

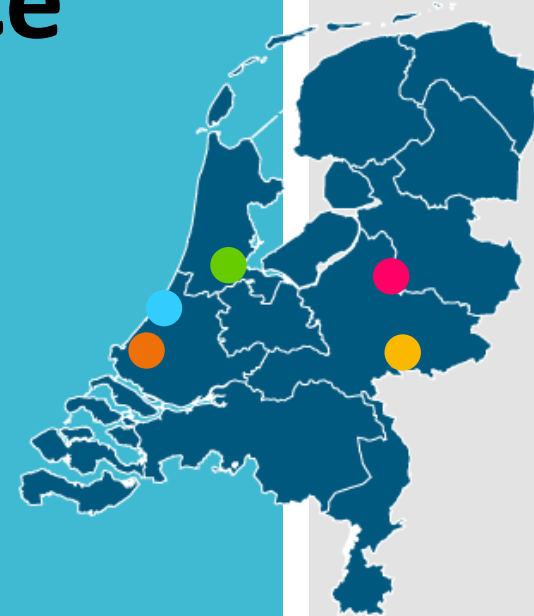
Open Pedagogy: A driving force for meaningful learning

Marijn Post (HAN University of Applied Sciences)

Michiel de Jong (TU Delft)

Ria Jacobi (Inholland University of Applied Sciences)

Marjon Baas (Saxion University of Applied Sciences & Leiden University)



s + Deel je artikel

Zo werkt het

Inloggen



Special Interest Group Open Education

- Expert group on open education
- SURF
- Webinars
- Community meetings
- White papers

Who are we doing this for?



Learners

... have access to the most up-to-date and relevant digital educational resources in one place



Lecturers(teams) and professional communities

... have access to an optimal mix of up-to-date and inspiring digital educational resources and can easily create, reuse, procure and offer these to learners



Educational institutions

... are in charge and support their own lecturers in creating, accessing and purchasing high-quality digital educational resources

CHANGES IN HIGHER EDUCATION (IN THE NETHERLANDS)



