

# Open Scholar Atelier

## Workshop

Barbara Class, Lilia Cheniti, Kawther Brahim, Housseem Charfi



Open Education Day, Bern, May, 4, 2024

<https://openeducationday.ch/>

# Synopsis

Introducing the research project

Implementation team of WP3

Scientific foundations

Introducing the environment Open Med Atelier

Video by Kawther & Hands on

Feedback and discussion

# The Open Med Scholars project in 2023

<https://tecfa.unige.ch/proj/OpenScholars/>



OpenMedScholars: Towards identifying competences for Open Scholars accross the Mediterranean

06.05.2023

Dalila Bebbouchi, Khalid Berrada, Lilia Cheniti,  
Barbara Class, Ghada ElKhayat, Souhad Shlaka

Open Education Day – Switzerland

<https://openeducationday.ch/>



# Open Med Scholars WPs

**Goal:** Create a pool of scholars from the 5 countries involved (Morocco, Algeria, Tunisia, Egypt and Switzerland) who deeply understand the Open paradigm and act as catalysts and disseminators

**Specific aims:**

WP1: Identify institutional (and national) policies towards distance education, Open Science and Open Education

WP2: Identify a list of competences for the Open Scholar

WP3: Develop a technological sustainable environment to make the project's outputs accessible

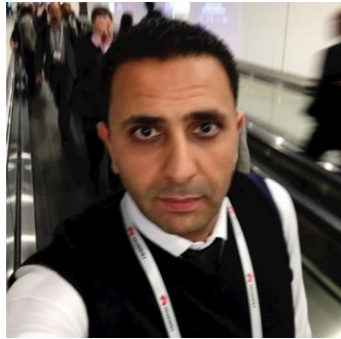
Support: LH MENA, <https://www.hes-so.ch/en/hes-so/about-us/international/leading-house-mena>



WP3: Develop a technological sustainable environment to make the project's outputs accessible

# Open Scholar Atelier Implementation Team

Professional supervisor



**Housseem Charfi**

Director of Project Management at [SoftyLines](#)  
Digital transformation specialist

Engineering student



**Kawther Hadj Brahim**

Tunisian student in the third year of computer engineering at the Higher Institute of Computer Science and Communication Technology [e-mail](#)

Academic supervisor



**Lilia Cheniti**

Associate Professor and Researcher in Computer Science and Technology-Enhanced Learning at the University of Sousse, Tunisia

# Scientific foundations: key concepts

## Scholarship

“scholarship is about **learning, as an essential attitude of scholars for themselves** and with regard to **sharing with others, it is a dynamic social activity**. It is in its essence **community-driven, connected and connecting and implies networking and technology.**”

## Responsibility

Latin root: *respondere*.

“a responsible scholar is understood here as:

- i) a **respondent** of an “inappropriate character of existence”;
- ii) someone who is given **authorisation to act with care, respect and concern**;
- iii) someone who **conceptualizes the future** as “unapproachable”.”

