

ON A CONTINUUM OF OPENNESS: ROYAL ROADS EXPERIENCE DESIGNING A GRADUATE PROGRAM IN THE OPEN

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EDUCATION AND TECHNOLOGY



Royal Roads
UNIVERSITY

ACKNOWLEDGEMENT



We would like to begin by acknowledging that the land on which we gather is the traditional territory of the Coast and Straits Salish people.

INTRODUCTIONS



Jo Axe

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Elizabeth Childs

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Associate Professor and
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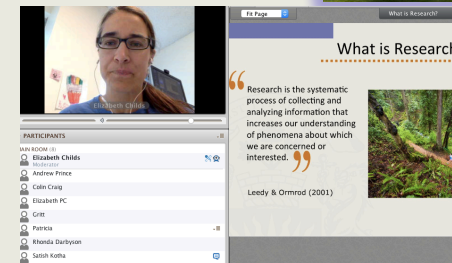


Vivian Forssman

Director
Centre for Teaching and
Educational Technologies

Royal Roads University Context

- Predominantly Master's programs
- Most programs = blended model (short residencies + fully online); some fully online programs
- Institutional Learning and Teaching Model
- Two Faculties
 - Faculty of Social and Applied Sciences
 - Faculty of Management
- College of Interdisciplinary Studies



Complexity = Multiple definitions of “ Open”

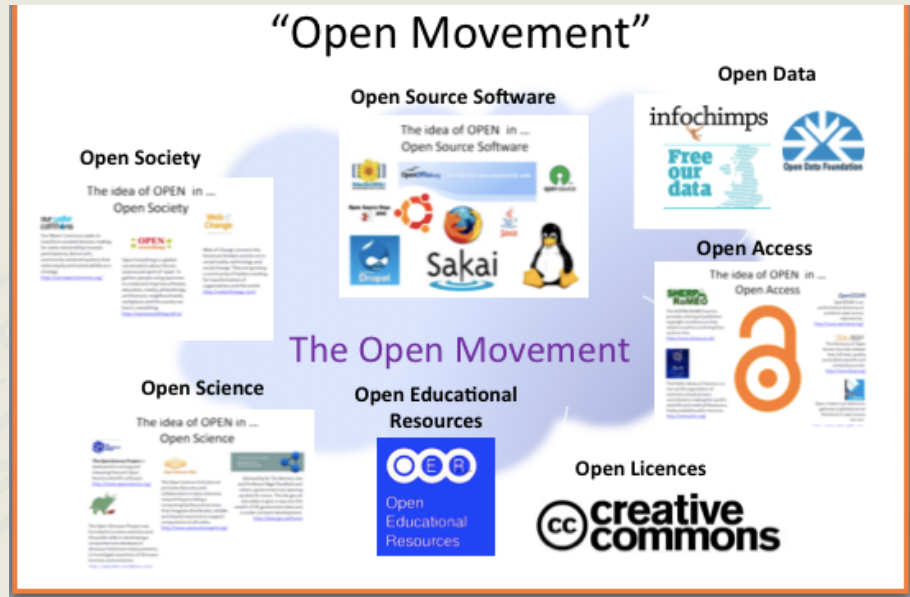
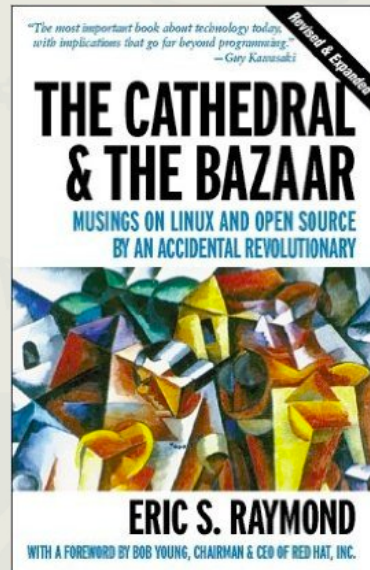


Image: CC BY-SA [Michael Paskevicius](#)

- Open scholarship and access (research journals)
- Open data (research and public sector)
- Open educational resources (texts)
- Open educational practices (pedagogy and platforms)
- Open source software (linux, etc.)
- Open business models (sharing economy)
- Open policy (public sector)

In the beginning....
open source software



Commonality, sharing and
crowdsourcing

**Japanese proverb –
“None of us are as smart as all of
us”**

Open, at the intersection of Teaching and Technology

Faculty Perspectives

Opening up **ATTITUDES**,
about peer observation,
intellectual property,
academic freedom and
new forms of scholarship