TEACHER LED
TO
STUDENT LED

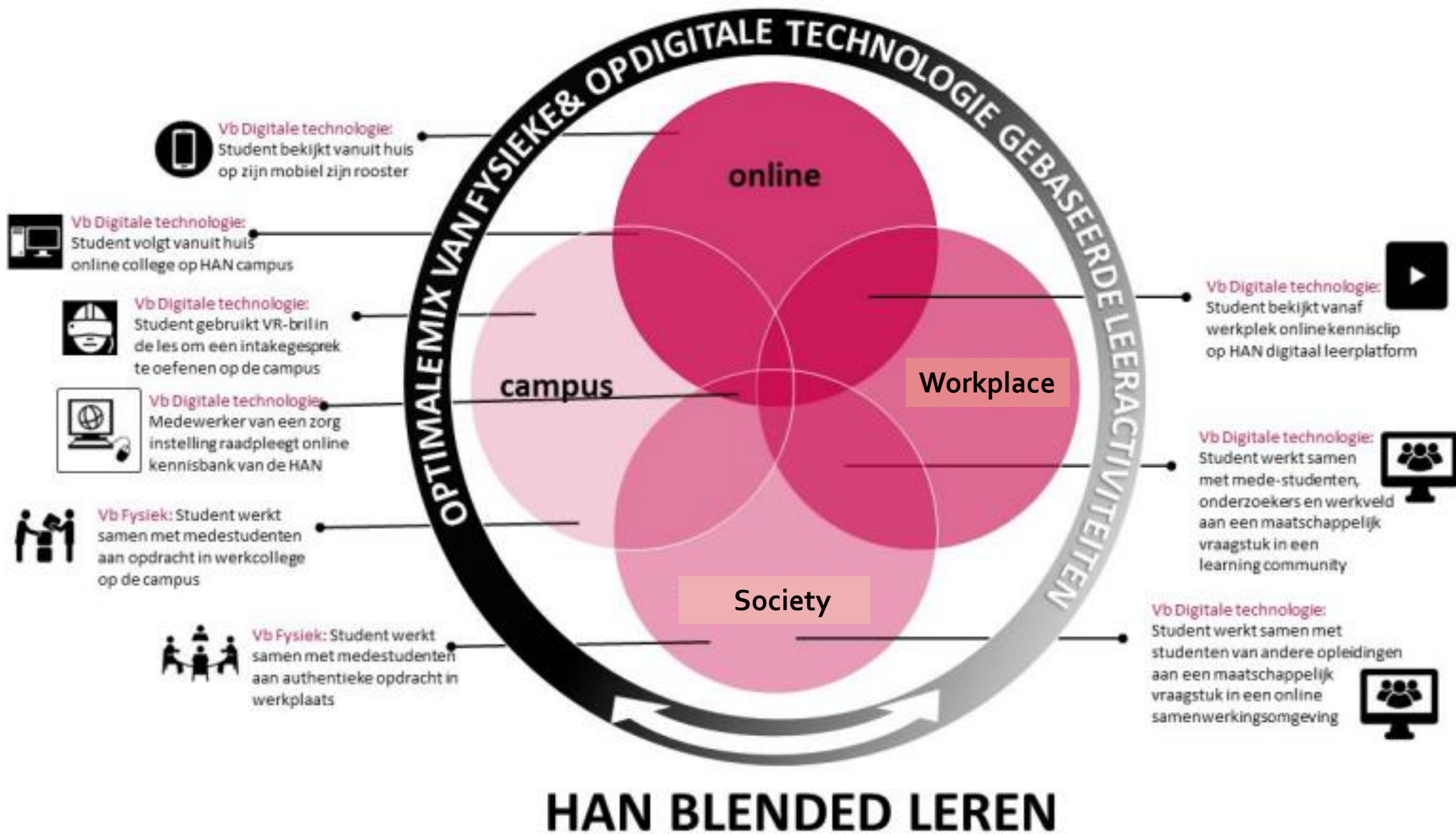


KNOWLEDGE CONSUMPTION
TO
CO-CREATE KNOWLEDGE

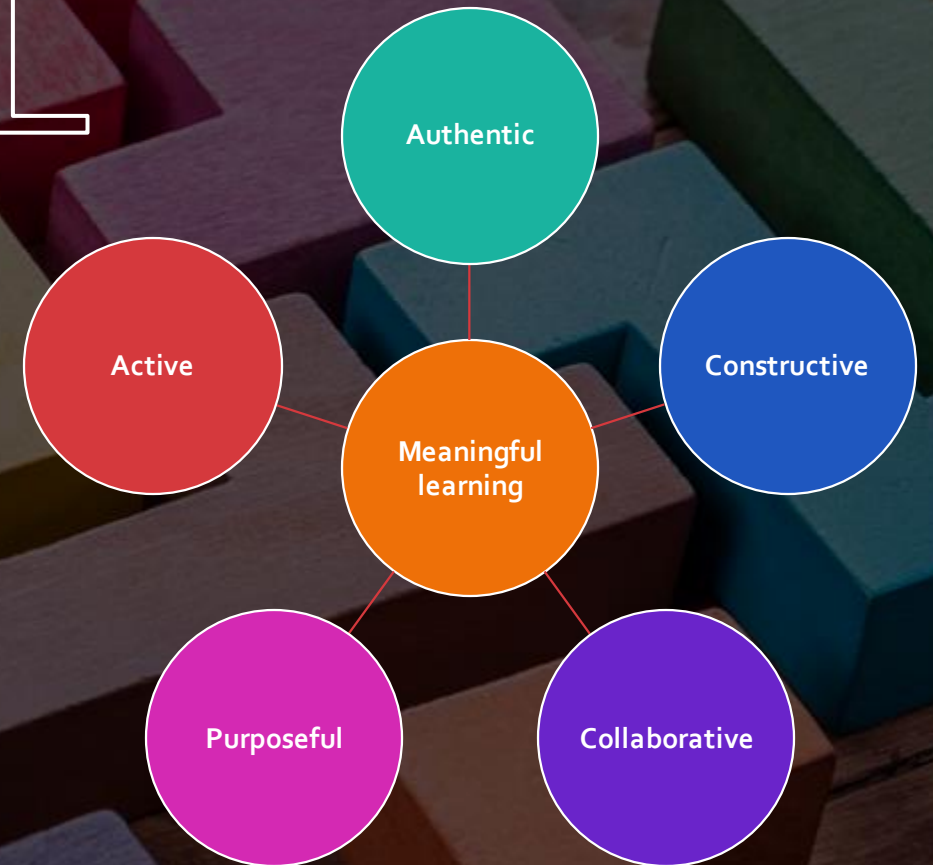


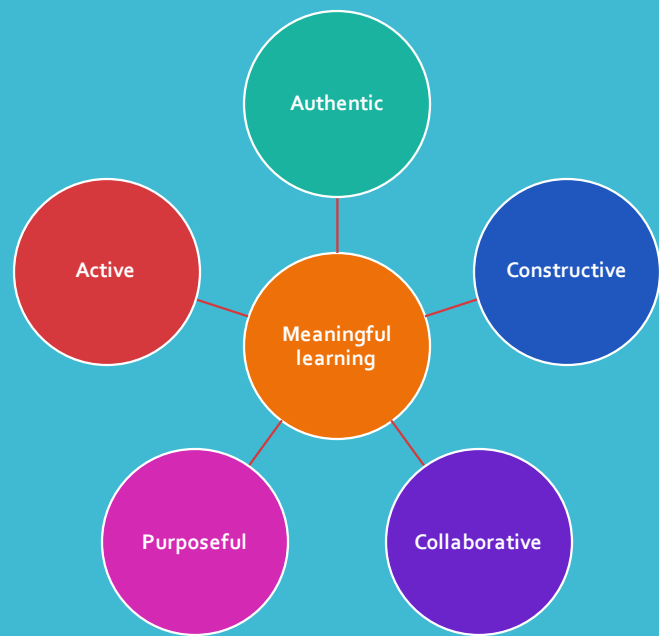
GENERIC ASSIGNMENT
TO
AUTHENTIC LEARNING

FLEXIBILITY; BOUNDARY CROSSING;
INTERDISCIPLINARITY; REAL-LIFE PRACTICES

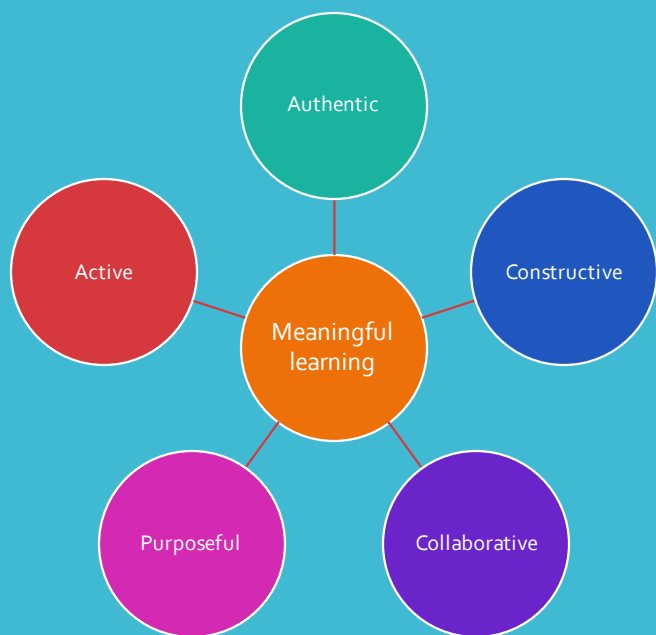


MEANINGFUL LEARNING





Identifying characteristics	Description	Learning activities
Active (autonomy) learning	Learning is an active process . Students interact with the content and the (learning) environment, and are involved in the subject so that they can make a personal and independent contribution.	Students acquire knowledge, apply knowledge, complete assignments, give and receive (peer) feedback, and give presentations.
Constructive learning	Students are now expected to construct their own meaning on an ongoing basis by interpreting and reflecting on the occurrences they observe, and the substance and impact of their actions .	Students give each other feedback, reflect, and discuss.



