co-creating

the future university

APT 2017, 4 July 2017, Greenwich University

with Chrissi Nerantzi, Ronald Macintyre, Haleh Moravej and MetMunch students
STARTER
Co-imagineering the future university together

MAIN COURSE
A study about experiencing OEP and boundary crossing

DESSERT
Revisit your models and final thoughts
“A mind is like a parachute, it doesn’t work if it is not open” Frank Zappa
Co-imagineering the future university
Some Models of Learning

Budapest University Lecture Room (2016) Macintyre Ronald, CC BY SA 4.0
Some Models of Learning

As a positional good, differentiating “us”

As Economic Engine, an instrumental good
Some Models of Learning

“Some strange alchemy”

A transformative process, perhaps its instrumental, but also somehow valuable in itself and potentially socially transformative
Why don’t we talk about things that have changed “us” as educators
Co-imagineering the future university in small(ish) groups

Part A (10 mins)

What will your University do/make happen?

Then, consider who is it for?

Create “The Brand” and a promotional sticker.
Co-imagineering the future university in small(ish) groups

Part B (10 mins)

Create a model that depicts the key characteristics of your future university. Use the resources provided.
Co-imagineering the future university in small(ish) groups

Part C (10 mins)

Rotate, discuss, review future universities
Findings linked to a recent phenomenographic study in OEP
Open learning as course organisation (C1.1)

Open learning as a facilitated ex. (C1.2)
Open learning as an activity-based ex. (C1.3)
Open learning as designed for collaboration (C1.4)

Cross-boundary learning through modes of participation (C2.1)
Cross-boundary learning through time, places and space (C2.2)
Cross-boundary learning through culture and language (C2.3)
Cross-boundary learning through diverse professional contexts (C2.4)

Collaboration as engagement in learning (C3.1)

Selective
Individual focus
Collaboration as relationship building (C3.3)
Process-focus
Low product expectations

Group focus
Collaboration as shared product creation (C3.2)
Process-focus
High product expectations

Structural factors (Area A)
Lived experience (Area B)
Opportunities for boundary crossing (Akkerman and Bakker, 2011)

• identification, gaining insight into diverse practices
• coordination, connecting diverse viewpoints
• reflection, opportunity for better understanding own and others’ perspectives and
• transformation, leading to collaboration and change in behaviour or practices.

Also challenges such as conflict and misinterpretation (Algers, 2016)
<table>
<thead>
<tr>
<th>Cross-boundary learning through <strong>modes of participation</strong></th>
<th>Cross-boundary learning through <strong>time, places and space</strong></th>
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<tbody>
<tr>
<td>... as a valued informal learning experience</td>
<td>... as a disconnected experience</td>
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<td>... as a valued mixed mode learning experience</td>
<td>... as a continuum</td>
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<td>... as a valued opportunity for recognition</td>
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<th>Cross-boundary learning through <strong>culture and language</strong></th>
<th>Cross-boundary learning through <strong>diverse professional contexts</strong></th>
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<td>... as a barrier</td>
<td>... as initial discomfort</td>
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<td>... as enrichment</td>
<td>... as a catalyst</td>
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<td>6.1</td>
<td>RQ 1: How are open cross-institutional academic development courses experienced that have been designed to provide opportunities for collaborative learning?</td>
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<td>6.1.1 Anyone (academic staff, students and the public)</td>
<td>The courses’ cross-boundary nature brought academic staff, students, public together to learn together. Participants were formal and informal learners from different cultures. This diversity enriched their collaborative open learning experience and made learning more interesting to them.</td>
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<td>6.1.2 Anywhere (online, offline and mobile)</td>
<td>Participants engaged online and offline in collaborative open learning activities and the course. They also used their mobile devices to connect with course activities. The offline dimension of engagement was especially relevant for ‘selective’ collaborators and provides insights that open learning does not exclusive happen online.</td>
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<td>6.1.3 Learners as community</td>
<td>Especially ‘immersive’ collaborators were seeking to be part of a community. They cultivated social relationships. Synchronous social media video technologies helped them in this process. The cross-boundary nature of the groups was especially attractive to participants and generated increased interest for each other.</td>
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<td>6.2</td>
<td>RQ2: Which characteristics of open cross-institutional academic development courses influence learners’ experience and how?</td>
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<td>6.2.1 Anyhelp (facilitator and peer support)</td>
<td>The facilitator support was vital for collaborative open learning, to help build group relationships and resolve technological and course issues and build peer-support capacity. The non-directive facilitator and the facilitator as co-learner was most welcome by participants.</td>
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<td>6.2.2 Anyhow (elasticity of the design)</td>
<td>The flexibility of the collaborative open learning design, using inquiry-based activities worked for ‘selective’ and ‘immersive’ collaborators, when this was agreed with participants and especially when the focus of collaboration was the process.</td>
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<td>6.2.3 Course as community</td>
<td>Participants saw the course as a community that continued beyond the pre-defined timeframe. The cross-institutional and cross-boundary dimensions of the courses, that also brought together formal and informal learning using social media, presents a new academic development approach that is a continuum.</td>
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Towards a new model to practise academic development... and HE?

