and put it together in a sustainable way, so that it could return to the recycling bin when it was done, and [then] they invited students to contribute their favorite memory. Others created [a board game] that were left around where the people who happened upon them ... [could] play the [game]... They put them [on the] Surrey and Langley [campuses]... They explained that they were in a course, they explained who the team was, and they explained what they would like the community to do. That was it... It was an installation that prompted engagement... [Another one] was an [object] and students could write love letters to their instructors and drop them in the top. These were the kinds of things that the students came up with, and then they took them apart and reviewed the contents, [and] shared it with each other.”</p>
Kelly	<p>“Students create their own rubrics for the assignments that they that they are going to build, so then they're co-creators in the assessment process in that way, and then they are creating something either for themselves or for a client... [Then they] partake in building the rubrics for themselves that they're going to be assessed against.”</p>
Laura	<p>“They're creating presentations, some have done websites, reports, and whatnot, and then that's what goes out [to] whoever their audience that they've chosen, if they choose to share it. That part's not mandatory, but it has happened so many times.”</p>
Mary	<p>“They are the ones who created the topics. They are the ones who created the chapters.”</p>
Zahra	<p>“One of the assignments that I have is for them to work in a group and come up with a topic they want to educate the class about.”</p>

GET 14. From analyzing the descriptions of the specific open pedagogy practices of the faculty members, **open pedagogy may involve peer review and evaluation.** However, this GET was applicable to only two of the participants (Kelly and Zahra). Selected quotes from these two participants to exemplify this GET are highlighted in Table 16. There are no sub-themes for this GET.

Table 16

Participant Quotes for GET 14 (Open Pedagogy May Involve Peer Review and Evaluation)

Participant	Participant Quotes
Kelly	“[I] build in assignments and assessment models where students are evaluating each other. They're also evaluating material. They're gathering information and they're sharing it with their peers...[they] become an expert in this area and then [they] share it, so like that flipped classroom approach.”
Zahra	“The participants share, and it's very relational in the sense that the participants will get to also evaluate the facilitators.”

GET 15. Some of the participants in the study (Daniel, Kelly, Deborah, and Helen) expressed that **open pedagogy occurs along a spectrum of openness**. That is, they perceive that there are ways to engage in open pedagogy that are more open or less open than other ways. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 17. There are no sub-themes for this GET.

Table 17

PETs and Participant Quotes for GET 15 (Open Pedagogy Occurs Along a Spectrum of Openness)

PETs	Participant Quotes
Open pedagogy is linked to other aspects of openness. It is political and radical.	“I believe that it's important that open resources also be community or publicly controlled rather than corporately controlled. I noticed that that some OER folks will question that definition. I think someone was shocked when I said that to him, and to me, it's part of the idea of an open society.” (Daniel)
Open education is a spectrum.	“I use that as a guide whenever I'm developing or revising courses. It's like, take that lens to how open is this, how accessible is this, how prescriptive are

PETs	Participant Quotes
	we being , and are there any unnecessary barriers that we can just get rid of.” (Kelly)
Though open pedagogy may seem daunting at first, there are different scales at which it can be used.	“I’m just trying a small thing in two online classes so that I can get my messaging going and see how it goes because I don’t know. We’ll see; it’s just about visual design and contributing to curriculum that’s already there as a start. But if that grows, I might do other things this semester as well.” (Deborah)
There can be a spectrum of openness when engaging in open pedagogy.	“The next time that I teach that course, those results will be shared with the KPU community in one way or another... that’s where I’m wanting to take it.” (Helen)

GET 16. Two of the participants in this study (Helen and Zahra) perceive that **open pedagogy aligns with universal design for learning (UDL)**. Helen directly stated that UDL and open pedagogy dovetail nicely, while Zahra provided an example of open pedagogy that aligns with using UDL’s multiple modes of representation. In interpretive phenomenology, there is no set rule about how many participants need to be represented in a GET for it to be considered relevant. Instead, it’s important to look to the overall experience of the group, as well as the experiences of the individuals within the group. Though GET 16 may only include the experiences of two participants, it is nevertheless an important part of the experiences of these two participants in using open pedagogy in support of social justice in their online classes, which is why it has been included. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 18. There are no sub-themes for this GET.

Table 18

PETs and Participant Quotes for GET 16 (Open Pedagogy Aligns with UDL)

PETs	Participant Quotes
Open pedagogy dovetails with UDL.	“Universal design for learning led me to open pedagogy. I’m really into UDL and because open pedagogy is so related to universal design , it’s been a piggyback process.” (Helen)
Open pedagogy can have overlaps with UDL.	“I have the assigned reading and then in class, I played a very short documentary... [A] student in [their] reflection was telling me, ‘well, when I did the reading, I was not really engaged, and I thought, why do we even need to learn this? How is that connected? But when I watched the documentary, I felt something intense, and my perspective completely shifted, and I start seeing, oh, it’s more about the struggles that she encountered and the change that she has made, and it made me reflect on my own struggles, and my own limitations and how can I go beyond that.’ The reason I’m mentioning that is that for [them], reading was not really resonating [and] was not really a tool that [they could] use to connect to [their] own personal experience. But having that documentary that we played in the class helped him better in his learning and helped him better see the bigger picture and the lessons. ” (Zahra)

GET 17. For some of the participants (Helen, Deborah, and Mary), **the faculty member’s perceptions about the capabilities of their students can affect how they plan and use open pedagogy.** Deborah reported feeling hesitant and unconfident in engaging in open pedagogy with students in lower-level classes. Mary shared that she would use open pedagogy with students in all levels of classes. Though Helen directly stated she was hesitant to engage in open pedagogy with students in lower-level classes and have students share their work outside of the classroom, this was inconsistent with the open pedagogy practices she described (as shared in earlier sections), which were for lower-level classes. Selected PETs and quotes from the

participants that exemplify this GET are highlighted in Table 19. There are no sub-themes for this GET.

Table 19

PETs and Participant Quotes for GET 17 (Faculty Member Perceptions About the Capabilities of their Students Can Affect How They Plan and Use Open Pedagogy)

PETs	Participant Quotes
Planning for using open pedagogy with lower-level classes may be daunting for the instructor.	“It would be 15 steps to get them there. I already have 14 steps to get [students] to understand you can't break Moodle. Here's where you go. Open Moodle on a desktop or laptop. Don't use your phone, except for a status update. Just the barriers... They often can't type... Just maybe those two years of the pandemic that no one was schooled enough, or I don't know, but I just don't know how I can get them there. It seems so far. ” (Deborah)
Open pedagogy can be used with students at all levels of courses.	“If I was to teach [a] course [at a specific lower level of study], it's just to find [...] where could I create something? So it's not to think that students can only do this when they're in the later classes. It would be wherever I would teach, I would look for opportunities.” (Mary)
There may be differences between which level of students the instructor says they engage with in using open pedagogy and the level of classes they teach.	“The first course that I'm teaching is in [course number redacted]. These are students that are brand new to [discipline redacted]. They are they are figuring out what it is completely. The second course is [course number redacted], where they're just establishing [discipline redacted] practices to grow them into [profession redacted]. It's not time for their material to move outside of the classroom yet.” (Helen)

RQ2b - Influences and Motivations of Faculty Members to Use Open Pedagogy in

Support of Social Justice. There were three themes pertaining to what influences and motivates faculty members to use open pedagogy in support of social justice.

GET 18. It was clear in the analysis that **a faculty member's personal experiences as a result of their identities and treatment by others (past and present) can influence their use of open pedagogy in support of social justice.** This can include negative, positive, or neutral experiences. For example, Deborah indicated she's had negative experiences because she is a disabled queer woman, and this makes her feel protective of her marginalized students. Helen mentioned a negative experience she had as a student and how that experience continues to influence her approach to teaching. On the other hand, Laura discussed how she shares with students the experiences she has had as a Japanese Canadian woman in the workplace and how her act of sharing those experiences has been positively received by students. Mary detailed a positive experience she had with a colleague that motivates her to continually think about student agency and access. Without providing details, Kelly and Zahra mentioned that their own experiences have prompted them to consider who is and isn't included in education. Additionally, Daniel stated he has had a long-standing interest in supporting marginalized peoples and communities, so when he encountered open education, it was a natural fit. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 20. There are no sub-themes for this GET.

Table 20

PETs and Participant Quotes for GET 18 (Faculty Members Experiences with Their Identities Can Influence How They Use Open Pedagogy in Support of Social Justice)

PETs	Participant Quotes
She feels a personal responsibility to address and include issues of social justice in	"I am in three marginalized groups because I'm a woman, and I'm queer, and I'm disabled... So in all those ways, I feel protective of students that are marginalized or people that are marginalized around the world, that

PETs	Participant Quotes
her classes because of her own experiences.	students may be able to help, and so that I think that influences me. " (Deborah)
How others perceived her personal identities influenced her experience as a student, which in turn now informs her approach as an instructor.	"Because of my experience... it is very, very important to me that I make sure that we are providing a space where we're acknowledging everyone is unique and different in their own way and to bring voices that are very diverse, that reflect different experiences." (Zahra)
Reflections on their own experiences in society and as a student have influenced their approach to teaching.	"I think that realizing that there are social constructs that really create boundaries and barriers for certain people to be comfortable, that are completely artificial when you get down to it, has very much given me the view that that we don't need to create those barriers, or we each at the very minimum should... question them and wonder, 'OK, is this actually needed and who is it serving.'" (Kelly)
He has deep roots in openness and activism.	"It's a convergence of values, exposure, and experience... I think that I've always gravitated to the fight of the underdog and so I had to educate myself for a long time that thinking holistically is important and necessary... I don't see it as, 'oh, there's open education resources, that's what made me more interested in social justice approaches.' It was more [that] I already had that perspective, those values and that ethos before those things came along." (Daniel)
Her personal values about teaching and student experience, as well as aspects of her own identity and the impacts on her own teaching experience, inform decisions about her pedagogy and support of social justice.	"I think that's part of my opinion of open education or open pedagogy. It's about breaking that barrier...[I'm] the instructor [and] you're the student, and this forms a wall. I'll often share what my experiences growing up as Japanese Canadian [were] and how did that impact my experience in the workplace... I share my experience... and I think it encourages others to share...Being vulnerable myself, sharing my experience is important, [as] it kind of opens that door for the students to share too." (Laura)
An unpleasant experience she had as a student has motivated her to make her classes inclusive today.	"I had an idea for...my final project in my honour's degree, and it was so foreign to the instructors... [and] the rest of the department. It was insane to them that I would want to do this...and it shocked me that they were so closed to the idea. I was so irate because this program positioned itself as a place for ... people who saw things

PETs	Participant Quotes
	out of the lines a little bit, and all I could think was ‘you think I’m nobody and it is OK to speak to me the way that you are speaking to me?’ ... I was so furious that it made me commit to ensuring that other students never experience that —that they are set up for success, that their voices, their views, their ways of approaching how they demonstrate their knowledge acquisition, that they are supported, substantiated, upheld, and that this ivory tower gets torn down in a big way... In that moment, I really got a taste of it, and I don't want anyone to feel the way that I felt. ” (Helen)
A positive interaction with a colleague around open pedagogy inspired her to continue using this approach.	“I always remember [colleague name redacted]... she inspired me to be a better person... She supported me when I started my first foray into open pedagogy, she was there, and she came to my class online, and we had a couple meetings as well. She just helped me to reach higher, and... she was instrumental for me to want to be a better person and to see what's possible... She spoke so much about student agency and providing access. I think that really got me going.” (Mary)

GET 19. For two of the faculty members (Daniel and Kelly), **using open pedagogy in support of social justice can be influenced by the nature of the discipline, the department, and/or the learning design decisions.** Daniel noted his discipline tends to be rather conservative and that he’s made curriculum design decisions that have also limited how social justice is included. On the other hand, Kelly noted how their department is accepting and encouraging of using open pedagogy in support of social justice, which motivates them to continue using this approach. Selected quotes from this participant that exemplify this GET are highlighted in Table 21.

Table 21

INTERSECTION OF OPEN PEDAGOGY & SOCIAL JUSTICE

PETs and Participant Quotes for GET 19 (Using Open Pedagogy in Support of Social Justice Can Be Influenced by Several Factors)

GET Sub-themes	PETs	Participant Quotes
Nature of the discipline	There may be discipline-related reasons that influence what social justice aspects may be supported.	“Maybe that's because of the conservative nature of [discipline redacted]... We tend not to say this course is on [discipline topic redacted]. I would love to be teaching completely all courses from a justice perspective.” (Daniel)
Learning design decisions	There may be learning design decisions that influence what social justice aspects may be supported.	“As a self-identified gay man, I believe I teach enough queer perspectives, and that's just because the nature of the course, the way I've designed the course, it's not as including of that.” (Daniel)
Department influences	Open pedagogy and inclusive teaching practices are encouraged in her department.	“In [name of department redacted] specifically, it's so normal. It doesn't take much to encourage the use of [open pedagogy] or the application of different ways of demonstrating knowing and getting students to do that.” (Kelly)

GET 20. In this study, all the **faculty members view open education as a value, and this is reinforced via the positive experiences they and their students have when engaging in open pedagogy to support social justice.** For example, Kelly called traditional lecture-based approaches to teaching “nonsense.” Mary and Laura said they “loved” using open pedagogy in support of social justice, and Deborah said that doing so made her feel good. Helen referred to using open pedagogy in support of social justice being “beautiful”, and Daniel expressed feelings

of pride. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 22. There are no sub-themes for this GET.

Table 22

PETs and Participant Quotes for GET 20 (Faculty Members View Open Pedagogy as a Value)

PETs	Participant Quotes
Forms of pedagogy, other than open pedagogy, can be looked down upon.	“It also changes the dynamic between the instructor and the students, so it reduces that power dynamic of ‘I am the source of knowledge, I’m the sage on the stage’ or whatever nonsense that is , and it’s more about ‘let’s facilitate your learning in a way that works for you,’ so I think that also supports social justice and equity and inclusion.” (Kelly)
Using open pedagogy can be based on personal values and can bring personal and professional fulfilment, leading to further use of open pedagogy and other open approaches.	“ I love it. I love creating it. I love using it. I think it is the way of the future. I think it also helps to maybe decolonize a little bit what we’re doing, our system, in terms of access and creation. I feel that maybe it’s rattling our old structure of education a little bit, maybe not very aggressively, but it’s one way I believe that we are moving into the future.” (Mary)
Working to remove barriers to learning can result in personal satisfaction.	“I do pride myself in trying to provide a textbook, free textbook access, for students.” (Daniel)
Having a positive experience with using open pedagogy can be motivating for continuing to use it.	“Using things myself, I think it’s just like the buzz of ‘oh, I’m using this little book and with its exercises created by students, so I’m doing it; Deborah, you’re doing it! You’re doing a course that students created. You’re doing it!’ It’s not a made-up obligation. I’m just... doing it. I just like it. It feels good, like genuinely feels good. Students are awesome. ” (Deborah)
Having positive experiences in using open pedagogy to support social justice motivates her continue to doing so into the future.	“I feel like the nice thing about these assignments is that they can take on any shape or form... it’s not an assignment that asks students to climb inside the box of the assignment... To me, that is beauty of it. ” (Helen)

PETs	Participant Quotes
A positive student experience when engaging in open pedagogy in support of social justice can lead to a positive instructor experience, which can be a motivator for continued use of this approach.	“At the end, the feedback from students is always ‘thank you for introducing us to these social justice issues. I didn't know about them before.’ I would say a high 75% of the students, that's what they remember. That's okay with me because they're applying what we're learning and we're teaching them in [discipline redacted]... but they're remembering at the end what they learned in terms of this issue and that's their take-away from the course, which I love. ” (Laura)
Engaging in open pedagogy in support of social justice with students is rewarding and enjoyable for the instructor. Students also find it empowering and transformative.	“ I really appreciate [open pedagogy] ... one of the activities I have the students [do is] to pick any resource or any dialogue or any activity in the class that really stood out for them, that was very transformative, that was one of the biggest aha moments in the class. Reading the student reflections and seeing how they engage with certain content or dialogue brings a lot of joy to my heart because it validates the approach, and it's also a reminder that it's actually working and they're actually learning a lot.” (Zahra)

RQ2c - Mechanisms of How Open Pedagogy Can Support Social Justice. There were three themes pertaining to the mechanisms of how open pedagogy can support social justice.

GET 21. For all the faculty members, **open pedagogy supports social justice by enabling student agency and autonomy.** For example, Daniel, Deborah, Mary, Zahra, and Kelly discussed how student agency implicitly requires instructors to trust students’ decision-making. Laura mentioned how open pedagogy makes students accountable for their learning, while Helen mentioned the importance of instructors trusting the process of co-creating with students. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 23. There are no sub-themes for this GET.

Table 23

INTERSECTION OF OPEN PEDAGOGY & SOCIAL JUSTICE

PETs and Participant Quotes for GET 21 (Open Pedagogy Supports Social Justice by Enabling Student Agency and Autonomy)

PETs	Participant Quotes
Active de-centering of the instructor's perspective is an integral aspect of using open pedagogy in support of social justice.	“We need to let go of our egos to some extent and get our students to teach us. We should not hold back on getting them to teach us critically as well. We should encourage them.” (Daniel)
Student autonomy is social justice.	“That's something that I do try and encourage is that students can show me what they know or show that they know how to do something in whatever way works well for them.” (Kelly)
Open pedagogy supports social justice by providing student agency in shaping the course curriculum and student outputs.	“There [are] a few layers to it. I think it's an act of social justice to empower students to influence the curriculum in and of itself because K to 12 and universities are still top down. Yes, students can contribute; there are group discussions and students do contribute sometimes, but do we let them substantially contribute in a way that maybe is imperfect... a little bit raggedy, but still good enough. Also, I have to accept it, so I'm being protective of students and letting them contribute.” (Deborah)
The provision of autonomy is how open pedagogy supports social justice.	“Students are part of the process. They are part of the building.” (Helen)
Open pedagogy and social justice overlap because of the central role of student autonomy.	“At an individual level, I think it's just by going through the action and doing the research on the topic they've chosen... And then as part of the assignment, it's about getting them to ... inspire others to make actionable changes in their everyday lives...So it's the individual transformation and just by going through the project and doing the research, then it's the next step of now what can you do with it.” (Laura)
Open pedagogy supports social justice by providing student agency.	“We had a textbook in that course, and so students pay \$100 for that, and we eliminated cost with creating this, which is improves access. I feel that contributes to social justice... The other part where maybe it can contribute to

PETs	Participant Quotes
	that social justice piece too [is it] allowed different voices, so students could bring their own voices to the material that they have created... I think giving student agency as well to think, ‘Okay, well, I do have a voice and I can contribute to the learning; I can contribute my intellect and my heart to creating information that is meaningful for others and that will bring maybe more equality to people who may not necessarily have access to this information.’ ” (Mary)
Student agency is a key component of using open pedagogy in support of social justice.	“Let’s say students approach me and say, ‘I can’t work on this assignment, or this approach is not aligning with my values or whatever their reasoning is.’ We’ll have a conversation and then we’ll go over a plan that works for both of us. With open pedagogy, there is plenty of room and space to recreate. It doesn’t have to be one specific way; there are just so many different ways of re-imagining and re-creating in a way that’s meaningful and intentional. It’s not just random and give the grades, get the assignment done, and that’s it.” (Zahra)

GET 22. For all the faculty members, **open pedagogy supports social justice by promoting inclusion of diverse voices, perspectives, experiences, and epistemic authorities.**

For example, Kelly, Helen, and Laura prompt students to think broadly about their audiences, while Deborah emphasizes the importance of representation. Mary empowers students to centre their own voice, experiences, and perspectives in their work, and Zahra actively recognizes different ways students can acquire knowledge. As well, Daniel shared his concerns about ensuring the materials he curates and uses are accurate, contextualized, and diverse in perspectives. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 24. There are no sub-themes for this GET.

Table 24

INTERSECTION OF OPEN PEDAGOGY & SOCIAL JUSTICE

PETs and Participant Quotes for GET 22 (Open Pedagogy Supports Social Justice By Promoting Inclusion of Diverse Voices, Perspectives, Experiences, and Epistemic Authorities)

PETs	Participant Quotes
Diversity of perspectives is an important component of using open pedagogy in support of social justice.	“It's not just me making it accessible for [students], but them considering their audiences, considering the breadth of their audiences, and being respectful of all audiences within what they produce , and having those conversations about why that's important.” (Helen)
Applying social justice to a classroom context means that diversity in learning and knowledge acquisition are honoured.	“ There's not just one way of acquiring knowledge or one path to acquiring knowledge. There are different ways and paths of acquiring knowledge. That should be reflected in the way that the content or the curriculum is being structured. That should be reflected in the way that the activities are being designed. That should be reflected in... what kind of content we're using and also that should be reflect[ed] in the flexibility of the educator of changing any of these elements later on to ensure that they actually align with the students' values [and] with the students' learning goals. There is that flexibility; it should not be very rigid.” (Zahra)
Social justice makes space for the diverse voices and perspectives of students.	“We had a textbook in that course, and so students pay \$100 for that, and we eliminated cost with creating this, which improves access. I feel that contributes to social justice... The other part where maybe it can contribute to that social justice piece too [is it] allowed different voices, so students could bring their own voices to the material that they have created. ” (Mary)
Using open pedagogy in support of social justice involves diversity and inclusion.	“I would say in all my online classes... I weave in a lot of issues about social justice... into every week... How can we make our [topic redacted] be more accessible and more and fair to everyone... I think the open pedagogy [has] just again been more intentional to say... you've got this topic, this is what you care about, now how does it impact others? What's the role you play and how does this connect with the people around you? ” (Laura)
Representation and diversity matter.	“If the slide show is informative and has representative photos that represent diversity, then it is useful to other contexts, other people. Representation matters. It's not

PETs	Participant Quotes
	the only thing about social justice but just seeing people that are familiar... that people can recognize, have more affinity for whatever that resource is because it feels like they could relate to it more. Representation matters. " (Deborah)
Care and attention are needed in curating materials to ensure accuracy, appropriate contextualization, and respect for diversity.	"I feel the need to be extra vigilant about curating some materials because I need to check to see that they're... meeting my standards, my values, that it's advocating for social, economic, [and] environmental justice." (Daniel)
Different perspectives are valued.	"I use [open pedagogy] to support [social justice] by valuing different... perspectives. You're supporting access to information without the barrier of a price tag, a financial barrier. Also, barriers to different ways of understanding things or even interpreting language, so reducing language barriers by using more open education resources or allowing students to find more resources to support their points. I think it inherently kind of supports diversity, equity and inclusion and social justice by reducing the financial barriers that closed pedagogy creates. " (Kelly)

GET 23. According to the faculty members in this study, **using open pedagogy in support of social justice can benefit those inside the class and those outside the class (and this can potentially re-shape education and society more broadly).** Zahra discussed how open pedagogy can help students in the class who are marginalized have their voices heard in spaces where they might not otherwise or typically be welcomed. Laura, Daniel, Deborah, Kelly, and Mary mentioned that open pedagogy can have impacts on those who are outside of the class as well, depending on the audiences selected by students. In particular, Mary highlighted that OERs could have impacts on those outside of the classroom by virtue of the fact that OERs can be made freely available online. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 25. There are no sub-themes for this GET.