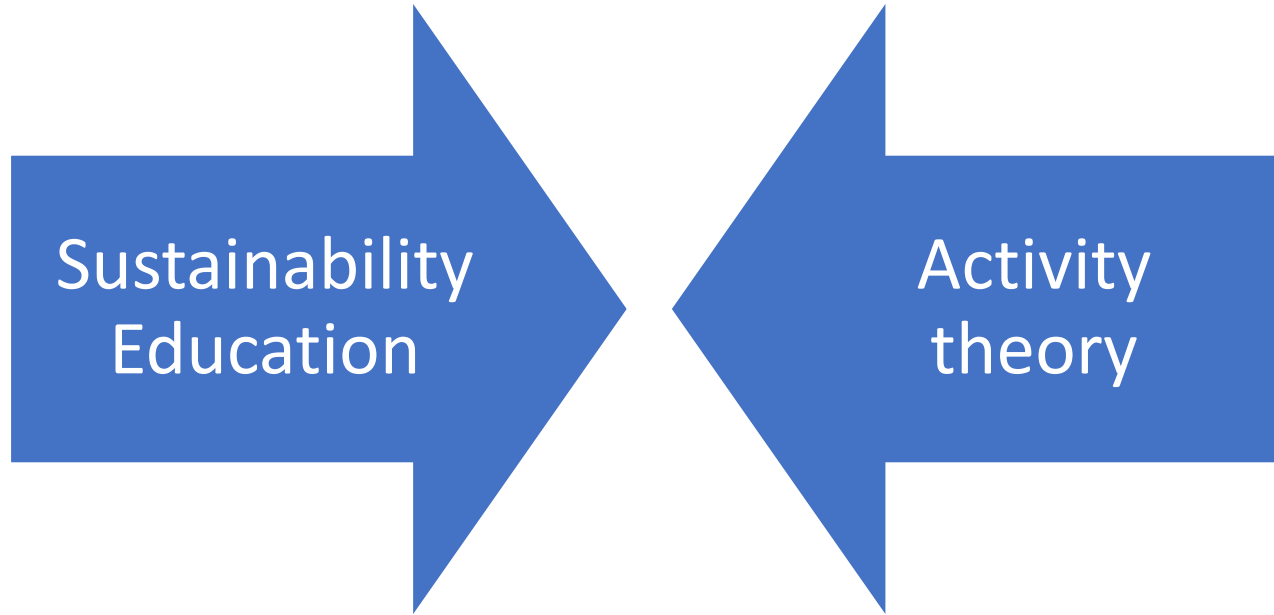
## Competence

Competence: a **hypothetical construct** based on a **social construction**.

“Competence is thus a **dynamic, context-dependent, and multi-faceted concept** that encompasses **cognitive, social, and motivational aspects**. It is not a binary trait but exists on a continuum and is **observed through action and adaptation to specific tasks and situations.**”

Class et al., Accepted

# Theoretical framework



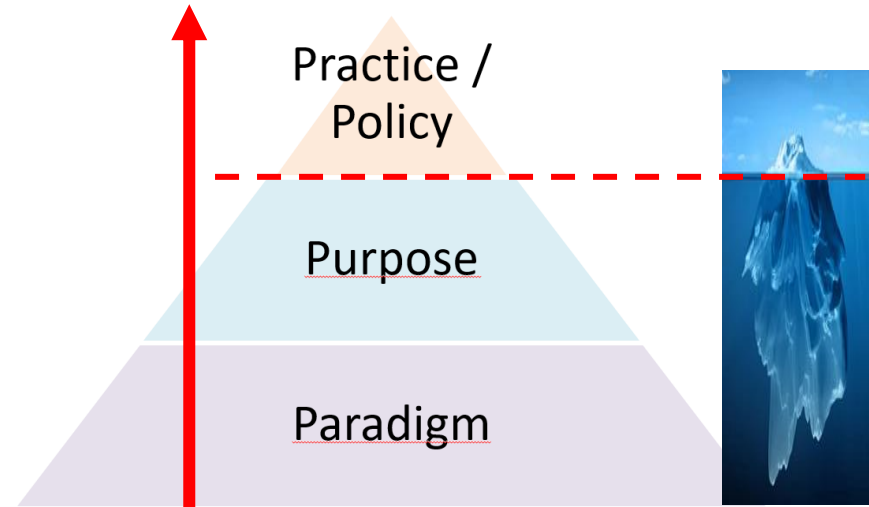
Systemic levels of thinking

Class et al., Accepted



# Paradigm: drives purpose and policy

- Paradigm = underlying set of perceptions, assumptions, values, and concepts with internal consistency
- Paradigm **determines** purpose and **shapes** practice and policy
- Two major paradigms: **mechanistic** (post 1700, focus on parts) and **holistic** (pre 1500, focus on the whole)

