Opening Educational Practices in Scotland

Conference Item

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Opening Educational Practices in Scotland

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Partnerships exist at all scales. Foundations for self-directed support in Scotland was developed rapidly in response to a Scottish Government initiative that had identified a large scale need for relevant content aimed at supporting individuals and groups affected by the new Self Directed Support legislation.

Effective and established partnerships across a range of public and third sector organisations contributed to whose expertise guided the design of the content. Critically these partnerships also provided access to novel spaces in which new practices aimed at reaching and supporting hard to reach users could be developed. Here partnership is key in developing content and supporting the practices around the use of OER at scale.

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We have found that partners often understand the needs of uncertain learners better than we can. With partnership comes participation, and different ideas about how to support a learning journey. This meant challenging our sense of what designing for openness means. In Caring Counts approaches to participatory design refined over the years has us to have end users as the authors and designers.