Table 25

PETs and Participant Quotes for GET 23 (Using Open Pedagogy in Support of Social Justice Can Benefit Those Inside and Outside the Class)

PETs	Participant Quotes
Open pedagogy can impact social justice in the classroom and beyond the classroom.	“I would say for the students and the community... Many of my students come from marginalized backgrounds, so a lot of them feel they have not, especially within academia, had the chance to express their identity and their being or felt that their voice can be heard in such spaces. [Open pedagogy] is a way to serve the students and making them more empowered and owning their identity or reclaiming their own identity, or reclaiming their own narratives, but it's also an invitation for them to open their eyes to things in the community, whether local or global community, that [are] happening that [are] unfair.” (Zahra)
Using open pedagogy to support social justice can benefit students and those outside the classroom.	“It works for the students, but it also works for the community.” (Helen)
Using open pedagogy can support the social justice of students or others.	“I think who it benefits [is] pretty vast depending on who they've chosen as their audience and topic, and that's intentional too so that we can just plant these seeds kind of everywhere and see where they blossom.” (Laura)
Using open pedagogy in support of social justice can benefit many, which can be a way to re-shape institutions and post-secondary education broadly.	“For the [open] textbook, I received inquiries from other instructors from other institutions saying, ‘hey, I'm really interested in using this; can you tell me more?’ And I thought, well, that's also how it grows, where maybe other instructors are looking at that and going maybe we can use this. Maybe we can use this and edit it and change it. Maybe... it can be translated into another language, for example. I'm imagining the ripple effects it can have... Maybe it can be translated in[to] a language because of AI... I'm imagining this is going to become simpler and simpler to be able to do that to open doors for people who don't necessarily speak English. Maybe there [are] communities in Mexico or in Sweden who could have access to that, so it could potentially reach global audiences... Maybe people who are women,

PETs	Participant Quotes
	who might not have even be able to go to school but could read that and go, ‘oh, I’ve learned something that is helpful to me.’ It’s more than just a cost; it’s having that access without having to be in formal education. There might also be individuals who say, ‘school does not for me necessarily, in the formal way that we understand it in North America [...] I’m not signing up for a three month program or a four year degree program. I’m just taking bits and pieces [that] are going to help me do open some doors. Maybe I want to start my own business. Maybe I want to teach this to my children.” (Mary)
It’s not necessarily clear-cut who benefits when open pedagogy is used in support of social justice.	“I think it depends on how they frame their analysis.” (Daniel)
Using open pedagogy in support of social justice can be for the benefit of students and also those outside of the classroom.	“I think the students; having that shift in mindset to go from assuming that something that’s in place is the right thing, to questioning it, to being part of a solution to building, I think for the students, it does... And then for the things that end up getting published and shared, anyone who benefits from those open resources.” (Kelly)
Open pedagogy can be used to support social justice for the benefits of the students in the class or those outside of the class.	“There’s going to be several layers to the diversity and inclusion. It would be the population of students has always [been] diverse, that’s built in... And then if they’re creating something, it should be also diverse and inclusive and representative of the broad spectrum of humanity.” (Deborah)

RQ2d - Planning Considerations When Faculty Members Use Open Pedagogy to Support Social Justice in Online Classes. There were 11 themes pertaining to what influences and motivates faculty members to use open pedagogy in support of social justice in their online classes.

GET 24. Two of the faculty members (Deborah and Laura) highlighted that **using open pedagogy in support of social justice in online classes requires planning.** Deborah expressed

how finding, evaluating, and meaningfully integrating resources and other materials into her courses is time-intensive and needs to be balanced with other instructional duties such as providing student feedback on assignments, planning lessons, facilitating discussions, and the like. Laura shared that finding ways to encourage students to participate and contribute requires thoughtfulness and intention so as not to unduly pressure students. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 26. There are no sub-themes for this GET.

Table 26

PETs and Participant Quotes for GET 24 (Using Open Pedagogy in Support of Social Justice in Online Classes Requires Planning)

PETs	Participant Quotes
Planning to use open pedagogy requires more time than using traditional assessments and pedagogies.	“I know that there are some other cool materials right close to home that I could integrate into my courses more. Why haven't I? It's just the research and thinking required. It sounds ambitious, so just finding the time for everything. I am one of many faculty who works 40-50 hours every week during the semester.” (Deborah)
Planning is required to use open pedagogy in support of social justice in online classes.	“I think that's probably the challenge with online is when it's collaborative, there's always that option to not participate and do it... When it's not a mandatory piece or when it is something that's a collaborative piece, it's easy to not engage with it, and then that's a missed opportunity there... I think online it's giving choice so that you're not putting anyone on the spot when you're talking about something that could be more sensitive. ” (Laura)

GET 25. The faculty members highlighted that **using open pedagogy in support of social justice is influenced by the modality, but the details are not always clear.** Deborah and

Mary think about how students are using technology in their online classes, whereas Laura makes space for students to share with each other in a variety of ways. Daniel and Helen mentioned making decisions based on what they would do in an in-person class. Though Helen did not provide many additional details, Daniel mentioned he adjusts how group work might be assessed in an online class compared to an in-person class. Both Zahra and Kelly emphasized the importance of being intentional and explicit in helping to develop community in their classes. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 27. There are no sub-themes for this GET.

Table 27

PETs and Participant Quotes for GET 25 (Using Open Pedagogy in Support of Social Justice is Influenced by the Modality)

PETs	Participant Quotes
To use open pedagogy in support of social justice in an online class, she considers what works in an in-person class.	“I'd already been using a lot of online resources, things like Kahoot and that kind of thing in my classes. But when the pandemic came, we were pushed online and all of the things that I try to do to make my courses either open or accessible or equitable, all of these pieces I started to pursue online options for them. My online persona or approach or pedagogical approach has developed from that springboard, but it's all based in my intention for in-person instruction. ” (Helen)
Using open pedagogy in online classes requires some modification from in-person, on campus classes.	“ With online, there's always that idea or concern about not having a sense of community, and so perhaps making sure that there's some way that the student to student connection is well facilitated and then sharing whatever students develop with each other, whether that's... getting them to present, which I don't really like, or getting them to present in a video format or present it in whatever way works for them online, and just making sure that connection is well supported. ” (Kelly)

PETs	Participant Quotes
<p>While technologies for OP can feel easier and less cumbersome to use in an online course, supporting the building of person-to-person connections can feel more challenging.</p>	<p>“The technology being used lends itself to online because how you're consuming or using or accessing this renewable assignment is by online. You can't really access it in any other way, which is also interesting, and so I found that lends itself really well to the online piece. I think students enjoy the technology part as well. I think online for students has become a way of learning, so many of them are really comfortable in doing that... I don't know what I would do differently as in-person. This course that I'm doing this assignment, we are blended, so the only thing in class that we do, we really talk about purpose. And that is nice to do in class because we actually see one another, we're in the same space. I can pick up on energy. We can have a discussion and really feel each other. How are people reacting? That is the beauty about being in-person, that human connection, which is a little harder to create online I find.” (Mary)</p>
<p>When planning to use open pedagogy to support social justice in his online classes, what might work in an in-person class is modified. However, it's not always clear how aspects unique to online learning might be considered, though the logistics of group work are addressed explicitly.</p>	<p>“I get students to do breakaway rooms, so using those breakaway rooms can be somewhat analogous to the in-person classroom experience...But some of the students don't participate. I have to think of strategies to go into the rooms and encourage students to participate or give students more tips on how they can participate... It's interesting because doing that online made me realize I wasn't maybe doing it in-person enough. I need to work on the online classroom more... Personally, I don't see huge differences with an online course and an in-person course for the reasons I've explained already because those are the kind of constant core values... What I [have] found over the years is for the most part, students like doing a group project... What I what I found with the online part is... not to have just one assessment component... Because it was too onerous for the students. It was too stressful. It didn't help them understand each other, their strengths and weaknesses. It didn't help them discern the division of labor appropriately, and there was higher potential for friction amongst some group members.” (Daniel)</p>
<p>There are different considerations for using open pedagogy in an online class</p>	<p>“I think if it's an image-based activity, [students] can look at the images up close, rather than me just displaying them. I feel like it's different displaying them on the projector screen than people looking at things up close. I feel like</p>

PETs	Participant Quotes
compared to a face-to-face class.	it's more intimate, which may evoke more feelings, which may make people more involved, which may make them feel like there's more at stake for them. It's just the nature of being online that people are up close on their laptops, and they may be alone, so it's not a class activity. Here's all the photos. What do you think? Then, I'm managing that conversation. People are alone and having their own thoughts, and I think when you're online, you're free to think your own thoughts. I mean in class, I don't know, I'm trying. I am hoping that when people do activities that are self-directed, you're thinking about the thing... So, they'll have a bit of freedom to think their own thoughts about things.” (Deborah)
Teaching online requires an intentionality in planning ways to connect with each other and with the material because this can be more challenging than being together in a physical classroom.	“The nature of online classes could be challenging because students usually don't really experience that sense of community... Almost all my students who have taken my online classes tell me in their other online classes [that] they don't even know who is in the class; they barely interact or talk to people in the in the class. The main thing within the virtual classes I teach is that we spend so much time building community, whether it is in smaller groups, whether it's in larger groups.” (Zahra)
Asynchronous discussion tools work well in online classes, whereas they don't fit as easily in in-person classes.	“So online, I just give them different ways to share, which I can't do in class.” (Laura)

GET 26. Four of the participants (Deborah, Daniel, Kelly, and Laura) shared that **using open pedagogy in support of social justice is influenced by their capacity, time, and confidence.** In particular, Deborah mentioned the accessibility supports available at the university can limit the types of open pedagogy with which she can engage. Daniel discussed how he can't implement some plans because doing so would tax his own physical or mental health. In a similar way, Deborah and Laura also expressed how there's only so much time available for an instructor to think about how to scale up their use of open pedagogy.

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Interestingly, Kelly expressed uncertainty in their own use of open pedagogy, despite using it profusely in all of their classes. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 28.

Table 28

PETs and Participant Quotes for GET 26 (Using Open Pedagogy in Support of Social Justice is Influenced by Faculty Member Capacity, Time, and Confidence)

GET Sub-themes	PETs	Participant Quotes
Capacity	Instructors are operating at the limits of their capacity.	“I wish that I could look up samples and models. I know that when I did a whole environmental scan and research before and waded through these open textbook portals, it was just so hard, especially for a disabled person trying to find all this information, ideas for how to make things work right. And then I feel resentful because why does everything have to be my own initiative. If I don't take initiative, whatevs... No open pedagogy, no updated curriculum. Whatevs. It's important to be self managed faculty with academic freedom, but at the same time...I don't always know how to make things work... I wish I had resources, and I can't create H5P things because I'm disabled. I can't do it so I'm not doing that... I have barriers as a faculty member.” (Deborah)
	Makes changes in his teaching approach incrementally to keep it manageable because of capacity limits.	“It's hard to keep up because you get involved in the trenches of teaching and you do have to take care of your mental health and at some point, you just have to lock in the course at some point. But I try to bring in stuff, I would say maybe a little bit slowly. I don't radically re-haul my syllabus and I think that has good sides and bad sides, but it tends to

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GET Sub-themes	PETs	Participant Quotes
	Teaching different modalities in the same semester (such as online and in-person) can be challenging.	<p>work for me mentally... I mean, you can only do so much.” (Daniel)</p> <p>“Now we are teaching an online class every semester, so to be honest, the workload's very stressful to try to balance between the online and the in-person.” (Daniel)</p>
Time	<p>Instructors are time poor.</p> <p>Not all plans for using open pedagogy in support of social justice can be implemented.</p>	<p>“If I could find the time to think [expressive noise of frustration], if I could just find some time to think then I could think of other ways to also have open pedagogy activities or small assignments... I just can't see how [to] facilitat[e] a big assignment right now, and maybe it's just I'm poor on ideas. If I could just find time to sort of daydream about it, I might do other things as well.” (Deborah)</p> <p>“I think the hard part, the negative part, is time. I think we are all quite so stretched for time that we have the intention, and I would love to collaborate and do more and share these projects... whether it's symposiums or conferences to present at, I think there's I want to do, but we're kind of burnt out and it's the time to follow through with that.” (Laura)</p>
Confidence	Even if a faculty member has experience using open pedagogy in support of social justice, they may still feel uncertain or insecure about their knowledge or understanding.	<p>“That's what [open pedagogy] means to me. It does include things like open education resources, but it goes beyond that. It's about weaving learning, weaving into the learning process, access to information and bringing that in and sharing knowledge... I could be totally wrong.” (Kelly)</p> <p>“I feel like I'm so new to [open pedagogy] because I haven't done that much research into it, but I try to</p>

GET Sub-themes	PETs	Participant Quotes
		apply it as much as I can because I know it benefits students and they can learn a lot more through an open pedagogy approach versus something that's very closed and reclusive, where they're passive in what they're learning.” (Kelly)

GET 27. One faculty member (Deborah) noted that **the use of open pedagogy can have impacts on students that are not necessarily positive**. In particular, Deborah mentioned that if a student struggles with engaging in open pedagogy such that their course grade is affected, this could in turn have impacts on the student’s ability to obtain scholarships or be eligible for other opportunities. As well, she mentioned that there can be risks to students to share their work publicly under their own names. Similar to GET 16, though GET 27 may only include the experience of one participant, it is nevertheless an important part of the experiences of this participant in using open pedagogy in support of social justice in their online classes, which is why it has been included. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 29. There are no sub-themes for this GET.

Table 29

PETs and Participant Quotes for GET 27 (The Use of Open Pedagogy Can Have Impacts on Students That Are Not Necessarily Positive)

PETs	Participant Quotes
How a student performs in a class can have impacts on other aspects of their studies (e.g., if their GPA goes down and they	“There's a big difference between open pedagogy for students that you've gathered together for some purpose and doing open pedagogy processes in a course with an outline [and] with a credential attached and marks attached and money attached —and money, meaning not

PETs	Participant Quotes
become ineligible for scholarships).	registration... but if they are getting a scholarship because of the GPA ... These concerns about students are real.” (Deborah)
The giving and receiving of care in open pedagogy involves considering risks to self and to others.	“I’m being protective of students and letting them contribute, and then they can either have their names in public or it can be KPU students depending on the conversation.” (Deborah)

GET 28. Four of the faculty members (Daniel, Helen, Kelly, and Zahra) emphasized that **open pedagogy and social justice overlap, such that open pedagogy can be used in ways that do not support social justice.** Helen noted that open pedagogy and social justice overlap, whereas Daniel mentioned they are linked. Kelly and Zahra explained how an instructor directing and telling students what topics to focus on, for example, would be an example of engaging in open pedagogy in a way that did not support social justice (because student agency would not be fully respected or supported). Mary reflected on whether an open textbook she co-created with students may have inadvertently reinforced educational norms and systems and how she might approach such a project differently in future. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 30. There are no sub-themes for this GET.

Table 30

PETs and Participant Quotes for GET 28 (Open Pedagogy and Social Justice Overlap)

PETs	Participant Quotes
Open pedagogy and social justice overlap.	“Open pedagogy and social justice intersect.” (Helen)

PETs	Participant Quotes
Open education and social justice are deeply linked and intertwined.	“In education, when we are talking about open approaches or openness, whether it's open society or open education or open tools, to me that social justice has to be linked to that openness. ” (Daniel)
Though open pedagogy naturally fits well with social justice, there are ways to engage in open pedagogy that do not support social justice.	“ You could be really prescriptive and say person A, you are doing topic X or whatever it is, but if you can actually be open and give people give [a] choice, that's embedding that idea of social justice throughout.” (Kelly)
Features of open pedagogy align it with social justice, diversity, equity, and inclusion. However, it is possible to use open pedagogy in a way that does not support these things.	“ It would be imposing, I would say. It would not be a collaborative approach. It would not be intentional. It would be more the attitude of I am just the knower, and I know it all, rather than having a lens of like, ‘oh, I'm also a learner.’ Because, at least for me, the way I perceive it is that you are obviously experts in your field, but then you also need to humble yourself by acknowledging that you don't know it all and you're also a learner. That's part of like co-creating with the students. You are leading the process. You also need to be open to the fact that you're a learner. You're not necessarily the absolute expert, and there's nothing new to learn. If they have not taken their mind or heart or spirit, it's more like imposing, imposing, imposing, and just having that I'm the knower, I know it all, attitude.” (Zahra)
Open pedagogy can be used in a way that reinforces education norms.	“I wonder if we missed an opportunity, or because it's an open educational resource someone else can take this on and make this into something different. I wonder if we have recreated the system as it is already. And what I mean by that is we had a textbook in that course, and so students pay \$100 for that, so we eliminated cost with creating this, which is improves access. That contributes to social justice, so that's openly available, and people can access that. But is it recreating what we already have? It's like moving the chairs on the Titanic. ...A traditional textbook, and that's just from what I have seen and ones that I've used, they have the chapters in a certain way or the topics in a certain way. It's laid out in a certain way, and we haven't looked at it in a way to think if I was a student and I received information, how would I want it? ... I think that's what I would do differently next time. The other thing also that's been brought to my attention... [is that] we did not look through the lens of

PETs	Participant Quotes
	accessibility. Social justice, meaning that people who maybe don't necessarily learn through the same ways or access information in the same way that I do from my lived experience, that we're [checking if] somebody has a sight impairment or somebody has a hearing impairment, how would someone be able to access the information?" (Mary)

GET 29. For the faculty members in this study, **being intentional in using open pedagogy to support social justice does not necessarily translate to telling students directly and explicitly about doing so.** The faculty members had a range of practices in discussing how students would be engaging in open pedagogy in support of social justice. For example, Zahra was the only faculty member who directly discussed with students how they were supporting social justice, but while she discussed open pedagogy with students generally, she did not use the specific term. Conversely, while Deborah explicitly uses the term open pedagogy with students and explains what it means, she does not directly state how students will be working in support of social justice. Laura and Helen both expressed how they actively choose not to use the direct terminology with students over concerns it could be burdensome or confusing to students. Daniel stated he does not use the term social justice directly, and he did not state whether he used the term open pedagogy. Kelly explained while they don't use the direct terminology for either open pedagogy or social justice, they do talk around those terms. However, they later shared how the interviews have been an opportunity to reflect on and re-think their decision to not use the terminology. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 31. There are no sub-themes for this GET.

Table 31

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PETs and Participant Quotes for GET 29 (Being Intentional in Using Open Pedagogy to Support Social Justice Does Not Necessarily Translate to Telling Students Directly and Explicitly)

PETs	Participant Quotes
When using open pedagogy in support of social justice, the social justice aspect is not directly and upfront discussed with students. The open pedagogy aspect is discussed directly and upfront. These are intentional decisions.	<p>“I explained in writing and then one of the classes is synchronous, so I explained in class, in plain language, what open pedagogy is—students involved in the curriculum and then sharing openly. And then I explained in the asynchronous class, which just had writing, the same kind of thing, some plain language, a link to KPU open pedagogy, which it just has a little explanation, and so it was just a brief explanation, more in plain language. I did use the word open pedagogy, but then I just explained that that would mean open sharing. Then I said, ‘remember, we use that case early in the semester that was written by me and students... but I always explain that ‘remember that was open pedagogy. Students wrote that and I facilitated it.’ So, they have a reference point... already.” (Deborah)</p> <p>“I didn't tell them, but I'm hoping that they have they selected images that are representative of a diverse population... I just want to see what they do... It could be a mess, but then there's lots of ways to talk about social justice in a variety of ways, whether this is representative.” (Deborah)</p>
Being direct about supporting social justice is not necessarily the teaching approach used.	<p>“I try to get the students to think about social justice... The main thing is that students need to be aware of where they're not thinking about those things. Who aren't you thinking about[?] Students intuitively pick that up from the approach... It's not like I market [it] like that. But it is holistic thinking. It's pushing them to think holistically.” (Daniel)</p>
Some intentional conversations about open pedagogy and assignments takes place, but the direct terminology is not necessarily used.	<p>“In terms of how I talk about open pedagogy, I don't necessarily need to talk about it because it's just reflected in how I carry the class. It's reflected in the assignments that we have. It's reflected in the resources that we have, and it's also reflected in the structure of the class... During</p>

PETs	Participant Quotes
	<p>the class, I always talk about why we have the class the way we do... I don't necessarily lecture them on it, but whenever it's appropriate, I try to have a conversation of why we have the class the way we do." (Zahra)</p>
<p>Intentional conversations about social justice will depend on the context of the assignments, activities, and topics.</p>	<p>"So there is [a brief discussion about the connection to social justice]... introducing the assignment, the purpose of it, the expected outcome, all that, and how it relates to social justice, if it applies, but again, it would just be very structured. It would be me talking because they have not engaged with it yet. Once they engage with it, they're able to contribute... We do a lot of debriefing about these assignments. Even if they are doing these assignments on their own, once they submit it, we always have a debrief about these assignments and the underlying values of these assignments and how they connect to their own journey of self growth because some of them directly connect to that, but also to social justice in general." (Zahra)</p>
<p>Using the terminology of open pedagogy or social justice with students is perceived as something that can overwhelm or confuse students.</p>	<p>"I don't think there's a risk. I think it would just mean me having to explain more what is social justice. If I use that word, we're doing a social justice project, we're going to look at the UNSDGs, I think that's a lot of new words and acronyms and that might be overwhelming to [students]. And with this topic too, because I'm so passionate about it, I also have to really keep in mind, what is the purpose of this course. Even though this is something I love to do, and I want to raise awareness and weave this into my class, I have to also meet these deliverables at the end of the day... I hope at the end of the class they're personally transformed about the social justice issue they've chosen, but I also have to mark the pieces that I meant to teach in the class." (Laura)</p> <p>I don't think I use the words social justice, and I don't tell them open pedagogy. I haven't used that language... I think I need to like keep it really simple because I find most students, they're not</p>

PETs	Participant Quotes
	familiar with the language and when I ask at the beginning, does has anyone heard of the UNSDGs? Nobody puts their hand up, but when I ask in that video reflection in like Week 3, tell me after reading the goals, tell me about something that stands out to you and why it's important, the most beautiful stories come out and they are social justice related... I could be more clear about using that language.” (Laura)
Using open pedagogy in support of social justice does not mean that she is using those terms directly with students.	“I'm not explicitly saying this is open pedagogy [and] this is contributing to social justice... To be totally and completely honest, it's because they're [lower level] courses, and [the students are] already so overwhelmed by everything that's happening. I feel like if I add that element, it's easier to point it out later than it is to start with it now... At the end of the semester, I'm not like ‘ta da!’ But my expectation is that they will, maybe this is just foolish, but my expectation is that they will recognize it as they learn about these things as they move forward. They are already embedded in the swamp of [topic redacted] that I am introducing them to, and they are utterly overwhelmed by that concept... The amount of critical engagement that they're grappling with is so overwhelming that they're sort of google-eyed when they leave the room as it is. I don't know if they would be able to take on board the specifics over and above everything else that's already happening. ” (Helen)
They do not use the terminology directly.	“I don't think I use the terminology. When I talk to students about it, they're just excited if it's a zero textbook cost event. I think they recognize that when those kinds of resources are there, and then when it comes to building things and they're like, ‘oh, I have to build something and ... share with the rest of the class’ and generally [there's] a positive response... I don't have to sell it to them, which is great. If they kind of begrudge becoming an expert in one area, once they do it, they see that it's actually quite beneficial. I think we have the conversations, but not in the context of social justice. But it is a good

PETs	Participant Quotes
	aspect of the conversation that should be held.” (Kelly)

GET 30. From analyzing the descriptions of how the faculty members use open pedagogy to support social justice in their online classes, **the lack of direct communication with students around using open pedagogy in support of social justice can stem from a lack of distinction between open pedagogy, open education resources, and social justice.** Helen directly stated she struggled to define the terms. Daniel appeared to conflate open pedagogy, OERs, and social justice, stating that he didn’t see any differences between these terms. Laura said that open pedagogy was the umbrella over social justice, whereas Mary said the opposite (that social justice was the umbrella over open pedagogy). While Kelly framed social justice from an access point of view, Deborah’s definitions of open pedagogy and social justice closely aligned with popularized conceptualizations of the terms. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 32. There are no sub-themes for this GET.

