Capacity building for OEP in Australian HE

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Capacity Building

- What is it?
- Why do we do it?

Created by Krisada
from Noun Project

Open Educational Practices (OEP)

Open educational practices (OEP) is a broad descriptor of practices that include the creation, use, and reuse of open educational resources (OER) as well as open pedagogies and open sharing of teaching practices (Cronin, 2017)

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Cronin, C. (2017). Openness and Praxis: Exploring the Use of Open Educational Practices in Higher Education. *The International Review Of Research In Open And Distributed Learning, 18*(5). doi:http://dx.doi.org/10.19173/irrodl.v18i5.3096

Most popular OEP activities in Australia HE

- Workshops and seminars
- Webinars
- One-on-one consultancies
- Online resources

By opensourceway (2010), CC BY 2.0 Generic

Other OEP activities

- Small internal grants
- Institutional and national Forums and Symposia
- Course with certificates/badges
- Open Education Week/ Open Access Week

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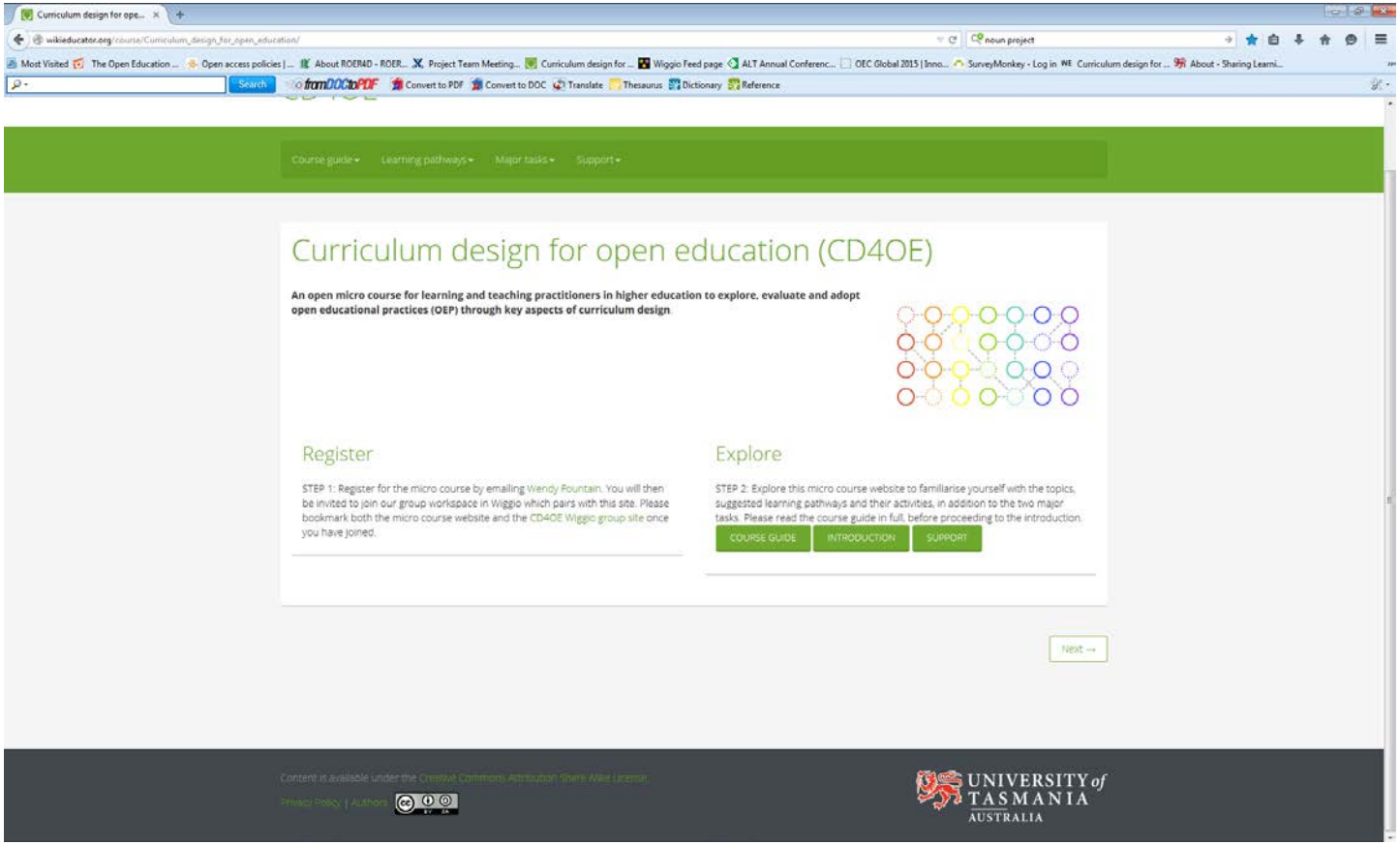
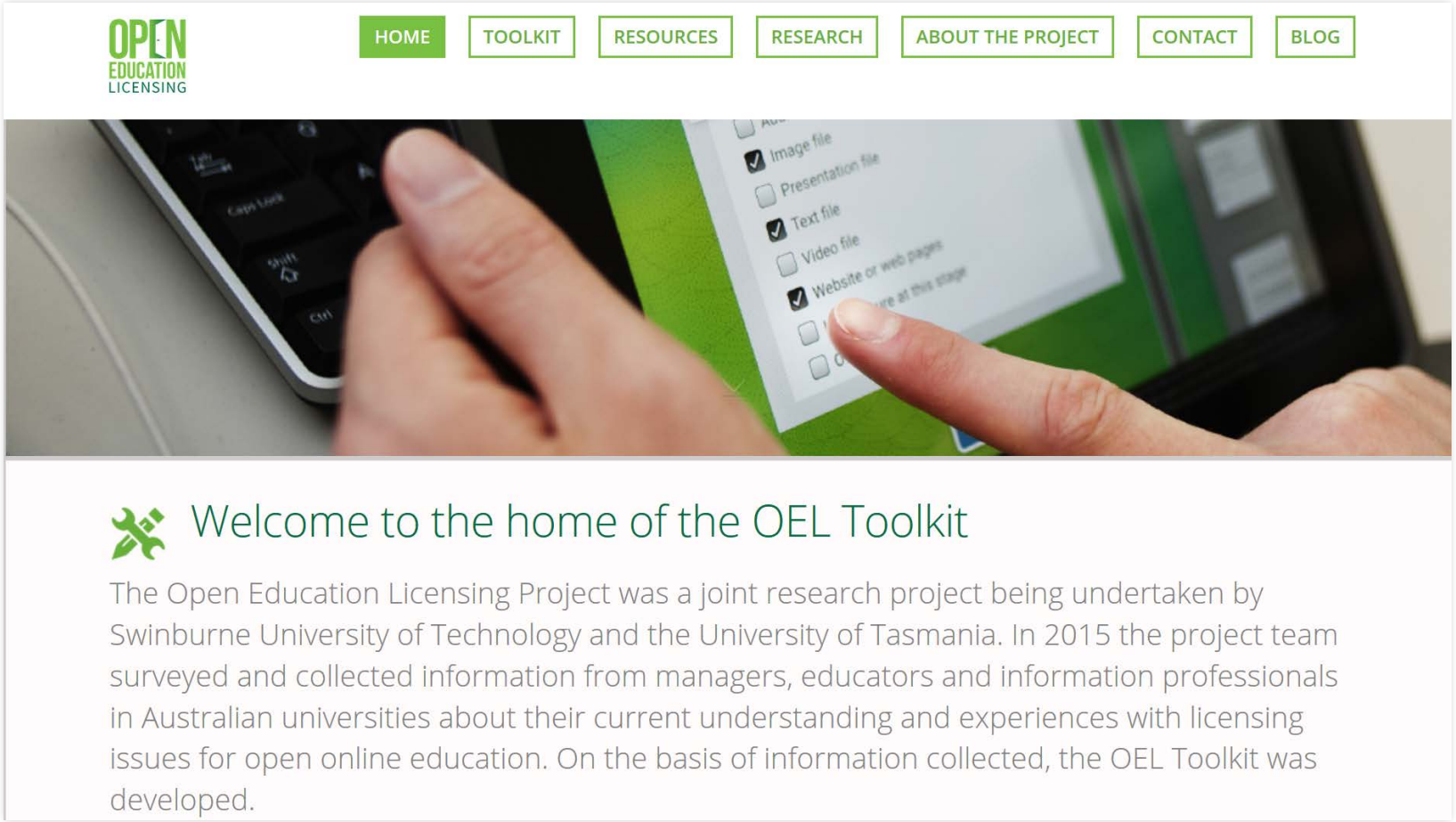
Curriculum design for open education

