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FROM OPEN CONTENT VIA OPEN PEDAGOGY TO OPEN EDUCATION

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FUTURE SCENARIO
On her way home, Anne, a lecturer in psychology at a university of applied sciences, reflects on her day. It started well with a group of students proudly showing her some feedback on a draft essay from a peer group from Brazil. Another group had independently learnt the basic principles of developmental psychology through an MOOC and was busy writing a digital summary. Their first draft was so good that Anne is keen to share the end result as an open learning resource with colleagues on other programmes. Tonight, she will check on a forum where she wants to give some feedback before she goes to her weekly orchestra practice.

What is open pedagogy?

The opportunities for sharing and reusing learning resources are growing all the time. This is demonstrated by the growing number of repositories, the open platforms that offer open courses (massive or otherwise) and the many open tools that can be used in the education process. The focus is moving from the potential of open content to its application in everyday educational practice. The key question now is: how can open education be used to improve teaching and learning? A greater focus on the use of open features in educational practice will ultimately lead to greater flexibility across all aspects of education. Students will, for example, have far more influence over their own learning process, which will be fuelled by personal motivation, interest and talent. In other words, we will see customised education (Dumont, Instance & Benavides, 2010).

A number of different terms are important in this context:
- **Open content** is creative work (such as text, images, audio or video) published with an open licence (such as Creative Commons) that explicitly permits it to be copied, edited and distributed (SURF, 2015). Open content for educational purposes is also known as Open Educational Resources (OER).
- **Open education** refers to practices and activities that aim to make education more open (Open Education Handbook). In their 5COE model, Mulder & Janssen (2014) set out five components of open education:

content, services, teaching efforts, learners' needs and the requirements of society in general. Institutions can use this model to determine the degree of openness of education.

- The definition of **open pedagogy** is not yet set in stone. We have opted to use a slightly revised version of Hegarty's definition (2015), since it is the most practical and therefore offers useful points of departure for lecturers who want to make a start in this field.

Open pedagogy is a method of teaching and learning containing one or more of the features outlined in the diagram below:

ATTRIBUTE A: **PARTICIPATORY TECHNOLOGIES** use for interacting via Web 2.0, social networks and mobile apps	ATTRIBUTE B: **PEOPLE, OPENNESS, TRUST** develop trust, confidence and openness for working with others
ATTRIBUTE C: **INNOVATION & CREATIVITY** encourage spontaneous innovation and creativity	ATTRIBUTE D: **SHARING IDEAS & RESOURCES** share ideas and resources freely to disseminate knowlegde
ATTRIBUTE E: **CONNECTED COMMUNITY** participate in a connected community of professionals	ATTRIBUTE F: **LEARNER GENERATED** facilitate learners' contributions to OER
ATTRIBUTE G: **REFLECTIVE PRACTICE** engage in opportunities for reflective practice	ATTRIBUTE H: **PEER REVIEW** contribute to open critique of others' scholarship

Hegarty, 2015

Open pedagogy in practice

Fontys University of Applied Sciences ICT: Human Centered Design
At Fontys University of Applied Sciences School of ICT, the Media Design module is a mandatory part of the course. In the second year of their studies, students work for an extended period on project assignments provided by IDEO.org. This organisation designs products and services that aim to improve the lives of people in poor and vulnerable communities. They take what they refer to as a Human Centered Design approach, part of which involves organising challenges. The students worked on a challenge called "How can we supply people in need with healthier food?". They used the OER available on IDEO.org to find out about the organisation's approach. They also used the online platform on this website to share their knowledge and receive peer feedback on their design. The group obtained the best score for achievement of the learning objectives for the module. The students said that they found the connection with the 'real world' extremely rewarding and educational.

This case study illustrates the following features from the diagram on this page:
- Learners are connected via social media and share their ideas, knowledge and resources (a);
- Shares ideas freely for knowledge development (d);
- Part of a community of professionals (e);
- Uses reflective practices such as peer feedback (g);
- Contributes to peer review (h);

What is the potential of open pedagogy for higher education?
Open pedagogy broadens the range of teaching and learning methods that lecturers have at their disposal. This may improve the quality of higher education.

The broader range of teaching and learning methods facilitates the creation of richer learning opportunities. This gives rise to an educational setup that trains students to become skilled knowledge workers. While lecturer-centred lectures

will still be appropriate for some topics and students, this does not preclude the use of open pedagogy.

A more widespread use of open pedagogy will also bring with it other advantages associated with an open (or at least more open than at present) approach to education, such as greater accessibility of education and efficiency through the sharing of learning resources.

How can open pedagogy contribute to customised education?

Open pedagogy offers lecturers more opportunities to create customised education, because resources and people (community) are more accessible. If they consider the features offered by open education, lecturers will have more scope to deliver customised education to their students. Open pedagogy helps lecturers select appropriate methods of teaching and learning based on their approach to education.

Opportunities and challenges

Professional development initiatives will be required in order to make stakeholders at all levels of the institution aware of the opportunities offered by, and the need for, open pedagogy. Attention must also be paid to other factors that will speed up adoption, such as support for lecturers or a strong figurehead within the institution. Moreover, open pedagogy is a concept that is still in its infancy: examples of good practice must be shared and institutions must experiment with different ideas.

Open education is a broad term and offers many opportunities. Nevertheless, it is not enough to focus on open content alone. Open education offers a great deal of scope, e.g. using the best learning resources and improving them through sharing. It is high time for these advantages to be embraced by higher education institutions at all levels of the organisation. If full advantage is to be taken of the opportunities offered by open education, both lecturers and

managers must play their part. Lecturers can incorporate open pedagogy into everyday practice (bottom-up), while managers can take strategic and policy-related measures to enable open education and define a vision (top-down).

Want to know more?

- Dumont, H., D. Instance and F. Benavides (eds.) (2010), The Nature of Learning: Using research to inspire Practice
- Hegarty, B. (2015). Attributes of Open Pedagogy: A Model for Using Open Educational Resources
- Mulder, F. & Janssen, B. (2014). Naar OER-onderwijs voor iedereen *Open Education Handbook* (Wikibooks)
- SURF (2015), *Begrippenkader online onderwijs*
- Wiley, D. (2015), *Open Pedagogy: The Importance of Getting In the Air*

Student feedback

I think open pedagogy has a great deal of potential. This trend will be good for education because it has the potential to offer students better education and better information, assuming that students are clear what it is all about, of course.

It is also important that lecturers are given support, so that they can explore these forms of learning. If open pedagogy is offered simply as an option without active support and encouragement, only the most motivated or digitalised students will make use of it. In that case, I fear that the purpose of open pedagogy will not be achieved. It must also be clear to students what is expected of them. This requires good knowledge of the resources that are being offered.

Jeroen Wienen, general board member of student union ISO (Interstedelijk Studentenoverleg)