



Opening Educational Practices in
Scotland

Exploring International Open Educational Practices

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Researching Open Education

OER Hub

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About us



The Opening Educational Practices in Scotland project facilitates best practice in Scottish open education. We aim to enhance Scotland's reputation and capacity for developing publicly available and licenced online materials, supported by high quality pedagogy and learning technology.



The OEPS Definition of OEP



We think of Open Educational Practices as those educational practices that are concerned with and promote equity and openness. Our understanding of ‘open’ builds on the freedoms associated with “the 5 Rs” of OER, promoting a broader sense of open, emphasising social justice, and developing practices that open up opportunities for those distanced from education.

Reflections



“...the focus on social justice; that’s part of openness. And I think one of the things that we wanted to do was to position our understanding of openness not necessarily just as an affordances of the technology and the low transaction costs of digital media but also older traditions of openness of which the Open University (UK) and the various other open universities that have developed across the globe have drawn on which is around equitable access and participation in higher education level learning.”

(Interview with Ronald McIntyre, November 2016)

OEP: Open Pedagogy



“Open pedagogy is that set of teaching and learning practices only possible in the context of the free access and 4R [now 5R] permissions characteristic of open educational resources”

(Wiley, 2013)

OEP: Practices *associated* with OER and with specific aim

““”

“...constitutes the range of practices around the creation, use and management of open education resources with the intent to improve quality and innovate education”

(Hegerty, 2015)

OEP: Developing Attributes



“Immersion in using and creating OER requires a significant change in practice and the development of specific attributes, such as openness, connectedness, trust, and innovation.”

(Hegerty, 2015)

OEP: Values of Openness



“It’s not a term that has a very stable definition, I think... I would think of it more in terms of the values, or the approach. I see OEP as based on a framework that involves greater agency, that gives more control, for example, the ability to do more things. So greater agency, greater transparency, greater collaboration and of course greater access and accessibility. So if those are in my mind as the underpinning values then I can talk about open practices in terms of open access or open science or open education or open pedagogy very easily...”

(Interview with Rajiv Jhangiani, November 2016)