Table 32

PETs and Participant Quotes for GET 30 (A Lack of Distinction Between Open Pedagogy, Open Education Resources, and Social Justice Could Contribute to Why Faculty Members Don’t Directly Communicate their Pedagogy with Students)

PETs	Participant Quotes
A faculty member may engage in open pedagogy, and do so in support of social justice, without having a clear conceptualization of the terms or associated literature, and this can cause uncertainty.	“This is hard. I can see it in my head like a picture, but to try to articulate it is hard. I’m sure that everybody struggles a little bit to articulate this part of it. We know what social justice is, but it takes on so many forms in our society right now in

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PETs	Participant Quotes
	particular, that it can be hard to capture it in a specific thing.” (Helen)
The distinctions between open pedagogy, open education resources, and social justice are sometimes blurred.	“I still don't call it open pedagogy. I advocate for social justice, economic and environmental justice with an open framework. I guess it sounds like it coincides or intersects with the way you're framing open pedagogy... If social justice is an overall ethos that can potentially shape open pedagogies and open education resources, then those resources need to be thought about in many ways.” (Daniel)
Though at times, the distinctions between open pedagogy, social justice, and online teaching may not be as clear-cut, for the most part, they are approaches that are different and are complementary.	“Social justice would be the call to action, what we what we want to raise awareness about, that's personal. [An] open education resource is the tool. It's the platform... that's shareable... We can use this [and] share it with the world; it's public. It's public. It's open. It's free. Open pedagogy is the ‘what’, the umbrella, the [gestures widely to indicate the shape of an umbrella], the title, that [gestures widely again to indicate the shape of an umbrella]. ” (Laura)
There was some direct contradiction in statements about whether open pedagogy is the overarching framework for engaging in social justice or the other way around.	“I think that open access, providing an opportunity for everyone to participate, I think maybe that's the greatest part that I can think of overarching, as an umbrella term, so that everyone has access to the resources... To me, the social justice aspect is the umbrella [gestures with hands to indicate an umbrella] that is held over that. That, to me is bigger; that is the lens through which this happens.” (Mary)
Open pedagogy can facilitate support of social justice.	“The intent of open resources is that they are open, not that they're free... that they are open, adaptable, shareable, portable, relevant, contemporary. All those things lean towards social justice in the openness of them, so not proprietary, not commercial, but shared with other people to use... The aim of the openness is for it to be just, just meaning the fair distribution of resources and knowledge. There are probably open education resources, they're shared openly, they don't explicitly fight for social justice... Now, the process of open pedagogy, the way I understand it, I always

PETs	Participant Quotes
	<p>think of it as co-created and pedagogy... so co-created resources, curriculum, rubrics, etcetera, and... they are also shared by whoever created them, so they're shared openly. There [are] two aspects to the justice... [it's] socially just to include [students] and hear their ideas and include their voices, and then when that what they have created is shared openly [this] means that other people can hear student voices and adapt their thing. It may be the resources that are created in the end through open pedagogy may be more relatable, more usable, more relevant, more humane, so I think that could all be socially just... They're more equitable.” (Deborah)</p>
<p>Social justice is framed as an access issue.</p>	<p>“Social justice is that wrongdoing by unequal access to resources and systemic barriers that are in place. OER are the things that are published and available and made available without charge that can be used for use for educational purposes, and then open pedagogy is taking an open and flexible approach where students engage in the creation of content and resources that are shared either as part of their class experience... It might be developing an OER or it would be developing some other resource... and sharing it within the class and much broader, and hopefully that experience of having ownership over that experience would serve the goals of having more social justice, because [students will] realize they can have an impact.” (Kelly)</p>
<p>Social justice, open pedagogy, and open education resources are seen as interconnected but are not clearly differentiated.</p>	<p>“I think [open pedagogy, social justice, and open education resources are] very interconnected. One leads to the other. I think open pedagogy, if it's done relationally, it's a reflection of embodying social justice values, which also would lead to open education. I personally, and I could be mistaken, but I don't think there is much to differentiate between one another because they are very interconnected. I think the reason why I am able to integrate a lot of social justice themes in my classes is because I have an open pedagogy practice. Other than that, I don't think I would have that much of</p>

PETs	Participant Quotes
	freedom in integrating or teaching the class that I am right now. One leads to the other. It's very interconnected.” (Zahra)

GET 31. For three of the faculty members (Deborah, Mary, and Helen), **the lack of direct communication in using open pedagogy in support of social justice could lead to assumptions about the outcomes and impacts of open pedagogy activities.** Deborah explained that while the intent of OERs might be to support social justice broadly speaking, there are specific OERs that don't directly or explicitly support social justice. Therefore, she emphasizes that the assumptions of OERs need to be recognized. As well, Mary shared how the interviews were an opportunity to reflect on how she could make her planning decisions explicit with students, rather than just implicit. On the other hand, Helen mentioned how because previous iterations of an open pedagogy project went well that she anticipated current and future instances would similarly go well. However, this is an assumption and overlooks potential risks to students by engaging in public, online discussions. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 33. There are no sub-themes for this GET.

Table 33

PETs and Participant Quotes for GET 31 (Not Communicating Directly About Using Open Pedagogy in Support of Social Justice Could Lead to Assumptions)

PETs	Participant Quotes
The assumptions of OERs need to be recognized and acknowledged. OERs can seem like they support	“The intent of open resources is that they are open, not that they're free... that they are open, adaptable, shareable, portable, relevant, contemporary. All those

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PETs	Participant Quotes
social justice, but they don't always.	things lean towards social justice in the openness of them, so not proprietary, not commercial, but shared with other people to use... The aim of the openness is for it to be just, just meaning the fair distribution of resources and knowledge. There are probably open education resources, they're shared openly, they don't explicitly fight for social justice... (Deborah)
It is important to be aware of what is implicit and what is explicit when using open pedagogy in support of social justice.	“Now that you're asking me this question, it's actually prompting me to think about that a little bit more and to think [if] there [are] specific things that we need to make explicit that are implicitly in my head, and I haven't really maybe made those clear. That gives me something to think about and to look at.” (Mary)
There may be risks to students posed by online interactions that are not being considered or directly addressed.	“ My hope is to contact the [organization type redacted] that they are researching and allow them to have the opportunity to review the material that the students have made, so they can comment on YouTube... so that they have the opportunity to speak back to what the students have found, to either substantiate or push up against some of their findings, but with the understanding that these are... students [in lower-level courses]... The thing that gives me the best confidence is I've done this assignment two semesters running and I have previewed the work that would be put out. I already have had experiences with this assignment and seen the work that they produce... I don't anticipate it becoming a negative lean because it's public. At the same time, I don't know. I'll have to see what they what [the students] come up with and maybe it would be good for them to get peer review before they put it up publicly. But, my experience with it has been so positive that I feel confident that they would produce something that would be suitable for public consumption.” (Helen)
Being direct, explicit, and transparent with expectations can support student success.	“But my expectation is that they will, maybe this is just foolish, but my expectation is that they will recognize it as they learn about these things as they move forward.” (Helen)

GET 32. There were some differences in whether a faculty member mentioned decolonization during their interviews and, if they did, how they spoke about it in relation to social justice. Overall, **the relationship between open pedagogy and decolonization isn't universal. Some** (such as Zahra) **see decolonization as a part of open pedagogy, whereas others** (such as Mary) **see open pedagogy as supporting decolonization.** Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 34.

Table 34

PETs and Participant Quotes for GET 32 (The Relationship Between Open Pedagogy and Decolonization Isn't Universal)

GET Sub-themes	PETs	Participant Quotes
Decolonization is viewed as part of open pedagogy.	Open pedagogy is a decolonial pedagogy.	“I have used [open pedagogy] since the very first day when I started, and part of it is that... [program redacted] is mainly a decolonial program [that] focuses on having content, not just informed by student voices, but also relevant to student experiences. It was since day one I wanted to make sure that I'm using pedagogy that's decolonial. Having the students contributing and creating the content is very, very important... I do recognize our different ways of like learning and acquiring knowledge.” (Zahra)
Open pedagogy is viewed as supporting decolonization.	Open pedagogy can support decolonization efforts.	“I love it. I love creating it. I love using it. I think it is the way of the future. I think it also helps to maybe decolonize a little bit what we're doing, our system, in terms of access and creation. I feel that maybe it's rattling our old structure of education a little bit, maybe not very aggressively,

GET Sub-themes	PETs	Participant Quotes
		but it's one way I believe that we are moving into the future.” (Mary)

GET 33. All the faculty members revealed **there is vulnerability and risk in using open pedagogy in support of social justice**. Most indicated this directly. However, I am inferring the presence of risk for Helen as she declined to speak about if or how she talks with administrators about using open pedagogy in support of social justice. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 35. There are no sub-themes for this GET.

Table 35

PETs and Participant Quotes for GET 33 (There is Vulnerability and Risk in Using Open Pedagogy in Support of Social Justice)

PETs	Participant Quotes
Sees herself as living and working at the margins, and using open pedagogy in support of social justice aligns with this perception. However, while she sees this as positive, she is concerned that others may not look upon it favourably.	<p>“I’m assertive and outspoken about things like open pedagogy or disability or queerness, or feminism... I am outspoken and my fear is that all rolled together in Deborah, open pedagogy as a sort of progressive type of behavior, participation, or idea. And maybe that's my brand, and maybe I should stand behind it. That's my fear anyway. That it's my brand. Maybe that's good. Maybe that's bad.” (Deborah)</p> <p>“In one-to-one conversations, I feel like I can be myself, even if I'm out there. My fear is that it's all rolled together in people's heads, and open pedagogy may get discounted if it's associated with me. But that's a fear. That's just my own fear.” (Deborah)</p>

PETs	Participant Quotes
Not every colleague has been supportive of open education.	“I raised interesting questions because some colleagues are not for that [open education resources] model. They don't like that model, and maybe how it could be used, so they might see it as a challenge to intellectual property or the traditional publication model. Not all colleagues think that way right. Some do, and some don't. ” (Daniel)
Promoting work in support of social justice carries risk.	“I think that students use social media in a whole different way, and I don't think that they're necessarily ready to have their names up in lights in those ways...I just think that those things [on X, BlueSky, Threads, and other platforms] are moderated in a different way. They're not academic platforms, or they're not institutional platforms. I think the institution could promote those things because then they'd feel like there's a sense of protection... Because I can't protect all those people... [from] Gossip. Hate. Indifference. Stalking... If it's in support of social justice, then the students are vulnerable. If their names are just out there because I put them out there, they're vulnerable. What's the supportive bubble for that? What's the maintenance of protection over time? I know that because I feel very unprotected. What's the maintenance of my protection over time? [I've] got to take care of [myself].” (Deborah)
While she may not advocate publicly for open pedagogy and social justice, she does do so privately because of alignment with her values about the importance of education. However, she perceives there to be risk in some circumstances because of her identities and position at the university.	“I've been advocating for [open pedagogy privately] and part of why I do that is because of like my very strong belief in social justice and ensuring that education is accessible to everyone who needs to access education. I think open pedagogy allows for that to happen. I would say my gender being a woman and being a Muslim woman, visibly Muslim as well, and just like my racial background, I think these greatly contribute [to] how I am perceived... I don't think within academia [that] the entire community is on board with open pedagogy... I don't want to say a lot, but some [instructors] oppose the approach, so I sometimes feel that I always have to prove myself or prove that this is actually working, and

PETs	Participant Quotes
	<p>the students are actually learning a lot... I feel like sometimes it's a constant labour on my side to prove the effectiveness of that approach and to prove that it's actually valid and it's actually working." (Zahra)</p> <p>"The reason why I have not been doing it publicly is that I'm a sessional instructor... I'm not a regular faculty, and so for me, even navigating the big institution has been... overwhelming... I'm still trying to find my rhythm within the institution and within the university." (Zahra)</p> <p>"I don't...talk about certain practices... I test the water and see how receptive they are... Unless I have some sort of like relationship with them, then I would talk, but I would not right away just comfortably and casually talk about these things." (Zahra)</p>
<p>Using open pedagogy or working in support of social justice can be seen as unconventional, potentially carrying personal and professional risks.</p>	<p>"I've only shared it really with other like-minded faculty at this point... In terms of positionality, I think these are my peers that are also doing similar things and support me, and I support them... In terms of my colleagues, I haven't had much challenges because I haven't really exposed myself to where someone could object to why I'm doing it...[I'm sharing with] the people that I already know that are at the same workshops with me or you see the same faces when we take a lot of the anti-racism media workshops, a lot of the similar folks are there, so they know what I'm doing and I share my work there... It's that safe space and they're wanting to know more about it and so I'm happy to share in those venues. I think it's just the right time and place for it... I think I just go, not rogue, but I like to just do it and then share with those who are interested in knowing more and collaborate with those that way." (Laura)</p> <p>"I think privately I will go to people who I feel connected to, whether it's teaching community or personal... who I know go through the same</p>

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PETs	Participant Quotes
	things... so you need to have that support network I think privately because sometimes you're going to get backlash publicly. " (Laura)
Using open pedagogy to support social justice may not involve using that terminology because of possible perceived risks in doing so.	"[I have] not [used] the term social justice. The terminology I would likely use is equity, and equal access and affordability, and engagement, so not really the term social justice, which is odd because I love social justice. I should be using it more... I don't know [why I'm not using the term social justice]. That's a great question. I have no idea. I'm suddenly aware... It's not intentional... I wonder if it might be [risky]. It's not intentional, but maybe in a subconscious way [I'm] trying to use terms that are a bit more acceptable or well known, or have less like fight behind them. " (Kelly)
Silence in conversations around using open pedagogy in support of social justice can be interpreted in different ways.	"I wonder if [there is] gender bias... [that] women are the ones who care about other people, and is [creating open education resources] perceived ... by men as not necessary or 'we need to have good information that comes from the credible source, and from our established way of knowing things' ... I wondered about that. [In department discussions about open education resources, the men exhibit]... more silence, and I can read into silence something that is not meant at the other end... so maybe there's also assumptions on my part. But around the conversation, I'm noticing that it's more alive for women... I wonder if gender also has a role to play. " (Mary)

GET 34. For the participants in this study, **how to use generative AI in teaching and learning is perceived in different ways.** For Mary, Helen, and Kelly, **generative AI can support social justice and open pedagogy, so it should be used cautiously.** For Laura and Deborah, **generative AI is a threat to learning, so it should be avoided.** For Daniel and Zahra, **how to manage potential risks, despite potential benefits leads to indecision about how to**

proceed. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 36.

Table 36

PETs and Participant Quotes for GET 34 (How to Use Generative AI in Teaching and Learning in Perceived in Different Ways)

GET Sub-themes	PETs	Participant Quotes
Generative AI can be used cautiously.	Generative AI can be a tool to support SJ through a variety of means. It can also be used in open pedagogy through a variety of means.	<p>“We use AI, ChatGPT and other tools, in our assignments... I think it is a tool of the future definitely... What's that responsible use. I think that's an important piece to also think about in terms of its access. It provides access to information quickly, so maybe that's another barrier lowering tool and to really look at it as a tool. It's not replacing the human contribution or the human sense of value. How do we use it responsibly in a way that is inclusive for others, that we're open and honest about it, and so those are the bigger conversations that we're having. But I am integrating that. It also helps with creating content...Even in our online classes where we're putting a prompt into ChatGPT, see[ing] what comes out, and look[ing] at it. Through what lens is this information given now? How do we interpret that? Or how does that include some people? Or maybe not other people? What's the voice here that I'm noticing? And how might this information be helpful to me and how do I use it for idea generation, use it maybe it as a foundation for something, and then I build on my own thinking. And so that's where I see the value of it. And I feel like I know a little bit of something about it and I'm open and curious, and I encourage that in students, but I feel I have a lot to learn still to really understand how it fit[s] into the space of open education... I don't know if KPU's offering some learning opportunities even on that to</p>

GET Sub-themes	PETs	Participant Quotes
		<p>see how those two integrate. What's the intersectionality of that? I feel there's a lot of unknown for me still, but I am open and curious and willing. And I encourage that in students because I think that's also part of learning, isn't it, to have that open mind and be really curious, and then also be critical... to evaluate what is the information that I'm looking at here.” (Mary)</p>
	Generative AI can be a tool to support social justice.	<p>“I think AI is a real potential resource for social justice. If we're in a position where our students are expected to write professionally, they are operating with English as an additional language, in some cases a fourth or fifth language, AI offers those students the opportunity to build the base of their written work and then revise it so that it is reflective of their own words, but it gives them the opportunity also to check their written work for unexpected phrasing or phrasing that is not business appropriate. I am a huge fan of the opportunity to use AI in the course... [However,] I don't feel the need to use it for my own work. I know that it offers the opportunity to help co-create the syllabus, to build out assignments, to offer you examples sometimes for case studies, and that kind of thing, but... I haven't used it for that.” (Helen)</p>
	Generative AI can work well with using open pedagogy in support of social justice, but thoughtfulness is required in integrating it into an activity, assignment, or course.	<p>“When it comes to building open education resources and taking that open pedagogy approach, there would need to be guidelines on making sure that whatever [students] pull from a large language model is accurate and complete and well supported because it and of itself isn't a source that's credible and reliable. I think totally saying you can't use it at all is an unnecessary boundary to put on, and unrealistic at this stage, but I think enabling students to use it in a way that helps them build something as the starting point, but making sure that whatever is</p>

GET Sub-themes	PETs	Participant Quotes
		<p>being said and how it's crafted and the tone that's used, all of what makes writing or resources amazing, that would come from that aspect, but it's a great place to start. We'd have to train them on how to make sure that what they're using from AI is done in a way that [is] leveraging that access to information that not everyone would have had before, so in that way, social justice is actually improved. But then they have to have the skills [for]... all of those sorts of things that AI can't do.” (Kelly)</p>
Generative AI should be avoided.	<p>Generative AI can be a potential threat to student learning.</p> <p>She has not incorporated generative AI because she sees the negatives outweighing the positives.</p>	<p>“I'm always mindful of [generative AI] because, and I think that's why I scaffold all my assignments for this social justice project, because I think it would be very easy, if it was just one assignment...to lose that meaning if they just used AI to create it. There are tools that can make a presentation, and you can give it the right prompts and it would probably get an A. By scaffolding [the assignments to culminate in the final project]... it's pretty clear if they're using AI in that final [assignment], if nothing aligns with the 10 actions they did before that... It's quite obvious to me at the end if someone else did it for them or they used AI [because] the voice is different... I think there is a risk in online teaching and learning because with AI.” (Laura)</p> <p>“I'm not using generative AI, and I'm not letting the students use it, because it's still making things up, and anytime students have used it, stumbled upon made-up research, made-up facts, it's still in that hallucinatory phase, so I'm not letting students use that yet. I haven't integrated it, and I don't feel the pressure to integrate it... I'm not sure if I'm back[wards] or forward or whatever, with caution [I'm] saying we're not using that to write</p>

GET Sub-themes	PETs	Participant Quotes
		<p>assignments. In terms of the generation of ideas and so on, I haven't really explored...</p> <p>I'm such a huge proponent of privacy and caution on the Internet and so on, so I know that people are shaping their search engine algorithm, so it suits them and so on. I know that all that data is being vacuumed up and used and packaged and sold. I'm very aware of all the dangers more right now, so I haven't figured it out yet." (Deborah)</p>
Generative AI causes indecision.	Generative AI is a complex area of attention and how to move forward is unclear.	<p>"I always try to bring it back to how does how does the pedagogy enable me to meet the learning objectives of the course, and especially the unit objectives... And then the assignments are linked to those. I think the problem is that AI has been evolving so much that it becomes difficult to anticipate how or when students are using it. My touchstone is that can they still get the foundations, and can they absorb and learn those in whatever assignment that I'm giving them or is there potential recourse for them to bypass that that slow learning that's essential. The slow learning that... [is] sequential, methodological, analytical, and holistic, and it's through their innate mental processes where they're needing to make the connections and the mistakes, and then the iterative processes where then they put can put knowledge into action. The problem becomes if they bypass that, as we see with academic integrity violations. I do have a clear policy on AI use. It's essentially non-AI use. The only course where I did waive that was...an assignment where [students] interviewed an AI... I always say to my students. I didn't train... to be a cop... or an immigration officer... [At the same time,] it's not like we want to stick our heads in the sand or the hole and ignore AI because the students need to know how to use those tools, but if they don't know the</p>

GET Sub-themes	PETs	Participant Quotes
		foundations, they don't understand the tools, the merits of the tools... I think there's a fine line where [you are] harping and lecturing, so a lot of it comes up to us to be creative and keep thinking about it. " (Daniel)
	Incorporating generative AI into her classes causes her great uncertainty such that she has not yet done so.	"I don't have an answer for... this question [about how she may or may not be using generative AI] because this is a question that I've been grappling with myself. It's so interesting that you asked me this like today, because I've been thinking a lot about this, especially in the past two weeks. I am in the process of developing a new syllabus for like a new course I am teaching, and I have not come [to] my own conclusion. I'm still really grappling with that. I do recognize the harm, but I also recognize the benefit of it. I just don't know where the balance is and honestly if you can direct me to certain places where I can do more work on that, that would be lovely. With my previous classes or with my previous courses or the syllabus that I have produced in the past, or the course outline that I have produced in the past or the structure, I did not really have any place in this course outline or the structure of the class [for generative AI]. However, I do recognize that it is a tool that's being heavily used by our students, so I don't know. I don't have an answer because I'm myself struggling with it. " (Zahra)

Research Question 3 Themes

The third research sub-question was: *What strategies and approaches do post-secondary faculty members who teach online courses and use open pedagogy to support social justice take*

to develop their social justice leadership? There were 12 GETs pertaining to this question, and the GETs were further grouped into four categories:

RQ3a – The importance of learning

RQ3b – Engaging in professional development

RQ3c - Advocating for open pedagogy and/or social justice

RQ3d – The impact of the interviewer and the interview experience.

RQ3a – The Importance of Learning. There were three themes pertaining to the importance of learning.

GET 35. The interviews of five faculty members (Zahra, Laura, Mary, Daniel, and Helen) indicated that **ongoing learning is a value held by faculty**. Zahra and Laura shared how their learning was deeply reflective and ongoing. Similarly, Daniel and Helen directly stated they are always trying to learn, whereas Mary expressed her enjoyment of being challenged in her thinking and practices. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 37. There are no sub-themes for this GET.