Learning Perspectives

Opening up to new
LITERACIES
about content-and-expert
sharing, expanding
boundaries

IT Perspectives

Opening up
ACCESS
breaking down the walled
garden
while protecting privacy
and security

Paradox of Openness

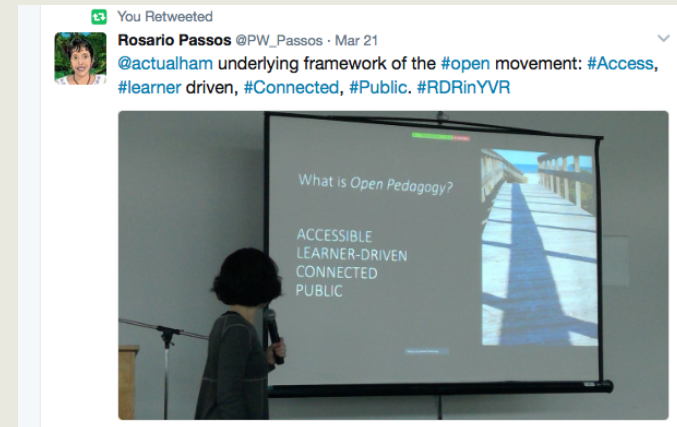
- Open in a “closed” system of silos

Academic institutions have traditionally been plagued with the conception of knowledge silos, but it is important to consider that knowledge silos are not only academic endeavors, but also nationalistic and cultural silos that are slowly becoming obsolete. With the global learning communities tearing down the metaphoric walls and developing more humanistic and more fully embracing understandings that humans are equal within this global society (Crawford, 2015, p. 12)

- The value of Open Discourse (e.g. interdisciplinary themes; apprentices interacting with experts) in an increasingly cautious world of cybersecurity, privacy and identity issues, and personal digital (il)literacy
- Holistic view of openness (IT, ED tech, content, faculty, networked scholarship) = communities of practice and purpose

Why Openness? Why Now?

- Openness as a vehicle for educational change
 - Program review; external stakeholders
- Intention
 - To extend the mindset of openness across a graduate program: to model the model.
- Openness as a design principles of a MA program (MA in Learning & Technology)
 - Explicit in the program goal statement
 - Inherent in the program learning outcomes
 - Central to the overall program design (OEP)
 - Embedded in each course
 - OEP
 - OER



Framing Openness – in MALAT

- Digital experience for learners
- Openness as a **vehicle for educational change** - teaching and learning environments; teaching practices
 - Consistent with social constructionism; constructivism and the RRU LTM
 - Co-creation; authentic immersive learning; social responsibility; democratizing of education adopts the view of education as a human right
 - The 5 R's (retain, reuse, revise, remix, redistribute)
 - Resources; assignments; syllabus
- Openness is a **goal in itself** – to be open for the benefits and challenges we (faculty and students) can experience from being open that go beyond saving students money.
- Consistent with the concept of **expansive openness** (Kimmons, 2016)
- **Levels of openness**; across program/course/activities/assessment

*The program is founded upon principles of **networked learning and open pedagogy** where students will **collaborate and contribute meaningfully** to digital learning **networks and communities** in the field.*

