**Pre Reading**

Bean, Engaging Ideas, Chapter 6 (focus on pp. 92-93, 95-104)

Bean, Engaging Ideas, Chapter 7

**Purpose**

Introduce and demonstrate the value of open pedagogy on the OpenLab through game play.

**Audience**

General Education Seminar Fellows: Third-Year, Second-Year, and Second-Year Associates, plus members of the Open Pedagogy Project on the OpenLab (<http://openlab.citytech.cuny.edu/groups/open-pedagogy-on-the-openlab/>)

**Task**

Create an assignment that leverages open pedagogy on the OpenLab by playing a brainstorming game.

**Format**

Faculty groups will draw one card from each of three decks of cards with examples of open pedagogies, General Education Student Learning Outcomes (SLOs), and a game. Groups will use the cards they draw to brainstorm an assignment, record the assignment on the template below, and share the assignment they developed with all.

**Assessment**

Peer feedback

Group: 1b - Architecture & English

Open Pedagogy Card: Contributing to a public online discussion

Gen Ed SLO Card: Community/Civic Engagement (Value, Ethics, and Relationships)

Game Card: Scrabble

The following format is adapted from Bean, *Engaging Ideas*, pages 98-100

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**Purpose** *(What are the goals of this assignment? How does it engage openness?)*

* Contribute to the public discourse on the governmental response to local residents in post-Sandy New York
* Academic service-learning opportunity

**Audience** *(What course[s] can this assignment be used in?)*

* Communications
* Architecture (beginning)
* Composition
* Human Services
* Governmental
* Legal
* Interdisciplinary course (this is how we are designing it as)

**Task** *(What will students do? What will faculty do?)*

[Students]

* Step #1: students will blog, reflecting on their experience of Sandy (even if it was a “non-experience”), and they will read/comment on other students’ accounts of the hurricane.
* Step #2: Students will attend a community workshop event (they will observe the discussion, including the backchannel, the Twitter stream, etc.)
* Step #3: In groups/teams (the groups are diversified according to experiences from their experiences), students will analyze the response on four levels: City, State, Federal, and Local Community (prior to this, they can learn background info. on their particular tier)
* Step #4: Students, in groups, will post on OpenLab their responses/analysis (observations and recommendations for improved government services to the local community), and the groups will comment on others’ recommendations (from the perspectives of other communities: like Scrabble)

[Faculty]

* Faculty will identify an appropriate event for students to attend and then coordinate with the organizers
* Faculty will supply relevant background information/articles/readings for students
* Faculty will notify the community that the students have posted these responses, and encourage comments

**Format** *(How will work on this assignment occur? In-class? At home? In groups? Individually?)*

* See above

**Assessment** *(How will student work be assessed?)*

* Students will assess one another’s work
* The community will assess the responses
* The faculty will asses the work