

Designing an international research project to advance Open Education in Higher Education

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<https://openeducationday.ch/>

Synopsis



Some considerations on Open Education

Presenting the research project

Invitation to contribute

Open... Open Education constructs

Participation
Promotion of sharing
Agency
Accessibility
Respect
Self-direction
Responsibility
Justice
Freedom
Collaboration
Transparency
Personalisation
Absence of barriers
Ubiquitous ownership

Baker, 2017

Class et al., Accepted

Understandings of Openness

➤ Middle Ages

Open = unenclosed => commons

Enclose: “to fence off (common land) for individual use”

<https://www.merriam-webster.com/dictionary/enclose>

XVIe : Enclosure

➤ 20th & 21st century

Open = legal rights from which ensues access right

Pomerantz & Peek, 2016

Deimann & Sloep, 2013

Openness as sharing vs as judicious connection

Openness as sharing	Openness as connection
Unlimited	Relational
Digital	Social
Good	Divisive
Global	Situated
Equal	Equitable
Focused on itemized outputs (objects that can be shared)	Focused on social agency (ways of doing and being with others)

Leonnelli, 2023, p. 64

Openness: a means or an end in itself?

OER UNESCO definitions in 2002 and in 2019

- 2002: “The open provision of educational resources, **enabled by information and communication technologies**, for **consultation, use and adaptation** by a **community of users** for non-commercial purposes.”
- 2019: “Open Educational Resources (OER) are learning, teaching and research materials in **any format and medium** that reside in the **public domain or are under copyright that have been released under an open license**, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.” UNESCO, 2002, p. 24

UNESCO, 2019

Open Education: where is the *Bildung* from Von Humboldt?



Sandrine Favre =>
on-going PhD on
Bildung and Open
Education

Education as a
shared enterprise

Economical

Education as a commodity

Education as a
common good

Social

Moral

Deimann & Sloep 2013

What is *Bildung*?



- In the HE model of Von Humboldt (teaching **and** research), *Bildung* was centre-stage https://en.wikipedia.org/wiki/Humboldtian_model_of_higher_education
- “The concept of *Bildung* brings together the aspirations of all those who acknowledge – or hope – **that education is more than the simple acquisition of knowledge and skills**, that it is more than simply getting things ‘right,’ but **that it also has to do with nurturing the human person**, that it has to do with individuality, subjectivity, in short, with ‘**becoming and being somebody**’.”

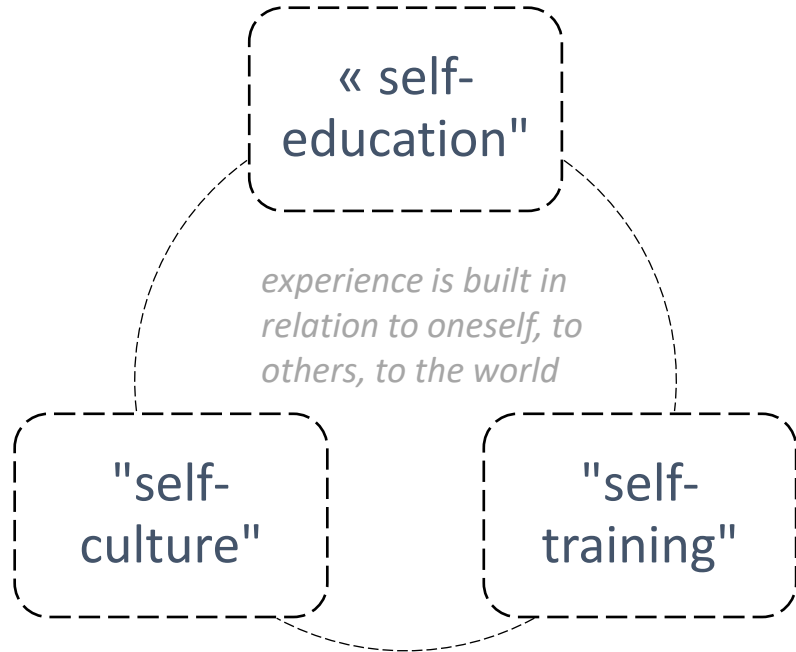
Biesta, cited by Deimann, 2013, pp. 192-3

***Bildung*: an end in itself**

“It is important to stress that ***Bildung* is a goal in itself** and should therefore **not be utilised or exploited to reach external goals. Consequently, *Bildung* stands in stark contrast to the concept of qualification.** Being qualified refers to an **instrumental state**, which is achieved in order to serve society and only thereby himself or herself.”

