Pedagogical Values Series:

Flexible and supportive teaching

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ACKNOWLEDGMENT OF TRADITIONAL LANDS

Royal Roads University acknowledges that the campus is located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families who have lived here for thousands of years.

This land has been part of the fabric of the life of Indigenous communities long before Hatley Castle was built, and it will be long into the future. It is with gratitude that we now learn and work here, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!

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The Pedagogical Values Series

Learning, Teaching, & Research Model (LTRM)

APPLIED & AUTHENTIC

- Interdisciplinary and transdisciplinary
- Experiential and participatory
- Flexible and individualized
- Outcomes-based
- Openly practiced

CARING & COMMUNITY-BASED

- Inclusive and diverse
- Community-based learning
- Supportive
- Team-based
- Co-creative
- Place- and virtual space-based

TRANSFORMATIONAL

- Socially innovative
- Respectful of Indigenous Peoples and traditions
- Impactful
- Reflective

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Pedagogical Values

Pedagogical values refer to the worldviews, beliefs, perspectives, and biases about teaching and learning that underpin our specific educational practices (Palahicky et al., 2017). In other words, they are the belief systems that inform the decisions that we make at the micro and macro level of our teaching, from how we design learning experiences to how we interact and engage with learners.

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Applied & Authentic – Openly Practiced LTRM p. 15

"open pedagogical practices promote the production and sharing of learner generated content and resources. Such practices promote active participation in the learning process. We approach open practices with an ethic of care.." (LTRM, p. 14)

OPENLY PRACTICED

Ways of working with "open, social and participatory media" have influenced... "the ways in which users interact, communicate and participate with technologies" (Conole, 2013, p. 47), including learning technologies and approaches. The trend towards the use of open educational resources (OER), "free, digital, easily shared learning materials" (DeRosa & Robison, 2017, p. 116) has shifted into a movement of open educational practices and pedagogies, encompassing a variety of practices that can transform courses "from repositories for content" into "platforms for learning, collaboration, and engagement with the world outside of the classroom" (p. 117).

Open practices share several characteristics (Hegarty, 2015; Conole, 2013) that support social learning. Participatory technologies are used to connect people to share ideas, knowledge and resources through social-networked media.

These technologies encourage innovation and creativity through peer interaction. OER, digital technologies and open pedagogical practices promote the production and sharing of learner-generated content and resources. Such practices promote active participation in the learning process. We approach open practices with an ethic of care, which we endeavor to reflect in other practices as well (George Veletsianos, personal communication, 2018)".

Elements of Royal Roads' LTRM, such as inquiry-based or problem-based learning, dialogic and collaborative learning, constructivism and active engagement (De Freitas & Conole, 2010), as well as reflective practice, experiential learning, and collaborative and team learning, align with open educational practices. All of these elements can serve as a guide as we renew our technologies and instructional approaches.

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Applied & Authentic – Openly Practiced

Teaching	Learning	Research
Students are empowered to learn with, by and through others in communities and networks supporting dialogical, socially constructed learning.	Curriculum design includes access to high quality open educational resources, and draws upon open participatory technologies to facilitate collaborative and flexible learning.	Researchers use "participatory technologies and online social networks to share, reflect on, critique, improve, validate and further scholarship".8

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Complexity = Multiple definitions of " Open"

- Open scholarship and access (research journals)

- Open data (research and public sector)

- Open educational resources (texts)

- Open educational practices (pedagogy and platforms)

- Open source software (linux, etc.)

- Open business models (sharing economy)

- Open policy (public sector)