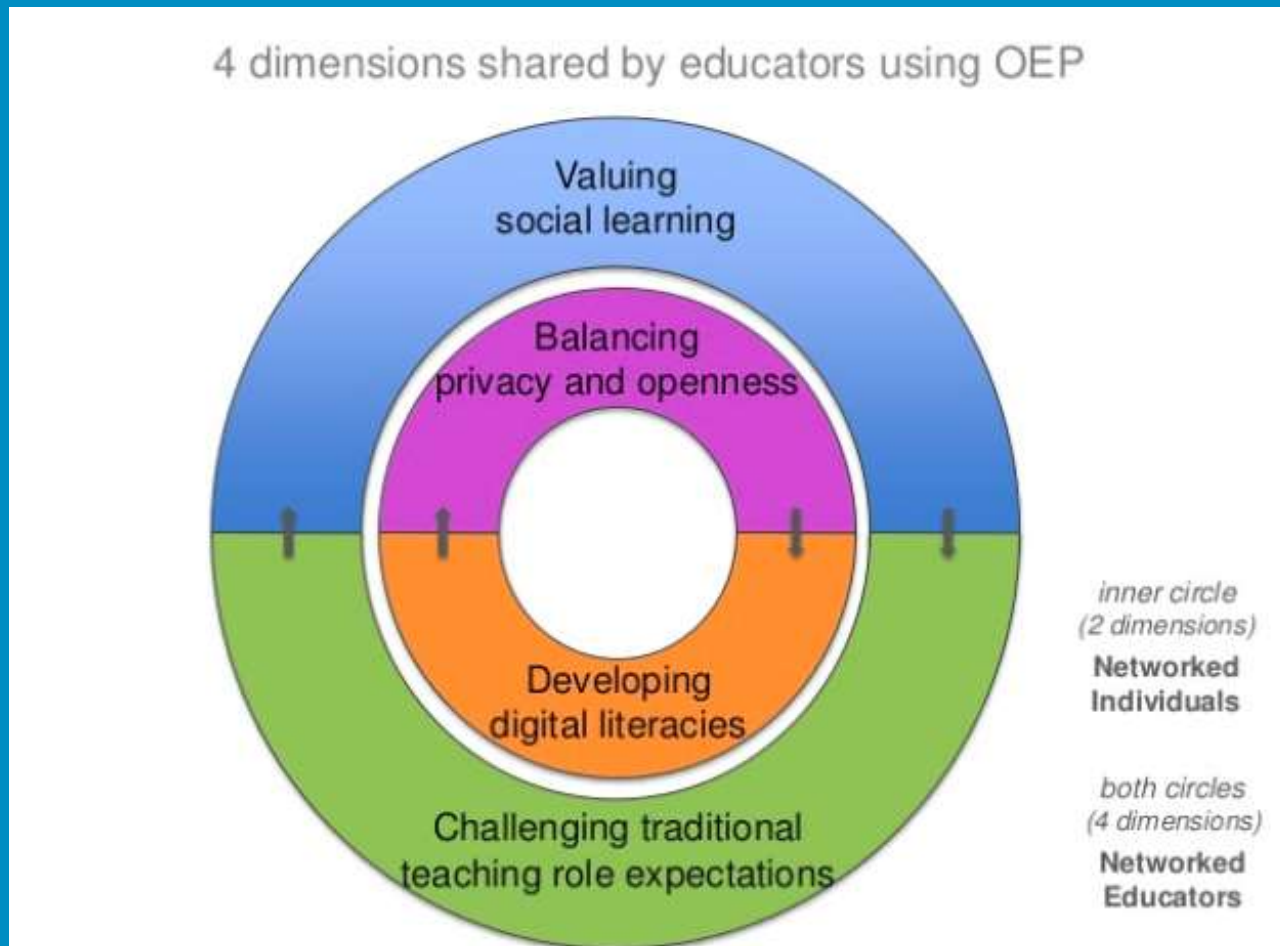
OEP: Collaboration & Participation

““””

“Collaborative practices that include the creation, use and reuse of OER and pedagogical practices employing participatory technologies and social networks for interaction, peer-learning, knowledge creation and sharing, and empowerment of learners”

(Cronin, 2017)

Educators using OEP (Cronin, 2017)