Collaborative learning

Learning is a **social** process that involves students and other stakeholders in the learning environment (lecturers, professionals, peers, and supervisors). Group collaboration and peer discussions take place in a self-evident manner in knowledge-building communities. The stakeholders – primarily the lecturer – make a key contribution to the **emotional engagement** of students.

Students work in learning teams, in labs or workshops, or in a community.

Purposeful, intentional learning

Students are expected to demonstrate individual ownership and autonomy to show that they are self-regulating and **can purposefully set their own goals**. The starting point for the activities is the intention of the student. The direction is clear.

Students set their own goals or work towards learning outcomes.

Contextualised, authentic learning

Meaningful learning requires tasks to be linked to an authentic experience or a simulated, realistic context, so that they are **relevant** to the student and **applicable** in other situations (transfer of learning).

Students work on authentic assignments or simulations that are in line with their questions and experiential world.

Open Education

OER consist of all digital learning materials that either are in the public domain or have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others

A general term, covering several processes:

- Finding, adopting, (re)using and publishing **open educational resources**
- Develop learning activities that encourage creation, (re)use and sharing of these resources.



OUR DEFINITION OF OPEN PEDAGOGY



1. Students work on learning tasks where the value they add is openly accessible so that others can access it, share it, and add value again (adding value)
2. Learning tasks are carried out by students who are connected via open networks (including social media) (collaboration in open networks)
3. Students contribute to knowledge creation through learning tasks by adapting, reusing, or combining openly available content/knowledge items and making the product of their work openly available (creating and sharing knowledge)
4. Learning tasks use open educational resources (OER) and content available on open networks (use of open licences).
5. Learning tasks encourage students to use different types of knowledge items/educational resources, and hence also enable them to familiarise themselves with differing perspectives, voices and representations (accessible and inclusive).

MEANINGFUL LEARNING

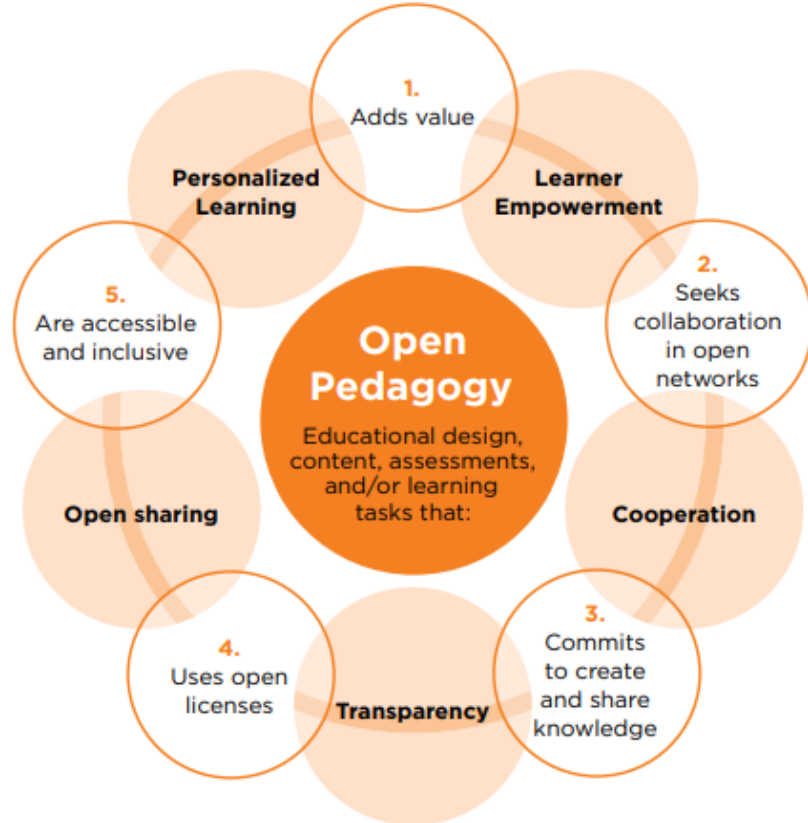
Learner empowerment: students participate in knowledge creation, teaching, and in the appraisal of themselves and others.