Commonality, sharing and crowdsourcing

Japanese proverb –

"None of us are a smart as all of us"
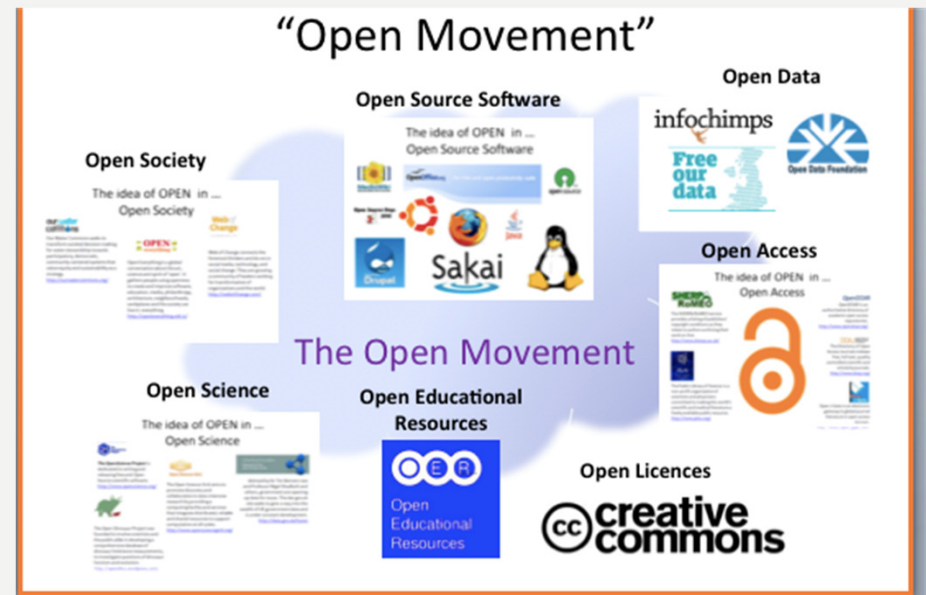
In the beginning….
open source software

Image: CC BY-SA Michael Paskevicius

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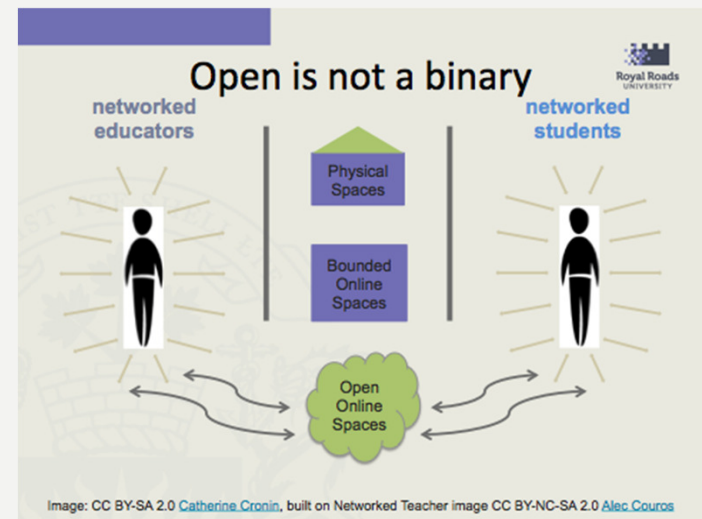UNIVERSITY

Paradox of Openness

- Open in a "closed" system of silos

    Academic institutions have traditionally been plagued with the conception of knowledge silos, but it is important to consider that knowledge silos are not only academic endeavors, but also nationalistic and cultural silos that are slowly becoming obsolete. With the global learning communities tearing down the metaphoric walls and developing more humanistic and more fully embracing understandings that humans are equal within this global society (Crawford, 2015, p. 12)

- The value of Open Discourse (e.g. interdisciplinary themes; apprentices interacting with experts) in an increasingly cautious world of cybersecurity, privacy and identity issues, and personal digital (il)literacy

- Holistic view of openness (IT, ED tech, content, faculty, networked scholarship) = communities of practice and purpose

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Definition of Open Ed Practices (Cronin, 2018)

- Open educational practices (OEP) resonate with "collaborative practices which include the creation, use and reuse of OER, as well as pedagogical practices employing participatory technologies and social networks for interaction, peer-learning, knowledge creation and empowerment of learners" (Cronin, 2017)

Open is not a binary

networked educators

networked students

Physical Spaces

Bounded Online Spaces

Open Online Spaces

Image: CC BY-SA 2.0 Catherine Cronin, built on Networked Teacher image CC BY-NC-SA 2.0 Alec Couros

Openness as a continually negotiated space whose definition is always a "work in progress"

Attributes of Open Pedagogy (Hegarty, 2015)