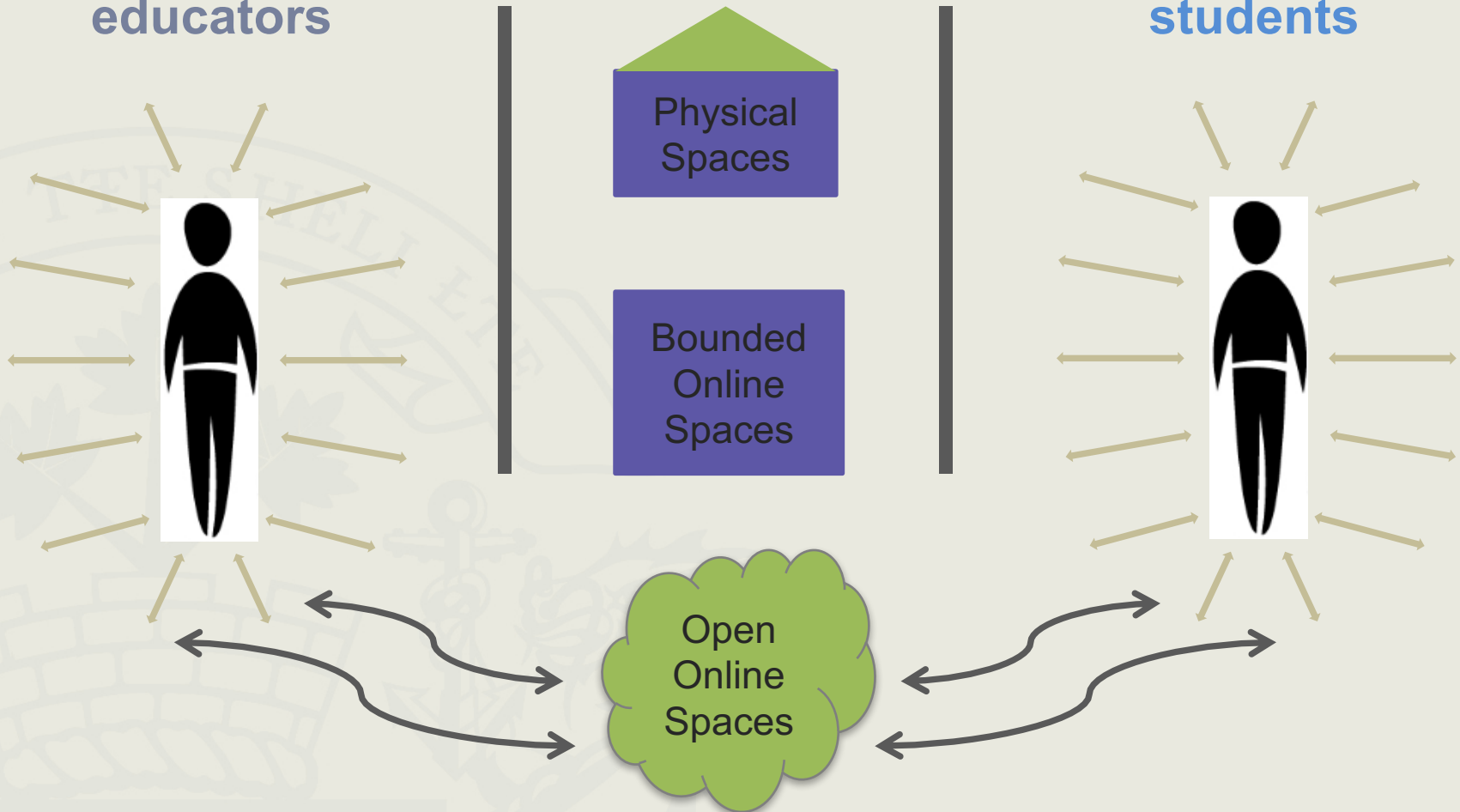
*Graduates will be able to work in the creation and evaluation of digital learning environments. Students will apply theoretical and practical knowledge **to critically analyze learning innovations and assess their impact on organizations and society.***

<http://www.royalroads.ca/prospective-students/master-arts-learning-and-technology/program-description>

Openness

networked
educators

networked
students



Add into the Padlet

- #BCNET2017 see @ChildsElizabeth
- <https://padlet.com/echilds/4elklgiixe6g>
- What is your definition of openness?
- What is your main concern?
- What is your main excitement about openness in higher education?
- How will students experience openness?
- What do we collectively need to do to move forward on openness?
- What do you need to know more about?

Our current working definition...

Where we started Fall 2016

- A key tenet of open education is that *education can be improved by making educational assets **visible and accessible** and by harnessing the **collective wisdom of a community of practice and reflection*** (Iiyoshi & Kumar, 2008, p. 2)

Where we are now April 2017

- Openness as a continually negotiated space who's definition is always a "work in progress"
- Open educational practices (OEP) we resonate with "collaborative practices which include the creation, use and reuse of OER, as well as pedagogical practices employing participatory technologies and social networks for interaction, peer-learning, knowledge creation and empowerment of learners" (Cronin, 2017)

Stagg (2014) Continuum of Practice for Engagement in Open Education

Figure 1: Continuum of open practice



A Journey into Risk

GREATER CONTROL

Structure provides security
Loss of innovation potential

Standards used to maintain effectiveness
Strict peer review processes
Standardised templates

Peer collaboration approaches
Communities of Practice
Blogs/email/Social bookmarking
Discipline based repositories

Institutional commitment and vision
Extensive resources
High investment
Collaboration within institution

Active student involvement
Student searches
Collaboration in development platforms
Students delimit their own search requirements

User decisions shape processes
Networks disperse responsibility
Crowd sourced quality control

