

Choosing



Catherine Cronin • @catherinecronin • CELT, NUI Galway
Open Education Tuesdays webinar • 14th February 2017

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Catherine Cronin

Educator, Researcher, PhD candidate at NUI Galway
Ireland | Higher Education

Previous National University of Ireland, Galway, Action for Results, Inc. & Information Mapping, Inc., The Open University
Education Rensselaer Polytechnic Institute

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Contact Info

Background



Summary

I am currently engaged in full-time research in the area of open educational practices in higher education, working towards a PhD. Along with my research, I continue to teach, facilitate, and speak in the areas of open education, digital identities, and networked & connected learning.



Navigating the Marvellous: Openness in Edu...



On Being an (Open) Educator



CATHERINE CRONIN

Educator & Researcher in Galway, Ireland

[Read My Blog](#)

Educator & PhD researcher in the Centre for Excellence in Learning & Teaching (CELT) at NUI Galway. My work focuses on open education, digital identity practices, and exploring the boundary between formal and informal learning.

#education #highereducation #nuigalway #onlineeducation #digitalliteracy

WORK

National University of Ireland, Galway



Catherine Cronin

@catherinecronin

((Catherine))) open educator & researcher, thinking & talking about open education, digital identities, #ITwomen, equality, social justice. find me: @nuigalway

Galway, Ireland

catherinecronin.wordpress.com

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Catherine Cronin @catherinecronin · 28 Nov 2016

Openness & praxis: exploring #OEP
catherinecronin.wordpress.com/2016/11/28/oep... thanks @lesleygourlay @ibrar_bhatt @kellycoate @muireannO @philosopher1978 #SRHE

ABOUT



Hello and welcome to my blog, I'm Catherine Cronin – educator, researcher and PhD candidate at the National University of Ireland, Galway. My work focuses on openness and open education, digital identity practices, and exploring the boundary between formal and informal learning. I'm currently working towards a PhD in the area of open educational practices in higher education.

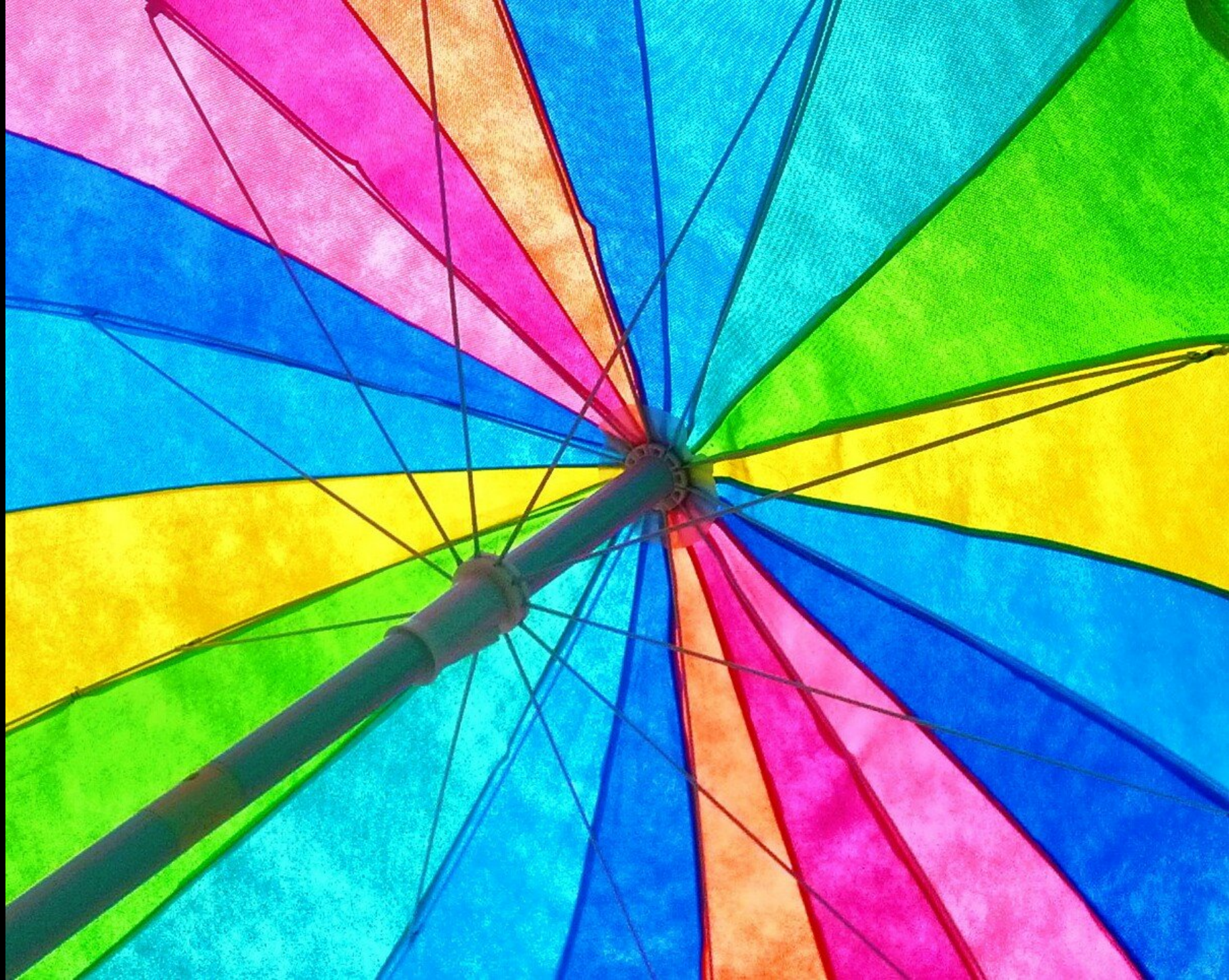
“ Open education is a tool
for social change.

