**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: 5 - Mathematics

Open Pedagogy Card: \_Writing a blog post emulating the style of a particular website

Gen Ed SLO Card: \_Inquiry/Analysis\_\_\_\_\_\_\_\_

Game Card: UNO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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**Brainstorming:**

**Facebook, rateyourprofessor, huffington post, twitter, tumblr, instagram, buzzfeed,**

**Twitter: write very short assignment, very brief explanation of,**

**Post a problem on openlab – students write 140 characters worth of solution, next student adds on. Can’t use any mathematical notation, only description in words (what is the next step?). Put up 10 problems, students must contribute to one, must give the next step . If someone did something wrong, next student can “undo” that mistake.**

**In the end (followup assignment), have them follow the set of instructions – does it really work? If not, can we fix it?**

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

*“Problem Relay”*

**Ultimately, to solve a problem. Teaching to think through logical flow of problem (and understand others’ logical flow).** Student’s have to analyze existing steps, assess whether they are correct, decide what to do next. **It’s collaborative – students have to work together (but independently).**

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

Adaptable – any math course in which students do multi-step problems.

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

**Part I.**

**Faculty will provide a set of problems, each problem in its own post. Each student must choose a problem, write part of the solution (as a comment/reply to the post) – no more than 140 characters (Twitter). Student contributions should form a solution, each student providing the next step. Contributions should be in plain English, not mathematical notation (“divide by 2”) – so students have to follow what was done before to see what would come next. If they think there is an error in a previous step, they are allowed to offer a correction (instead of a next step). There is a due date, after which (hopefully?) all problems have complete solutions.**

**Part II. In class, we do followup assignment: form groups, give each group a problem and have them actually try to follow the solution given in comments. Does it work? If not, what needs to be done to fix it? Hand in the actually mathematical steps corresponding to each step given in the comments.**

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

**Part I – asynchronous, on the OpenLab, with due date.**

**Part II – group activity in class.**

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

*Part I – everyone must contribute.*

**This is part II – group will assess validity of solution posts.**