Table 37

PETs and Participant Quotes for GET 35 (Lifelong Learning is a Value Held By Faculty)

PETs	Participant Quotes
She believes in ongoing learning generally and with regards to teaching.	“I want to make sure that [I am] holding myself accountable and making sure that I'm continuously improving my ways. The feedback helps me to know what is working and what is not working and to reflect on my own practice as an educator. All these pieces improve my practice, hold me accountable, and inform my practices to see where change is needed.” (Zahra)

PETs	Participant Quotes
A value for ongoing learning drives her continual engagement in professional development.	“The more I know, the more I realize I don’t know. It’s not something you can learn once 10 years ago from a textbook... it’s changing all the time.” (Laura)
Continual learning and improvement are important values as an instructor.	“The [learning opportunity type] was grand. I loved that the most because there were people from different parts of [the world]. We got to be in teams with instructors that I’ve never met before, and it was interdisciplinary... That was very challenging. I felt challenged and stretched, and I really liked that. ” (Mary)
Ongoing learning (in a variety of forms) is an important value underlying his use of open pedagogy to support social justice.	“I’m very much a fan of lifelong learning. That has shaped my perspective because I get the feeling that we need to always be up on these things. Not to the point where we always need to be using them, but we need to be aware of their implications and how they relate to us as educators... I’m trying to learn about new ways that I can reframe my thinking on justice issues... There’s this idea of continuous revolution or evolution. I see that as evolution. ” (Daniel)
A belief in ongoing learning drives her continued exploration of student-centred teaching approaches.	I genuinely believe that you have to keep learning forever, so that means going to workshops, being part of communities of practice, engaging in mentorship, but also continuing to look for mentors. I’ll gobble down anything I can get, and that means meeting up with other people, having conversations, reading, researching, just anything.” (Helen)

GET 36. All the faculty members indicated they actively and continually engage in critical reflection on their identities and teaching approaches. Daniel, Helen, and Mary highlighted the importance of positionality and privilege, which involves reflecting on a variety of identity categories. Importantly, Mary also acknowledged the ongoing nature of her reflection, while Deborah wondered if her identities might have an impact on how people perceive her use of open pedagogy. Zahra emphasized how she continuously tweaks her course material and approach to meet the needs of students while also keeping things interesting for herself as the

instructor, and Laura explained she engages in professional development for both her teaching practice and for herself as an individual. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 38. There are no sub-themes for this GET.

Table 38

PETs and Participant Quotes for GET 36 (Faculty Members Actively and Continually Engage in Critical Reflection)

PETs	Participant Quotes
Critical reflection is a necessary part of engaging in open pedagogy and supporting social justice.	“Reflexivity is really important. It's about positionality. Where are you coming from in terms of privilege in terms of gender, class, caste, wealth, all of those different things, colour, skin colour, religion... I think it's important now more than ever to try to get students to be open to hearing different perspectives. I keep hearing that that's a challenge. I haven't seen that manifest in the classroom too much.” (Daniel)
Critical reflection on her own experiences, values, and positionality, as well as those of her students, informs her approach to using open pedagogy in support of social justice.	“I would say that that is the biggest thing is understanding my own privilege and checking my privilege at all steps of the journey. But in a way that also makes sure that the students are not just sort of floating. They need structure, but they also need flexibility, and balancing those two things can be really hard, but it makes it a lot easier when you know yourself well enough to know when your expectations are coming from that place of, ‘well, this is how I did it, so this is how you're going to do it, or these are the challenges that I had, so you're going to have them because that's how it goes.’ One of the big things that I learned through my undergraduate and graduate studies was the level of privilege that I come along with, and having that in hand, I've learned to lead with that information when I'm talking to my students. I want them to know who I am and also to understand the lens that I look out on the world with... It makes me very aware, [and] I have to check my expectations sometimes.” (Helen)
Critical reflection, including reflecting on one's own	“I'm a white woman, so that places me with a certain privilege and lived experience. That is the lens through which I see the world. As willing and open as I am to look at other ways of looking at the world, that is my lens, so I

PETs	Participant Quotes
identities, is important when teaching.	am aware of it... Maybe I don't know what I don't know... and I don't know how big that is... I sometimes wondered also coming from that point [of view] as white and being a woman, does that have an impact or ... is there still a power piece there? Maybe that's perceived as well because the other part of open education is to remove that power distance between people who are creating or using information, that it's more collaborative in that sense of we're doing this together.” (Mary)
She consistently and continually engages in her preparation to use OP in new and engaging ways.	“I don't want to use the same exact material all the time or content all the time. I do have to be more resourceful... I don't want it to be repetitive, and I know it's different students each time, but I also for my own sake, I also still want it to be engaging... I like sometimes to challenge myself. If it's the exact same thing every time, I feel it's very repetitive for me as well.” (Zahra)
She regularly and continually engages in professional development for her teaching practices.	“I love it when the students question me, or when my perspective changes. I do [professional development] to stay current in my teaching, but also as an individual... I want to know and do better, so I'm going to keep seeking out these professional development [opportunities] or speaking with others or doing these assignments where I get to hear from students. I think it's the only way we can be heard and learning and developing as instructors.” (Laura)
She has reflected on her own identities and how she is perceived by others.	“I am in three marginalized groups because I'm a woman, and I'm queer, and I'm disabled... My fear is that it's all rolled together in people's heads, and open pedagogy may get discounted if it's associated with me.” (Deborah)
She has reflected on how her own experiences with her identities could apply to her teaching practice.	“I myself do not prescribe to the binary gender identity because I'm a human, so it doesn't really matter what the bits and pieces are, and everything else is a social construct in my mind. I think that realizing that there are social constructs that really create boundaries and barriers for certain people to be comfortable, that are completely artificial when you get down to it, has very much given me the view that that we don't need to create those barriers, or we each at the very minimum should... question them and wonder, ‘OK, is this actually needed and who is it serving.’” (Kelly)

GET 37. All the faculty members are student-centered and show they care by incorporating student input, feedback, and experience into their classes. Zahra and Helen expressed the importance of students having a voice in the course and valuing the perspectives of their students. Mary talked about how engaging in open pedagogy can demonstrate that students care about other students, in addition to the instructor caring about their students. Deborah shared how she thinks about the level of experience of students with open pedagogy, and Kelly highlighted the importance of top-down support for centering student experiences in a course. As well, Daniel stressed the importance of continually getting student feedback on their experience in the class. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 39. There are no sub-themes for this GET.

Table 39

PETs and Participant Quotes for GET 37 (Faculty Members are Student-Centered and Care About Students)

PETs	Participant Quotes
Students having input into the course is engaging and empowering.	“[Student] voices are very important. It's their learning experience. It's their own voices. It is very important. If they're bringing certain content, it's a sign that they want to learn about whatever that content is. I think it's important that when designing the course to hear their voices and have the content informed by their voices. ” (Zahra)
When using open pedagogy in support of social justice, the student experience matters deeply to the faculty member.	“The biggest plus of open pedagogy is that because students feel invested in what is happening, they feel that they are able to [succeed]; it's not some high bar that that somebody has set that... seems insurmountable. Instead, they have been able to contribute their views and their desires for how things should go, which allows them in their own

PETs	Participant Quotes
	minds to be successful in a more substantial way.” (Helen)
Being student centred means considering and making decisions based on student feedback. It involves caring about students. Using open pedagogy is a way to be student-centred.	“When we created that textbook, there were a couple of students who really felt strongly about creating something that other students could access for free because the students who created it also knew about hardship in terms of tuition. They really felt good for future students... [to] now get the opportunity to have better access and be less in a hole if they have to pay less for their tuition. I think it's also getting students to see their role and to really see that they care. They actually care about other people, and wanting to make a difference. And of course, I'm saying that as a general term, but a lot of students who have told me that, and I was just really touched by that. It helped me to really keep the faith in humanity and a future as we're moving forward, and so maybe open pedagogy is a microcosm of caring.” (Mary)
Support in expressing academic freedom and autonomy to make course design decisions in support of open pedagogy and social justice is motivating.	“There's a lot of support from... the program chair to do whatever works that better enable[es] students to achieve social justice. ” (Kelly)
Open pedagogy is not something many students have had experience with. Not all students are keen to be engaged in OP, though many students have found it to be engaging, meaningful, and helpful.	“Students are reluctant to be in the governance of the course... I think a lot of them are reluctant. There [are] always keeners that are like ‘what, what?! what is [that]? That's cool!’ But, people are reluctant. Or maybe I don't know their motivations. They're quiet. I don't know what that means actually, so I shouldn't attribute motive.” (Deborah)
Being receptive to student feedback, valuing student experiences and contributions, and working collaboratively to ensure a positive learning experience for students and the instructor is part of changing the dynamic between the teacher	“In the beginning, there [were] some students who would talk about climate anxiety, and they would, when I first introduced this is the project we're going to be working on, they [said] ‘I feel depressed. I feel hopeless. These are such ginormous issues, and you want us to choose one goal to work on and how can I choose and how? What am I even going to do to make a difference?’ I realized after that first couple times teaching it [that] I had to do a better job of introducing the topic. Now in that first lesson I talk

PETs	Participant Quotes
and students when engaging in open pedagogy.	about climate anxiety. I talk about hope. I talk about what the intention of the project is and about what we can do as individuals, so it's not so overwhelming... I had to really dial it back and be more thoughtful about how I'm introducing it. I provided more examples, more videos that were more at their level [that] had celebrities in them or more people that they could relate to. I showed more examples of student projects and [at] the end because I think online, they're not sure, what are you asking us to do. There's that confusion, so I now in the very beginning I show 'here's 10 examples of what students have done in their assignment [and] what we're working towards', and I think that helps reduce the anxiety of the purpose of the of the project as well." (Laura)
Intentionally seeking out student feedback is important.	<p>"Whenever I initially teach a course, I make it very clear that I'd like feedback on the design." (Daniel)</p> <p>"I don't like doing asynchronous classes because I need to get feedback from students, and...I don't want to just give students surveys for feedback. I want to get in-person feedback." (Daniel)</p> <p>"My student feedback has been getting better." (Daniel)</p>

RQ3b – Engaging in Professional Development. There were six themes pertaining to the engagement of faculty members in professional development.

GET 38. Three faculty members (Kelly, Daniel, and Laura) shared how **their professional development is driven by needs, interests, limits, and what's available.** With so many professional development opportunities available, Kelly makes decisions based on their interests and perceived needs for improvement, whereas Laura and Daniel consider the modality of the learning opportunities. Additionally, Daniel's decisions are also guided in part based on his capacity and time limits. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 40.

Table 40

PETs and Participant Quotes for GET 38 (Professional Development is Driven by Needs, Interests, Limits, and What's Available)

GET Sub-themes	PETs	Participant Quotes
Needs and interests	Professional development occurs formally and informally, and covers online teaching, open pedagogy, and diversity, equity, inclusion, and social justice.	“For formal PD [professional development], it's been by and large on teaching and online teaching. For the informal PD, [it's involved] job shadowing, peer observations, [and] viewing from others. It's been a 50-50 split between DEI and open pedagogy. The more formal stuff like the certificates and workshops...[have been] more focused on online learning and a little bit on DEI and then that informal aspect would be a... 50-50 split between DEI and job shadowing with open pedagogy.” (Kelly)
Limits	Capacity limits can make engaging in professional development challenging.	“ It is very hard these days to connect... I was talking to a scholar about a critical perspective on AI. They contacted me and, it was like, oh, they have a... reading group or a discussion group, and I told them I'm interested in that, but then they didn't follow up. I was just like, well, they're just busy. And that's the biggest issue is following up. I think when I was younger, I could do that all the time and I would follow-up and I would remember, even if it's months later, and now I just don't have time. That is the problem. There's always a temporal problem. ” (Daniel)
What's available	Asynchronous online professional development opportunities are desired because of their flexibility in when learning can happen.	“ I think maybe more because we're not on campus as much, I would think more online asynchronous opportunities to learn through Teaching and Learning because they do put on some really fantastic workshops, but more often than not, I'll look at the timing, and go

GET Sub-themes	PETs	Participant Quotes
		‘oh, I’m teaching then’ or ‘I can’t make it and it’s in-person.’ Or, even if it’s in real time online, there [are] certain set dates you have to be there, and you can’t make them all, so it’s kind of limiting to attend the session. I think having more online asynchronous options [would be helpful]. ” (Laura)
	Professional development offerings online are convenient.	“I’ve done... professional development, and often it’s been online . Sometimes because of the pandemic, but now I’m finding it’s more because of convenience. ” (Daniel)

GET 39. All the faculty members engage in professional development on a variety of topics, including their discipline of expertise; equity, diversity, inclusion, and social justice; open pedagogy; experiential learning; and/or online teaching and learning technologies.

Deborah, Laura, and Zahra have engaged in professional development on equity, diversity, inclusion, and social justice. Daniel mentioned he does professional development on his discipline of expertise, as well as experiential learning. Laura, Kelly, Mary, and Helen engage in professional development on open pedagogy, while Laura, Daniel, Deborah, and Kelly each engage in professional development on online teaching and learning technologies. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 41.

Table 41

PETs and Participant Quotes for GET 39 (Faculty Members Engage in Professional Development on a Variety of Topics)

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GET Sub-themes	PETs	Participant Quotes
Discipline of expertise	Professional development is on topics related to the discipline of expertise.	“There was a course on [discipline of expertise]... so there’s these kind of professional development things.” (Daniel)
Equity, diversity, inclusion, and social justice	She actively engages in professional development for equity, diversity, inclusion, and social justice.	“I have the badges for [the] Indigenous course, and I didn't get my badge for the gender relearning course that I did so I'm going to do it again... In terms of EDI, I have a certificate from [name of organization redacted].” (Deborah)
	She does professional development on a variety of topics, including anti-racism, UNSDGs, and EDI.	“[I’ve done] lots of professional development, a lot of workshops, in terms of EDI, anti-racism, the SDG's, [and I’m] looking for opportunities to learn more.” (Laura)
	She engages in professional development on social justice.	“I would say social justice. I spend more time on that.” (Zahra)
Open pedagogy	She does professional development on a variety of topics, including open education and open pedagogy.	“I have gone to workshops about open education.” (Laura)
	She engages in professional development around open pedagogy.	“For the informal PD, [it’s involved] job shadowing, peer observations, [and] viewing from others. It's been a 50-50 split between DEI and open pedagogy.” (Kelly)
	She engages in professional development around open pedagogy.	“One of my current foci is... assessing reflection, assigning reflection, where reflection sits in the curriculum, [and] how it relates to personal growth... That has... led me to universal design for learning. Universal design for learning led me to open pedagogy. This is the way that that happened, and I genuinely believe that you have to keep learning

GET Sub-themes	PETs	Participant Quotes
		forever, so that means going to workshops, being part of communities of practice, engaging in mentorship, but also continuing to look for mentors.” (Helen)
	She engages in professional development about open pedagogy at KPU.	“When any learning opportunities arise through KPU mostly is what I’m doing... I keep learning about the technical components [and] open pedagogy and understanding what it is and how to create it. ” (Mary)
Experiential learning	Professional development is on topics related to experiential learning.	“[name redacted] is doing professional development on work integrated learning , so [I’m considering] how can we bring that in. ” (Daniel)
Online teaching and learning technologies	She does professional development on a variety of topics, including online teaching.	“I’m sure I’ve taken some that are about teaching. I have taken ones about facilitating online. ” (Laura)
	Professional development is on topics related to learning technology.	“Within the university, I’ll attend [workshops on a specific piece of learning technology] . I’ve gone to a few of those.” (Daniel)
	She actively engages in professional development for online teaching, focusing on the learning management system and other technology tools.	“ Because I’m disabled and use something that has to interface with our online courses , I’ve looked at it from a different even more technical layer, so I feel okay about my ability with online [technologies].” (Deborah)
	Professional development includes the topic of online teaching.	“For formal PD [professional development], it’s been by and large on teaching and online teaching. ” (Kelly)

GET 40. All the faculty members engage in professional development in different ways, including attending workshops and conferences, completing certificates or

credentials, reading, writing scholarly articles, connecting with others, and volunteering.

All the faculty members expressed how connecting with and learning from their colleagues was incredibly important and helpful to them. As well, Mary, Daniel, Helen, and Laura each mentioned they attend workshops and conferences, while Deborah and Helen both stated they have completed one or more certificates or credentials. Several faculty members (Deborah, Daniel, Helen, and Zahra) shared how important reading was to their professional development, while Daniel also mentioned that volunteering and writing were helpful to him too. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 42.

Table 42

PETs and Participant Quotes for GET 40 (Faculty Members Engage in Professional Development in Different Ways)

GET Sub-themes	PETs	Participant Quotes
Attending workshops and conferences	Professional development includes formal events and workshops.	“I genuinely believe that you have to keep learning forever, so that means going to workshops , being part of communities of practice, engaging in mentorship, but also continuing to look for mentors.” (Helen)
	Professional development includes attending conferences.	“I went to some conferences that were dealing with open education.” (Daniel)
	Professional development includes workshops.	“[I’ve done] lots of professional development, a lot of workshops , in terms of EDI, anti-racism, the SDG's, [and I’m] looking for opportunities to learn more.” (Laura)
	Attending workshops is a valuable learning format.	“If KPU keeps offering workshops or learning

GET Sub-themes	PETs	Participant Quotes
		opportunities around open pedagogy , I want to continue learning more about it and that aspect on social justice, how do we really focus on that and communicate that as well.” (Mary)
Completing certificates or credentials	PD can include past studies towards a credential.	“I recently completed my [credential type redacted]... I would say that teaching online and EDI were the focus of that work.” (Helen)
	PD can include completing a certificate.	“I have the badges for [the] Indigenous course , and I didn't get my badge for the gender relearning course that I did so I'm going to do it again... In terms of EDI, I have a certificate from [name of organization redacted].” (Deborah)
Reading	Professional development can include reading books.	“I learned a lot from reading books too... I was learning online, but I was also just reading all kinds of books.” (Daniel)
	Reading can be a way to learn.	“[I try to] spending some time, my personal time just staying informed and reading more. That helps a bit.” (Zahra)
	Reading is an important part of professional development.	“Reading is a big part of it [professional development].” (Helen)
	Professional development can include reading a variety of resources.	“I've read many research articles and blogs and books and talked to colleagues and read things that colleagues are doing, looked at the projects of other people, read the projects of

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GET Sub-themes	PETs	Participant Quotes
		other people or heard them speak about projects they've done, talked to librarians, used open education resources myself for training myself on things, searching for open education sources and tracing back how it was created for other curriculum, doing big searches on the platforms [for] open textbooks and so on, and looking back, who wrote it and how they did it and how they've named students and what the process was. So just looking at models of what other people have done, lots of theoretical reading , and just seeing all of what other people do and why and then how they explain it." (Deborah)
Writing scholarly articles	Professional development for open pedagogy and social justice can include writing journal articles.	"Also, trying to write... There's a paper that I've been perpetually putting off for the last few years." (Daniel)
Connecting with others	Professional development includes connecting with others.	"I really, really enjoy situations where instructors or academics get together and just talk about how to disseminate information and get their students involved." (Helen)
	Professional development includes interacting with others.	"For the informal PD, [it's involved] job shadowing, peer observations, [and] viewing from others . It's been a 50-50 split between DEI and open pedagogy." (Kelly)
	Professional development for open pedagogy and social justice can include leveraging connections made	"I'm on the [committee name redacted] and I've been involved with that [for several years]. It plugs me into a

GET Sub-themes	PETs	Participant Quotes
	through university and department service.	network. I think that there [are] unintentional networks or maybe serendipitous networks.” (Daniel)
	Learning from others is important for her professional development.	“I participated in the [learning opportunity redacted], so that was one and another way to do [professional development]. I got an opportunity to do a project with someone from another university, in another part of the world, and I think I would like to do that again because that was really helpful. It was a connection with like-minded people, and it was doing it and practicing it and also learning [it]--so I really enjoyed being part of that [learning opportunity]. If something like that became available again as an opportunity, I think I would like to do that again.” (Mary)
	Professional development can include talking to colleagues.	“I’ve read many research articles and blogs and books and talked to colleagues and read things that colleagues are doing, looked at the projects of other people, read the projects of other people or heard them speak about projects they’ve done, talked to librarians, used open education resources myself for training myself on things, searching for open education sources and tracing back how it was created for other curriculum, doing big searches on the platforms [for] open textbooks and so on, and looking back, who wrote it and how they did it and how they've named students and what the

GET Sub-themes	PETs	Participant Quotes
		process was. So just looking at models of what other people have done, lots of theoretical reading, and just seeing all of what other people do and why and then how they explain it.” (Deborah)
	She engages in professional development by talking with colleagues.	“Another thing is just caring conversations with other instructors who are using the same exact approach and exchanging ideas . I think this is super, super helpful when just having conversations with other instructors. Just bouncing off some ideas. Talking about like the new trends. I find this very helpful, and we usually get to have these long conversations... I think this is also very, very helpful.” (Zahra)
	Seeing what other instructors are doing and the impacts it has on students and the instructor's own experience can be a source of motivation and inspiration.	“A colleague who... planted the seed about the SDGs and then attending different professional development [was instrumental for me]... Meeting with colleagues, being inspired by others, [and] different [professional development] just taught me how impactful open pedagogy can be.” (Laura)
Volunteering	Professional development for open pedagogy and social justice can include volunteering and engaging in activism.	“I used to, not as much anymore because I'm more focused on teaching, but I used to always intentionally say to myself, I need to volunteer. Volunteering was always good to me. It always helped me find my purpose, improve my skills or education, and it always gave

GET Sub-themes	PETs	Participant Quotes
		me something to feel important about.” (Daniel)

GET 41. Despite faculty members engaging in a variety of professional development activities, all faculty members indicated that **connecting with others and seeing models of what others are doing for open pedagogy is highly valued for professional development.** Laura, Kelly, and Mary described how they prefer connecting privately and one-on-one with others who are known to be proponents of using open pedagogy in support of social justice. Mary also shared that teaching can feel lonely at times, so connecting with others can be a way to overcome that loneliness. Deborah and Zahra expressed how talking with others can be collaborative, supportive, and lead to new ideas and inspiration. Daniel stated he connects with others at conferences, while Helen actively seeks out mentors in specific areas. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 43. There are no sub-themes for this GET.

Table 43

PETs and Participant Quotes for GET 41 (Connecting With Others is Highly Valued for Professional Development)

PETs	Participant Quotes
Opportunities to connect with faculty colleagues are desired because of the potential for collaborations, inspiration, and emotional support.	“I think privately I will go to people who I feel connected to, whether it's teaching community or personal... who I know go through the same things... so you need to have that support network I think privately because sometimes you're going to get backlash publicly.” (Laura)

PETs	Participant Quotes
Connections with others feel fulfilling.	“I went to a conference at [institution name redacted], and when I was younger, I used to go to these conferences and want to meet everyone and feel like, ‘oh, I haven't met everyone. I always feel unfulfilled.’ At this conference, I was just like, ‘ok, it was two days, it was on [topic redacted], and it [was framed] more from a [discipline redacted] perspective, and I just really felt like it was very powerful because people were connecting. Maybe it's going to be 6 months or a year, but I'll reconnect with some of those people eventually, so that's a good feeling.” (Daniel)
Connections with others can be an influential and important source of professional development.	“ Because the other thing I find [is that]... teaching sometimes can be lonely and [it's hard] to be aware of what are others doing. Maybe there are other instructors or courses that are working on a resource that maybe we could all collaborate on or even know that it exists, I think maybe more of that community building, I would like to do that. ” (Mary)
Faculty colleagues and examples/models of what others are doing can be a source of inspiration for engaging in open pedagogy.	“It [learning about open pedagogy] was a lot through [name redacted] and [name redacted], [name redacted], and seeing resources that were developed through yourself and [name redacted] as well, and [name redacted] and definitely [name redacted]. It's just learning through colleagues, looking at their assignments, looking at their courses, looking at activities, looking at their OERs and seeing sort of like, okay, here is the language that's used. This is how it can be evolved. ” (Kelly)
Having models and mentors for how to use open pedagogy is important to faculty.	“I was busy learning how to be an instructor, and I... was focused on that and then I started to meet yourself and [colleague name redacted] and [colleague name redacted] and other faculty members and started to hear about these concepts of open pedagogy and started becoming curious about it. ” (Mary)
Connections with faculty colleagues are typically meaningful and positive.	“In the [group redacted] there are people who want to collaborate, and there are champions I think in every department, whether that's the library, teaching and learning, other faculty [who are] positive because they will say let's work together. We're building this library repository of [topic redacted] resources. How can we do that? Or someone else talks about [how] they're on the committee for [topic redacted].