1. Participatory technology;
2. People, openness & trust;
3. Innovation & creativity;
4. Connected community;
5. Sharing ideas & resources;
6. Learner generated;
7. Reflective practice;
8. Peer review.
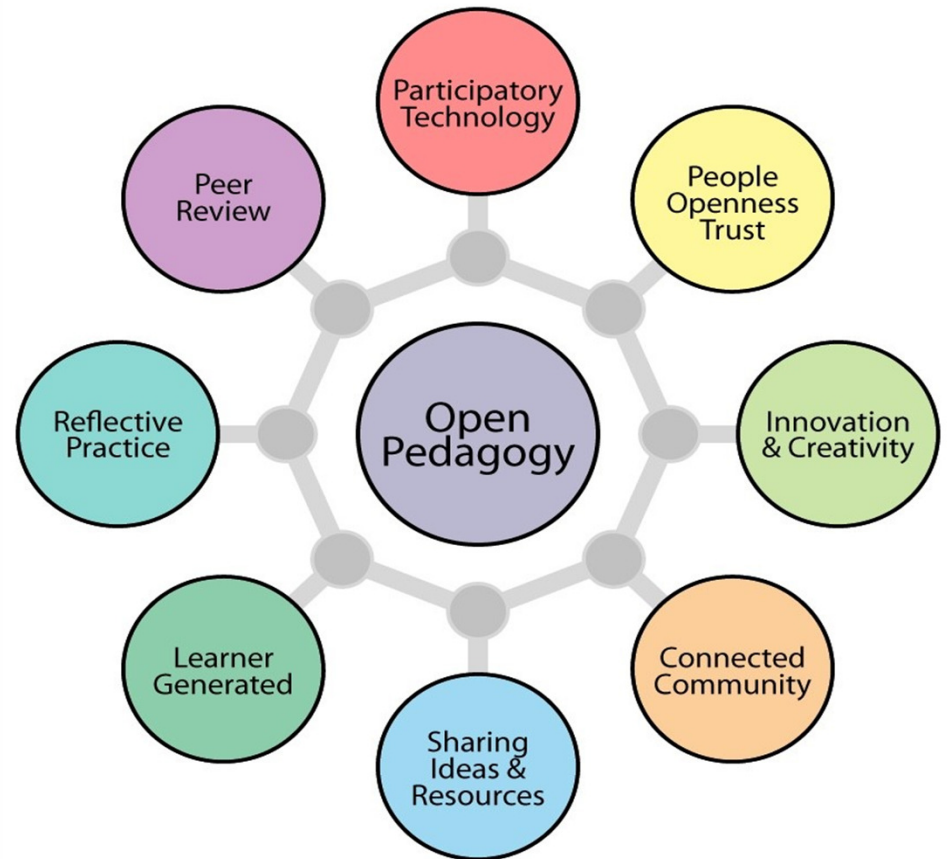
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Open Educational Practices

"Teaching and learning practices where openness is enacted within all aspects of instructional practice; including the design of ==learning outcomes==, the selection of ==teaching resources==, and the ==planning of activities and assessment==. OEP engage both faculty and students with the use and creation of OER, draw attention to the potential afforded by open licences, facilitate open peer-review, and support participatory student-directed projects."

Paskevicius, M. (2017). Conceptualizing Open Educational Practices through the Lens of Constructive Alignment. Open Praxis, 9(2), 125–140. https://doi.org/10.5944/openpraxis.9.2.519

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Exploring Working Definitions

- Take 1 min individually and write down three things openness means to you
- Choose one or two to share in the chat
- Reflect on others posts
- Individually, draw or write a definition of openness as you would like to see it taken up in your context.
- Commit to taking that away and sharing it with a partner for feedback and thoughts.
- What would you/could you revise? Who else needs to be involved?

Context – MALAT; DipLAT & MACAL

- MALAT/DipLAT = 33 credit MA program (18 credit diploma) offered fully online and in a blended modality; MACAL fully online

- Mid-career adult learners; cross-sectoral representation

- Program key design principles - openness; networked learning; open pedagogy; and development of a digital mindset.

- Students collaborate and contribute meaningfully to digital learning networks and communities in the field.

  - [MALAT/DipLAT Program goal](#) - By the end of the program, graduates will be able to create and evaluate digital learning environments. They will apply theoretical and practical knowledge to critically analyze learning innovations and assess their impact on organizations and society.

  - [MACAL Program goal](#) - The MACAL graduate program is designed to prepare practitioners across disciplines and sectors to create the social, political and economic changes we need to lead efforts to reduce greenhouse gas emissions and strengthen resilience and adaptive capacity to climate-induced impacts (UN Sustainable Development Goal 13).