Deimann & Sloep, 2013, p. 15

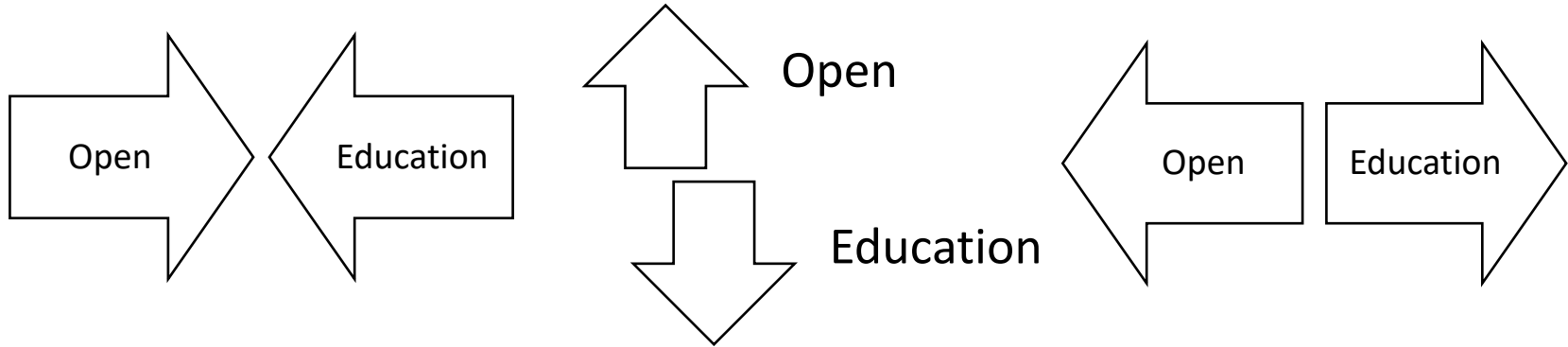
From *Bildung* to *Erfahrung*: political conceptions of education?



Is the existentialist approach to experience, *Erfahrung*, compatible with the European model of the knowledge economy since *Bildung* is not with the competence-based approach?

Deimann, 2013, pp. 192-3
Mignot-Gérard & al., 2019
Wallenhorst, 2016

To sum up

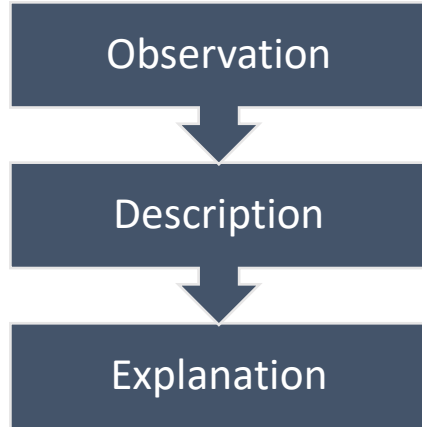


Two polysemic and multi-layered concepts used in the education sector with multi-level effects

Need for a research project!

The research project design (1)

CRITICAL APPROACH to draw epistemic understandings of OE from practice



UNDERSTAND and then EXPLAIN how different actors translate OE in their respective professional practice

EVALUATE effects from decisions taken at the macro level on the micro level (e.g. legal frameworks)

Denouël, 2023 (p65-68)

The research project design (2)

Three first parallel research first tracks are thus foreseen

For teachers

- To observe their capabilities to document their positionality with regard to teaching and learning
- To understand and then explain the gaps, if any, between what they say and what they do

Teaching Perspectives Inventory (Pratt et al., 2001)

The Epistemological Development in Teaching and Learning Questionnaire (Kjellström et al., 2016)

For learners

- To understand and then explain their conceptions of learning
- To understand and then explain how openness is perceived from teaching strategies and learning strategies

The Concepts of Learning Questionnaire (Bowles & Hattie, 2016)

The Concepts of Learning Inventory (Purdie & Hattie, 2002)