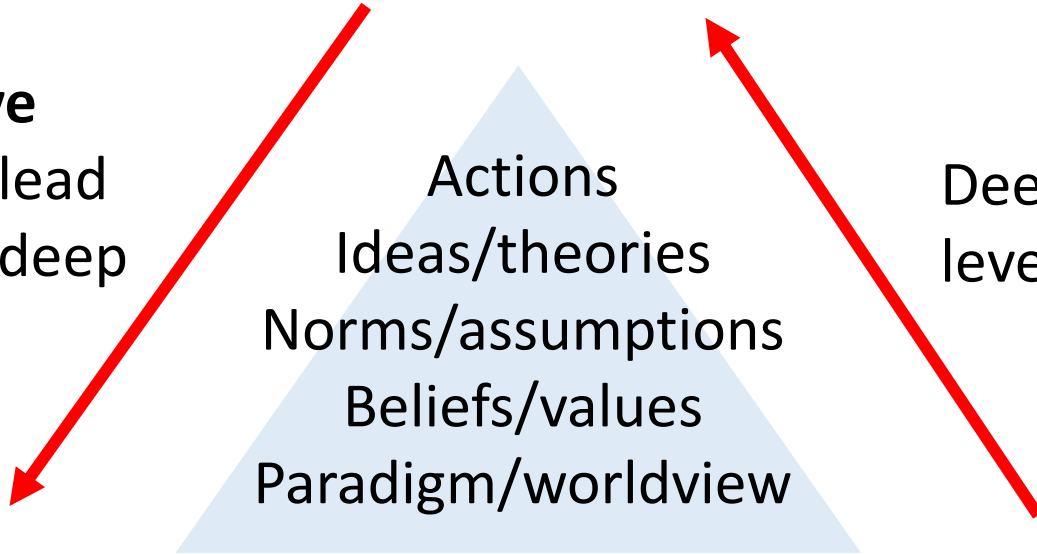


Sterling, 2007, 2021

# Systemic levels of thinking



A **transformative** experience can lead to reevaluating deep levels



Deep levels inform levels at the surface



Sterling, 2007, 2021

# Methodology

- Systematic literature review
- Review of competence frameworks

# Results (1)

## Open Education

- OER
- **Open pedagogy** : open learning , open teaching, open practices, open assessment

