OERup! Training

Module 5 / OER in the classroom

Up until this point you have learnt about OER and Open Licensing; now we will dig into the impact of open content on teaching activities. Producing, using and re-using OER, apart from being useful in ethical and efficiency terms, has the potential to change the way you teach in your daily work. OER can, in fact, represent the first step towards the adoption of open and networked teaching methodologies, improving students' engagement, participation and motivation.

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OER - in the classroom

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Imagine, for example, a course where part of the content (in the form of OER, obviously) is co-produced with your students. They would not be passive recipients of knowledge but they would feel they are producing original content that fits their needs and this could represent a starting point for future editions of the course where other students will improve what their predecessors have been doing.

Ultimately, this is about implementing Open Pedagogical Approaches. But what does Open Pedagogy mean? Let's hear from the voice of one of the major international experts in the field of ICT for learning and Open Education in the following webinar.

Open Pedagogies Webinar, 25.11.2015

What does Open Learning look like in practice? Within this one-hour webinar you will have the opportunity to get an introduction into the power of online collaborative learning straight from the experience of a long-term teacher and researcher in adult education, Prof. Dr. Gráinne Conole.

click here to watch the webinar...

1. Understand the concept of Open Educational Practices

In the webinar you have heard about Open Educational Practices (OEP). The first task is to fully understand what OEP means, making sure that you can make the best out of your use of OER in your daily practice. Making your resources open, for example, by applying a Creative Commons license to your material, does not automatically mean that you are adopting Open Educational Practices.

On the other hand, Open Educational Practices are "the next phase in OER development which will see a shift from a focus on resources to a focus on open educational practices being a combination of open resources use and open learning architectures to transform learning into 21st century learning environments in which universities', adult learners and citizens are provided with opportunities to shape their lifelong learning pathways in an autonomous and self-guided way".

Two definitions of OEP are proposed:

- The Open Educational Quality (OPAL) Initiative define Open Educational Practices as "the use of Open Educational Resources to raise the quality of education and training and innovate educational practices on institutional, professional and individual level".

- The <u>International Council for Open and Distance Education</u> (ICDE): "Open Educational Practices are defined as practices which support the production, use and reuse of high quality open educational resources (OER) through institutional policies, which promote innovative pedagogical models, and respect and empower learners as co-producers on their lifelong learning path".

Task 1: Understanding openness in teaching

To get an understanding of how openness (starting with using OER) is changing the way courses are and will be designed and delivered in the future, please read the following chapter.

- "The implications of 'open' for course and program design: towards a paradigm shift?" **(click!)**

The chapter presents a number of dimensions of change related to course design and course delivery, connected with the introduction of OER and openness in education.

> Quoting from the text: "Open educational resources do have an important role to play in online education, but they need to be properly designed and developed within a broader learning context that includes the critical activities needed to support learning, such as opportunities for student-instructor and peer interaction, and within a culture of sharing, such as consortia of equal partners and other frameworks that provide a context that encourages and supports sharing. In other words, OER need skill and hard work to make them useful, and selling them as a panacea for education does more harm than good."

A useful tool to work with Open Educational Practices is the Open Pedagogy Matrix, which was created by Mary Burgess, Tracy Kelly and Amanda Coolidge of BCCampus for a webinar during <u>Open Education Week 2015</u>.

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Matrix

The Matrix: a tool for generating examples...	Open (Resources & Approaches) *practices that are possible when adopting OER but are impossible when you adopt traditionally copyrighted materials". Use of OER, requirement for students to work out in the open: create and share their work*	Not Open (Resources & Approaches) *what we might think of as "traditional" - costly "closed" textbooks, learning community activity limited to the f2f classroom or behind an LMS firewall*
Learning Centered Design *authentic, flexible, learning-centred (vs. content or instructor-centred), creative assignments that invite reflection, real-world learning, student choice*	*1* Examples of open pedagogy: innovative, learning-centred design, supported by affordances of the internet	3 Examples of great learning design, with "closed" resources, conducted in "closed" spaces
Teaching Centered Design *"traditional": lecture-heavy, "disposable" assignments, assessment focused on exams, multiple choice, students demonstrate learning to instructors only, everyone does the same thing, or limited/instructor-determined choices*	2 Examples that use OER, but under-utilize potential of Open	4 Examples of "teacher-centred" methods, disposable assignments in a closed environment

BCcampus

The matrix encourages educators to reflect on open practices by mapping openness (of resources or approach) against learning design (ranging from learner-centred to teacher-centred). Although the matrix presents Open/Closed and Learner-centred/Teacher-centred as discrete poles, the authors acknowledge that this is simply a tool to prompt reflection and discussion, with the goal of working towards more open, learner-centred pedagogies. The authors welcome additional contributions to the matrix (particularly examples in Quadrant 1) in this open Google Doc: Open Pedagogy examples. For further information on the Open Pedagogy Matrix please see: Open Pedagogy: Moving Forward by Tracy Kelly.