Santos, A.I., Punie, Y., & Muñoz, J.C. (2016)

Opening up Education: A Support Framework for Higher Education Institutions

this webinar
considers 2 questions:

1. How do individual learners and teachers **choose** whether and how **to be open** (or not), in various contexts?
2. How do our own **choices** re: **openness** affect learning, teaching, policy, and culture?



open

not open

closed

bounded

theirs

broken

complicated



INTERPRETATIONS of 'OPEN'

OEP

*(Open Educational
Practices)*



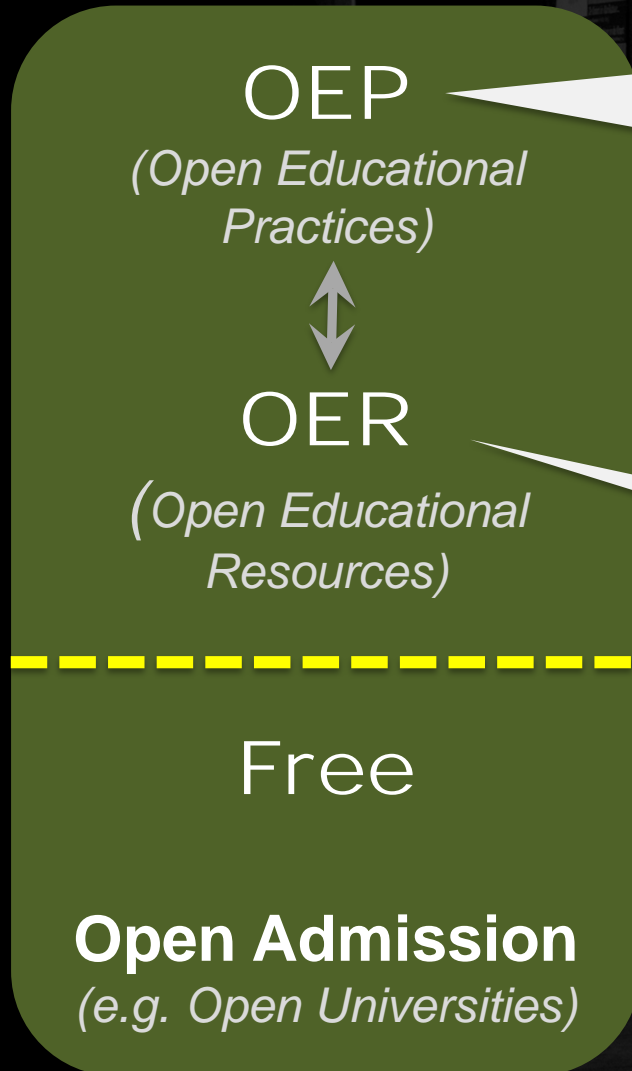
OER

*(Open Educational
Resources)*

Free

Open Admission
(e.g. Open Universities)

INTERPRETATIONS of 'OPEN'



OER-focused definitions
produce, use, reuse OER
+ Broader definitions...

Licensed for reuse
for use, adaptation &
redistribution by others

OEP and related concepts