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Framing Openness – in MALAT

- Digital experience for learners
- Openness as a **vehicle for educational change -** teaching and learning environments; teaching practices
  - Consistent with social constructionism; constructivism and the RRU LTRM
  - The 5 R's of OER (retain, reuse, revise, remix, redistribute)
    - Resources; assignments; syllabus
- Openness is a **goal in itself** – to be open for the benefits and challenges we (faculty and students) can experience from being open that go beyond saving students money.
- Consistent with the concept of **expansive openness** (Kimmons, 2016)
- **Levels of openness**; across program/course/activities/assessment

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Openness as a Design Principle

Openness as a design principle provided the lens through which all program and course are viewed.

- For example: program, course, activities, assignments, readings, delivery, infrastructure, and interactions

What does it look like in action:

- [Program](), [Course](), [student]() public WordPress sites
- Contracting agreements (CC BY)
- [Zero Textbook Cost (ZTC)]() degree
- OER first apprpoach (open articles/open research; research available via library access)
- [Renewable, reusable assignments]()
- [Open assessments and rubrics]()

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Guideposts and Resources

Stagg (2014) Continuum of Practice for Engagement in Open Education

Figure 1: Continuum of open practice

| Awareness/Access (basic replacement) | Sharing a newly authored OER | Passive Practitioner Remix | Active Practitioner Remix | Student Co-Creation |

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A Journey into Risk

GREATER CONTROL

Standards used to maintain effectiveness

- Strict peer review processes
- Standard templates

Institutional commitment and vision

- Extensive resources
- High investment
- Collaboration within institution

Peer collaboration approaches

- Communities of Practice
- Blogs/email/social bookmarking
- Discipline based repositories

Active student involvement

- Student searches
- Collaboration in development platforms
- Student delimit their own search requirements

User decisions shape processes

- Networks disperse responsibility
- Crowd sourced quality control

HIGHER RISK

Figure 2: A Continuum of Openness
Judith & Bull, 2016

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Open, in the context of evolution of Learning Design

Classrooms
Sage-on-stage
Acetates-on-screen
Essays-as-assessment

Course design for online
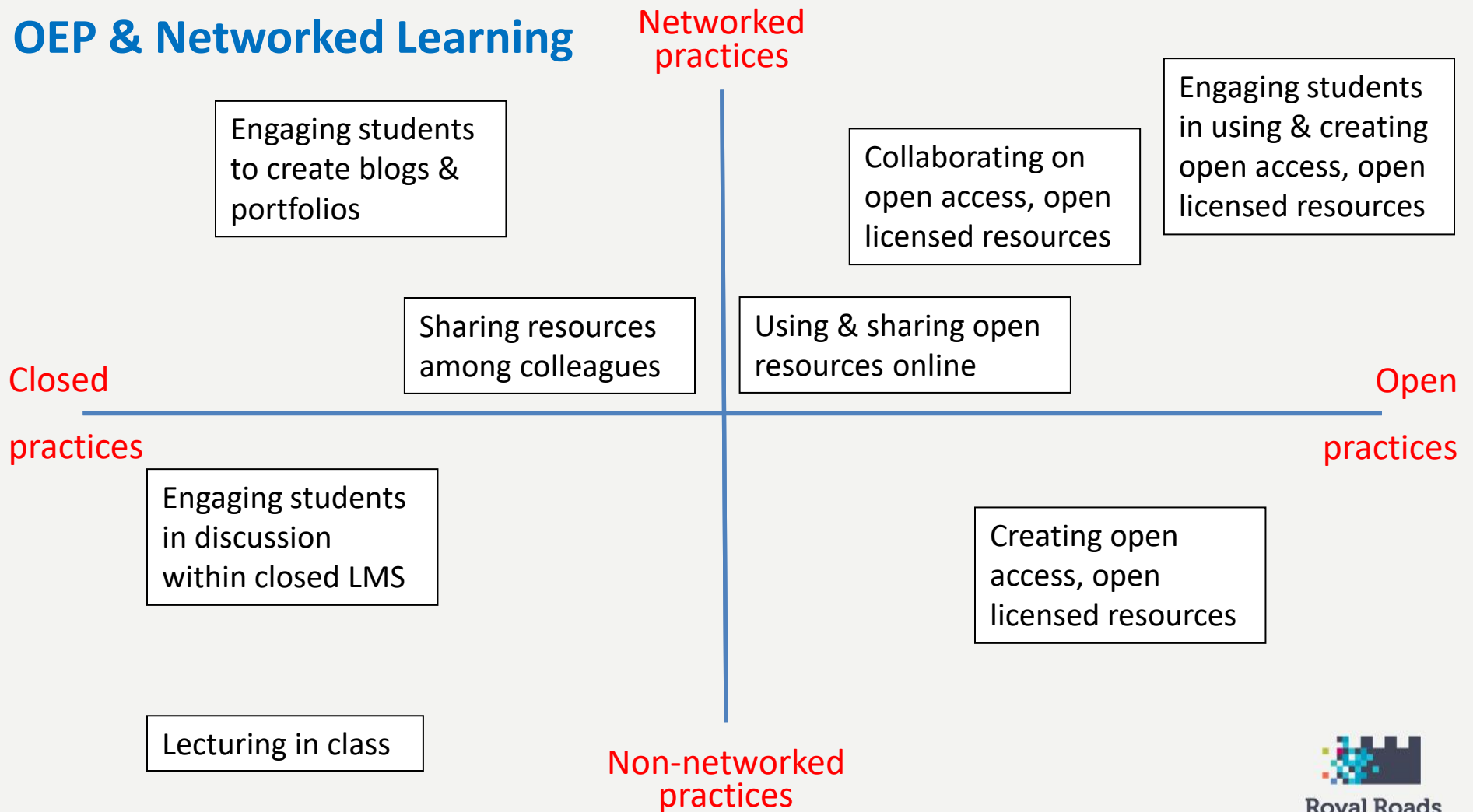More modes of content and expression in web format