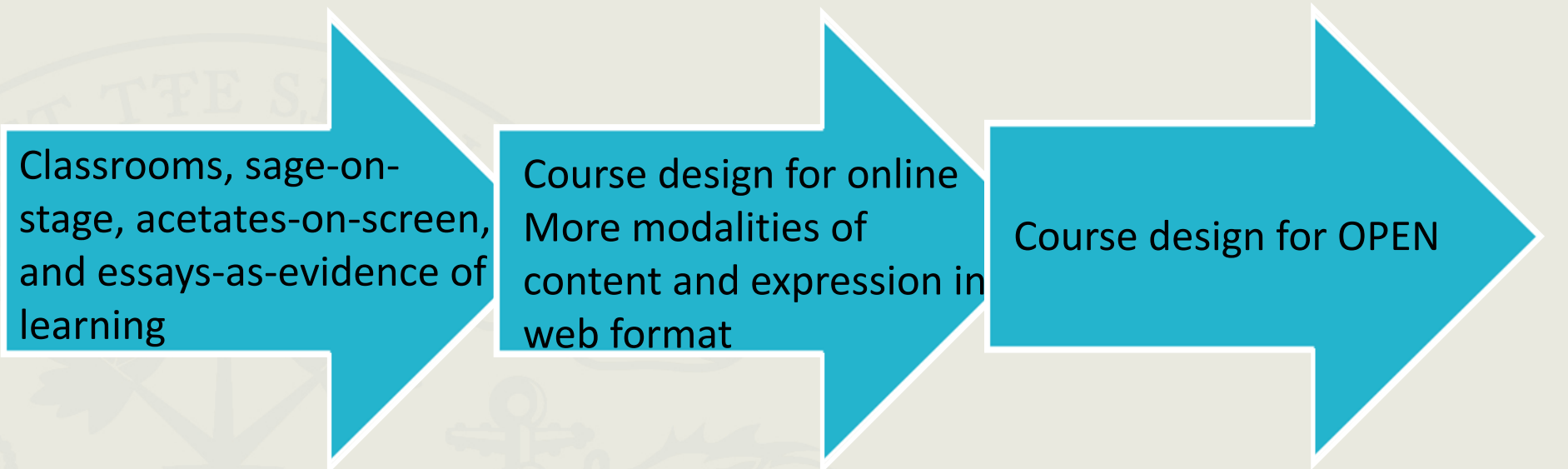
HIGHER RISK

Maximise open processes
Innovation potential
Risk loss of effectiveness

Falconer et al (2016),

Figure 2. A continuum of openness

Open, in the context of evolution of Learning Design



Classrooms, sage-on-stage, acetates-on-screen, and essays-as-evidence of learning