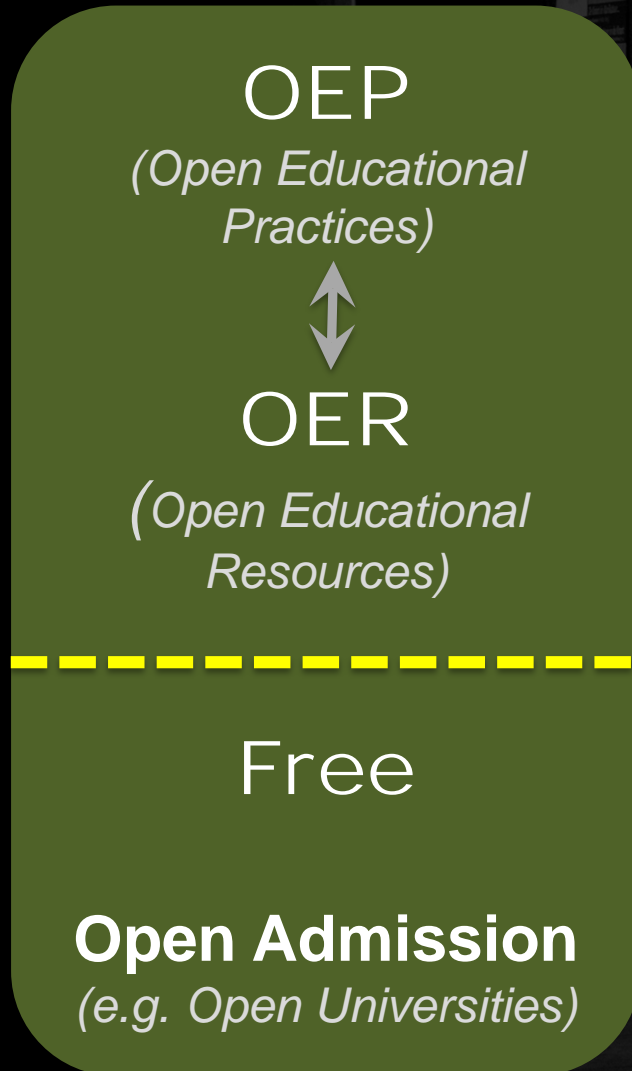
- **Open educational practices (OEP)**
(Beetham, et al., 2012; Ehlers, 2011; Geser, 2007)
- **Open teaching**
(Couros, 2010; Couros & Hildebrandt, 2016)
- **Open pedagogy**
(DeRosa & Robison, 2015; Hegarty, 2015; Weller, 2014)
- **Critical (digital) pedagogy**
(Farrow, 2016; Rosen & Smale, 2015; Stommel, 2014)
- **Open scholarship**
(Veletsianos & Kimmons, 2012b; Weller, 2011)
- **Networked participatory scholarship**
(Veletsianos & Kimmons, 2012a; Stewart, 2015)

definition for my study

Open Educational Practices (OEP) for teaching:

collaborative practices that include the creation, use and reuse of OER and pedagogical practices employing participatory technologies and social networks for interaction, peer-learning, knowledge creation and sharing, and empowerment of learners.