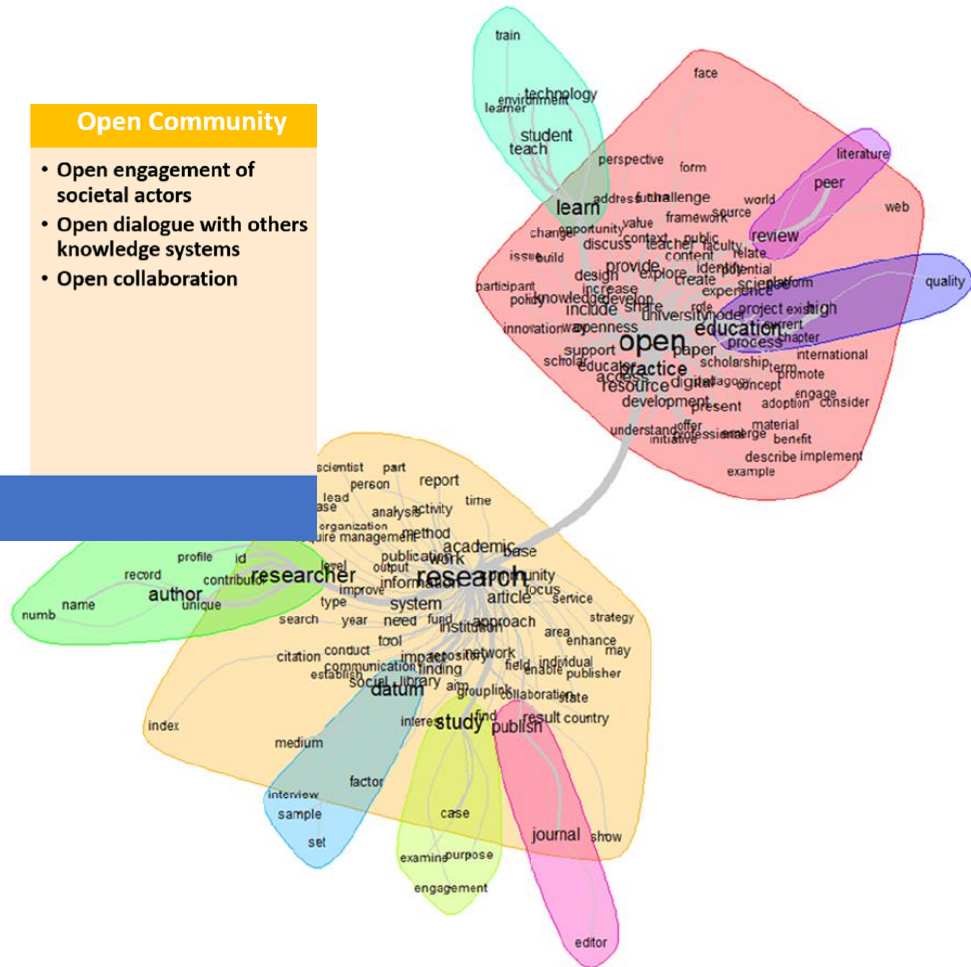
## Open Science

- **Open Scientific Knowledge** : open research data , Open source software, open hardware, open publishing, open peer review
- **Open Science Infrastructures** : open access, open tools, open standards
- **Open Research** : open innovation, open methodology

## Open Community

- **Open engagement of societal actors**
- **Open dialogue with others knowledge systems**
- **Open collaboration**