Course design for online
More modalities of content and expression in web format

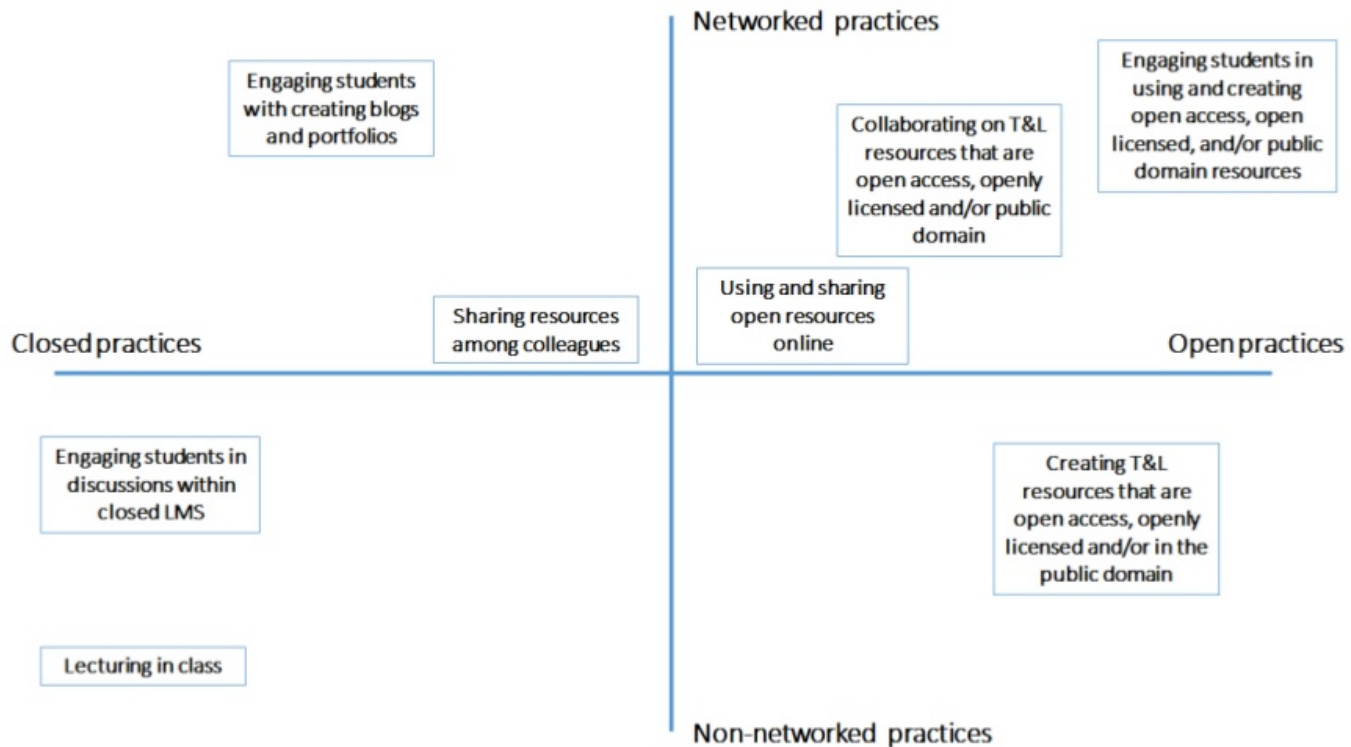
Course design for OPEN

What is definition of Open for the institution and each instructor?

What does this mean for design?
How does Open change learning activities and assessment?

Openness & Networked Learning: From a Developers Viewpoint

OEP and Networked Learning



Paskevicius, M & Forssman, V. (2017). The role of educational developers in supporting open educational practices. Open Ed Global Mar 8 – 10, 2017 Cape Town South Africa licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

Elements of Open Educational Practices

		OER Usage		
		Low No OER (re-) usage	Medium OER (re-) usage or creation	High OER (re-) usage and creation
Pedagogies/ Learning Activities	Low Knowledge transmission (Know that) <ul style="list-style-type: none"> • “closed” objectives • “closed” methods 			
	Medium Dialog, Procedures, Rules (Know-how) <ul style="list-style-type: none"> • “closed” objectives • “open” methods 		Increasing OEP	Example: Directive pedagogical interaction with OER (e.g. lectures, ...)
	High Social practices, Collaboration, Sharing (Reflection in action), <ul style="list-style-type: none"> • “open” objectives • “open” methods 	Example: Interactive, autonomous learning contexts without OERs (e.g. problem-based learning, project-based learning, etc.)		OEP: Using OER in open learning architectures (e.g. creation of Learner Generated Content in exploratory, autonomous learning contexts)

Figure 1: Matrix 1 - Constitutive Elements of OEP

Extending the Territory: From Open Educational Resources to Open Educational Practices, Ulf-Daniel Ehlers (2011) proposed a framework for analysing and facilitating OEP.