2. OEP in your daily teaching

Once you have understood what Open Educational Practices are, the next step is to gradually start adopting some of these practices in your daily teaching. Every teacher as well as every students' group is different, so the adoption of OEP should be tailored to each case, also depending on the subject and especially on the learning context.

In the next video, some examples of open pedagogical strategies are presented, to serve as inspiration for your daily work. In this keynote speech by Prof. Steve Wheeler some open pedagogy ideas are presented, with practical and inspiring examples. Don't be scared by the length of the video, Prof Wheeler is a very entertaining speaker!

Video: **(click!)**

Task 2 - start your own OEP

Within this activity, you should think about an OEP that you could implement in your daily teaching.

After reading about some existing ideas on how to open up your teaching, you should present your OEP idea to others, answering the following guiding questions:

- How would you call your open practice?
- How would you describe it?
- What open resources are you using?
- What open teaching methods are you implementing?

This resource can help: Learner-centred teaching through OER **(click!)**

3. Networked teaching

OER are by definition fostering collaboration among the producers, the users, the improvers, the re-users of the content. Along the same line, also Open Pedagogies are strongly based on collaboration, especially through social media. The Center for Open Learning and Teaching (University of Mississippi) define Open Educational Practices (OEP) as teaching techniques that introduce students to online peer production communities. Such communities (for instance, Wikipedia, YouTube, Open Street Map) host dynamic communities and offer rich learning environments".

In the following chapter you will read about Online Collaborative Learning, a very powerful approach that can potentially increase the motivation and engagement of students:

- Social and online collaborative learning **(click!)**

> Quoting from the chapter, "when applied appropriately, online collaborative learning can lead to deep, academic learning, or transformative learning, as well as, if not better than, discussion in campus-based classrooms". Further, it "can also directly support the development of a range of high level intellectual skills, such as critical thinking, analytical thinking, synthesis, and evaluation, which are key requirements for learners in a digital age." (Bates T., 2015, Teaching in a digital age. BC Open Textbooks. Chapter 4.4.)

Online Collaborative Learning is an important example of what it means "teaching through networking". Other typical activities that characterise Open Educators are collaborative course design, open research collaborations, and many more. But, as a first step, being present on the most relevant social networks is a prerequisite, and being connected to peers in order to exchange ideas and knowledge is more and more the norm.

Having said this, you might ask yourself: "**What is an Open Educator?**". In his Open-Creativity Cycle in Education paper, **Martin Weller** discusses the concept of the 'open scholar' whose whole approach to learning, teaching and researching, he argues, is shaped by digital and networked technologies.

The articles proposes that an open scholar is likely to:

- Have a distributed online identity – using a variety of services an identity is distributed depending on the means by which the individual is encountered
- Have a central place for their identity – although their identity is distributed, there is usually one central hub, such as a blog, wiki, or aggregation service page (e.g. Flavors.me)
- Have cultivated an online network of peers – the open scholar usually engages in social networks through a preferred service (e.g. Twitter, Facebook, Friendfeed) and regularly contributes to that network
- Have developed a personal learning environment from a range of tools – not through a deliberate policy of constructing a PLE, but through personal trial and error, the open scholar develops a suite of preferred tools
- Engage with open publishing – when formal publications are produced the open scholar will seek an open publishing route for their dissemination
- Create a range of informal output – as well as producing traditional outputs, the open scholar produces and explores different forms of output such as video, podcast, slidecast, etc
- Try new technologies – there is an acceptance that technology is not fixed, and that new technologies are explored on an individual, ad hoc basis to ascertain where they fit into the individual's overall portfolio of tools.
- Mix personal and professional outputs – the social network space is characterised by the personal elements its participants reveal, which can be seen as the hooks through which connections are established. The open scholar deliberately mixes personal and professional observations in order to be an effective communicator within these networks, and does not seek to keep them distinct.
- Use new technologies to support teaching and research – when assessing or adopting new technologies they will be appraised not only for their use on a personal basis, but how they can be used to support professional practice, such as using social bookmarking for a research group or creating student portfolios in Friendfeed.
- Automatically create and share outputs – the default position of an open scholar is to share outputs, be they presentations, ideas, suggestions or publications using whatever route is appropriate.

Task 3 - get networked!

Connect, by using your preferred social network (if you do not have a social network profile we suggest you create a Twitter one), to at least 5 colleagues, either from your own country or from other countries. Analyse their level of activity in the social network and the most interesting dynamics (following, likes, sharing), and prepare a short action plan to increase your presence and relevance in the social networking world. The action plan should include your minimum level of daily activity in the social network, the number of followers you expect to get (learning from your colleagues who are already active), etc.