INTERPRETATIONS of 'OPEN'



LEVELS of OPENNESS



my PhD research study

RQ: whether, why & how educators use OEP for teaching

- Approach: qualitative / interpretive / critical
- Setting: one university
- Participants (19): across disciplines, different positions on openness



Image: CC0 photo by [Saksham Gangwar](#)

increasing openness

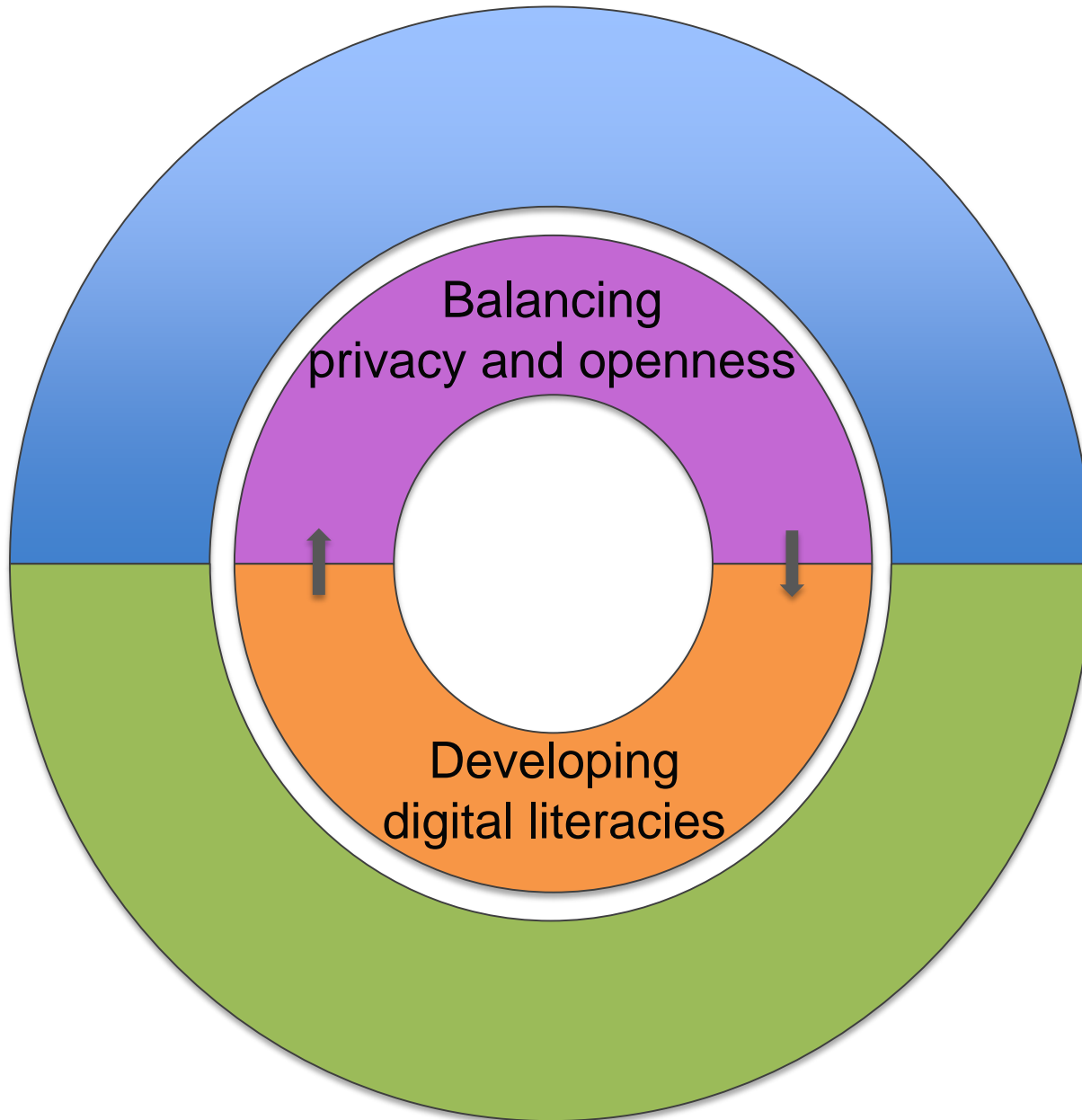


	Not using OEP for teaching		Using OEP for teaching
DIGITAL NETWORKING PRACTICES	Main digital identity is university-based Not using social media (or personal use only)	Combine university & open identities Using social media personal/prof (but not for teaching)	Well-developed open digital identity Using social media for personal/professional (including teaching)
DIGITAL TEACHING PRACTICES	Using VLE only Using free resources, little knowledge of C or CC		Using VLE + open tools Using & reusing OER
PERSONAL VALUES	Strong attachment to personal privacy Strict boundaries (P/P & S/T)		Valuing privacy & openness; balance Accepting porosity across boundaries