PETs	Participant Quotes
	Could you highlight some of your students' projects there? There is interest to collaborate with certain faculty. (Laura)
Connecting with others and then reflecting on how the open pedagogy approaches of others could be applied to her own teaching contexts, are particularly helpful and meaningful.	"I like to talk to people because I think you can make effective decisions just talking or you can negotiate the conversation, and I think you just get a lot out of it when you have those conversations. " (Deborah)
Learning from others is valued	"I definitely have this conversation with my department. We have it all the time. We share practices. We reflect on each other's practices. We borrow from each other's practices. It's wonderful because once we are in that space, I feel like we can all dream of great alternatives or better alternatives." (Zahra)
Professional development happens by connecting with others.	"I genuinely believe that you have to keep learning forever, so that means going to workshops, being part of communities of practice, engaging in mentorship, but also continuing to look for mentors. " (Helen)

GET 42. The interviews revealed that **faculty members want professional development supports and resources in specific topic areas**, which are listed below. Of note, there was no duplication of topic areas suggested by the faculty members. The topic areas and quotes from the participants that exemplify the need for resources or supports in these topic areas are highlighted in Table 44.

Table 44

Topic Areas and Participant Quotes for GET 42 (Faculty Members Want Professional Development Supports and Resources in Specific Topic Areas)

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Topic Areas	Participant Quotes
Fine-tuning OER production	<p>“My colleague and I were going to do an open resource on [discipline topic redacted]. I'm coming at it more from a [discipline redacted] perspective. She was coming at it more from a [discipline redacted] perspective... In that case, we were going to do an open textbook, and it just became how do we do this at Kwantlen when we're both teaching full course loads and where are we going to make the time to do this? And then who's going to be our audience?” (Daniel)</p>
Sharing student work publicly	<p>“There have been a few assignments that my students have done where I would have loved to share it within the media because some of them are so riveting... [Students] do a really good job with their team projects. That would be something, if I had the time and the inclination to follow up with every student and cover all the confidentiality issues, and maybe redact in places, I would be proud to take that public. I think the lots of other faculty at KPU would love to do that, so maybe we need a resource to help us with that, because it does require a lot of work. I'm proud of what my students do. I just don't feel like I can do the justice of taking some of their assignments public.” (Daniel)</p>
A directory of who at KPU can help and provide support with open pedagogy projects	<p>“How do we engage students in our class--so an online class or in-person? What's the appropriate way to get their contributions? Or, just maybe the legal parts. I'm not well-versed in the ethical pieces in terms of I want to protect the students' privacy and their rights, and I want to make sure it's not something everyone has to do, so I want it to be a choice. I want to just make sure that the students are safe, for those who want to share, and that it's still in alignment with the learning outcomes of the course. Even in my mind right now, I'm like, ‘okay, maybe I can replace an assignment with this. Can I do that?’ I know I can, but... it would be nice to be able to talk that out with someone who's done it before, who's used their class to collect information for an OER [and] get contributions.” (Laura)</p>
Asynchronous group communication channel for project collaboration and knowledge sharing	<p>“I think that having some way of having instructors have a message board or something, where if they are doing a project that is going to go out into the public, into the community, if they're looking for another colleague to work with or bounce</p>

Topic Areas	Participant Quotes
	[ideas] off of, to have assignments that are intertwined, that would be really great to allow people to reach out.” (Helen)
Opportunities for interdisciplinary or inter-institution collaborations	“I really like the interdisciplinary, multi-institutional approach. If there [are] more resources in that area, to create opportunities to collaborate, maybe that could be helpful.” (Mary)
Incorporating Indigenous perspectives	“One thing I think would be amazing is to have a better understanding of how to authentically weave in Indigenous perspectives into the learning experience and evaluation and assessment. Just for that different way of knowing and sharing knowledge, just in an authentic way as a white person. So not just like a sticker or an addendum.” (Kelly)
More OERs from Canadian perspectives	“I wish that there was more [OER] already made, like [topic redacted] from a Canadian perspective, like instead of the generic stuff from the States that's kind of out of date.” (Kelly)
Research-informed approaches to open pedagogy	“If there [are] new approaches to open pedagogy that have evolved through research, to be aware of that, so I think to be on to stay on the cutting edge, and I don't know what the priority is for [Teaching and Learning] on doing that. Maybe there [are] other sources outside of that that could do that.” (Mary)
Generative AI in open education	“I feel like I know a little about [generative AI] and I'm open and curious, and I encourage that in students, but I feel I have a lot to learn still to really understand how does it fit into the space of open education. I don't know if KPU's offering some learning opportunities even on that to see how those two integrate. What's the intersectionality of that? I feel there's a lot of unknown for me still, but I am open and curious and willing.” (Mary)

GET 43. The faculty members shared that **there is opportunity for KPU to deepen its support of open education and social justice through institutional culture, funding, professional development opportunities, and roles and responsibilities.** Institutional culture refers to how open education is valued at the institution, as evidenced by the supports provided

by administration and how faculty members embrace open education (or not). Related to this, roles and responsibilities refer to the staffing supports available to faculty members who engage in open pedagogy in support of social justice. Funding opportunities include the financial compensation available to faculty members and to students, while professional development offerings refers to the learning opportunities that are available (regardless of modality). Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 45.

Table 45

PETs and Participant Quotes for GET 43 (There is Opportunity for KPU to Deepen its Support of Open Education and Social Justice)

GET Sub-themes	PETs	Participant Quotes
Institutional culture	Institutional support for social justice may or may not align with instructor needs.	“We have institutional support [for social justice], whether [or not] it always shows up in the way that I wish anyway. ” (Deborah)
	She perceives differences in how open education is valued by different instructors and sees opportunity for change.	“What I'm finding is there is resistance. For example, there's a faculty member who's teaching the course that this open textbook was designed for, who doesn't want to use that, who doesn't believe necessarily in the philosophy of open pedagogy and believes that the textbook written by professionals would still be more helpful for the learning experience. I was not able to bring this person on board with either using open pedagogy or creating it. I think as a department, we want to remove access barriers, so having as many textbooks taken out of courses and replaced with open source information, that is one of our focus.” (Mary)
Funding	Funding opportunities could facilitate engagement in	“I personally believe we need to compensate [students], especially

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GET Sub-themes	PETs	Participant Quotes
	more open pedagogy work. Students should be compensated for their work.	because I'm interviewing and speaking with people from marginalized groups, and [these are] really raw stories they're telling me. I feel that they need to be compensated for their time and for what they're sharing with me... I'm always applying for different funding just so I can have that little bit of money that I can give to the students for contributing.” (Laura)
Professional development opportunities	KPU provides a significant amount of professional development opportunities relating to open pedagogy, but more opportunities at a higher level of learning are needed.	“For KPU, if I were to think about my last PD [professional development], it's been a while now. I actually want to pick that up and see what's being offered. I also feel sometimes I'm looking through the workshops and think, well, have I really done that or what else is there that maybe is taking me to the next level of understanding. ” (Mary)
	KPU workshops around open pedagogy may need to be updated and diversified to reflect the history and experience that many faculty members have with open education.	“ Workshops, for whatever reason, a lot of workshops become very 101 and not that I don't need 101 in many areas, but sometimes I feel busy and overwhelmed and I'm just not sure I have that hour and a half.” (Deborah)
Roles and responsibilities	Using open pedagogy to support social justice feels like more work than "traditional" teaching approaches, and this makes her wonder what degree of leadership versus on-demand supports for open education there is at KPU.	“But it's so interesting because it's extra work, and I'm thinking... in terms of importance from an institutional perspective, how important is this work really? Because what I need to do from my end, the things that [are] in addition to my work, that is not... compensated. It's not a project. It's not something that that I just I do. And I'm thinking where is the philosophy for the institution and the support for the institution in terms of open education? And maybe that's not quite clear to me. Maybe there is that view that I'm just

GET Sub-themes	PETs	Participant Quotes
		not aware of, but I wonder about that to see where that is in terms of the vision, mission, and values of KPU, where does this fall in terms of priority? To me, it feels like it's up to the instructors. It's instructors, maybe grassroots driven, and that is good too. Instructors who feel wow, I want to learn more about this concept of open education. I care about social justice. I want to find tools and ways to do that. I think people do it out of passion or an interest in care. But as an institution, if you were to ask me what our philosophy is, I would not know that." (Mary)
	Figuring out who at the institution can help and provide support isn't always intuitive or known.	"I wish there was someone I could go to and maybe there is, to say, 'hey, this is my idea' and they could give me some advice and help me [figure out] how I [could] make this better or [figure out] is this even ethical of what I'm asking? Is it appropriate for the class? I [have] all these questions, [and] I wish there was someone [I] could talk [about] my ideas with. There might be, [but] it's just not knowing who to reach out to." (Laura)

RQ3c – Advocating for Open Pedagogy and/or Social Justice. There were two themes pertaining to the advocacy of faculty members for open pedagogy and/or social justice.

GET 44. For two of the faculty members in this study (Deborah and Daniel), **advocacy for open pedagogy in support of social justice happens in contexts and with people who are perceived as safe.** They both highlighted that engaging in open pedagogy in support of social justice does not necessarily mean they are publicly and broadly advocating for others to do so.

Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table

46. There are no sub-themes for this GET.

Table 46

PETs and Participant Quotes for GET 44 (Advocacy for Open Pedagogy in Support of Social Justice Happens in Contexts and With People Who Are Perceived as Safe)

PETs	Participant Quotes
Though she may feel a personal responsibility to use open pedagogy in support of social justice, this doesn't extend to trying to get others interested in doing so as well.	"I haven't gone out...on a crusade to get people involved. And I don't know even if that's my role. But I haven't done that." (Deborah)
Advocating for using open pedagogy in support of social justice is contextual.	"I think a lot of it's situational. If there's something that you're involved with that links and has meaning to someone, then maybe that's an opportunity." (Daniel)
Using open pedagogy in support of social justice doesn't necessarily mean advocating publicly for others to do so.	"You can only do so much. As I'm getting older, I'm seeing the limitations of the multitasking mind. That's where self-awareness of my limitations and of what I'm able to do is helpful." (Daniel)

GET 45. For several faculty members (Mary, Zahra, Deborah, Kelly, and Laura) **advocating for open pedagogy in support of social justice can happen via committees, conversations, and modelling the approaches.** Kelly and Laura mentioned specific committees where they have advocated for social justice and open pedagogy. Deborah, Kelly, Laura, and Zahra prefer to engage in advocacy one-on-one through personal and individual connections and conversations. Mary shared that while she has collaborated with others, she was not the one initiating those collaborations, but she stated that she views using open pedagogy in support of

social justice itself to be a form of advocacy. Selected PETs and quotes from the participants that exemplify this GET are highlighted in Table 47.

Table 47

PETs and Participant Quotes for GET 45 (Advocating for Open Pedagogy in Support of Social Justice Can Happen Through Different Ways)

GET Sub-themes	PETs	Participant Quotes
Committees	Advocates for open pedagogy and social justice through committee work.	“I was on [committee name redacted] for a bit. Just bringing in that lens of saying, are we considering everything. Are we encouraging different ways of knowing and demonstrating knowledge and allowing for that process for students or are we being a bit too prescriptive here.” (Kelly)
	Championing for open pedagogy and social justice can include committee work.	“I definitely do [advocate for open pedagogy and social justice], and that would also be on things like I sit on, it's called [committee name redacted].” (Laura)
Conversations	Collaboration opportunities have come from being invited by others, and she has not yet initiated collaborations herself.	“I haven't really [initiated collaborations]. I've gotten on board from [colleague name redacted] and [colleague name redacted]. I'm working with [colleague name redacted] on another project, which is not open pedagogy but something else, but I was brought on board by others.” (Mary)
	One-on-one conversations can help to get others on board with open pedagogy.	“Within the department, we tend to have all very similar approaches. Within the department... if let's say one faculty sees that I could have a great collaboration with the faculty from a different department, that faculty will introduce us to each other. That happened recently... I was having a conversation with a faculty [member] within my department, and that faculty [member] was like, there is another faculty from a completely different department, and I think you both can have great

GET Sub-themes	PETs	Participant Quotes
		projects together... I was like, that sounds great. I met that faculty [member] and we started having conversations and we started reflecting on my practice, their practice, what they're doing in their classes. They don't necessarily use open pedagogy, but because their program structured in a way that it's very hard to use open pedagogy, but they're very keen on still finding ways to have a decolonial approach... [and] implementing that social justice lens. We were having these conversations, and although there's nothing set yet and we don't necessarily have a collaborative project, I think these conversations have been very, very useful for both that faculty [member] and myself in terms of dreaming about something in the future. " (Zahra)
	Advocates for open pedagogy by individually congratulating others who have engaged in or published open pedagogy work.	"I have done promotion of others doing research on open pedagogy or when books are published, I congratulate people and spread public KPU messages around congratulating people , reading the books... or other things created, and... then if they have gone to a presentation, maybe giving comments or maybe even just emailing people directly. 'Hi, it's Deborah. I saw your thing, and I really appreciate this or that' for example. " (Deborah)
	They advocate for open pedagogy and social justice with colleagues.	"I do with colleagues for sure, with other faculty members." (Kelly)
	Championing for open pedagogy and social justice can happen by sharing the impacts with colleagues.	"I... shar[e] my personal journey of how, if I'm speaking to other instructors... it's about sharing how this has changed my approach to teaching and made it better [and] made it more meaningful to me. It's sharing the impact it's had on students , so I think it's about just being honest and authentic. I think [having the] honesty and authenticity to say this is really powerful stuff that we can do and

GET Sub-themes	PETs	Participant Quotes
		so how can we work together? Being vulnerable and sharing what I've learned from students... goes a long way than if it was very formal and cold.” (Laura)
Modelling the approaches	Advocacy for using open pedagogy in support of social justice includes using this approach herself.	“I do support that [open pedagogy], and I support it by doing it and creating it. ” (Mary)

RQ3d – The Impact of the Interviewer and The Interview Experience. There was one theme pertaining to the impact of the interviewer and the interview experience on faculty members.

GET 46. While interviewing the faculty members and analyzing the data, it was apparent that **the interview and the interviewer affected the experience and outcome of the study. I (the interviewer) was not a neutral party. The interview itself was an opportunity for professional development and reflection.** Several faculty members mentioned that I was a part of their journey to using open pedagogy in support of social justice and that the interviews were opportunities for connection, reflection, and learning. The sub-themes for the GET and quotes from the participants that exemplify these sub-themes are highlighted in Table 48.

Table 48

Sub-themes and Participant Quotes for GET 46 (The Interviewer and the Interview Experience Facilitated Professional Development and Reflection)

GET Sub-themes	Participant Quotes
The interviewer was not a neutral party	<p data-bbox="581 281 1349 386">“...being inspired by what is out there and what people have built, like not naming any names, but you, and [name redacted]... and [name redacted].” (Kelly)</p> <p data-bbox="581 422 1365 600">“It [learning about open pedagogy] was a lot through [name redacted] and [name redacted], [name redacted], and seeing resources that were developed through yourself and [name redacted] as well, and [name redacted] and definitely [name redacted].” (Kelly)</p> <p data-bbox="581 636 1414 814">“I was busy learning how to be an instructor, and I... was focused on that and then I started to meet yourself and [colleague name redacted] and [colleague name redacted] and other faculty members and started to hear about these concepts of open pedagogy and started becoming curious about it.” (Mary)</p> <p data-bbox="581 850 1406 955">“I heard from other people like yourself and from [colleague name redacted] and from [colleague name redacted] about all the great work that you were all doing.” (Mary)</p> <p data-bbox="581 991 1382 1169">“If you know of any resources or support offline that you could recommend for all the things that we've talked about that would be amazing. If there is anything at KPU, any resources available in terms of open education or OERs, I [am] all ears.” (Laura)</p>
The interview was an opportunity for professional development	<p data-bbox="581 1211 1406 1421">“I might if I was into it, and I can certainly make an effort [to actively promote her OERs to others]... It's always a lot of work for everybody to promote their own things... And have I ever done in the past? I'm trying to think. No, because I just got my book on several places recently, so maybe I'll do that. Thank you for the project that I'll put on my to do list.” (Deborah)</p> <p data-bbox="581 1457 1414 1604">“[Since the first interview] I'm just wondering...I've taken two [topic redacted] courses, and then I was like, ‘am I going to take another [topic redacted] course?’... [I'm also thinking] whether I need to take some other course.” (Deborah)</p> <p data-bbox="581 1640 1406 1816">“I appreciated the opportunity to be asked, to be invited, so I thank you for that, and I appreciated the opportunity to think more deeply about it through answering these questions. I also appreciate to see the areas where maybe I can go deeper and learn more. I very appreciated that.” (Mary)</p>

GET Sub-themes	Participant Quotes
	<p>“And I keep wanting to ask you what you think, but I know this is not this is not the venue to do that. But yes, that's what it brings up for me to think about this more deeply, and for the questions that you're asking, so I thank you for that.” (Mary)</p> <p>“Because I think the other part that I want to become better at is how to communicate that to the students who are now creating, not just using it but creating it. Ohh no! But even using it! Oh, there's another thing! Because I'm using this textbook in a course that I'm teaching in another course, and it's just there as a resource, but I've never actually said to the students the history of how it came to be and why it's important to use it. So even there is an opportunity to actually put that out there and speak about it, so—oh! I have to make a note to myself to do that.” (Mary)</p> <p>“I don't have an answer for... this question [about how she may or may not be using generative AI] because this is a question that I've been grappling with myself. It's so interesting that you asked me this like today, because I've been thinking a lot about this, especially in the past two weeks. I am in the process of developing a new syllabus for like a new course I am teaching, and I have not come [to] my own conclusion. I'm still really grappling with that. I do recognize the harm, but I also recognize the benefit of it. I just don't know where the balance is and honestly if you can direct me to certain places where I can do more work on that, that would be lovely.” (Zahra)</p> <p>“Yes [her use of open pedagogy to support social justice has changed since the first interview], to a certain extent, in terms of I've been thinking more about [why] I don't think I use the term open pedagogy in the class, and I want to name it. This is something that I've been thinking of.” (Zahra)</p> <p>“I've met you, and I didn't realize, oh, you're interested in these questions. So it's like, okay, there's a new colleague who's interested in those things. We'll have to connect someday.” (Daniel)</p> <p>“I'll look forward to reading the results of this [study] or some of your other exemplars that you have.” (Daniel)</p> <p>“These talks have made me realize I do [need to do more professional development]. I think if I want to take this beyond</p>

GET Sub-themes	Participant Quotes
	<p>myself at KPU or beyond, I need to have know the language and I need to know how to position the work that we're doing and why it's important to our students and our learning and ourselves as instructors. I would need to learn the right language for it and the research and everything to back up the feeling of why I do it is based on this feeling that it's meaningful for everyone that engages with it. But I don't know the technical terms, the formal language, that will support my feeling because not everyone's a feeler, and not everyone's going to be like, 'oh, we're going to adopt this because you believe it in your heart, Laura.'" (Laura)</p> <p>"I think, if anything, it's [reflecting on the first interview] just raised for me what I don't know, and I think up to this point a lot of the PD [professional development] was based on my interests... I think there's opportunity for me to be more intentional about it." (Laura)</p> <p>"I feel like as instructors, because we're spending so much time ensuring that our students have arrived at outcomes and that the alignment is being subscribed to in all those pieces, we forget sometimes to check ourselves. I really appreciated this because it gave me an opportunity to go back and review open pedagogy for starters and review social justice and really sit down and think about where I've been a bit narrow in my focus." (Helen)</p> <p>"I'm involved with a [topic redacted] group. Since the last time that we talked, I've been able to recognize the opportunities for social justice within those discussions in a way that I didn't before. I had the opportunity to rethink it. It's just brought it to the forefront of my mind. It's more explicit in my thinking right now." (Helen)</p> <p>"Digging into it, I love it. It's a reminder for me to make sure that I'm remembering those sorts of things." (Kelly)</p> <p>"[I have] not [used] the term social justice. The terminology I would likely use is equity, and equal access and affordability, and engagement, so not really the term social justice, which is odd because I love social justice. I should be using it more... I don't know [why I'm not using the term social justice]. That's a great question. I have no idea. I'm suddenly aware... It's not intentional." (Kelly)</p>

How Faculty Members Support Social Justice by Using Open Pedagogy

As explained in chapter 1, Hodgkinson-Williams and Trotter (2018) used Nancy Fraser's framework of social justice to examine if and how the use of OER and OEP address economic, cultural, and political inequities, and whether OER and OEP can be affirmative or transformative. In doing so, they provided a lengthy list of examples of OEP and the conditions for which their use could be classified as affirmative, transformative, or neutral. By comparing the ways in which the faculty members described their use of open pedagogy in their online classes and comparing these uses to the framework developed by Hodgkinson-Williams and Trotter (2018), Hodgkinson-Williams and Trotter (2018), the faculty members in my study do indeed support social justice in their online classes by using open pedagogy, as shown in Table 49.

Table 49

Faculty Member Use of Open Pedagogy in Response to Multiple Dimensions of Social Injustices

	Affirmative Response	Transformative Response
Economic Injustices	Yes: All	Yes: Kelly, Helen, Laura, and Zahra No: Daniel, Mary, and Deborah
Cultural Injustices	Yes: All	Yes: Daniel, Kelly, and Zahra Potentially: Helen, Mary, and Deborah No: Laura
Political Injustices	Yes: Mary and Deborah Unclear: Daniel, Helen, Laura, Zahra, and Kelly	None: All

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All the faculty members use affirmative responses to economic injustices, and this is accomplished by using OERs. While Daniel, Mary, and Deborah do not use transformative responses to economic injustices, Kelly, Helen, and Laura do so by enabling students to use multiple modes of expression of their open pedagogy work. Zahra does so by making space for students to select learning resources to use in their course.

All the faculty members use affirmative responses to cultural injustices. Daniel does so by reviewing and considering the perspectives of diverse others. Kelly, Helen, Laura, Mary, Deborah, and Zahra encourage students to incorporate their experiences and ways of knowing into their work. While Laura does not use transformative responses to cultural injustices, the rest of the participants do so currently or are on their way to doing so. Daniel critically reflects on perspectives and experiences and challenges assumptions when creating materials. Zahra makes space for students to select learning resources to use and actively questions who or what is and isn't a credible source of knowledge. Kelly questions why certain learning materials are used and why certain practices or approaches are "typically" used in academia, and they actively work to subvert those norms in collaboration with students. Helen is starting to explore the curricular design decisions and assumptions around students completing readings in her classes. Mary is starting to explore the curricular design decisions and assumptions around the structuring of the open textbooks she's co-created with her students. Deborah is starting to explore the norms and assumptions built into the resources being used and created.

Two of the participants are readily identifiable as using affirmative responses to political injustices. Mary shares co-created OERs via various publicly available platforms, including WordPress, Pressbooks, and Flickr. Deborah similarly plans to share the OERs via publicly available platforms (for which the specific ones are not known). However, it was unclear if the

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open pedagogy used by Zahra, Laura, Daniel, Helen, and Kelly represented affirmative responses to political injustice. None of the faculty members used transformative responses to political injustices.

Summary

In this chapter, I presented the results of my study. In doing so, I described the seven study participants, contextualized the results by sharing information on the institution where the study took place, and then shared the 46 group experiential themes (GETs) resulting from my research, which were grouped according to the research question to which they pertained. In detailing the GETs, I included some of the personal experiential themes (PETs) and quotes from participants, resulting in a thick description of the experiences of faculty members in using open pedagogy to support social justice in their online classes. I also highlighted how the participants supported social justice in their online classes by using open pedagogy. In the next chapter, I will discuss the significance of these results.