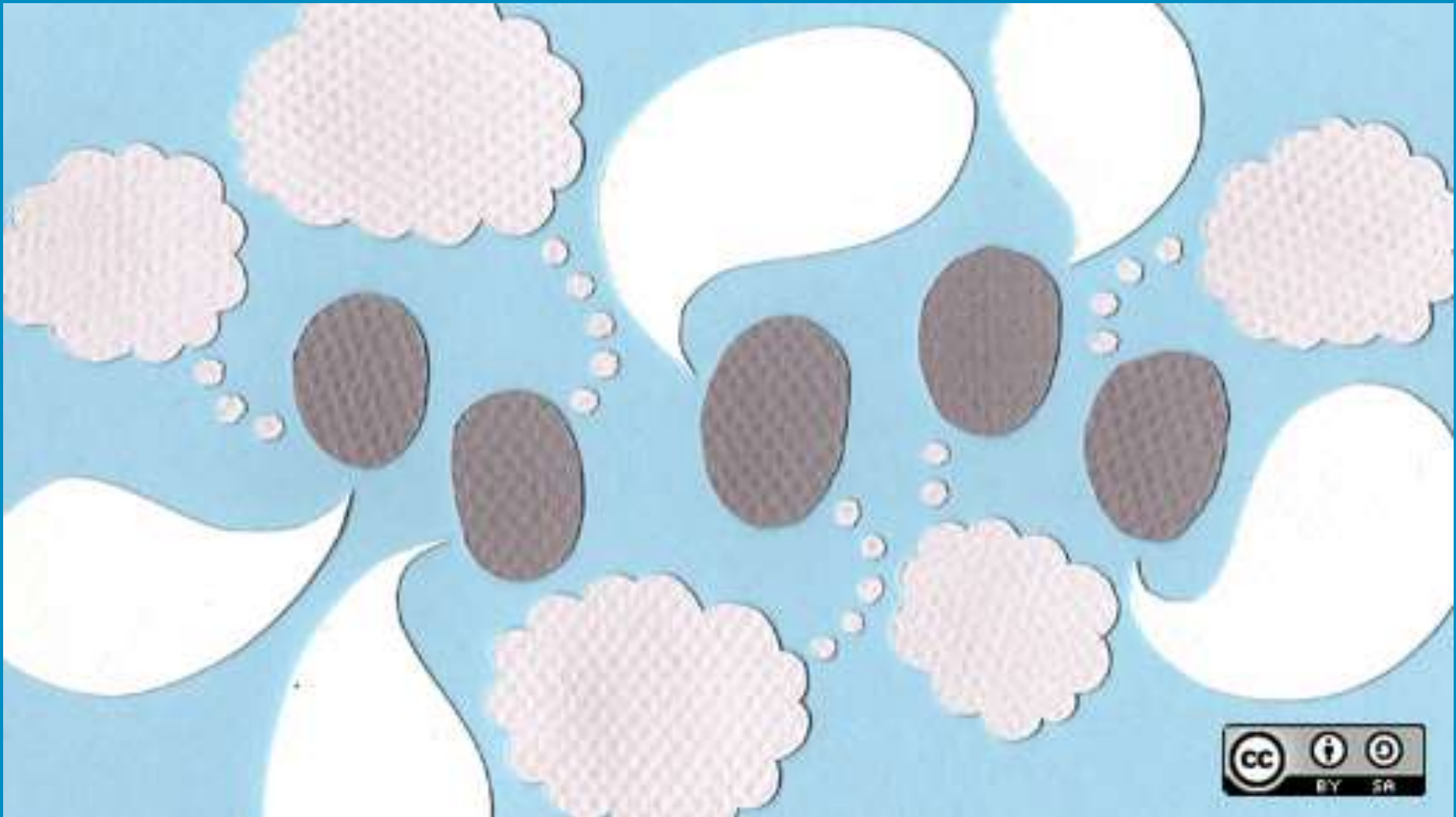


OEPS

Opening Educational Practices in Scotland



Cronin (2017): Dimensions of educators using OEP	Use of <u>Wikibooks</u> for student co-creation and critique of content for <i>Digital Media and Culture</i>
Valuing Social Learning	"...increasingly we're seeing non-standard types of assessment, increasingly we're seeing a move towards collaborative work"
Balancing Privacy and Openness	Wikipedia as "a wild space" Vs <u>Wikibooks</u>
Developing Digital Literacies	Openness = "Part of the Learning Process"
	Social media = "an object of analysis"
	<u>Wikibooks</u> = "...much more of a closed system ... that can be used to really explore ideas" and facilitate "critical engagement"
	Open platforms enable the sharing of material
Challenging traditional teaching role expectations	"Community based learning"
	Public "critical engagement" through openness
	Reflects "real sea change" more generally re: assessment and collaboration



Cronin (2017): Dimensions of educators using OEP	<i>Students as co-creators of OER at Dundee University</i>
Valuing Social Learning	Students enthusiastic to create and review online content.
	Students monitor content on blogs and wikis and teach each other re: copyright/OER etc.
	Impact and value of difficult topic videos for other medical students outside the University.
Balancing Privacy and Openness	VLE now closed due to patient related content but materials made open where possible.
Developing Digital Literacies	Student preference for <u>Wordpress</u> with “sustained level of student engagement” during trial. Medical School adopts <u>Wordpress</u> as VLE for the UG curriculum.
	Students wanted to develop learning resources for VLE.
	OER and activities developed to help support students
	“Twitter is a place to filter and search for OER that’s validated by professionals.”
Challenging traditional teaching role expectations	Encourage OER use but also explain that “...it could then be shared and then they would have something to put on their CVs, and have a metrics in a sense.”
	Real world impact for students & teaching/monitoring each other (challenging traditional learner role?)

Cronin (2017): Dimensions of educators using OEP	<i>Using Facebook as part of a Media Studies course in the Czech Republic</i>
Valuing Social Learning	Open admission course that anyone can join. Encouraging porosity between HEI and general public.
	Contacted by people looking for information.
Balancing Privacy and Openness	“So far students don’t mind they are working in public”
	Can view grading, assignments etc. Students “...feel much more protected because everyone can see how I evaluated them.”
Developing Digital Literacies	Use of familiar social media platform.
Challenging traditional teaching role expectations	Colleagues have observed but not commented on this approach.

OEP in the USA

- Rapid growth in Open Textbook Network membership and Open Textbook Library resources
 - Open Textbook Library (April 2012, launch: 84 textbooks. Now: 382)
 - Open Textbook Network (March 2016: 35 members, 120 campuses; March 2017: 45 members, 390 campuses.
- More libraries leading and dedicated open education positions;
- Interest in Open Pedagogy: early but exciting (Open Education Group:
<http://openedgroup.org/openpedagogy/>);
- Increase in “open washing”



Conclusions



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