Supporting Students’ Learning in an Open World: Mapping Current Practice to Open Practice

Liz Masterman
APT 2014: Connected Learning in an Open World, 8th July 2014
Introduction

These slides present some of the key ideas which we explored in our research:

• The fundamental principles of openness
• Characteristics of open pedagogic models
• The necessity (or otherwise) of new open pedagogic models

We invite you to compose your own responses to them and to come to the session ready to share your them.

You’re also welcome to tweet your thoughts before the conference: @dotEliza #uogapt
Fundamental principles of openness

We presented interviewees with statements encapsulating two basic principles of openness and asked to what extent they agreed with each statement.

1. The world’s knowledge is a public good and all people should have free access to it (after Geser, 2012).

2. Open sharing of knowledge is at the heart of the academic process (Lerman, Miyagawa & Margulies, 2008).
The necessity of new pedagogic models in an open world (one view)

“The pure usage of these open educational resources in a traditional closed and top-down, instructive, exam-focused learning environment is not open educational practice. However, if OER are used to create resources which are more learner-centred than the ones that existed before; if learners are involved into the creation of content which is taken seriously by the teachers/facilitators; if teachers are moving away from content centred teaching to ‘human resource’ based teaching; if learning processes are seen as productive processes and learning outcomes are seen as artefacts which are worth sharing and debating, improving and reusing, then OER might improve the learning process—and then we can talk about open educational practices” (Ehlers, 2011).
Open pedagogic models – 1

We asked interviewees about some of the claims that have been made in relation to aspects of open educational practice identified in the literature. The claims are summarised on this and the next three slides.

• The teacher’s role changes from source of knowledge to learning adviser.
• The student takes responsibility for their learning, including what they learn.
Open pedagogic models – 2

Knowledge is co-constructed through mutual interaction and reflection between teacher and students.
Open pedagogic models – 3

The development of knowledge and skills required for tackling and solving problems has priority over subject-centred knowledge transfer.
Open pedagogic models – 4

Students learn primarily from each other, as a community.
Is a radical new “open” pedagogy essential? Or...

• ...can we achieve the same pedagogic ends using “closed” content? (cf. Beetham et al., 2012)

• ...can teachers simply “adopt those aspects of open practice that amplify their existing pedagogic practices most effectively”? (Beetham et al., 2012)

• ...is it sufficient to recast/reimagine existing pedagogies in order to understand and design (for) students’ learning in an open world? (cf. Weller, 2011; Panke & Seifert, 2013)

Still working on these ideas...
liz.masterman@it.ox.ac.uk

www.it.ox.ac.uk/eet

@dotEliza
@ltgoxford

With acknowledgements to Dr Chris Davies (PI)
Jennifer Allen, Steve Albury, and Jessica Chan (research assistants)
References

https://oersynth.pbworks.com/w/page/51668352/OpenPracticesBriefing