For education sciences scholars

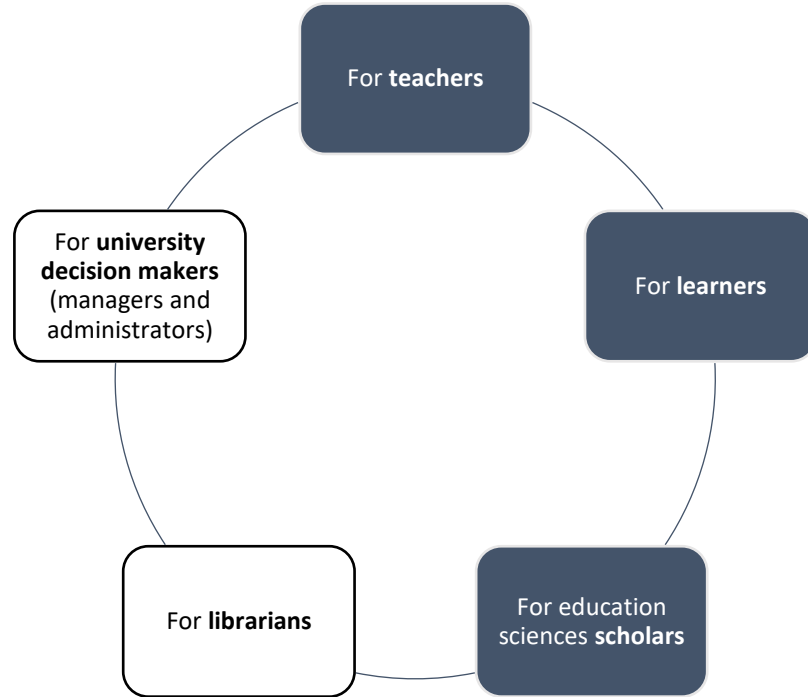
- To provide a review of the literature on key concepts related to Open Education at all levels: axiological, ontological, epistemic and practice/praxis

The research project design (3)

Three first parallel research tracks and MORE to observe, describe and evaluate the multidimensional effects ?

	Normative dimension	Organisational	Inter-individual	Intra individual
Macro*	?			
Meso*				
Micro*				

- *Macro: International frameworks
- Meso: National frameworks
- Micro: HEIs and professionals' practice

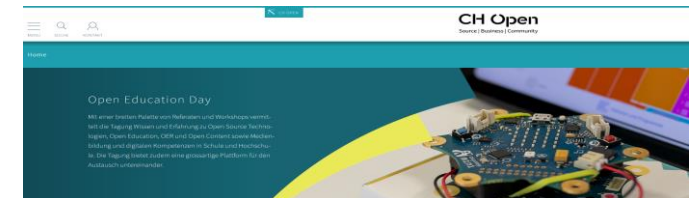


Francophone researchers and practitioners come together to act in the field of Open Education – Join!

[Interdisciplinary & multi-professional symposium](#) on open education research – December, 2023

[Interdisciplinary & multi-professional symposium](#) on open education uses (macro, meso, micro) in Higher Education – May, 2024

[Open Scholar Atelier](#): Understand scholars' competences in Open Education, Open Science and Open Community



**And more !
To be continued... together ?**

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Thank you for your attention :)

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Additional slides

Alternative expressions of *Bildung*

A means towards emancipation of any human being?

Learning
about the
world in
order **to act**
upon it

Salonen et al., 2023, p. 618

Learning to
become
with the
world
around us

Learners
considered
objects of
intervention

Yeo & Yoo, 2022, based on Freire

Learners
considered
subjects for
transformation

Caution: Knowledge as good, is today considered from the legal perspective of commons

Goods' classification

	Examples	Rivalry	Non-rivalry	Excludability	Non-excludability
Public good	Rail roads		X		X
Global public good	Human rights		X		X
Commons	Mountain pastures	X			X

Brando et al. 2019, Locatelli, 2018, Sabzalieva et al. 2022

Rivalry, excludability...

- Non-rivalry: one's person's consumption does not diminish other's consumption
- Rivalry: the good is freely accessible to everyone but it provides diminished benefits if people over-use it pursuing their own self-interest
- Non-excludability: exclude someone from consumption is hard or not possible

Brando et al. 2019, Locatelli, 2018, Sabzalieva et al. 2022

Common and public good: *capabilities* and OE

Table 1: Comparative analysis of the normative implications of commons and GPGs.

	Commons	GPG
Power	Power-with Power as cooperation	Power-over Power as the ability to steer the conduct of others
Relationship with the state	No unilateral coercion, violence, or manipulation Emergence and governance of commons independent from the hierarchical structure of the state, but ideally not challenged by the state	Possibility of unilateral coercion, violence or manipulation Provision through supranational and top-down mechanisms capable of coercing free-riding states
Spatial scale	Polycentric Eco-centric Small to moderate-sized groups Primary role for the local level Bottom-up	Monocentric Anthropocentric National and larger-sized groups Primary role for international/global level Top-down

Brando et al., 2019, p. 570