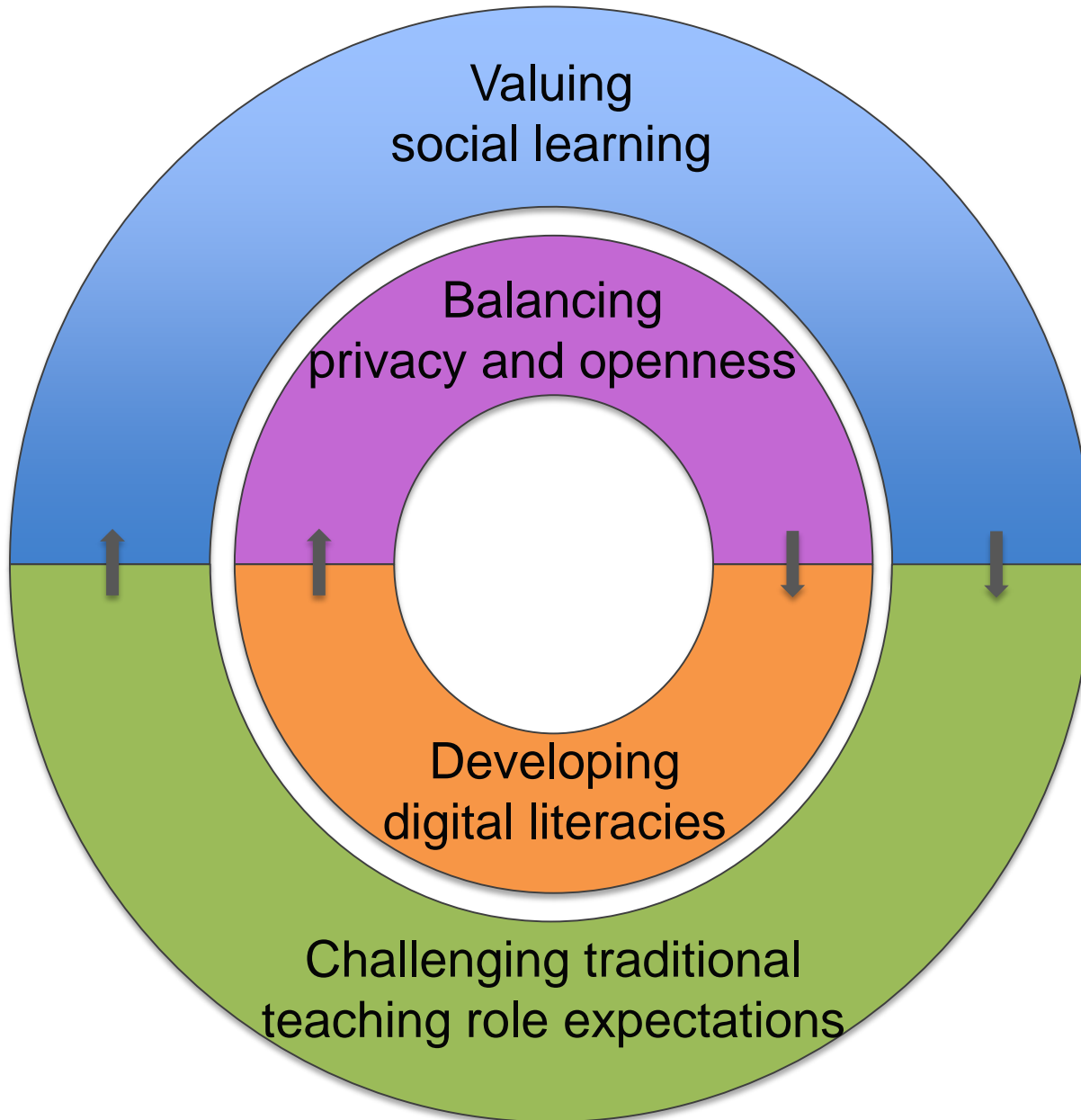
Findings

- Many academic staff perceive potential **risks** (for themselves & their students) in using OEP for teaching; some perceive the **benefits** to outweigh the risks
- A **minority** of participants (8 of 19) used OEP for teaching
- **2 levels** of ‘using OEP for teaching’:
(i) being open, and (ii) teaching openly
- **4 dimensions** shared by open educators:
 - ✧ balancing privacy and openness
 - ✧ developing digital literacies (self & students)
 - ✧ valuing social learning
 - ✧ challenging traditional teaching role expectations

4 dimensions shared by educators using OEP for teaching



4 dimensions shared by educators using OEP for teaching



*inner circle
(2 dimensions)*

**Networked
Individuals**

*both circles
(4 dimensions)*