Course design for OPEN

What is definition of Open for the institution and each instructor?

What does this mean for design?

How does Open change learning activities and assessment?

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Openness & Networked Learning:
From a Course Developers Viewpoint

OEP & Networked Learning

Networked practices

Engaging students to create blogs & portfolios

Engaging students in using & creating open access, open licensed resources

Collaborating on open access, open licensed resources

Sharing resources among colleagues

Using & sharing open resources online

Closed practices

Open practices

Engaging students in discussion within closed LMS

Creating open access, open licensed resources

Lecturing in class

Non-networked practices

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# Openness as a Continuum: CTET and IT actions

Technical

- WordPress as main course sites & individual student WP sites; Moodle for dropboxes & news
- Design assistance to leverage WP ecosystem
- Syndication of content between sites: links and republishing using RSS/OPML & FeedWordPress
- WordPress hosted with Canadian cloud
- Integration of secure authentication (Shibboleth)
- Informed consent for users
- Privacy impact assessment to meet FIPPA requirements
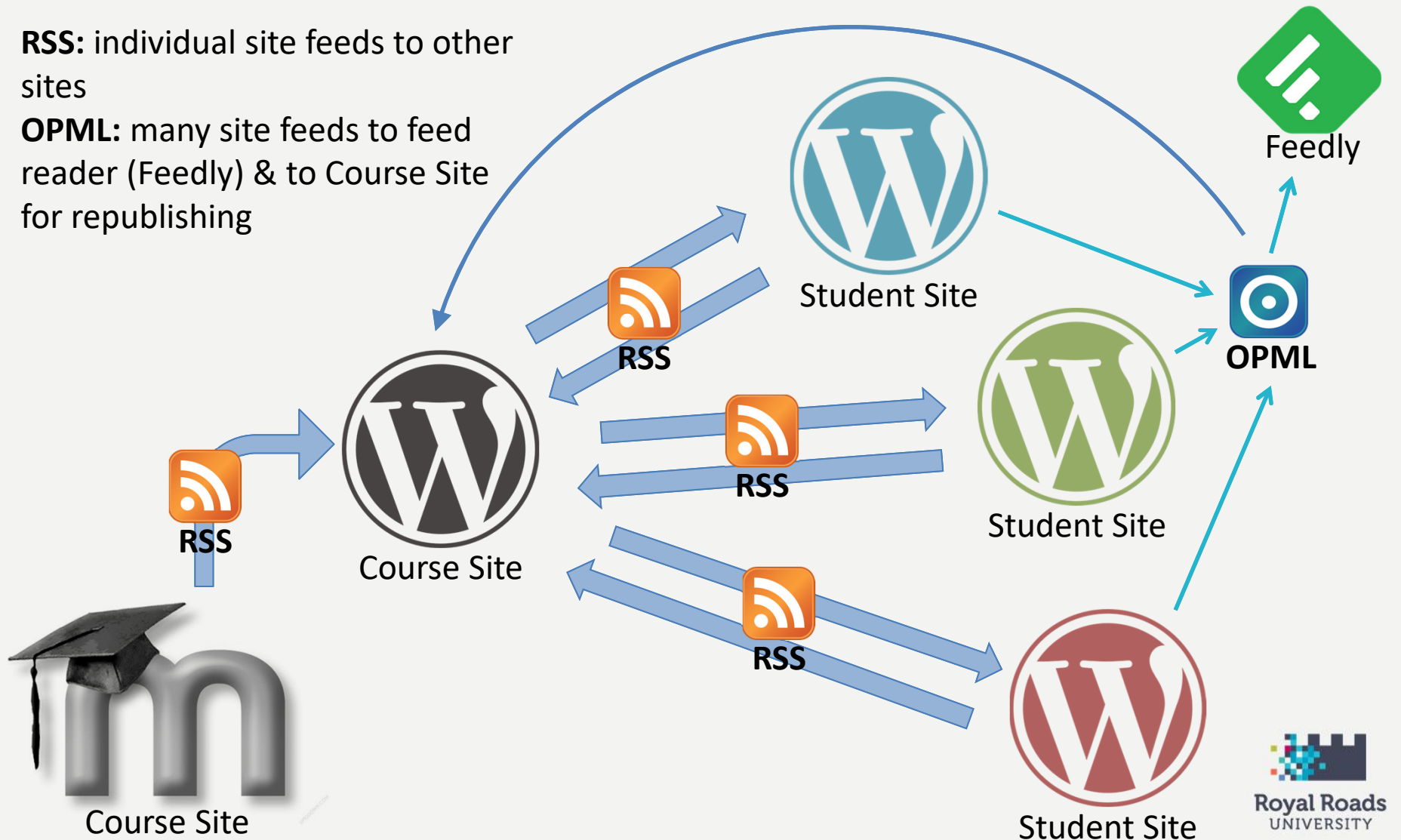
Factors in fostering a culture of openness

Childs, E., Axe, J. & Veletsianos, G. & Webster, K. (2019).
Fostering openness within a HE institution: tensions, opportunities and a work in progress.
In D. Conrad & P. Prinsloo (Eds.) *Open(ing) Education (pp. 345 - 363).* Brill. https://doi.org/10.116/9789004422988_016

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Tensions

Conceptual

- Lack of understanding of terms
- Open as a continuum
- Varied perceptions of openness

Practical

- Risk of reputation
- Potential for copyright violation
- Resourcing

Technical

- The Word Press project
- Learning environment integration
- Privacy issues
- Design support and assistance

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Tool Development - Introduction - setting the stage

