Conceptualising

A review of theoretical & empirical literature

Catherine Cronin & Iain MacLaren • CELT, NUI Galway
#OEGlobal18 #go_gn • Delft • 24th April 2018

Image: CC0 by Nadine Shaabana
contact details:
@catherinecronin
@iainmacl

all sources and references available at:
bit.ly/OEGlobal18_Cronin
open education

goal • philosophy • values

resources, tools and practices that employ a framework of open sharing to improve educational access and effectiveness worldwide

- The Open Education Consortium
There are many histories, many stories of open education

see recent work by
Christina Hendricks, Tannis Morgan, Vivien Rolfe, & more
Open Educational Practices (OEP)

Use/reuse/creation of OER and collaborative, pedagogical practices employing social and participatory technologies for interaction, peer-learning, knowledge creation and sharing, and empowerment of learners.
Survey of theoretical & empirical OEP literature
(Cronin & MacLaren, 2018)

Definitions focused on OER use/reuse/creation

Expansive definitions: multiple entry points and avenues of openness

Similar dichotomy observed in definitions of open pedagogy
(see DeRosa & Robison, 2016; Wiley, 2017)
Open educational practices... involve students in active, constructive engagement with content, tools and services in the learning process, and promote learners’ self-management, creativity and working in teams.” (Geser, 2007)
“OEP are defined as practices which support the (re)use and production of OER through institutional policies, promote innovative pedagogical models, and respect and empower learners as co-producers on their lifelong learning path.” (Andrade et al., 2011)
UKOER programme (2009-2012)

“Open educational practices… encompass all of the following”

- OER use/reuse/creation
- Open/public pedagogies
- Open learning
- Open scholarship
- Open sharing of teaching ideas
- Use of open technologies

(Beetham et al., 2012)

Beetham, et al. (2012)
McGill, et al. (2013)
Degrees of ease: Adoption of OER, Open Textbooks and MOOCs in the Global South

OER Asia Symposium 2014

Keynote

Cheryl Hodgkinson-Williams

(Associate Professor, Centre for Innovation in Learning and Teaching, University of Cape Town, South Africa)

Hodgkinson-Williams (2014)

Five attributes of openness within a larger Open Education cycle:

- Technical
- Legal
- Cultural
- Pedagogical
- Financial

(Hodgkinson-Williams, 2014)

Hodgkinson-Williams & Arinto (2017)

Czerniewicz, et al. (2017)
Survey of theoretical OEP literature

- **OLCOS**
  - Independent studies; European scope
  - Focus on OER use/reuse/creation and collaborative pedagogical practices

- **OPAL**

- **UKOER**
  - UK study; expanded the concept of OEP
  - Decouple OER/OEP; importance of context

- **CILT**
  - South African/Global South focus
  - Broaden understanding of context; assess complexity of openness in practice
Open Educational Practices (OEP)

- Using/reusing/creating OER
- well-established link

Collaborative, learner-centred practices employing social & participatory technologies for interaction, peer-learning, knowledge creation & sharing, and empowerment of learners

open pedagogy + other forms of OEP
Open Educational Practices (OEP)

Using/reusing/creating OER

Collaborative, learner-centred practices employing social & participatory technologies for interaction, peer-learning, knowledge creation & sharing, and empowerment of learners

well-established link

emerging in situated studies of OER/OEP

Openness is not the opposite of closed-ness, nor is there simply a continuum between the two… An important question becomes not simply whether education is more or less open, but what forms of openness are worthwhile and for whom; openness alone is not an educational virtue.

@RichardEd1

Knowledge infrastructures and the inscrutability of openness in education
Learning, Media and Technology 40(3)
Survey of theoretical & empirical OEP literature
(Cronin & MacLaren, 2018)

Expansive conceptualisations of OEP:

- Encompass a broad view of scholarship
- Acknowledge potential decoupling of OER & OEP
- Recognise the integral role of context
- Acknowledge the need for critical approaches and inequality-focused perspectives
Thank You!

slideshare.net/cicronin

bit.ly/OEGlobal_Cronin