**Networked
Educators**



Balancing privacy & openness

Image: CC BY 2.0 [woodleywonderworks](#)

Balancing privacy and openness

MACRO

will I share openly?

MESO

who will I share **with**? (*context collapse*)

MICRO

who will I share **as**? (*digital identity*)

NANO

will I share **this**?

this webinar...
considering 2 questions:

1. How do individual learners and teachers choose whether and how **to be open** (or not), in various contexts?
2. **How do our own choices re: openness affect learning, teaching, policy, and culture?**

Use of OEP is...

- ✧ Complex
- ✧ Personal
- ✧ Contextual
- ✧ Continuously negotiated

“ We must rebuild institutions that value humans’ minds and lives and integrity and safety.

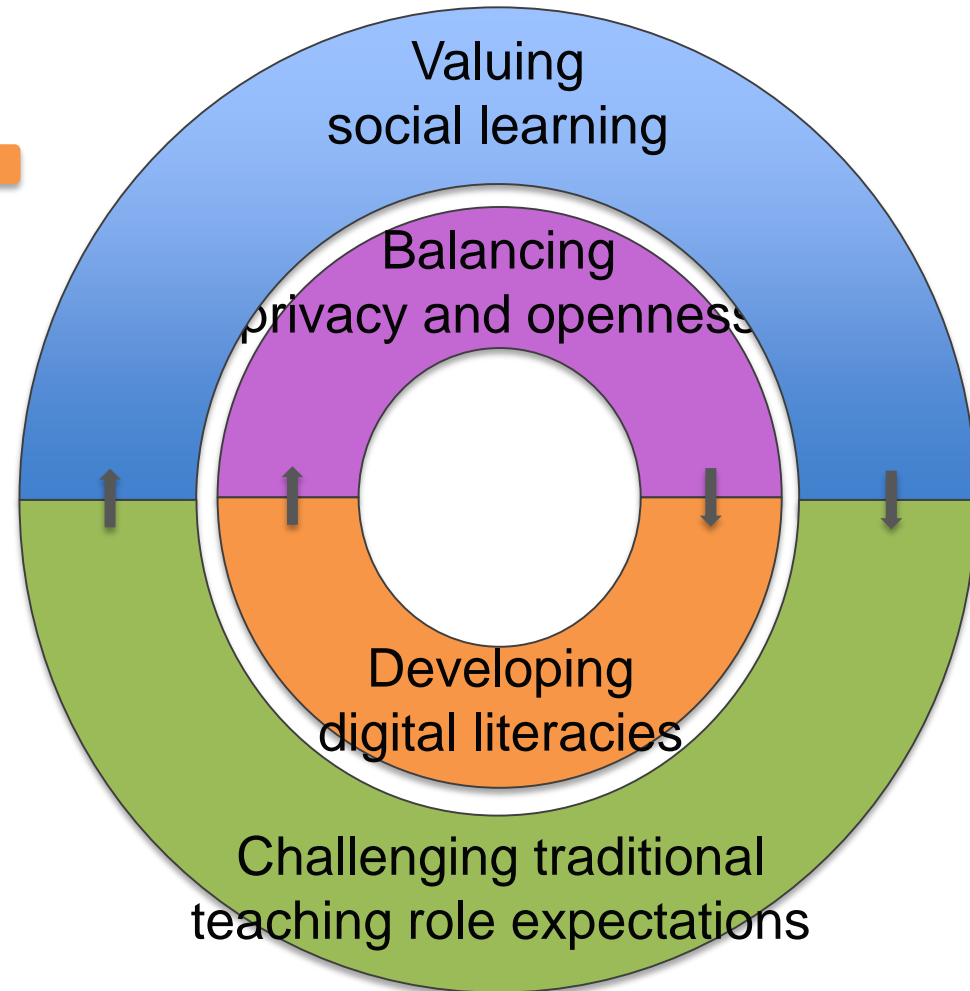
Audrey Watters (2017)