Cooperation: Knowledge is not seen as complete, unchanging, or determined by those traditionally holding positions of authority (such as scholars, professors or lecturers). Lecturers and students recognize the value of joint knowledge development and make every effort to do so.

Transparency: Transparency is needed when expressing the purpose of the educational activities, the assessments, and the expectations associated with them. Transparency is also needed in the values inherent in education, such as how knowledge is built up, and how one's own prejudices, beliefs and values influence education and learning dynamics.

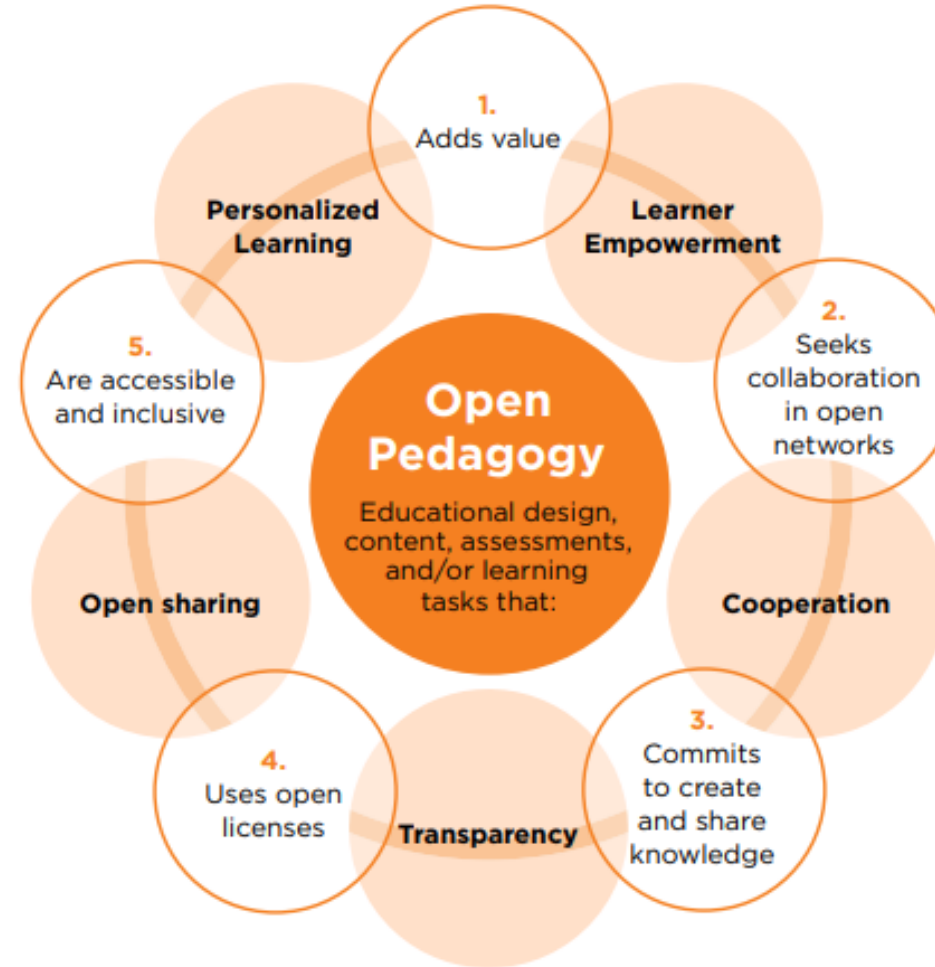
Personalised learning: Students are free to decide what is taught, how it is taught, how the command of a subject should be demonstrated, and when the learning takes place.