Can an institutional self-assessment tool - adapted from promising practices around blended learning - help to assess where an institution is at with its open initiative?

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Walkthrough of the ISAT Tool

https://oepimpact.ope
ned.ca/isat

You can view the ISAT
here and also complete
the ISAT via the link
above.

Research Questions Worth Exploring

- How do institutions with significant OEP activity (ZTC; OERs etc.) advance and sustain their efforts in OEP?

- What can we surface as important components or efforts in order to guide other institutions?
  - From our experiences what can be helpful in informing OEP for other institutions? (what are those pieces and what is really missing? - what are things your own institution might be lacking - where can you push? - the practical application)

- Can we interrogate the sustainability of our efforts?

- What is lacking in this self-assessment tool or is it adequate?

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ISAT Research Themes

Advocacy - being led from the middle; resourcefulness

Policy - differing policy environments; tension in space between growing OEP and needing to level up with policy

Leadership - risks of not having leadership; third space leadership (working groups; students); distributed leadership

Institutional Culture - tension/nuance between institutional identify/special features and participating in a broader open movement

Q & A

What do we need in order to take up "openly practiced" in our **learning** so our students are empowered to learn "with, by and through others in our communities and our network supporting dialogical, socially constructed learning"?

What do we need in order to take up "openly practiced" in our **teaching** to access to high-quality open educational resources, and allows us to draw upon open participatory technologies to facilitate collaborative and flexible learning"?

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Thank you!

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Guiding Frameworks for ISAT

Blended Learning

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Institutional Transformation

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