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HE institutions should work **broadly & collaboratively** to **build** and **support** academic staff capacity in 3 key areas:

1. Digital identities; digital literacies; digital capabilities 
2. Navigating tensions between privacy & openness 
3. Reflecting on our roles as educators & researchers in increasingly networked participatory culture  



“ To hope is to give
yourself to the future,
and that commitment
to the future
makes the present
inhabitable.

Rebecca Solnit (2004)
Hope in the Dark



Thank You!

Catherine Cronin
@catherinecronin

slideshare.net/cicronin

bit.ly/choosingopen



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GoOPEN

GoOPEN is a wiki which aims to share resources and approaches with anyone wishing to explore open education.

Contents [hide]

1 Content summary

1.1 Navigating this wiki

2 Going open

2.1 Brief introduction to open education, OER and OEP

2.2 Key reports

2.3 Finding OER and open content

2.3.1 I'm a teacher, student, researcher... can I use OER?

2.4 Producing OER

2.4.1 I'm a teacher or student... can I share OER?

3 Evolving open practice

3.1 Mapping methodologies

3.1.1 Mapping #1. Considering Openness

3.1.2 Mapping #2. Open Pedagogy Matrix

3.1.3 Mapping #3. Degrees of Openness/Degrees of Ease

3.1.4 Mapping #4. Mapping and Supporting Open Educational Practices

3.1.5 Mapping #5. Visitor + Resident Mapping

3.1.6 Mapping #6. Open Educators Factory framework

3.2 Acknowledging complexity

4 Additional resources

wikieducator.org/GoOPEN

		Degree of involvement of others into the OEP		
		Low Low degree of sharing/collaboration	Medium Medium degree of sharing/collaboration	High High degree of sharing/collaboration
Individual Freedom to practice open education	High Advanced degree of OEP embedded into learning/teaching	A	B	C
	Medium Some islands of OEP	D	E	F
	Low Little or no OEP	G	H	I

Trajectory of OEP

Ehlers (2011)

ATTRIBUTES OF OPENNESS

DEGREES OF EASE / OPENNESS

Technical	Restrictive (formats, tools, spaces)	→	Accommodating (formats, tools, spaces)
Legal	Restrictive	→	Accommodating
Cultural (Knowledge)	Homogenous	→	Diverse
Cultural (Curriculum)	Institutional	→	Autonomous
Pedagogic	Didactic / Passive	→	Experiential / Active
Financial	High cost → Lower cost	→	Opportunity cost → Free

Hodgkinson-Williams (2014)