Open sharing: Free sharing of information, resources and knowledge. Individuals allow others to use what they create to bolster their own personal and/or professional development.



EXAMPLES OF PRACTICES

- Provide additional assessments / resources for formative learning
- Let students create blog, vlog, poster and other impactful work



- Use of open textbooks
- Teachers use a mix of OER in their class
- Subscribe to (M)OOC

- Work and learning in labs or professional community's
- Knowledge exchange in open networks

- Students find, use and create OERs in their learning
- Co-create an open textbook
- Integrate OER in curriculum design

- Co-author scientific article (open science)
- Students share their products to other students
- Post results online for the world

Open Pedagogy: Practical aspects

Role distribution of lecturer and student	Student as recipient of offered knowledge	Student as knowledge creator	Student-led knowledge development
Characteristic of (exemplary role) of lecturer	The Lecturer is the curator; the student can independently navigate knowledge collections.	The lecturer is the curator and designer of an open learning environment.	The Lecturer is the curator and designer of an open learning environment and community.
Open Pedagogy characteristics	- using (OER)	- creating & sharing knowledge - adding value - inclusion	- connecting in open networks - adding value - inclusion
Characteristics of meaningful learning	- active - constructive	- active - constructive - collaborative	- active - constructive - collaborative - authentic - purposeful/intentional

Business Analytics: Saxion 1920

SAXION - BA05_1920_SEM2
Ended - Aug 18, 2020

[View Archived Course](#)



Radboud University:
reuse of open education-
al resources in epidemi-
ology

Saxion & Radboud University

Student as recipient of offered knowledge

geoscripting-wur.github.io

Suggested Sites Imported From IE Insite Startpagina remote_study_gro

Dainius Masiliūnas, Arno Timmer
21 September, 2023

WUR Geoscripting



We recommend refreshing your R and Python knowledge before the course with

DataCamp: Interactive learning



Inspirational examples

University of Groningen OER

- [Introduction to Academic Research](#)

This CC-BY-NC-SA licensed open textbook/reader was created by dr. Sander van Lanen at the Faculty of Spatial Sciences. The reader itself was created by compiling chapters from three other open textbooks, and tackles important topics for doing academic research in the domain of spatial sciences. It is also a resource that is in constant flux, as students have the opportunity during the course to comment on the text, and dr. van Lanen plans to continuously update the content based on their suggestions.



- [Biopsychology Signature Project: Website 1 and 2, & Syllabus](#)

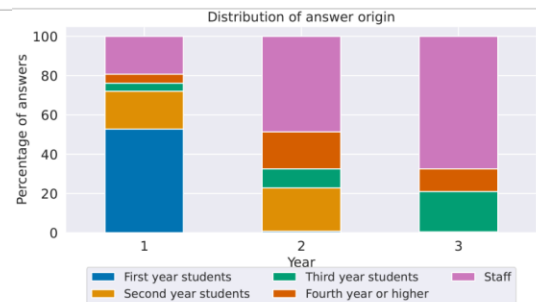
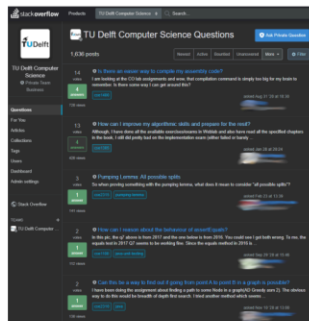
For his Biopsychology course at the University College Groningen, dr. Chris May embraced the transformative potential of open education, and designed his Signature Project assignment. Instead of a classic exam or writing assignment, he asked groups of students to create a webpage on any topic they thought interesting, to provide a biopsychological perspective on it, and to create active learning exercises for visitors of the page to more actively engage with the topic. The resulting webpages are bundled on one website as an OER with a CC-BY-NC-SA license, and the course syllabus describing the Signature Project has also been shared openly using the same license. He has repeated this design this year, and created a new website with new topics as well!