Openness as a Continuum: Academic Program Decisions

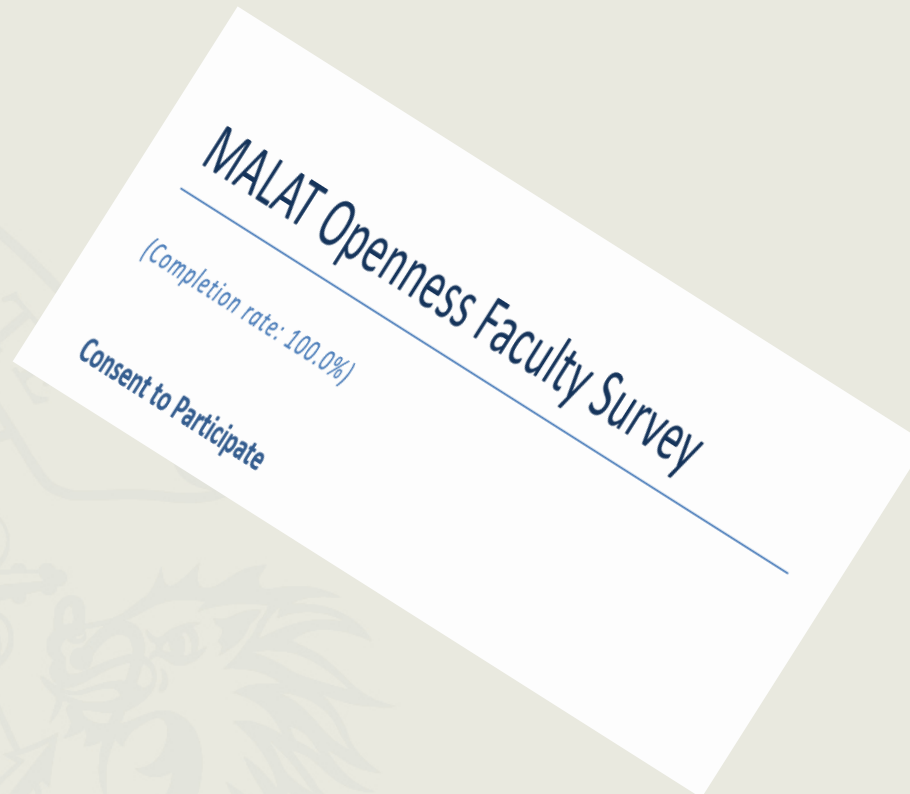
- Wordpress:
 - as main course sites: Moodle as companion course shell (Grade Book)
 - Student Wordpress sites
- CC licensing in AF course development & delivery contracts
- Collaborative course design via google docs
- Readings and resources: open; in RRU library; fair dealing
- Assessment details rubrics on course sites
- Renewable assignments (wikibooks; co-created rubrics)
- Co-created rubrics
- Discussions public (via student sites) & private (Moodle)

Openness as a Continuum: CTET and IT actions

- Technical
 - Wordpress as main course sites & individual student WP sites
 - Wordpress hosted with Canadian cloud
 - Integration of secure authentication (Shibboleth)
 - Informed consent for users
 - Privacy impact assessment to meet FIPPA requirements

Research Findings

- Survey:
 - Likert scale
 - Open-ended questions



The Participants....

- Were
 - between the ages of 46 and 65
 - adjunct faculty
 - 75% female, 25% male
- Had
 - mixed experiences designing for open delivery: 50% had designed for open; 50% had not designed for open
 - not taught in the open previously

Preliminary Findings

Areas for Further Exploration

Understanding of Openness

“Offering something without barriers or filters.”

“Education benefits with more minds involved.”

“Public, accessible, connected via the larger Web, levels, networked, antithesis of “walled garden”

Preliminary Findings

Areas for Further Exploration

Impact of Openness on Design

"Considering where and when it makes sense to be open, taking into consideration student comfort level, mutual student/public benefit, networked /connected learning, enhancing digital literacy, risk."

"Think about the aspects of the course that can be openly shared without risk to privacy or to the comfort levels of the learners."

Preliminary Findings

Areas for Further Exploration

Anticipated Supports

“Understanding of the architecture... how to create "open" and "closed" areas and activities that are flexible for learners.”

“CTET support, guidance from the program head and school director, guidance from other faculty with more expertise.”

“Just a better appreciation of the possibilities”

Preliminary Findings

Areas for Further Exploration

Challenges

“Ensuring the right information is made 'open'.”

“Having to double-design some activities in anticipation of the unwillingness of some learners to openly share their formative work.”

“Designing activities that meet the needs of different learners.”

“There are still important journals and white papers that are unavailable as OERs...ensure that important new research is not overlooked just because it is not openly available.”

Preliminary Findings

Areas for Further Exploration

Other Considerations


“There is both potential for gain, and potential to do harm.”

Emerging Themes and Current Questions

- Uncertainty isn't a bad thing – it is necessary for learning
- Model the model – trickier than it sounds
 - Level of comfort for risk and change lies at the individual; program and institutional level and all can be different and exert different pressures
 - At the same time you can have institutional structures that are supportive and not supportive
- Practically we are exploring:
 - open assessment (what/how much/when)
 - how do we support learners in their journey on the openness continuum?

Revisiting the Padlet

- What is your definition of openness?
- What is your main concern?
- What is your main excitement about openness in higher education?
- How will students experience openness?
- What do we collectively need to do to move forward on openness?
- What do you need to know more about?

A serene sunset scene over a calm body of water. The sky is a mix of soft pinks, oranges, and blues, with the sun's glow reflecting on the water's surface. In the foreground, a wooden pier with a metal railing extends from the right side into the water. The pier's structure is reflected in the still water below. The overall mood is peaceful and contemplative.

Thank you & we would love
to hear from you

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