Open Pedagogy projects invite students to be collaborators, contributors, and creators who shape public knowledge. Because an open pedagogy's scope typically looks beyond the confines of a traditional classroom learning space, these projects are multi-faceted and require a project management plan to be sustainable. With this in mind we developed The Open Pedagogy Project Roadmap, a module-based discipline-agnostic workshop that will assist faculty in planning, finding support for, sharing, and sustaining an open pedagogy project regardless of its size or scope. The four modules of the Roadmap guide faculty through the 5 Ss of open pedagogy projects: Scope, Support, Students, Sharing, and Sustaining.

The presenters have experience working on open pedagogy projects and bring their experience closely collaborating with instructors to the Roadmap's development. One collaborates with an English faculty member on a long-term open pedagogy digital scholarly anthology edition project and the other supported an pedagogy project which involved the development and publication of an open student-authored Hispanic linguistics textbook.

Open pedagogy projects like these can be multi-faceted, single-semester or multi-year, and can result in any number of student authored/created/directed scholarly or non-scholarly outputs. These outputs could include, for example, a public-facing blog post, translating a Wikipedia page, creating a digital scholarly edition, socially annotating, revising an open textbook, and/or contributing to crowd-sourced transcription projects.

While there are many affordances of open pedagogy projects for both students and instructors alike, there are also nuances that instructors may not have considered for traditional assignments which stay within the closed digital or physical classroom learning environment. Open pedagogy projects are designed with the intention of sharing them openly with future publics — be that with future students, or out on the web — to be reused, revised, or remixed. Open pedagogy projects also invite students into a different relationship with instructors and with knowledge. They invite students to be collaborators and creators instead of learners and consumers. Thus, there are additional considerations for both instructors and students alike.

While there are a number of case studies detailing open pedagogy projects and useful handbooks to guide faculty who are interested in exploring open pedagogy projects, a review of the literature affirmed our empirical evidence that there was a space for this type of practical project management guidance for open pedagogy projects. Drawing from our
collective experiences and the literature, 5 Ss of open pedagogy projects emerged as essential tenets to consider when planning for and sustaining one.

The 5 Ss

- **Scope**: your values, your goals, your capacity
- **Support**: structural, systemic, logistical, technological
- **Students**: outcomes, assessment, agency, ethical concerns
- **Sharing and Sustaining**: sharing your work, sustaining it with an action plan

These 5 Ss form the foundation of a four-module instructor-facing workshop entitled *The Open Pedagogy Project Roadmap* which we’ve designed to guide faculty through the process of planning, implementing, sustaining, and sharing their own open pedagogy projects. It asks instructors to reflect on and document the issues inherent in their open pedagogy work, such as values, student agency, assessment, and the role of open pedagogy in fostering diversity, equity, inclusion, and accessibility. Ideally instructors will create their Roadmap in the formulation or beginning stages of their project. However, as with any assignment or project, open pedagogy projects are iterative and need revising and rethinking in order to be sustainable. If instructors have already launched their project, the Open Pedagogy Roadmap will be useful for guiding them through that iterative process.

We looked at the many definitions of open pedagogy that are debated in the literature, and ultimately, looking to be expansive of the types of projects that faculty may bring to the workshop we developed, settled on some commonalities among the definitions. For the purposes of the *Open Pedagogy Project Roadmap*, we defined open pedagogy as:

- Engaging with **students as creators** of information rather than simply consumers of it
- Involving **experiential learning** in which students demonstrate understanding through the act of creation
- Inviting students to be part of the teaching process, participating in the **co-creation of knowledge**
- Moving away from single-use assignments in favor of **situated, collaborative, and renewable** ones
- **Student agency** in deciding if and how their work is openly shared
In this presentation we will discuss our collaborations with faculty on two open pedagogy projects and how this work informed the creation of our Open Pedagogy Project Roadmap, which we've designed to guide faculty through the process of planning, implementing, sustaining, and sharing their own open pedagogy projects. We will discuss issues inherent in this work, such as values, student agency, assessment, and the role of open pedagogy in fostering diversity, equity, inclusion, and accessibility.