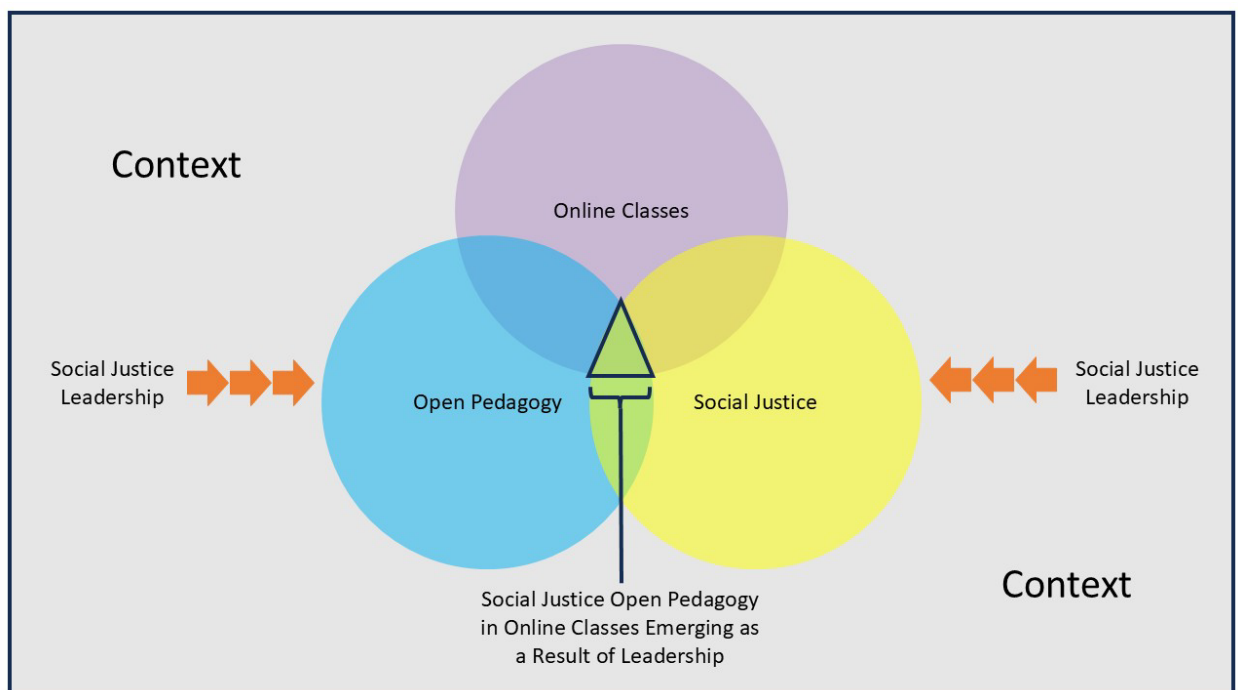
Chapter 5. Discussion

Introduction

In this chapter, I will explain the significance of the results of my study in the sequence of my three research questions and in relation to my conceptual framework. As explained in chapter 1 and presented again in Figure 4, my conceptual framework depicts open pedagogy, social justice, and online classes as three circles that overlap within a broader context. I argue that it is social justice leadership that leads to the convergence of these three circles, and it is this area of overlap that was the focus of my study.

Figure 4

Conceptual Framework Guiding My Research Study



Due to length and saturation, I will not be discussing the significance of every group experiential theme (GET), and I will instead focus on those that are most salient. I will begin with a brief discussion of the generalizability of my findings. I will then discuss how faculty members

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conceptualize social justice, which addresses my first research question. I will then discuss how faculty members support social justice in their online classes by using open pedagogy, which addresses my second research question. This portion will include how the faculty members conceptualize open pedagogy, how they bring their support of social justice to life in online classes through using open pedagogy, what they consider when planning to do so, the role that generative artificial intelligence (AI) may play, and how they perceive the relationship between open pedagogy and decolonization. Next, I will discuss the strategies and approaches the faculty members take to develop their social justice leadership, which addresses my third research question. This portion will include a discussion of the qualities of social justice leaders and their engagement in professional development. I will conclude the chapter with a summary.

Generalizability of the Findings

It is important to note that the goal of an interpretive phenomenology study is *not* to generalize (Smith et al., 2022). Instead, the goal is instead to provide thick and rich descriptions of the experiences of participants in a specific context with a specific phenomenon (Smith et al., 2022). As mentioned in chapter 1, KPU has an extensive history with open education and social justice. For example, KPU is an open access institution with open education embedded in its strategic plan and multiple “Zero Text Cost” credentials (KPU, n.d.-g), among other notable components. Additionally, as described in chapter 1, KPU has engaged in several initiatives related to social justice and decolonization, such as signing the Scarborough Charter to address structural racism (KPU, 2021) and launching its Equity, Diversity, and Inclusion Action Plan (KPU, 2025b). This context is important because it is reflected in the experiences of my study participants.

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Importantly, even though the institution has an ongoing and extensive relationship with open education, social justice, and decolonization, it remains the decision of individual faculty members whether or not to engage in open pedagogy or to support social justice and decolonization (and how).

Conceptualization of Social Justice

The faculty members in my study did not all conceptualize social justice in the same way, which mirrors the results from Lee (2011), North (2006), Thomas et al., (2019), B. Das et al. (2023), and others. However, some commonalities did exist, which aligns with results from Samuels (2014). Referring to my conceptual framework, the representation of social justice as a circle (rather than as a single point) lends support to there being more than one singular definition or conceptualization of social justice.

While all the participants were able to articulate how they conceptualize social justice, which was consistent with findings by Toubiana (2014), at least one of my participants (Helen) had noticeable difficulty in defining social justice, which aligns with the findings of Boudon (2015) where faculty members struggled to define social justice. In Helen's second interview, upon reviewing her first interview transcript, she acknowledged her problem in expressing her definition of social justice and clarified her meaning. As I will discuss later in this chapter, this change in definition could indicate professional development and learning as a result of engaging in the interviews, which supports the findings of B. Adams (2022) that understanding of social justice can be modified.

Consistent with a study by Tatto (1996), my participants were enthusiastic about supporting social justice. Their conceptualizations of social justice to mean equity, diversity, and inclusion of peoples' identities across a variety of categories, as well as the elimination of

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systemic barriers, was consistent with the results of studies by Toubiana (2014) and K.L. Williams et al. (2022). Moreover, these results also align with Fraser's (2005) definition of social justice, namely that social justice is "parity of participation" (p. 73), which I used to guide this study. However, unlike previous studies, there were some participants who conceptualized social justice as encompassing additional elements, such as the environment and sustainability and ethics. It is possible these differences arose in part because of variations in the study contexts because, as I discussed in chapter 2, the contexts of these previous studies were not the same as my study. However, it's also possible that times have simply changed, such that some aspects of climate destabilization, sustainability, and environmental ethics were not in the zeitgeist of the times when Fraser developed her definition in 2005.

It was interesting to note that while the participants generally expressed support of social justice across multiple identity categories, none of the participants directly and explicitly mentioned intersectionality in relation to their students, and it was instead covert within their answers. Zahra did mention her overlapping identities as a Muslim woman, but she did not use the term intersectionality directly. Deborah mentioned she is a member of three marginalized groups, but she did not directly discuss the intersectionality of these overlapping identities. While this result may seem surprising given how supportive of social justice all the participants were, it is consistent with results from M. Das et al. (2023) whereby intersectionality was very infrequently mentioned by faculty members.

Supporting Social Justice in Online Classes by Using Open Pedagogy

To understand how the faculty members in my study support social justice in their online classes by using open pedagogy, five related sub-topics need to be discussed. These topics are how faculty members conceptualize open pedagogy, how they bring their support of social

justice to life in online classes through using open pedagogy, what they consider when planning to do so, the role that generative artificial intelligence (AI) may play, and how they perceive the relationship between open pedagogy and decolonization.

Conceptualization of Open Pedagogy

As discussed in chapter 1, the model of open pedagogy that I used to guide this study was from Hegarty (2015). According to that model, open pedagogy has eight attributes, which are participatory technologies; people, openness, and trust; innovation and creativity; sharing ideas and resources; connected community; learner generated; reflective practice; and peer review. In Table 50, I have mapped the group experiential themes (GETs) resulting from my study to the eight equivalent attributes described by Hegarty.

Table 50

Mapping the GETs to Hegarty's (2015) Eight Attributes of Open Pedagogy

GETs	Attributes
GET 10. Open pedagogy can involve using technology .	Participatory technologies
GET 5. Open pedagogy changes the power dynamics between the students and the faculty member.	People, openness, and trust
GET 6. Open pedagogy is a creative , unique, and innovative approach.	Innovation and creativity
GET 13. Open pedagogy involves students having agency in creating knowledge and resources . <i>and</i>	Sharing ideas and resources
GET 12. Open pedagogy involves collaboration, sharing , and community.	
GET 12. Open pedagogy involves collaboration , sharing, and community .	Connected community

GET 13. Open pedagogy involves students having agency in creating knowledge and resources.	Learner generated
GET 11. Open pedagogy includes opportunities for reflection .	Reflective practice
GET 14. Open pedagogy may involve peer review and evaluation .	Peer review

Although all of Hegarty's attributes are represented in my study from a group perspective, not all the attributes may be present in the approaches to open pedagogy that are used by the faculty members. For example, the analysis of the open pedagogy practices of all the participants revealed peer review and/or evaluation was present for Kelly and Zahra only. Though it is possible that the level of probing I used was insufficient to draw out that information from the participants, it remains possible that peer review was simply absent.

It is also possible that open pedagogy could be practiced without the use of technology, though this might be more difficult in an online class than an on-campus, in-person class. Nevertheless, a faculty member and students co-creating a course syllabus or co-creating an assignment rubric could, by contemporary measures, be considered open pedagogy (DeRosa & Jhangiani, 2017), despite not necessarily reflecting all eight of Hegarty's attributes.

While Hegarty argues that "for educators to have a chance to become open practitioners and change the direction of education, they must engage with [these] eight specific attributes" (p. 4), she fails to provide an argument for why *all* eight attributes *must* be present, other than saying that they inextricably overlap. As well, she also places them equally at the same level of importance, as reflected in the circular visualization of the model. However, since Hegarty's model emerged, the educational landscape has changed tremendously, and open pedagogy has been included in that transformation. I posit that Hegarty's model needs to be updated to

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accommodate how peer review and technology may not need to be present for a teaching practice to be considered open pedagogy. As evidenced by the positive experiences and impacts shared by my study participants, such an update would still align with the Hegarty's over-arching ethos, which is for open pedagogy to "benefit learners and teachers alike, and precipitate creative and inclusive communities" (p. 1). Later in this chapter, I present one way this revised model could be visualized.

For some of my participants, simply *using* open education resources (OERs) was considered part of their open pedagogy practices. This was interesting because it was another example of how an instructor's perception of open pedagogy did not align with Hegarty's model of the eight attributes. Though the connection between using OERs and engaging in open pedagogy is consistent with results from Ceciliano (2024), who found that instructors often had difficulty separating OERs and open pedagogy in discussions, further research to elucidate the connection between OERs and open pedagogy in the context of my study participants could be helpful.

In a study by Havemann (2020), openness was found to exist along a continuum or spectrum, which was similarly demonstrated in my study. In describing their open pedagogy practices, my participants perceived there were ways they could make their engagement in open pedagogy more open (such as by having students share their work with others outside of the classroom rather than only sharing with others in the class) or less open (such as the instructor prescribing the topics students would address in their work). This is perhaps not surprising as there are indeed many ways in which to engage in open pedagogy, and many of my participants shared how their use of open pedagogy increased in concert with their confidence in using open pedagogy. For example, several participants mentioned that they started using one or two

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specific open pedagogy practices and now use open pedagogy as much as possible throughout their courses. Referring to my conceptual framework again, the representation of open pedagogy as a circle (rather than as a single point) lends support to there being multiple ways to engage in this teaching practice. Moreover, open pedagogy is not limited to being used only in online classes, which is why in my conceptual framework online learning is depicted as a separate circle that overlaps with open pedagogy.

A surprising finding of my study was the degree to which the participants viewed open education as a value itself. Additionally, this value was positively reinforced when the faculty members and their students had positive experiences because of engaging in open pedagogy. In a blog post describing an alternative “5Rs” for open pedagogy, Jhangiani (2019) expressed that there are “values and ideals that underpin open pedagogy” (para 1). These values include respect, reciprocity, risk, reach, and resistance (Jhangiani, 2019). Werth and Williams (2022) found the values underlying open pedagogy include transparency, sharing, personalized learning, learner empowerment, deconstructing traditional power structures, and collaborative knowledge construction. Though I agree with these assessments, my participants’ explanations of *why* they engage in open pedagogy leads me to suggest that *open pedagogy itself may be a value*, particularly when done in support of social justice. Just as the values underpinning open pedagogy are complex, multi-layered, personal, and contextual (Jhangiani, 2019), further research could be helpful to understand how these underlying values come together to create a whole.

Operationalization of Social Justice Through Open Pedagogy

All the faculty members who participated in my study identified as a member of at least one marginalized group, and it was clear that they had reflected upon their identities and any

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privileges they may have as a result (Katz & Van Allen, 2022). There was substantially diverse representation across genders and sexuality, but there was less diversity across ethnicity and race. As well, only one participant identified as disabled. Nevertheless, given the small number of participants, the sample includes quite a high degree of diversity overall. The personal experiences that faculty members had because of their identities and treatment by others influenced their use of open pedagogy in support of social justice in their online classes, and this finding is supported by previous research.

Ceciliano (2024) noted that faculty members who have a marginalized identity have direct experience and insights for using inclusive teaching practices. Aranda (2014) and Pride et al. (2023) found that faculty members who have marginalized identities are typically under-represented in academic institutions, which has impacts (often negative) on their experiences at the institution. As a result, faculty members may be drawn to practices and activities that advocate for change, particularly as it relates to their own marginalized identities (Aranda, 2014; Pride et al., 2023). These findings are partially mirrored in my own study via GET 6, which highlighted in part that faculty members perceived open pedagogy to be a non-normative approach. As a result, it is possible that faculty who have experiences with marginalization could be more drawn to using open pedagogy. However, further research is needed.

There were other factors influencing how a faculty member used open pedagogy in support of social justice in their online classes, including the nature of their discipline, learning design decisions, and department influences. Following the research of B. Das et al. (2023), it could be helpful for faculty members to intentionally look outside of their own discipline, department, or instructional design tendencies to see how their social justice efforts could be improved.

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For the faculty members in this study, open pedagogy supported social justice by promoting the inclusion of diverse voices, perspectives, experiences, and epistemic authorities, which aligns with previous research (Lambert & Funk, 2022; Masuku & Cox, 2023; K. L. Williams et al., 2022). However, some of Zahra's comments about "acquiring knowledge" were illustrative of how deeply engrained the banking model of education, originally described by Freire (1970/2017), may be in conversations about teaching and learning. The study participants also believed open pedagogy supports social justice by enabling student agency and autonomy, such that students have authority and power over making decisions about their learning and learning experience, which aligns with previous research (Ashman, 2023; Axe et al., 2020; Baran & AlZoubi, 2020; DeRosa & Jhangiani, 2017; Fraile et al., 2017; Hodgkinson-Williams & Paskevicius, 2012; Marsh, 2018; Maultsaid & Harrison, 2023; Werth & Williams, 2021). The emphasis the faculty members placed on agency and autonomy is perhaps not surprising as "open pedagogy without respect for agency is [just] exploitation" (Jhangiani, 2019, para 2). Therefore, in updating Hegarty's model of open pedagogy, I advance that the attribute of "learner agency" should replace "learner generated." This is because a student could engage in open pedagogy to create a resource without having agency to decide the topic, format, or if, when, and how the resource is shared with others. Accordingly, I believe that "learner agency" better aligns with a social justice model of open pedagogy, which I present later in this section.

The faculty members in my study were overwhelmingly positive and enthusiastic about using open pedagogy in support of social justice in their online classes, which is consistent with other studies (Ashman, 2023; Chen & Hendricks, 2023; Daly et al., 2022). Therefore, it was surprising to see that the faculty members' *intentions* to support social justice through using open pedagogy *did not* necessarily translate to *telling students directly and explicitly* about doing so.

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Though Deborah said she directly mentioned open pedagogy and explained it to her students, the rest of the participants said they deliberately did not do so. Moreover, a small number of the participants indicated they would have contextual conversations about activities or assignments being in support of social justice, but these conversations would often take place during an activity or assignment debrief, and they wouldn't necessarily use the direct terminology of "social justice." Kelly wondered aloud whether using such a term could feel risky, which is a topic I will return to later in this section.

Related to this, another theme from my study was that the lack of direct communication with students around using open pedagogy in support of social justice could potentially stem from the faculty members not adequately or clearly distinguishing between open pedagogy, open education resources, and social justice. Helen struggled to define social justice at first, Daniel resisted using the term open pedagogy, and Zahra said she did not necessarily differentiate between these terms. However, just because some of the participants may have had varying degrees of difficulty in articulating their definitions, this isn't necessarily evidence of the absence of personal conceptualizations. It is clear from the result that the faculty members were indeed supporting social justice in their online classes by using open pedagogy, and this was happening in different ways, which I will return to later in this section.

However, this leads to another theme from my study, which is that the lack of direct communication in using open pedagogy in support of social justice could lead faculty members to make assumptions about the outcomes and impacts of their open pedagogy activities. In the interviews, Mary started questioning what she was making explicit versus implicit with the students and what the impacts of those assumptions might be. Helen noted that perhaps she was

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making assumptions about what might happen when students completed a particular assignment and that this might have negative consequences for the students.

Several studies have revealed how there can be challenges when a faculty member's conceptualization of social justice does not align with how they are operationalizing it in their classes (Boudon, 2015; Broere, 2022; Cox & Masuku, 2023; Thomas et al., 2019; Toubiana, 2014). If a faculty member cannot clearly describe their conceptualization of social justice, then their actions may not align (Boudon, 2015; Thomas et al., 2019); there may be missed opportunities for improving their teaching practices (Broere, 2022); or they may unintentionally end up working against social justice (Toubiana, 2014). Importantly, my study was not designed to examine curriculum documents, such as course syllabi, assignment instructions, or lesson plans, with a goal of comparing these items to participants' statements in their interviews. My study also did not solicit or consider student perspectives. Accordingly, further studies to do so could be informative.

Nevertheless, one of the results of my study is that though open pedagogy aspires to support social justice, it must be intentional. Lambert (2018) highlighted how the support of social justice that is implicit in open education needed to be made explicit, and she proposed a new definition of open education that directly embedded the goals of supporting social justice. In 2023, Clinton-Lisell et al. created a framework for open education research that explicitly centred social justice. While open pedagogy may strive to subvert the "banking" model of education (Freire, 1970/2017), it is necessary to make this more explicit and direct because studies have shown that there are ways to engage in open pedagogy that do *not* support social justice (Bali et al., 2020; Clinton-Lisell et al., 2023; Cox & Masuku, 2023; Hodgkinson-Williams & Trotter, 2018; Iniesto & Bossu, 2023; Lambert, 2018; Maultsaid & Harrison, 2023; A. Mills et

al., 2023; Raju et al., 2023). This is why, in my conceptual framework, open pedagogy and social justice are depicted in separate circles that overlap, rather than as a single circle.

That social justice and open pedagogy are not synonymous terms was also a theme that emerged in my study; faculty members acknowledged there could be ways that they could engage in using open pedagogy that would not support social justice. In fact, Mary wondered, in co-creating a textbook with her students, if she may have recreated or reinforced harmful educational practices, such as dictating the order of chapters and topics to be included. Therefore, I suggest that Hegarty's model of open pedagogy also be updated to explicitly and directly include social justice as a ninth attribute, otherwise faculty members risk perpetuating teaching practices that marginalize students.

Accordingly, in Figure 5, I present a social justice model of open pedagogy where social justice is the foundation for the other attributes of open pedagogy. This model also depicts how learner agency is a building block for the attributes of people, openness, and trust and connected community. These attributes then facilitate the attributes of innovation and creativity, sharing, and reflection. As discussed earlier in this chapter, the attributes of peer review and participatory technology are shown as optional, and this is why they are highlighted in grey. In support of this revised model of open pedagogy that centres social justice, in Table 51, I present an updated description of the attributes that are featured in Figure 5.

Figure 5

A Social Justice Model of Open Pedagogy



Required			

Table 51

Descriptions of the Updated Attributes Associated With Open Pedagogy

Attribute	Definition
Social Justice	“Parity of participation” (Fraser, 2005, p. 73)
Learner Agency	Learners have a central role in determining their learning and learning experience
People, Openness, & Trust	Learners “develop trust, confidence, and openness for working with others” (Hegarty, 2015, p. 5)
Connected Community	Learners “participate in a connected community of professionals” (Hegarty, 2015, p. 5)
Innovation & Creativity	Learners “encourage spontaneous innovation and creativity” (Hegarty, 2015, p. 5)
Sharing Ideas & Resources	Learners “share ideas and resources freely to disseminate knowledge” (Hegarty, 2015, p. 5)
Reflective Practice	Learners “engage in opportunities for reflective practice” (Hegarty, 2015, p. 5)
Peer Review	Learners “contribute to open critique of others’ scholarship” (Hegarty, 2015, p. 5)

Attribute	Definition
Participatory Technologies	Learners “use [technology] for interactions” and resource development (Hegarty, 2015, p. 5)

Being intentional, direct, and explicit in using the terminology and describing the intended purpose and outcomes of activities or assignments could be helpful for faculty members. One of the pillars of universal design for learning (UDL) is designing for multiple modes of expression, which includes being clear about goals and purposes of instructional activities and assignments (CAST, n.d.). Sharing this information with students can help engage them in their learning (CAST, n.d.). Therefore, it was interesting to see that some participants simultaneously perceived alignment between open pedagogy and UDL but were not being clear or direct with students in using the terms open pedagogy or social justice. As a result, further research to better understand how open pedagogy may conceptually and practically align with other teaching approaches and what the experiences of faculty members are in this area could be helpful.

All my study participants expressed how connecting with like-minded faculty colleagues was positive, meaningful, and helpful in using open pedagogy to support social justice in their online classes. This aligns with results from Ceciliano (2024) where faculty members who engaged in using OERs in support of social justice spoke positively about the support from and partnerships with colleagues. However, all my study participants revealed they feel vulnerability and risk in using open pedagogy in support of social justice.

While there are studies that explore the risks to students in using open pedagogy in online environments (Bali et al., 2020; M. Brown & Croft, 2020; Cox & Masuko, 2023; Croft & Brown,

2020; Wallis & Rocha, 2022), there isn't any research that specifically explores the potential risks *to faculty members* in using open pedagogy in support of social justice, generally or in online classes in particular. While this may be a niche area for research, further attention is warranted.

Some of the participants in my study expressed how using open pedagogy was seen as a unique, potentially untraditional approach that was not understood by some colleagues, and all my participants shared there is perceived risk in using teaching approaches that directly and explicitly support social justice. Therefore, it is possible the intersection of these two areas amplifies risks, and this is worth further exploration, particularly as this risk may not be borne equally by all faculty members (Blackshear & Hollis, 2021; Kardia & Wright, 2004; Pittman & Tobin, 2022; Pride et al., 2023; Warner, 2022).