Cross-boundary community

Informal CPD (workshops, conferences, webinars, tweetchats etc.)

Qualifications (PgCert, MA)

Professional recognition

Scaffold provided by a cross-boundary collaborative open learning framework
“The **agora** is the public space in which ‘science meets the public’, and in which the public ‘speaks back’ to the science.” (Nowotny, Scott and Gibbons, 2001, p.247)

“To think beyond institutional boundaries, beyond the architectonics at play in the traditional university and to embrace the idea of the **leaky** institution which meshes with the life of the region” (Wall, 2015, p.6).

“Boundary crossing should not be seen as a process of moving from initial diversity and multiplicity to homogeneity and unity but rather as a process of establishing continuity in a situation of sociocultural difference” (Akkerman and Bakker, 2011, 152).
DESSERT
Revisit your models and explore how these ideas and concepts link to your practice
Concluding Remarks
References


Macintyre R. (2017) What if openness flowed both Ways, The Porous University – A critical exploration of openness, space and place in Higher Education, The University of the Highlands and Islands, Inverness, 8th-9th of May


Extra bits
Two surveys, (supplementary data collection method)

Initial survey, 19 Qs (n=25) + Final survey, 3 Qs (n=22) → Surveys findings

Collective case (Stake, 1995)

Individual phenomenographic interviews (n=22) (main data collection method)

Pool 1 Course 4 categories of description
Pool 2 Boundary crossing 4 categories of description
Pool 3 Collaboration 3 categories of description

Outcome space and addressing of RQ1 and RQ2

Cross-boundary collaborative open learning framework for cross-institutional academic development (Discussion of RQ3)
Cross-boundary collaborative open learning framework for cross-institutional academic development (Nerantzi, submitted)

Visualisation by Elizabeth Walshaw
“The fact that we would be collaborating and cooperating with professors of Universities from abroad was rather challenging for me, as I had to try to generate more high level activities, and try to share my thoughts, especially in another language, which was another aspect of this. In that way I found it really interesting.” Participant C1

“I find the learning, the thinking of different ideas, hearing how other people had dealt with it really useful. And 'cos we were from such different backgrounds, that's quite useful as well, 'cos obviously I'm a lecturer that is my primary role… […] But there was somebody else who was more from a school background rather than a university background, so it was bringing together lots of different ways of thinking about things. I did find it useful, because I think you need those, you need to think outside, -side the box. I was talking about self-reflection yesterday and thinking about sort of like the higher levels of, self-reflection, it's challenging assumptions. So as a higher education lecturer, I have certain assumptions and sometimes you need to sort of like, step back from those and that's where having those people from different experiences is useful. Because you're, thinking more, you're not just using your HE, assumptions, you're thinking "actually that might work in my situation, I'd never thought of that." And I've had a go at some of the things, you know that, some of the things we talked about, some of them work - some of them don't. Some of them you think "oh, that's not actually for me", so I think it is useful, and I would worry, if we'd all been HE lecturers I wonder whether it would have been the same experience. That we wouldn't all just gone, "Oh that doesn't work!" Participant F2
“I'm wanting to do a teaching qualification next year through my university because they'll pay for I think if I had the opportunity to do things like this [an open cross-institutional course] rather than the sit down you know chalk and talk lectures, then that would be a lot better for me in the long run and I think that I would get a lot more out of that because that's how I like to work, set my own pace and do more creative teaching and also learn from different sources rather than just one tutor. That was another thing that I really liked about the course, is that there was a range of voices being expressed and it didn't feel like it was just one person, it felt like it was very collaborative, but I think if it was, if different universities could contribute different modules and it would end up in one teaching qualification that would be brilliant, that would really be good because you'd get that range of voices and that range of kind of ideas coming from different places. I would be very interested in something like that personally.” C7
“The course has been a crucial eye-opener for me, in relation to my experience with FDOL, and it relates to the way in which, it's being run across multiple institutions. Because, for me, there's a big risk with open learning, that if it comes badged by a single institution, that educational developers, academic developers are automatically inclined to be resistant to advocating that for colleagues in their own institution. For fear of it actually, either undermining or, worse still making them redundant. And that's not to say that those courses wouldn't be excellent for those colleagues in that institution. So, the differences with this course is that there's been an attempt to diffuse that problem, by having it facilitated by colleagues in more than one institution, and then when you look at the PBL facilitators furthermore, even more institutions again, so leaving it open for the instruction of the course, the delivery of it to be facilitated by multiple institutions effectively. And I think that erodes that problem of feeling as though it belongs to another competitor. And that we would be offering it. So there's something really nice about that. But it's more than open learning, it's about open practice as well. It's about making sure that the model of the course can accommodate, and invites facilitation from others in other institutions.” Participant F5