4. Open Assessment

Open Assessment is also an important facet of open learning, since it empowers students to be active partners in evaluating their progress and the progresses of their peers. In the following presentation by professor Ulf Ehlers) you can get an understanding of what Open Access can mean in practice.

Open Assessment, by Prof. Ulf Ehlers **(click!)**

In the presentation Prof. Ehlers introduces a number of reflections on Open Assessment that shall help you understand the potential impact of this practice in your daily work

Open Badges

One of the most interesting developments in Open Assessment is the Open Badges project by Mozilla. Through the project, everyone can issue "open badges", which are digital indicators of skills learned inside or outside the classroom. Open Badges contain metadata indicating the badge issuer, criteria for the badge, and other information, all of which is hard-coded into the image file itself. The technology supports a range of badge types, developed in conjunction with the badge issuer. They can be issued by traditional educational institutions, professional bodies, community learning organizations, after-school programs, or online initiatives (including MOOCs).

In the following two short videos you can appreciate the innovative character and the potential impact of the Open Badge idea:

An Introduction to Open Badges

Intro to badges (not physically present)

Task 4 - get an open badge!
The best way to understand how Open Badges work is to get one.

Start from this link: http://openbadges.org/earn/ and earn your first Open Badge, then share with the community what you think about Open Badges and if they are applicable in your daily work. Would students like the idea? Would your supervisor like it?

5. Some further reading:

- **An investigation into social learning activities by practitioners in open educational practices**, Bieke Schreurs, Antoine Van den Beemt, Fleur Prinsen, Gabi Witthaus, Grainne Conole, Maarten de Laat. **(click!)**
- "By investigating how educational practitioners participate in activities around open educational practices (OEP), this paper aims at contributing to an understanding of open practices and how these practitioners learn to use OEP. This research is guided by the following hypothesis: Different social configurations support a variety of social learning activities. The social configuration of OEPs is investigated by an operationalization into the dimensions (1) practice, (2) domain, (3) collective identity, and (4) organization. The results show how practitioners of six different OEPs learn, while acting and collaborating through a

combination of offline and online networks. The findings of our study lead to practical implications on how to support participation in OEP, and thereby stimulate learning in (online) networks of OEP."

- Paper "**Using innovative social networking tools to foster communities of practice**" **(click!)**
  The paper presents the National Digital Learning Resources Service (NDLR), funded by the HEA (Ireland), an open educational resource service providing an open online repository and community portal, shared between the seven Universities and the fourteen Institutes of Technology in Ireland. The NDLR uses innovative technologies and social networking tools to foster over thirty active communities of practice.

- Paper **"Colearning" - collaborative networks for creating, sharing and reusing OER through social media" (click!)**
  The paper presents an investigation focusing on the use of social media tools and personal network environments for engaging learning communities in producing, adapting, sharing and disseminating OER collaboratively. The aim of this investigation is to identify new forms of collaboration, as well as strategies that can be used to make the production and adaptation processes of OER more explicit for anyone in the community to contribute.

- **Innovating Pedagogy 2014 report - new forms of teaching, learning and assessment, to guide educators and policy makers (click!)**
  The Open University has recently published this report, which explores new forms of teaching, learning and assessment, namely
  - Massive open social learning
  - Learning design informed by analytics
  - Flipped classroom
  - Bring your own devices
  - Learning to learn
  - Dynamic assessment
  - Event-based learning
  - Learning through storytelling
  - Threshold concepts
  - Bricolage
    Even if some of the terms look new to you, you can get an understanding in the Executive Summary of the Report

6. Metadata

Data Category	Information „OER in the classroom"
URL	http://www.oerup.eu/module-5/
OER	YES
License	Attribution-ShareAlike 4.0 International
License Code	CC-BY-SA 4.0
Copyright Holder (Optional)	OERup! Consortium
Name	Module 5 - OER in the classroom
About	This module provides an overview of the concept and applications of Open Education Practices, including some notions on networked learning and open assessment practices.
Keywords	Open teaching, Open Educational Practices, Networked Teaching, Open Assessment, Open Barges
Publisher	OERup! Consortium
Author	Fabio Nascimbeni
Date Created	1/10/2013
Time Required	6h
Educational Role	Students and teachers
Educational Use	- Activity: A resource where users interact with the content. - Handout: A resource a teacher would assign for a student to complete or study. - Homework: A resource a teacher would assign to complete outside of class. - Curriculum Plan: A resource intended for a teacher to use to guide instruction. - Reading: A resource a teacher would assign for a student to read.
Interactivity Type	Expositive and active
Resource Format	**Webpage**: A resource that incorporates multiple resource formats.
Data Type	HTML

Education Type	Adult Learning
Language	English
Country Code	Mixed
Script Code	latin
Access Mode	Auditory, Visual