Additionally, it may be worthwhile to explore whether certain disciplines may be more open to using open pedagogy than others. For example, Kumi-Yeboah and Amponsah (2022) found that faculty members who were in education, engineering, social sciences, or health were more likely to engage in culturally responsive pedagogies. Unfortunately, this is not an area I can explore in my own study as doing so could risk exposing the identities of my participants.

There is some research that generally examines the impacts and risks to faculty members depending on their gender, race, and employment status (Blackshear & Hollis, 2021; Kardia & Wright, 2004; Pittman & Tobin, 2022; Pride et al., 2023; Warner, 2022). Studies have shown that women and racialized instructors more often face challenges and incivility from students compared to instructors who are white and identify as men (Kardia & Wright, 2004; Pittman, 2010; Pittman & Tobin, 2022; Pride et al., 2023). Adjunct or precariously employed instructors may feel less secure in using teaching approaches that are seen as risky (Pittman & Tobin, 2022).

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In a study by Blackshear and Hollis (2021), the accomplishments and work of faculty members who were men were more often lauded than those of women faculty members.

From a Canadian context, the results from a survey of postsecondary faculty and researchers revealed that women faculty members are 50% more likely than men faculty members to experience workplace harassment, and this risk is further increased for those who may be disabled, Indigenous, and/or gender diverse (Statistics Canada, 2021). Women faculty members are more likely than their men colleagues to be unfairly assigned too much work (Statistics Canada, 2021). Additionally, faculty members, irrespective of gender, are most frequently harassed by their colleagues (Statistics Canada, 2021). From a KPU context, results from a 2023 study on gender and violence at the institution showed that women faculty members were more likely than men to have their opinion belittled by a faculty member colleague because of their gender (Bassani, 2024).

In my study, Zahra was the only participant who was not a permanent faculty member, and she expressed concern about the risks associated with her employment status and using open pedagogy in support of social justice, despite working in a department that was supportive of her teaching approach. She also expressed concerns about how others may treat her based on being a visibly Muslim woman. Another participant, Deborah, expressed uncertainties about how her identities as a disabled, queer woman and her support of social justice through using open pedagogy might be perceived by others. Other faculty members also spoke broadly about the risks they felt in using open pedagogy in support of social justice. While some of the faculty members were deliberate in saying the risks they felt might “just” be perceived, looking holistically, I think this is an area of concern that merits further examination. This would be particularly important as the landscape of education has changed dramatically since the time the

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interviews took place, with the US government mandating the roll-back of federal department programs that diversity, equity, and inclusion, including education (US Department of Education, 2025); the US government threatening to freeze federal funding to post-secondary institutions (Reuters, 2025); and the resulting trickle-down of the impacts on Canadian post-secondary institutions and Canadian researchers (Canadian Association of University Teachers, 2025).

Despite the risks the faculty members expressed, I found they did support social justice by using open pedagogy, according to the definition of social justice by Fraser (2005) and the framework for assessing the use of open pedagogy developed by Hodgkinson-Williams and Trotter (2018). In categorizing their social injustice responses, I have intentionally limited the categorizations to affirmative and transformative, rather than also including categories of negative and neutral (Bali et al., 2020). This was because, as mentioned earlier in this chapter, my study was not designed to examine curriculum documents for the purpose of comparing them to the descriptions shared by participants in their interviews, and I did not collect student perspectives. Accordingly, I did not feel I had sufficient information to make a more detailed and nuanced assessment.

Nevertheless, while all the faculty members employed affirmative responses to cultural injustices and economic injustices, only some faculty members used transformative responses to economic injustices and cultural injustices. The ways in which the faculty members used open pedagogy in support of social justice are described in the GET 9 section in chapter 4. Together, these responses demonstrate there are diverse ways to use open pedagogy in support of social justice to various degrees (Bali et al., 2020).

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While two of the faculty members provided affirmative responses to political injustices, it was unclear whether the rest of the faculty members did so. Political responses can be affirmative if they involve sharing on publicly available platforms the OERs that have been created and shared (Hodgkinson-Williams & Trotter, 2018). Responses can be transformative if, for example, intellectual property rights are globally changed to facilitate sharing (Hodgkinson-Williams & Trotter, 2018). It is possible that the faculty members in my study appear not to be engaging in transformative political responses as the scale and scope of such responses may be more than their capacities and limits, in addition to there being potential risks in engaging in such levels of advocacy. It's also possible the faculty members *are* providing such responses, and the level of probing used in the interviews was insufficient to elicit this information. Further research would be helpful to better determine whether additional faculty members are engaging in affirmative political responses and how, as well as to make more nuanced categorizations of their responses to social injustices.

Additionally, the open pedagogy used by the faculty members incorporated content-centric, process-centric, teacher-centric, and learner-centric approaches. For example, Mary using and co-creating OER is an example encompassing content- and teacher-centric approaches (Bali et al., 2020). On the other hand, Daniel co-creating the course syllabus with students and Zahra co-creating the course readings with students are examples of process-centric, content-centric, teacher-centric, and learner-centric approaches (Bali et al., 2020). This again demonstrates there are diverse ways to use open pedagogy in support of social justice (Bali et al., 2020).

Considerations of the Online Modality

The faculty members in my study highlighted that using open pedagogy in support of social justice is influenced by the modality, but the details were not always clear. For example, the faculty members considered how to apply an in-person practice to an online modality and specifically mentioned considering technology, time, and group work. However, the mechanics of how they did so were somewhat vague. This could be due to my level of probing not drawing out that information, the instructors not knowing how to clearly express this information and simply refraining from saying anything, or the instructors being unaware of what they didn't know.

This information would be helpful to know because there are social justice considerations associated with learning online. This is illustrated in my conceptual framework by online classes and social justice overlapping rather than being a single circle. Not all students have the skills to self-regulate and self-direct their learning (Croft & Brown, 2020), and this wasn't directly acknowledged by any of the faculty members in my study. Similarly, none of the faculty members mentioned students not engaging with each other because of their identities (Ortega et al., 2018) or because of perceiving some students to have lower epistemic authority (Bakermans et al., 2022).

While Zahra did mention having discussions with students about who is and isn't considered credible sources of knowledge, she said this was in direct relation to the course material and was not motivated because of students having negative interactions with each other in the class. Daniel discussed some of the challenges his students experienced with group work in online classes, but issues relating to student identity as a contributing factor were not highlighted. Similarly, Helen mentioned how she organizes group work in her online classes to

help make things go more smoothly for the students, but she directly stated these group work challenges were not influenced by the identities of the students.

The faculty members in my study did not mention instances of othering (Phirangee & Malec, 2017) or aggressions or microaggressions between students (Ortega, 2017). However, Laura did mention having a general conversation with students about the importance of being accurate with names, though this was done in the context of an icebreaker activity and was not an open pedagogy practice.

Mary directly talked about ensuring class materials were accessible to students with disabilities, which is important as research has shown that disabled students can experience challenges when learning in an online modality (AlShawabkeh et al., 2023). Two faculty members (Helen and Daniel) briefly talked about students' access to technology, but this was only in passing. However, the discussion did highlight their awareness of how technology can be a site of social injustice in online classes (Bozkurt et al., 2020) and when using open pedagogy (Bali et al., 2020; Croft & Brown, 2020).

Though some faculty members (such as Laura, Mary, and Kelly) mentioned students having the choice to share their work with others, one faculty member (Deborah) directly and specifically mentioned the potential risks and negative impacts that open pedagogy can have on students. She talked about how some students may not perform as well in classes where open pedagogy is used, for many reasons, and this negative performance in turn can have a detrimental impact on their grade point average and eligibility for scholarships. Deborah was also cognizant and thoughtful about privacy risks to students in sharing their work and potential backlash or negative circumstances they could experience as a result, which aligns with the work of M. Brown and Croft (2020) and Croft and Brown (2020).

The Role of Generative Artificial Intelligence

With the explosion of generative artificial intelligence (AI) in education in recent years and the ensuing proliferation of publications on this topic, it is perhaps not surprising that the participants in my study had a range of perspectives on this matter (*ExplanAItions: An AI Study by Wiley*, 2025). All the faculty members discussed generative AI in terms of student use, but only Helen stated how generative AI could be used by faculty (though she said she did not use it in her own teaching practice). Three faculty members (Mary, Helen, and Kelly) embraced having students use new technologies, including generative AI, which is consistent with research from Veletsianos et al. (2021) showing that faculty members are open to using new digital tools. Two faculty members (Laura and Deborah) saw generative AI as a threat to learning because of issues with academic integrity (Bozkurt et al., 2024; KPU, 2023a; A. Mills et al., 2023; Mollick & Mollick, 2023; Nam & Bai, 2023), privacy (KPU, 2023a; A. Mills et al., 2023), or content accuracy (Bozkurt et al., 2024; Hannigan et al., 2024; KPU, 2023a; Mollick & Mollick, 2023; Spicer, 2024). Additionally, two faculty members (Daniel and Zahra) were indecisive about students using generative AI for reasons that are consistent with A. Mills et al. (2023) and *ExplanAItions: A Study on AI by Wiley* (2025).

It was notable that *none* of the faculty members mentioned generative AI until I brought it up during the interviews. This was surprising because, as mentioned in chapter 2, generative AI has impacts on social justice and decolonization in part due to issues with biased or discriminatory algorithms (Barshay & Aslanian, 2019; Bozkurt et al., 2024; Hannigan et al., 2024; KPU, 2023a), exploitative labour practices (Dzieza, 2023; Meaker, 2023; A. Williams et al., 2022), and environmental effects and impacts (An et al., 2023; Bozkurt et al., 2024; de Vries, 2023). However, at the time the data was collected, many educators were still just beginning to

learn about generative AI. It is possible that the uncertainty the faculty members felt about when and how to use generative AI could have had an impact on their willingness to bring up the topic in their responses. Additionally, though generative AI was not a direct focus of my research, it could not be omitted because doing so would be to ignore an elephant in the room so to speak given that it has had, and continues to have, a significant impact on education (Barshay & Aslanian, 2019; Bozkurt et al., 2024; Huang et al., 2023; A. Mills et al., 2023; Mollick & Mollick, 2023; Nam & Bai, 2023; Ng et al., 2021). Overall, how AI can or should support social justice could benefit from further research.

Open Pedagogy and Decolonization

As discussed in chapter 2, although decolonization is related to social justice, they are not interchangeable terms (Adam, 2020; Tuck & Yang, 2012). As well, there can be a close relationship between open education and decolonial movements due to shared characteristics, but there are ways to engage in open pedagogy that reinforce colonial norms (Farrow et al., 2023; Gomez-Liendo, 2025).

There were some differences in whether my study participants mentioned decolonization during their interviews and, if they did, how they spoke about it in relation to social justice. Overall, the relationship between open pedagogy and decolonization wasn't universal. Zahra viewed decolonization as a part of open pedagogy, whereas Mary saw open pedagogy as supporting decolonization. All the participants mentioned the importance of incorporating Indigenous Ways of Knowing into their classes, and some participants shared some details of how they do so (such as bringing in Elders and Knowledge Keepers or using Indigenous case studies).

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According to Ocaña et al. (2025), instructors who recognize the contributions of *all* learners, irrespective of backgrounds, and incorporating those perspectives into the class are working to decolonize education. In my study, all the faculty members repeatedly stated they value the diverse contributions and perspectives of their students. Some, such as Zahra, even directly stated that she has conversations with students about what or who constitutes a credible source of knowledge. This suggests the faculty members were actively aware and engaged in moving away from a colonizing pedagogy, which is one that focuses on homogeneity and penalizing differences (Ocaña et al., 2025).

However, because the focus of my study was limited to the experiences of faculty members in using open pedagogy to support social justice in their online classes, there wasn't opportunity to probe deeper specifically to better understand how my participants view the relationship between open pedagogy and decolonization or the relationship between decolonization and social justice. As a result, it is not known whether the limited mentions of decolonization by my participants reflects an unspoken and underlying perception that discussing decolonization is more "difficult" or "political" possibly due to dissonance resulting from being a settler and the necessary return of land, or if it is due to other reasons (Tuck & Yang, 2012). As a result, further research on this topic would be helpful.

Social Justice Leadership Development Approaches

To understand how faculty members develop their social justice leadership, two topics need to be discussed. These are the qualities of social justice leaders and engagement in professional development. This is relevant because I asserted, as shown in my conceptual framework, that the overlap of online courses, open pedagogy, and social justice is driven by the social justice leadership of the faculty members. While it would be helpful to also examine the

impacts of social justice leadership on students, that was beyond the scope of my study and has therefore been excluded from this discussion.

Qualities of Social Justice Leaders

Many of the faculty members valued lifelong learning because of its importance to their teaching practice and support of social justice. All the faculty members regularly, actively, and intentionally engaged in critical reflection on their own identities, including their positionality, privilege, and experiences; their teaching approaches; and the impact these have on their students, which is consistent with previous research (Martinez, 2023; Nardi, 2022; Shields, 2024; Shields & Hesbol, 2020; Ward et al., 2015).

All the faculty members were student-centred, inviting and valuing student input, feedback, and experience into their classes. They openly and actively appreciated and welcomed the diversity of students' identities, perspectives, and experiences, viewing these as positive aspects of their classes, which is again consistent with previous research (Askew, 2023; Furman, 2012; Kowalchuk, 2019; Martinez, 2023; Shields, 2024; Wang, 2018). Accordingly, the combination of faculty members' engagement in critical reflection and active valuing of student feedback and experiences suggests that faculty members are engaging in social justice leadership development, which influences how they use open pedagogy in support of social justice in their online classes.

Some of the faculty members in my study advocate for open pedagogy in support of social justice through participating on university committees, engaging in conversations with others, and modeling the approach in their own teaching. Their willingness to be collaborative, communicative, and relational aligns with previous research showing social justice leaders actively engage with others to affect change beyond their own individual efforts (Furman, 2012;

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Shields, 2024; Shields & Hesbol, 2020; Ward et al., 2015). However, for some of these faculty members, this advocacy took place only in contexts and with people who were perceived as safe, which does not align with findings from Shields and Hesbol (2020) where social justice leaders were willing to engage in difficult conversations to overcome challenges.

Within a KPU context, it is possible that changes in institutional culture could help to better support social justice efforts. These changes could include further promoting open education and open pedagogy and surveying faculty members to see what social justice supports they want and need. While KPU has a long history with open education, not all faculty members or departments are actively engaged with it, so a refresher campaign could be helpful in bringing more faculty members and departments on board. Additionally, finding out the needs of faculty members for their work in social justice could help inform the development of learning opportunities and resources. For example, though some funding opportunities are available, it could be that additional sources of funding could help support faculty members who want to compensate students who are contributing to the development of OERs.

In my study, one faculty member (Deborah) directly stated she feels a personal responsibility to include diverse voices and perspectives in her classes. As I will discuss in the next section, all the faculty members actively engaged in professional development related to diversity, equity, inclusion, and social justice (as well as other topics). Accordingly, this suggests that all the faculty members may have felt a significant personal responsibility to engage in learning in these areas, which is consistent with other studies (Bertrand & Rodela, 2018; Ceciliano, 2024). However, only two faculty members spoke about the institutional responsibilities for supporting social justice, so further investigations on their perspectives on

collective or institutional action for social justice would be helpful (Bertrand & Rodela, 2018; Ceciliano, 2024).

Engagement in Professional Development

Perhaps unsurprisingly, the professional development that faculty members engage in is driven by their needs, interests, limits, and what is available, consistent with findings from Bertrand and Rodela (2018) and Openo (2021). The faculty members learn through many different ways, such as reading and reviewing resources, attending workshops, or connecting with others, and they are intentional in learning about open pedagogy, online teaching, social justice, and diversity, equity, and inclusion, which aligns with previous research by Kowalchuk (2019) and Martinez (2023).

Some faculty expressed feeling like they were working at the limits of their capacity (in terms of time and mental health), so online asynchronous options provided more flexibility to engage in professional development, which is consistent with the findings from Daily-Hebert et al. (2014). However, the participants in my study found the most meaningful way to learn was through connecting and collaborating with like-minded others, which aligns with research by Gilbert (2018) and Nardi (2022). Additionally, the participants recognized their colleagues as being positive and important supporters of their engagement in professional development and use of open pedagogy in support of social justice, which is consistent with findings by Ceciliano (2024). To me, these findings appear to contradict each other; an online asynchronous, presumably self-directed (Openo, 2021) course cannot provide real-time, deep engagement with colleagues.

It is possible that these results reflect the tensions many faculty members feel about juggling their responsibilities for teaching, department and university service, scholarship, and

professional development. Indeed, some of my participants expressed how they feel strapped for time, and they are operating at the limits of their capacity. It is possible that they recognized the most flexible and realistic option would be online and asynchronous, but that real-time engagement and collaboration with colleagues is more desired because it's more likely to result in positive and meaningful changes in their teaching practice. Overall, further research to explore this tension could be helpful.

Nevertheless, it is important to contextualize these results against the broader critical discourse about lifelong learning and professional development, such as the emphasis lifelong learning places on individual responsibility for learning, platformization of learning, and potential for employment precarity (Özkeskin & Gökçe, 2025). Indeed, many faculty members used the phrase “lifelong learning” during their interviews. However, in the context at KPU, many faculty members are hired primarily because they are subject matter experts in particular disciplines, rather than on the basis of their training as teachers, so professional development is often perceived as a way to improve teaching skill and practices. For example, as discussed earlier in this chapter, faculty members highlighted the importance of engaging in more learning around how to incorporate generative AI into open pedagogy.

The faculty members in my study expressed interest in additional specific resources and support, including:

- How to fine-tune OER production
- How to navigate the risks, ethics, and opportunities with sharing student work publicly
- More OERs from a Canadian perspective
- Help with staying up-to-date with new research on open pedagogy

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- How to authentically and meaningfully incorporate Indigenous knowledge and Ways of Knowing into teaching practices and course content
- A directory of whom at the institution can help and provide support with open pedagogy projects
- An asynchronous group communication channel for project collaboration and knowledge sharing
- Opportunities for interdisciplinary or inter-institution collaborations

Hutchison and McAlister-Shields (2020) found that faculty members need multiple professional development opportunities on social justice before being able to implement their learning, so it was surprising that none of the resources or topics the faculty members mentioned were directly related to social justice, diversity, equity, or inclusion. However, I do note that one of the topics did relate to decolonization. It is possible that the faculty members felt confident in their knowledge and skills relating to social justice, diversity, equity, and inclusion, as all the faculty members indicated they'd engaged extensively in professional development on those topics. Alternatively, it is possible that the existing resources and support on social justice, diversity, equity, and inclusion were adequate and meeting their needs such that no new or different offerings from the institution are needed. Doing a survey of faculty needs and interests at the institution could be helpful to ensure that the topics covered and modalities used meet the needs of faculty members (Openo, 2021). Making faculty aware of existing resources that they may find informative—for example, the LAIK framework on how to integrate generative AI into the classroom (Al-Ali et al., 2024)—could also be beneficial. Additional recommendations specific to KPU are included in the next chapter.

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An interesting result of my study was the degree to which my own reputation in open education became a factor of note. In the interviews, several faculty members directly stated how I was a person of influence in their journey to using open pedagogy. While I am, of course, aware of my work in open education, and I know that some people are aware of it, I had not considered the degree to which people may have been impacted by my work. I have given presentations and workshops on open pedagogy (and open education more broadly) at KPU and beyond, and I've also received accolades and awards for my work. Though I recognized my role as an insider and the positive impacts it could have on my participants (Dwyer & Buckle, 2009), my study was also an example of how a researcher's perspective on their positionality can shift during the research process (Bolton & Delderfield, 2018; Olmos-Vega et al., 2022; Soedirgo & Glas, 2020). Overall, as stated in Chapter 1, I could not be a neutral party in my study, and the responses of my participants *to me* as the interviewer provided observable confirmation of my lack of neutrality.

Related to this theme, the interviews themselves were also opportunities for professional development and reflection by all my participants. This is perhaps not a surprising finding given that many of the faculty members knew my history of involvement in open education at KPU, that they value connecting with other like-minded individuals, and that they are enthusiastically positive in their use of open pedagogy to support social justice. The interviews were conversations where knowledge was co-constructed between me and the participants (Husband, 2020; Kvale & Brinkmann, 2009), and there were multiple times each participant said they wanted to hear my perspective and/or they had new realizations as a direct result of engaging in the interviews and reflecting on their experiences of being interviewed. In these instances, I expressed my appreciation for the opportunity to speak with them, reiterated that I was most

interested in that moment to hear their thoughts, and reassured them there would be opportunity for us to connect again in future outside of the interviews. However, each of these moments was evidence of how the interviews were a co-created social exchange (Kvale & Brinkmann, 2009).

Summary

In this chapter, I discussed the results of my research. Though there wasn't a universally held conceptualization of social justice among my study participants, there were some commonalities, including relating social justice to equity, diversity, and inclusion of peoples' identities across a variety of categories and the elimination of systemic barriers. However, there was no direct evidence in the interviews of the faculty members considering the intersectionality of their students.

While the analysis revealed that the faculty members support social justice in their online classes by engaging in open pedagogy in a variety of ways, they felt there was risk and vulnerability to do so. Despite these risks, though, they remained enthusiastic about the benefits of engaging in this practice and highlighted the importance of learner agency and including diverse perspectives and voices. However, in comparing how the faculty members engage in open pedagogy to support social justice to the model of open pedagogy developed by Hegarty (2015), I determined that the attributes of the model needed to be updated to more directly and explicitly indicate support for social justice. Accordingly, I presented a social justice model of open pedagogy, including updated attributes.

My results also highlighted the faculty members espoused several qualities of social justice leaders, including valuing lifelong learning, intentionally and critically reflecting on their identities, centring student feedback and perspectives in their classes. They engage in advocacy for using open pedagogy in support of social justice through a variety of means and also engage

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in professional development for open pedagogy, social justice, and online teaching. In the final chapter, I will present considerations for how my research could be applied by faculty members, KPU specifically, and researchers.

Chapter 6. Considerations and Conclusion

Introduction

In this chapter, I will share concise answers to the research questions I posed, explain the limitations of my study, and share the considerations resulting from my research. I will then provide a final reflection on the study to conclude my dissertation.

Summary of Research

In this interpretative phenomenology study underpinned by critical theory, I sought to understand the experiences of faculty members who support social justice in their online classes by using open pedagogy. I posed this central research question: *What are the experiences of post-secondary faculty members who teach online using open pedagogy to support social justice?* To answer this question, I developed three sub-questions:

1. *How do post-secondary faculty members who teach online courses conceptualize social justice?*
2. *How do post-secondary faculty members who teach online courses operationalize social justice by using open pedagogy?*
3. *What strategies and approaches do post-secondary faculty members who teach online courses and use open pedagogy to support social justice take to develop their social justice leadership?*

I shall now present concise answers to these questions.

Answering Research Question 1

Faculty members conceptualize social justice in a variety of ways, primarily focusing on diversity, equity, and inclusion of identities, as well as removing systemic barriers. This includes a focus on gender, sexuality, race, Indigenous perspectives and decolonization, disability and

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accessibility, and local contexts. However, some faculty members also included additional aspects, such as the environment or sustainability. Importantly, the faculty members believed that supporting social justice involved more than simply using open pedagogy, and they recognized that supporting social justice is both ongoing and done in many ways.

In determining how my participants conceptualized social justice, I relied on the contextual nature of interpretive phenomenology (Smith et al., 2022). This methodology seeks to understand what happened *and* the underlying meanings that may or may not be immediately visible (Smith et al., 2022). This matters because I needed to contextualize the statements from my participants by considering the impacts of their identities on their teaching practices, the context of the institution where the study took place, and the contexts of post-secondary education and society more generally. I was not *just* describing how the faculty members conceptualized social justice; I was *interpreting* how and why they may have developed their conceptualizations within a broader landscape. This included, as discussed in chapter 5, how the education landscape was undergoing tremendous change at the time of my interviews, how this change has continued in the months since, and how the world in general has changed since 2005 when Fraser first developed her definition of social justice.