<https://sites.google.com/rug.nl/biopsychologyinterdisciplinary/home>

Wageningen University & Research & University of Groningen

Student as knowledge creator



Hugtenburg, S. Zaidman, A., (2022, March 11) *Opening education by stimulating students to share knowledge*
<https://www.tudelft.nl/teachingacademy/events-trainings/opening-education-by-stimulating-students-to-share-knowledge>

Cijfers over Stack Overflow

(september 2021 - maart 2021)

- Er zijn 3.800 berichten geplaatst.
- Er zijn 13.000 zoekopdrachten gedaan.
- De berichten zijn in totaal 138.000 keer bekeken.
- Ongeveer 90% van de doelgroep heeft het platform minimaal 1 keer bezocht.
- 50% van de vragen wordt binnen 2 uur beantwoord.

TU Delft

Student-led knowledge development

Download and read our
paper on Open Pedagogy
as a driving force for
meaningful learning on
<https://bit.ly/SIGOE>



TAKEAWAYS

Open Pedagogy to increase student involvement:

- Connect with and participate in community;
- Take responsibility for own learning;
- Improve access to knowledge;
- Create and share knowledge.

Things to consider:

- In your course: let students contribute to knowledge creation (this is already the first step!)
- In the program: view student as partner or young professional

Baran, E., & AlZoubi, D. (2020). Affordances, challenges, and impact of open pedagogy: examining students' voices. *Distance Education*, 41(2), 230-244.

Deci, E.L., & Ryan, R.M. (2000). The 'What' and 'Why' of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.

Howland, J., Jonassen, D. H., & Marra, R. M. (2014). *Meaningful Learning with Technology (4th Edition)*. Harlow: Pearson Education

Jacobi, R., Schuwer, R., Woert, N. (2019). Themauitgave Open Pedagogy. Er is meer Open Pedagogy dan je denkt. SURF, Nederland. https://communities.surf.nl/files/Artikel/download/ac712e1c6f49ad22fbao636b8cfe0cb5_thema-uitgave-open-pedagogy-v10.pdf

Kappe, R. in: <https://www.youtube.com/watch?v=NfNybb1KRXg> (min 3-9).

Nascimbeni, F., & Burgos, D. (2016). In Search for the Open Educator: Proposal of a Definition and a Framework to Increase Openness Adoption Among University Educators. *The International Review of Research in Open and Distributed Learning*, 17(6). <https://doi.org/10.19173/irrod.v17i6.2736>

Paskevicius, M. (2017). Conceptualizing Open Educational Practices through the Lens of Constructive Alignment. *Open Praxis*, 9(2), 125–140. [10.19173/irrod.v22i3.5373](https://doi.org/10.19173/irrod.v22i3.5373)

Paskevicius, M., & Irvine, V. (2019). Open Education and Learning Design: Open Pedagogy in Praxis. *Journal of Interactive Media in Education*, 2019(1).

Tietjen, P., & Asino, T. I. (2021). What Is Open Pedagogy? Identifying Commonalities. *International Review of Research in Open and Distributed Learning*, 22(2).

Verkuyl, M., Lapum, J., St-Amant, O., Tan, A., & Garcia, W. (2018). Engaging nursing students in the production of open educational resources. *Nurse education today*, 71, 75-77.

Werth, E., & Williams, K. (2021). What Motivates Students About Open Pedagogy? Motivational Regulation Through the Lens of Self-Determination Theory. *International Review of Research in Open and Distributed Learning*, 22(3).

<https://blog3.han.nl/hanicto/open-pedagogy-van-theorie-naar-praktijk-1/>

<https://blog3.han.nl/hanicto/open-pedagogy-van-theorie-naar-praktijk-2/>



Questions?
Remarks?

