Open with care: Socially-responsible, culturally-responsive and equitable open pedagogy for a diverse world

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Open with care: Socially-responsible, culturally-responsive and equitable open pedagogy for a diverse world

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“It has never been more risky to operate in the open and yet it has never been more vital to operate in the open.”
(Weller, 2016)
Open pedagogy includes...

- Learner autonomy over what and how to learn
- Connecting learners with the world outside a formal course – bridging formal & informal
- Learners and educators using, creating, remixing and sharing OER.
- Renewable assessment - learners creating and openly sharing their own assessment tasks.
- Openly critiquing others’ scholarship.
- Openly reflecting on professional and personal development.
- A commitment to social justice and educational equity.
“Freedom from oppressive practices and limiting perspectives and from mythologies and manipulations that facilitate oppression and hegemony, as well as freedom to engage issues and concerns that are immediately relevant to learners’ lives, and freedom to trust learners to be co-creators of knowledge (rather than mere receptacles for knowledge).”
(Bradshaw, 2017, p. 13)
“The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom.” (hooks, 1994, p. 207)
Freedom to be safe and make informed decisions about when and how to be open. Freedom to be our authentic selves.
The OU’s Masters in Online and Distance Education (MAODE)

- Wholly online
- Started 1997
- 4 modules: 2 x 60 credits, 2 x 30 credits
- Approx. 200 fee-paying students per year
- 20 Commonwealth Distance Learning Scholarship students
- Test bed for university-wide innovation
Openness in the OU’s Masters in Online & Distance Education

Key concepts:
- OpenLearn BOC
- OpenLearn units
- Open = social mission + taster + shop window + student support

Diagram elements:
- FutureLearn MOOC
- H880
- Wider open education community
- Pedagogies
- Community of open practice
- Modelling open educational practices
- Open assets
- Open = multiplier effect = social mission = > equity

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Free course
Take your teaching online

SAME TEACHER
DIFFERENT TOOLS

Course description
Course content
Course reviews

About this free course
24 hours study
Level 2: Intermediate
Ratings ★★★★★
5 out of 5 stars
Create an account to get more
By creating an account and enrolling on a course you can track your progress and earn a statement of participation, all for free.

Become an OU student
Technology-enhanced learning: foundations and futures
Openness in the OU’s Masters in Online & Distance Education

Wider open education community

Open pedagogies

Community of open practice

Modelling open educational practices

Open assets

Open = multiplier effect = social mission = equity

Paid-for modules

Open = social mission + taster + shop window + student support

OpenLearn units

OpenLearn BOC

FutureLearn MOOC

Wider and wider world
ONLINE COURSE

The Online Educator: People and Pedagogy

Design engaging courses, make your teaching more inclusive, navigate online research ethics and shape your digital identity.

Go to course – started 11 Feb
Modelling open educational practices
Community of open practice

Leigh-Anne Perryman @laperryman · May 9
#MAODE students interested in removing barriers to open practices esp. in global south. Check out WikiFundí open-source editing platform providing offline editable environment (wikifundi.org).

#ouh880 #H880 #H817 #H818 #H819
#ccsummit

Martin Weller @mweller · Apr 30
This looks fun and super useful for @OUH880 peeps

@Bali_Maha
Hey all! You/your students welcome to join my class:

Twitter Scavenger Hunt for Digital Literacies & Intercultural Learning…
Open pedagogies

- Study MOOC alongside open learners
- Remix content and share publicly
- Create renewable assessments
- Focus on social justice and transformative education
- Learner autonomy
- Ongoing reflection
The multiplier effect of open

“Out of many plans, the first plan is to initiate first Pakistan's audio-based online teacher training workshop theatre for visually impaired teachers. Free lectures will be delivered by experts through audio mode from across Pakistan to train them.” (MAODE student)

“I learnt networking during H818 and this book is the outcome of the learnings! I never had an idea about the power of networking and collaboration.” (MAODE student)

“I’m halfway through the course and I’m already giving workshops for my colleagues on how we can evaluate projects more openly. It helps so much that I can share with them the resources we’re using on the course.” (MAODE student)
Barriers to open pedagogies

- Fear of cyber-violence & abuse
- Lack of online safety skills
- English language dominance
- National policy constraints
- Fear of speaking out
- Platforms being blocked
- Data costs
- Lack of confidence
- Bandwidth limits & connectivity
- Financial constraints
- Peers’ resistance to openness
- Dated/unreliable hardware
- Dated software
- Lack of digital skills
Barriers to open pedagogies & communities: Fear & safety

“Open is not good for everyone, and tends to bias those in already privileged positions – race, class, gender. The hype around open, while well-intentioned, is also unintentionally putting many people in harm’s way and they in turn end up having to endure so much. The people calling for open are often in positions of privilege, or have reaped the benefits of being open early on – when the platform wasn’t as easily used for abuse, and when we were privileged to create the kinds of networks that included others like us.” (sava saheli singh, 2015)
Barriers to open pedagogies & communities: Fear & safety

“The cloak of online invisibility encourages patriarchal attitudes of entitlement over women resulting in a toxic dis-inhibition…in the online public sphere, lowering thresholds for sexist and misogynistic speech and behaviour” (IT for Change, 2018)
Barriers to open pedagogies & communities: Fear & safety

“In my country many men still believe the internet is their domain and women shouldn’t be participating alongside them. I’ve taken part in open discussions before and had a terrible experience – threats, abuse – real hatred. From a standpoint of initially feeling confident and excited about making connections across the world I now feel fearful and out of my depth. I’m happy to participate in closed discussion forums but feel scared about doing so more openly, especially if I’m required to show my true identity.” (MAODE student)
Barriers to open pedagogies & communities: Technology & cost

“A big challenge is my lack of access to internet data on a daily basis - I have no regular job to be certain of data access…It is annoying, stressing and agitating experience to be aware of your data which is expiring in the next few hours cannot be used to access what you want. This meant you paid money to get nothing.” (MAODE student)"
"Studying is all about prioritising for me. The internet speed is slow and the connection unreliable so I rank of the tasks in order of importance and do the vital ones first. Sadly online discussion is often low on the list so I miss out on connecting with people."

(MAODE student)
“When we’re asked to make a poster or image and share it openly I feel disadvantaged by a lack of skill, though that’s something I could gain, but more so by a lack of software. Other students produce beautiful work and it’s clear they have sophisticated image editing programs. My attempts looks so amateurish in comparison so I don’t share them.” (MAODE student)
Barriers to open pedagogies & communities: Language

“English is my second language and obviously I study in English. But I’m not confident about some of the idioms and abbreviations people use online and sometimes I don’t know when people are joking. For that reason I don’t usually join in with open discussions.” (MAODE student)
Transforming our field to be more inclusive, equitable, and empowering will not happen by accident or without intentionality, commitment, and ongoing willingness to engage, struggle, make mistakes, and try again, all with a central focus on fairness, equity, and freedom to become fully actualized human beings while empowering others to do the same. (Bradshaw, 2017, p. 15)
1. What barriers to open participation have you experienced?
2. How might we remove some of the barriers already mentioned?
3. Is equity compromised when individuals’ context excludes them?
Thank you for listening

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References