Answering Research Question 2

Faculty members centre student voices, diverse perspectives, and learner agency in using open pedagogy in their online classes to support social justice. Using open pedagogy to support social justice shifts the power dynamics in online classes, allows for more pedagogical creativity and innovation, and can be done in a variety of ways. As a result, faculty members are providing affirmative responses to cultural and economic injustices, and some faculty members are providing transformative responses to these injustices. Additionally, some faculty members are

providing affirmative responses to political injustices. Despite risks they may feel in doing so, they persist in using this approach, and they feel positive about doing so. However, there are opportunities for the instructors to strengthen and improve their support of social justice. Using a social justice model of open pedagogy that directly and explicitly embeds social justice, as presented in chapter 5, could be helpful as it could allow instructors to cross-check and verify that they are not unintentionally perpetuating marginalizing teaching practices while using open pedagogy to support social justice.

Just like answering the first research question, answering this second research question required a heavy focus on contextualization and interpretation (Smith et al., 2022). For example, to understand what risks faculty members felt about using open pedagogy in support of social justice required me to thoughtfully and intentionally consider the personal identities of the faculty members and how their identities may impact their perception of the risk, whether stated by the participant or not. Though this is just one example, overall, my analysis moved beyond simply describing the experiences of the faculty members to trying to understand the underlying factors contributing to the experiences the faculty members shared (Smith et al., 2022).

Answering Research Question 3

Faculty members engage in social justice leadership development by continually, actively, and intentionally reflecting on their identities, positionality, experiences, and privileges. They also value lifelong learning, engaging in professional development on a variety of topics (including their topic of expertise, online teaching, open pedagogy, and equity) and in a variety of ways (such as by reading, writing, volunteering, attending conferences, and engaging with like-minded others). As well, faculty members welcome, value, and incorporate student feedback and input.

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Like the previous two research questions, the contextualization and interpretation of the participants' responses was important to answer this third research question (Smith et al., 2022). I again needed to move beyond describing the mechanics of the participants' experiences to interpret and understand the *reasons* for their experiences (Smith et al., 2022). For example, in my analysis, I observed that the faculty members engaged in critical reflection, *and* I also highlighted *why they did so*, which was in relation to their own personal identities and those of their students. As another example, I observed that faculty members exhibited behaviours indicating they cared about students, and I interpreted why and how this demonstration of care was an important factor motivating their use of open pedagogy in support of social justice. Overall, using interpretive phenomenological analysis allowed for a deeper review and presentation of the experiences of the faculty members in my study and their use of open pedagogy to support social justice in their online classes.

Limitations

As discussed in chapter 3, there were several limitations of my study relating to the study design, the interviewer, and the geopolitical context.

The Study Design

It is possible there were faculty members who use open pedagogy to support social justice in their online classes who were not reached by the recruitment methods. As well, there were faculty members who were unable to participate because of scheduling and their availability. Should other people have participated in my study, it is possible the results may have been different as all people have a unique combination of personal identities and experiences. However, I proactively took steps to maintain the authenticity and transparency of my research results.

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I was scrupulous in maintaining my audit trail (Dawidowicz, 2020; Lincoln & Guba, 1985; Miles et al., 2020; Smith et al., 2022; Vagle, 2014). I maintained a reflective journal and created thick descriptions of my participants (Lincoln & Guba, 1985; Miles et al., 2020; Soedirgo & Glas, 2020). Additionally, I also had my participants review their transcripts (Cohen et al., 2018). Overall, these actions, plus the fact that I was easily able to recruit more participants than I was initially aiming for, help me feel confident in the authenticity of my results.

Another potential limitation of my study design was that I focused on the experiences of faculty members and did not include the perspectives of students. I also focused on the use of open pedagogy to support social justice in online classes, so this excluded other ways and modalities through which faculty members may support social justice. Moreover, I did not examine the curriculum documents, such as course syllabi, assignment descriptions, or lesson plans, so my results and recommendations (in the next section) are based only on the verbal descriptions of the experiences of the participants. As a result, if additional perspectives or information had been included in the analysis, the results and recommendations may have been different.

The Interviewer

It is possible that the participants who knew me and my history in open education at KPU may have changed the content or tone of their responses to the questions, if they perceived me as having power and authority on the topic of the study (Kvale & Brinkmann, 2009). Though I did not have any positional power over the participants; they had no hand in developing the study, analyzing the data, or disseminating the results; and my role as an insider allowed me to develop

rapport with the participants (Dwyer & Buckle, 2009), I cannot discount the impact this dynamic may have had on the interviews (Cohen et al., 2018).

The interviews were semi-structured (Cohen et al., 2018; Smith et al., 2022), and I frequently asked the participants probing questions during the interviews so I could better understand their experiences. Despite my efforts to be thoughtful, reflexive, and responsive, it is possible that my probing of the participants was insufficient in some instances to draw out information that may have been relevant.

The Geopolitical Context

Since the time that I have conducted my interviews, the landscape of education has changed significantly. Generative AI has become a popular subject of discussion within education, and issues of equity, diversity, and inclusion are front-of-mind as social justice programs are being rolled back in many places in the United States and Canada (“Apple shareholders say no to scrapping company’s diversity programs”, 2025; Canadian Association of University Teachers, 2025; Reuters, 2025; US Department of Education, 2025). Therefore, if I were to conduct the interviews today, the results could potentially be different due to the change in geopolitical contexts (Kvale & Brinkmann, 2009). However, while there might be some changes, I assert that my data remains valuable and reflects the intention of my research overall. It is also possible that my results could, in fact, be even more important now considering the changing attitudes and policies regarding diversity, equity, inclusion, social justice, and decolonization.

Considerations

Based on the discussions and rationales provided in Chapter 5, there are 27 considerations resulting from my research. These can be categorized into considerations for

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faculty members, considerations for KPU specifically, and considerations for future research, and I will discuss each of these in turn.

For Faculty Members

I offer seven considerations to faculty members for how they could apply the results of my research:

1. Faculty members should continue to critically reflect on their own identities, privileges, positionality, and experiences in order to authentically and meaningfully work in support of social justice.
2. Faculty members should consider how their students' intersecting identities could impact their experiences in the class.
3. Faculty members should be able to clearly and concisely articulate how they are supporting social justice by using open pedagogy to ensure that their intentions align with their actions and they are not unintentionally marginalizing students.
4. Faculty members should use the updated social justice model for open pedagogy in order to more effectively plan how they will engage in open pedagogy in support of social justice.
5. Faculty members should directly and explicitly consider the social justice issues that can occur in online classes and plan accordingly.
6. Faculty members should be direct in communicating to students when and why open pedagogy is being used in support of social justice as this can help ensure alignment between ideas and action, and it can also help students engage in the experience.

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7. Faculty members should actively and intentionally look outside of their own discipline, department, and instructional design tendencies to see how their social justice efforts could be improved.

For KPU Specifically

I offer 10 considerations specifically to KPU, which is the post-secondary institution where this study took place:

1. Though some funding opportunities are (or were, until recently) available to faculty members, it could be helpful to expand these funding opportunities.
2. Providing regular reminders to faculty members about the availability of funds could also be effective.
3. Make a directory of who at the institution is available to assist with open pedagogy projects (or open education more broadly) and how, and then regularly remind faculty members of this information.
4. Make it direct and explicit who within the Teaching & Learning Commons is available to support faculty members who want to look at their course design and teaching practices through a social justice lens—broadly, but also specifically in relation to open pedagogy. While the expertise of the team members in the Teaching & Learning Commons is comprehensive and spans many areas, the information currently available does not mention social justice. This could lead faculty members to believe no support is available, as was mentioned by one participant.
5. When the KPU Open Education Strategic Plan is next updated, consider embedding social justice directly and explicitly into it. This could help signal the importance of engaging in openness from a place of supporting social justice.

6. Survey faculty members to determine their needs and interests for professional development. This could help ensure that the topics covered and modalities used meet the needs of faculty members (Openo, 2021).
7. Expand the professional development offerings on open pedagogy, ensuring that differentiated opportunities are available, such as those at a higher level of learning in addition to those at an introductory or basic level. KPU has a mature history with open education broadly, and there are many instructors who have been engaging in open pedagogy for a while. As a result, developing learning opportunities that are targeted specifically to those with a higher level of experience could be helpful.
8. Help keep faculty members informed about research developments related to open pedagogy and new resources that are available.
9. Develop or share existing supports and resources on immediate areas of need, including how to navigate the risks, ethics, and opportunities with sharing student work publicly; how to authentically and meaningfully incorporate Indigenous knowledge and Ways of Knowing into teaching practices and course content; and how to incorporate generative AI into open pedagogy.
10. Create an asynchronous group communication channel for faculty members to use for open pedagogy project collaborations and knowledge sharing.

For Future Research

I offer 10 considerations for future research that could continue broadening collective understanding in relation to open pedagogy and social justice. Future research could explore:

1. If and how faculty members are engaging in affirmative political responses to social injustices.

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2. The risks faculty members perceive in using open pedagogy in support of social justice—broadly and specifically in online classes.
3. How the identities of marginalized faculty members impact how they use open pedagogy in support of social justice in their online classes.
4. Whether the discipline of a faculty member influences their likelihood of engaging in open pedagogy.
5. What specific factors faculty members consider when planning to use open pedagogy in support of social justice in their online classes.
6. The tension between faculty members desiring the flexibility of learning through asynchronous, online options, but preferring real-time engagement and collaboration with colleagues.
7. How and why faculty members appear to merge the concepts of OERs and open pedagogy.
8. If and how open education is a value in and of itself.
9. How open pedagogy aligns with universal design for learning (UDL) and other approaches.
10. Whether and how AI could be used to support social justice in online classes specifically, but also generally

Conclusion

For the conclusion of this study, I would like to offer some final words of reflection on the experience of completing my dissertation. I had a very dear friend and colleague whose incredible support motivated me to choose to explore the experiences of faculty members in using open pedagogy in their online classes to support social justice. However, while I was

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completing this study, she tragically and unexpectedly passed away. She inspired me to begin using open pedagogy many years ago, and she also inspired me to more directly and explicitly work in support of social justice. I would not have embarked on this journey without her guidance, and I am indescribably grateful for and humbled by this experience. Overall, it is my hope that the results of my study may inspire and help other faculty members to use open pedagogy in support of social justice in ways that uplift and empower students.

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Appendix A: First Interview Questions

Question 1. Can you tell me about your journey to using open pedagogy in your online courses?

Follow-up prompt: Has your use of open pedagogy in your online teaching changed since you first started using it? If so, how, and why?

Follow-up prompt: What does open pedagogy mean to you?

Follow-up prompt: How do you use open pedagogy in your online classes?

Follow-up prompt: What has been your experience with open pedagogy in your online teaching?

Question 2. How do you use open pedagogy to support diversity, equity, inclusion, and social justice in your online classes?

Follow-up prompt: Are there specific aspects that you focus on? If so, which ones, and why?

Follow-up prompt: What prompted you to use open pedagogy in this way?

Question 3. We all identify in numerous, diverse manners relating to our genders, races, ethnicities, sexual orientations, ages, family backgrounds, different abilities, and more. How does your sense of identity inform your approach to using open pedagogy in support of diversity, equity, and inclusion?

Question 4. What does social justice mean to you?

Follow-up prompt: From your personal perspective, what does it mean to have a social justice perspective when using open pedagogy in an online course?

Question 5. What strategies, approaches, or practices have you used to develop professionally in order to use open pedagogy to support social justice in your online classes?

Follow-up prompt: Why have you used these strategies, approaches, or practices?

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Follow-up prompt: Are there resources or supports that you don't currently have access to that would be helpful to you?

Follow-up prompt: How do you get other people on board with your projects and your work?

Follow-up prompt: Do you advocate or champion for open pedagogy and/or social justice? If not, why? If so, how do you advocate publicly versus privately?

Question 6. This is now the conclusion of our first interview. Is there anything else you would like mention or talk about that pertains to social justice and open pedagogy?

Appendix B: Second Interview Questions

Question 1. Please review the transcript of our last interview. Is there anything that you would like to withdraw consent from being included in the study?

Question 2. [First interview follow-ups]

- a. In your first interview, you said that social justice means [insert participant's definition].
Can you say more about what you mean?
- b. You mentioned in your first interview that you [insert participant's description of their open pedagogy practices]. As stated in the recruitment for this study, open pedagogy can include (but is not limited to) students creating or co-creating open resources, open content, H5P resources, or open textbooks; creating resources for a community or client; creating teachable content or resources for students; blogging; podcasting; or creating or co-creating a rubric. Can you say more about how this [practice] supports social justice?
- c. Can you say more about how you have tailored this [practice], which works in support of social justice, to the online environment? What things did you think about? What did you change from an in-person class, say?
- d. For whom does this [practice] support social justice?
- e. Is this a [practice] you currently do in your online classes, you have done in the past, or that you're thinking about doing in future?
- f. How do you talk about using open pedagogy to support social justice with your online students? What has been the response, and what has your experience been when having those conversations? For example, what have you seen or felt and what kind of responses have you gotten, good, not so good, etc?

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- g. Are there other open pedagogy practices or assignments you use in your online classes that support social justice?
- h. In your first interview, you talked a little bit about the PD you've done for teaching online, for open pedagogy, and for social justice or EDI. Could you say a bit more about what PD you've done for each of these areas? For example, you mentioned [insert participant's activities]. Which aspects were those in support of and has the balance of your PD for these three areas been equal or another split?
- i. What do you see as the difference between open pedagogy, open education resources, and social justice?
- j. You've shared a little bit about how you talk about using open pedagogy to support social justice with your students. Can you say more about if you have those conversations with faculty colleagues and/or university administrators? What positive experiences have you had, and what negative experiences have you had?
- k. Do you think there are any aspects of your own identity or positionality at the university that might affect how people perceive your use of open pedagogy and/or social justice in your online classes?
- l. AI has kind of exploded into education over the past couple of years in ways that may not have been anticipated. When you think about using open pedagogy in support of social justice in your online classes, where or how does AI fit into your planning or practice, if at all?

Question 3.

- a. What levels of online classes do you teach where you are using open pedagogy to support social justice? i.e., upper-level classes, lower-level classes, both, etc

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- b. For how long, approximately, have you been using open pedagogy to support social justice in your online classes?
- c. Are you comfortable sharing whether you are full-time or part-time, and whether you're on an NR1 contract, NR2 contract, or are regularized?

Question 4. Has your perspective about social justice shifted or changed since our last interview?

Follow-up prompt: How has it shifted or changed? Why?

Question 5. Has your use of open pedagogy to support social justice in your online classes shifted or changed since our last interview?

Follow-up prompt: How has it shifted or changed? Why?

Question 6. Have the strategies, approaches, or practices you use to develop professionally in order to support social justice in your online courses by using open pedagogy shifted or changed since our last interview?

Follow-up prompt: How have they shifted or changed? Why?

Question 7. This is now the conclusion of our second interview. Is there anything else you would like mention or talk about that pertains to social justice and open pedagogy?

Appendix C: List of Group Experiential Themes

Research Question 1: How do post-secondary faculty members who teach online courses conceptualize social justice?

1. There are a variety of conceptualizations of social justice. Social justice involves ensuring equity, diversity, and inclusion of peoples' identities and the elimination of barriers. Social justice is about more than identities and includes the environment and sustainability. Social justice does not (or should not) happen in a vacuum. Social justice involves ethics.
2. Faculty members may focus on different aspects of social justice, but broadly support many aspects, including gender, sexuality, racism and anti-racism, Indigenous perspectives and decolonization, disability and accessibility, and local contexts.
3. Supporting social justice is more than just using open pedagogy; it is ongoing and done in a variety of ways.

Research Question 2: How do post-secondary faculty members who teach online courses operationalize social justice using open pedagogy?

How Faculty Conceptualize Open Pedagogy

4. Starting to use open pedagogy often coincided with the pandemic, reflecting on the financial costs of textbooks, and/or realizing they've been using open pedagogy without having a term for it.
5. Open pedagogy changes the power dynamics between the students and the faculty member.
6. Open pedagogy is a creative, non-normative, and innovative approach.
7. Open pedagogy is a process and is usable in and representative of the real world.
8. Using OERs is considered a form of open pedagogy.

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9. Faculty members use open pedagogy in different ways in their online classes.
10. Open pedagogy can involve using technology.
11. Open pedagogy includes opportunities for reflection.
12. Open pedagogy involves collaboration, sharing, and community.
13. Open pedagogy involves students having agency in creating knowledge and resources.
14. Open pedagogy may involve peer review and evaluation.
15. Open pedagogy occurs along a spectrum of openness.
16. Open pedagogy aligns with UDL.
17. Faculty member perceptions about student capabilities can affect how they plan to use open pedagogy.

Influences and Motivations for Faculty to Use Open Pedagogy in Support of Social Justice

18. A faculty member's personal experiences as a result of their identities and treatment by others (past and present) can deeply influence their use of open pedagogy in support of social justice.
19. Using open pedagogy in support of social justice can be influenced by the department and/or institution.
20. Faculty members view open education as a value, and this is reinforced via the positive experiences they and their students have when engaging in open pedagogy to support social justice.

The Mechanisms of How Open Pedagogy Can Support Social Justice

21. Open pedagogy supports social justice by enabling student agency and autonomy.
22. Open pedagogy supports social justice by promoting inclusion of diverse voices, perspectives, experiences, and epistemic authorities.

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23. Open pedagogy in support of social justice can benefit those inside the class and/or those outside the class (and this can potentially re-shape education and society more broadly).

Planning Considerations When Using OP to Support Social Justice

24. Using open pedagogy in support of social justice in online classes requires planning.
25. Using open pedagogy in support of social justice is influenced by the modality, but the details are not always clear.
26. Using open pedagogy in support of social justice is influenced by the capacity, limits, and confidence of the faculty member.
27. The use of open pedagogy can have impacts on students that are not necessarily positive.
28. Open pedagogy and social justice overlap, such that open pedagogy can be used in ways that do not support social justice.
29. Being intentional in using open pedagogy to support social justice does not necessarily translate to telling students directly and explicitly about doing so.
30. The lack of direct communication with students around using open pedagogy in support of social justice can stem from a lack of distinction between open pedagogy, open education resources, and social justice.
31. The lack of direct communication in using open pedagogy in support of social justice could lead to assumptions about the outcomes and impacts of open pedagogy activities.
32. The relationship between open pedagogy and decolonization isn't universal. Some see decolonization as a part of open pedagogy, whereas others see open pedagogy as supporting decolonization.
33. There is vulnerability and risk in using open pedagogy in support of social justice.

INTERSECTION OF OPEN PEDAGOGY & SOCIAL JUSTICE

34. How to use generative AI in teaching and learning is perceived in different ways. It can support social justice and open pedagogy, so it should be used cautiously. It is a threat to learning, so it should be avoided. How to manage potential risks, despite potential benefits, leads to indecision about how to proceed.

Research Question 3: What strategies and approaches do post-secondary faculty members who teach online courses and use open pedagogy to support social justice take to develop their social justice leadership?

The Importance of Learning

35. Ongoing learning is a value held by faculty members.
36. Faculty members actively and continually engage in critical reflection on their identities and teaching approaches.
37. Faculty members are student-centered and show they care by incorporating student input, feedback, and experience into the course.

Engaging in Professional Development

38. Professional development is driven by needs, interests, limits, and what's available.
39. Faculty members engage in professional development on a variety of topics, including: their discipline of expertise; equity, diversity, inclusion, and social justice; open pedagogy; experiential learning; and online teaching and learning technologies.
40. Faculty members engage in professional development in different ways, including attending workshops and conferences, completing certificates or credentials, reading, writing scholarly articles, connecting with others, and volunteering.
41. Connecting with others and seeing models of what others are doing for open pedagogy is highly valued for professional development.

INTERSECTION OF OPEN PEDAGOGY & SOCIAL JUSTICE

42. Faculty members want professional development supports and resources in specific topic areas.

43. There is opportunity for KPU to deepen its support of open education and social justice through: institutional culture, funding, professional development opportunities, and roles and responsibilities.

Advocating for Open Pedagogy and/or Social Justice

44. Advocacy for open pedagogy in support of social justice happens in contexts and with people who are perceived as safe.

45. Advocating for open pedagogy in support of social justice can happen via committees, conversations, and modelling the approaches.

The Impact of the Interviewer and the Interview Experience

46. The interview and the interviewer affected the experience and outcome of the study. I (the interviewer) was not a neutral party. The interview itself was an opportunity for professional development and reflection.

Appendix D: Research Ethics Approvals and Renewals



CERTIFICATION OF ETHICAL APPROVAL

The Athabasca University Research Ethics Board (REB) has reviewed and approved the research project noted below. The REB is constituted and operates in accordance with the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2) and Athabasca University Policy and Procedures.

Ethics File No.: 25806

Principal Investigator:

Melissa Ashman, Doctoral Student
Faculty of Humanities & Social Sciences\Doctor of Education (EdD) in Distance Education

Supervisor/Project Team:

Dr. Connie Blomgren (Supervisor)

Project Title:

Online faculty experiences using open pedagogy to support social justice

Effective Date: July 24, 2024

Expiry Date: July 23, 2025

Restrictions:

Any modification/amendment to the approved research must be submitted to the AUREB for approval prior to proceeding.

Any adverse event or incidental findings must be reported to the AUREB as soon as possible, for review.

Ethical approval is valid *for a period of one year*. An annual request for renewal must be submitted and approved by the above expiry date if a project is ongoing beyond one year.

An Ethics Final Report must be submitted when the research is complete (*i.e. all participant contact and data collection is concluded, no follow-up with participants is anticipated and findings have been made available/provided to participants (if applicable)*) or the research is terminated.

Approved by:

Date: July 24, 2024

Frits Pannekoek, Chair
Faculty of Humanities & Social Sciences, Departmental Ethics Review Committee

Athabasca University Research Ethics Board
University Research Services Office
1 University Drive, Athabasca AB Canada T9S 3A3
E-mail: rebsec@athabascau.ca
Telephone: 780.213.2033



CERTIFICATION OF ETHICAL APPROVAL - RENEWAL

The Athabasca University Research Ethics Board (REB) has reviewed and approved the research project noted below. The REB is constituted and operates in accordance with the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2) and Athabasca University Policy and Procedures.

Ethics File No.: 25806

Principal Investigator:

Melissa Ashman, Doctoral Student
Faculty of Humanities & Social Sciences\Doctor of Education (EdD) in Distance Education

Supervisor/Project Team:

Dr. Connie Blomgren (Supervisor)

Project Title:

Online faculty experiences using open pedagogy to support social justice

Effective Date: June 24, 2025

Expiry Date: June 23, 2026

Restrictions:

Any modification/amendment to the approved research must be submitted to the AUREB for approval prior to proceeding. Any adverse event or incidental findings must be reported to the AUREB as soon as possible, for review.

Ethical approval is valid **for a period of one year**. A request for renewal must be submitted and approved by the above expiry date if a project is ongoing beyond one year.

An Ethics Final Report must be submitted when the research is complete (*i.e. all participant contact and data collection is concluded, no follow-up with participants is anticipated and findings have been made available/provided to participants (if applicable)*) or the research is terminated.

Approved by:

Date: June 24, 2025

Katie MacDonald, Chair
Athabasca University Research Ethics Board