## Digital Competences

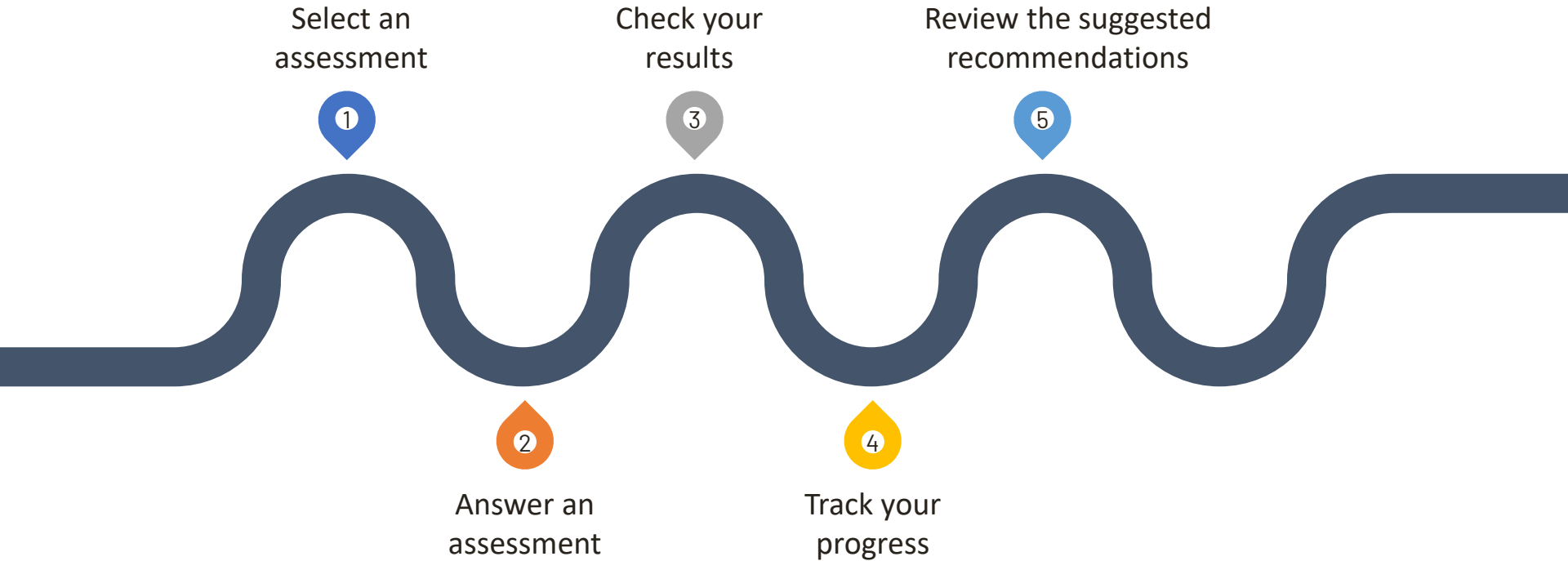


# Results (2)

- Scholarship focuses on practice
- Epistemic capabilities not present in practice

CONCERN (PURPOSE)	CONCEPTION (OPERATION)	CONSEQUENCE (EFFECT)
Consider <i>not-yetness</i> as a full fledged variable in the landscape of competences	Equip scholars with philosophical knowledge to help them address <i>not-yetness</i>	Develop the capacity to trace back any practice to a given paradigm and be able to identify it
Accept to address uncertainty and the future as “unapproachable” as Open Scholars	Reflect about Openness, Education, Research, Community in worldwide philosophies	Develop competences to question reality at the level of paradigm and act with responsibility and creativity
Locate scholarly activities in the non-enclosed, Medieval understanding of Open (vs legal right) and unenclosed outdoor space, that later became <i>Commons</i>	Understand worldwide networked and connected conceptions of knowledge considering specificities across knowledge systems	Develop competences to being-with, to produce through judicious connection to foster collective agency and develop local common goods.

# Operationalisation: Open Scholar Atelier



Inspired by [Open Educators Factory](#) – Enhancing OEF

# Step 1 : Selection of assessment

The screenshot displays the 'Open Scholar Atelier' dashboard. At the top, there is a header bar with the text 'Open Scholar Atelier' on the left, and on the right, flags for France and the United Kingdom, a user profile icon labeled 'Welcome salma', and a circular refresh icon. A left-hand navigation sidebar contains the following items: 'Dashboard' (highlighted with a blue bar), 'Open science' (with a flask icon), 'Open education' (with a person icon), 'Open community' (with a globe icon), 'Your result' (with a downward arrow), and 'Recommendation' (with a downward arrow). The main content area features three white cards with blue borders. The first card is titled 'Open science' and contains the text 'A way of carrying out research, often using digital technologies.' followed by a blue button with a white plus sign and the text '+ start'. The second card is titled 'Open education' and contains the text 'a way of carrying out education, often using digital technologies' followed by a similar '+ start' button. The third card is titled 'Open community' and contains the text 'A way of engaging as a citizen for the citizens, often using digital technologies.' followed by a similar '+ start' button.

# Step 2: Answering questions in an assessment

The screenshot displays the 'Open Scholar Atelier' web interface. At the top, the header includes the site name, language flags for French and English, a user profile for 'salma', and a search icon. A left-hand navigation menu contains links for 'Dashboard', 'Open science' (which is highlighted), 'Open education', 'Open community', 'Your result', and 'Recommendation'. The main content area is titled 'Open science assessment' and contains a section for 'Questions'. The first question, 'Q1:', asks 'Do you share research data that has been treated adequately on archives?'. Below this question are four radio button options: 'No, I store my research data on hard disks in my office', 'Yes, I store my research data on Zenodo', 'No, I store my research data on my own servers which are accessible through the Internet', and 'Yes, I store my research data on specialized institutional ORD archives'. The second question, 'Q2:', is partially visible at the bottom of the page.