http://wikieducator.org/course/Curriculum_design_for_open_education/

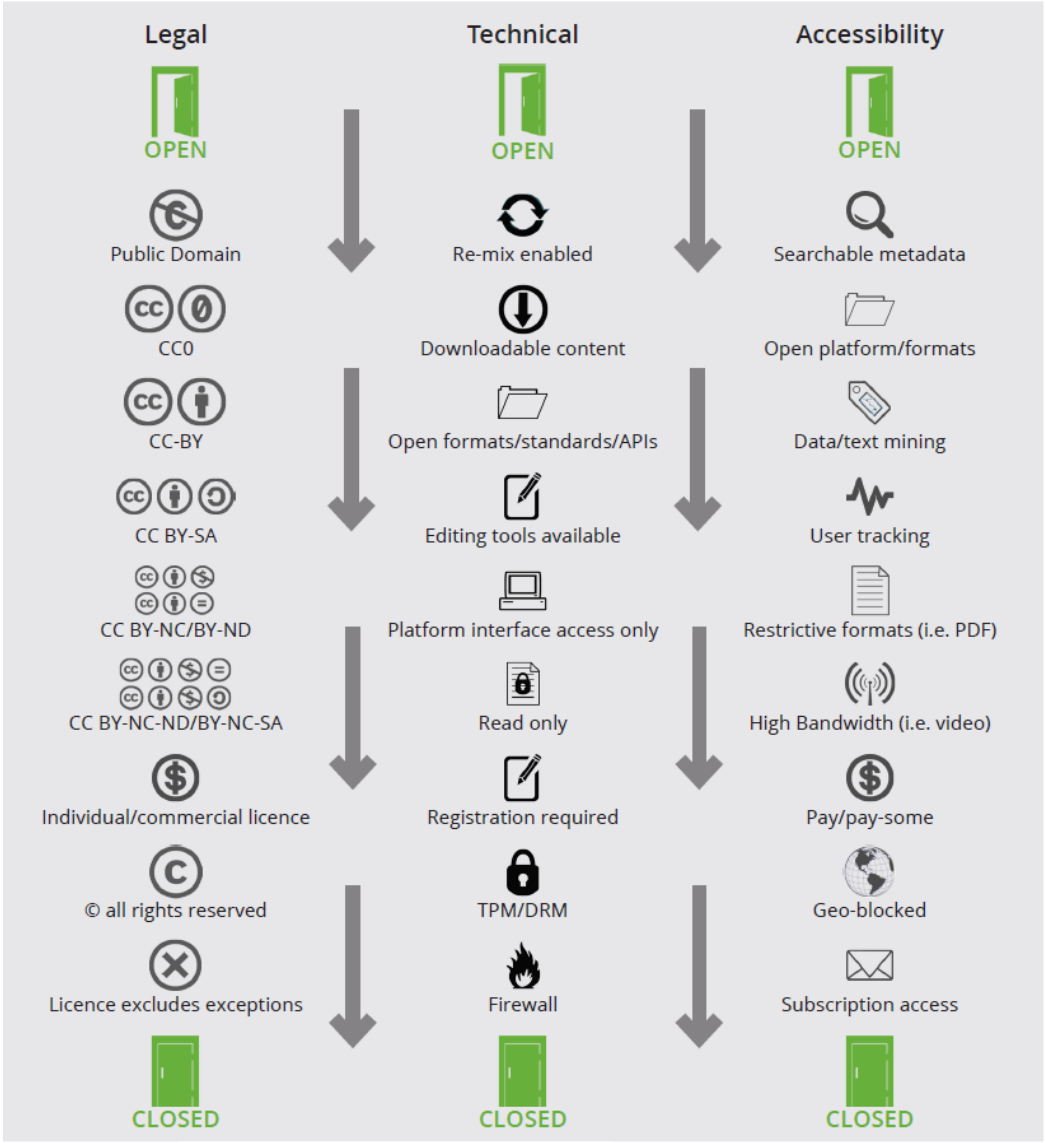


Open Education License Toolkit



oel.edu.au

The Continuum of Openness



Adapted from

Hilton Iii, J., Wiley, D., Stein, J., & Johnson, A. (2010). The four 'R's of openness and ALMS analysis: frameworks for open educational resources. *Open Learning: The Journal of Open, Distance and e-Learning, 25*(1), 37-44. doi:10.1080/02680510903482132

Research

PDPics (2013) – CC0 Public Domain

Continuum of Open Practice

Stagg, A. (2014). OER adoption: a continuum for practice. *RUSC. Universities and Knowledge Society Journal, 11*(3). pp. 151-164. doi http://dx.doi.org/10.7238/rusc.v11i3.2102

Open Empowered Learning Pedagogy

1. Control rests with learners who navigate their own journey through content to achieve desired learning outcomes using both informal and formal pathways, which include RPL and credit transfer.

2. Open, re-useable content is the preferred source of information for shared, co-creation of knowledge, which also values informal learning.

3. Learners are supported to be increasingly autonomous and to develop critical social consciousness in an open ecosystems.

4. Teachers facilitate discovery, co-creation and learning engagement for transformation through open pedagogy where they become less visible as learning progresses.

5. OEP support social transformation, sharing and co-creation of knowledge in fully open ecosystems, where benefit for social good is expected.

Smyth, R., Bossu, C., & Stagg, A. (2015). Toward an Open Empowered Learning Model of pedagogy in higher education. In S. Reushle, A. Antonio, & M. Keppell (Eds.), *Open Learning and Formal Credentialing in Higher Education: Curriculum Models and Institutional Policies*. Hershey, PA, USA: IGI Global.

Other OEP Capacity Building Opportunities

ANU Online Coffee Courses

http://anuonline.weblogs.anu.edu.au/coffee-courses/

OPEN WASHINGTON
OPEN EDUCATIONAL RESOURCES NETWORK

C·O·L COMMONWEALTH of LEARNING

Introduction to Open Education

https://www.edx.org/course/introduction-open-education-utarlingtonx-link-oex

OpenLearn

http://www.open.edu/openlearncreate/course/view.php?id=2753

OEP Special Interest Group

"Developing an Australian Open Educational Practice SIG"

When and Where?
Ascilite Conference 2017
Presentation on Wed 6th Dec
Room: T125
From 11.30am to 12 noon

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https://docs.google.com/document/d/1p9Cd3iokaGtC_FQ-Tln3PriYa5GgNhiTQXZNv0tFsm8/edit

Final Thoughts

“The first step towards getting somewhere is to decide that you're not staying where you are”

By Oscar Nilsson