# Step 3 : Checking results of assessment

Dashboard

Open science

Open education

Open community

Your result

Open science

Open education

Open community

## Your result

In the following table you can see your positions with respect to Open Education in different areas: Open Learning Design, Open Content, Open Teaching and Open evaluation. The higher in each column, the more "open" you are. By clicking on the button "Show recommendation" under the table, you will receive tailored suggestions on readings, resources and courses that can help you further develop your open teaching capacities.

Historical

Apr 30, 2024

Open Scientific Knowledge	Open Science Infrastructures	Open Research
Advanced	Advanced	Advanced
Intermediate	Intermediate	Intermediate
Beginner	Beginner	Beginner

Show recommendations

# Step 4 : Consider recommendations

Dashboard

Open science

Open education

Open community

Your result

Recommendation

Open science

Open education

## Recommendations

Explore our carefully curated selection of readings, educational resources, and courses designed to meet your specific needs. Whether you're looking to deepen your knowledge in specific areas or simply stay up-to-date with the latest advancements in the field, our recommendations are here to help you achieve your goals.

Apr 30, 2024

Open Scientific Knowledge

Intermediate

We suggest you use specialized, institutional archives for ease of retrieval. For instance, you may explore the following archives and their specificities to choose the one that fits best: Zenodo, OLOS, Yareta, FORS.

Open Science Infrastructures

Intermediate

Paying APC refers to a given economic model which is not optimal in terms of access. We suggest you get interested in Diamond Open Access publishing and suggest you become familiar through the Action Plan for Diamond Open Access, [link](#)

Open Research

Beginner

We suggest you introduce yourself to persistent identifiers by reading this [page](#) by CERN

# Step 5 : Tracking progress

NB: Steps 4 and 5 can be inverted depending if it is your first time or not

## Progress



# Introducing and accessing the environment

Video by Kawther Hadj Brahim

[https://drive.google.com/file/d/1v\\_J6SU4x3ZSiOTdomK4HSe69B0kgee3e/view](https://drive.google.com/file/d/1v_J6SU4x3ZSiOTdomK4HSe69B0kgee3e/view)

Hands on!

URL

<https://openscholar.softylines.com/>

# Feedback and discussion

How to improve this first prototype?

Filling out this 5 questions survey would help us a lot!

Thank you :)

<https://docs.google.com/forms/d/1Vu8QSZXqajS7roQp9FnmOzfDsy-2AAF0Ylaplz0IP4/edit?ts=6634850e&pli=1>

Thank you for your participation :)

# References

Class , B., Bebbouchi, D., Fedorova, A., Cheniti, L., Shlaka, S., & ElKhayat, G. (Accepted). Towards a Competence Framework for Open Scholars: Acknowledging the Dearth of Epistemic Competences. *Open Praxis*. Preprint:

<https://tecfa.unige.ch/perso/class/2024/SwissOEDay/Class-al2024-Preprint.pdf>

Renaud, J. (2020). Évaluer l'utilisabilité, l'utilité et l'acceptabilité d'un outil didactique au cours du processus de conception continuée dans l'usage. *Education et didactique*.

<https://doi.org/10.4000/educationdidactique.6756>

Sterling, S. (2007). Riding the storm: towards a connective cultural consciousness. In A. E. J. Wals (Ed.), *Social Learning Toward a More Sustainable World: Principles, Perspectives, and Praxis*. Wageningen Academic Publishers.

[https://www.researchgate.net/publication/258151623\\_Social\\_Learning\\_towards\\_a\\_Sustainable\\_World\\_full\\_e-book](https://www.researchgate.net/publication/258151623_Social_Learning_towards_a_Sustainable_World_full_e-book)

Sterling, S. (2021). Concern, Conception, and Consequence: Re-thinking the Paradigm of Higher Education in Dangerous Times [Original Research]. *Frontiers in Sustainability*, 2.

<https://doi.org/10.3389/frsus.2021.743806>