Notes from OEPS & Learning for Sustainability workshop – 3 March 2017

Opening

Betsy from LfS Scotland opens. Participants are asked to write their hopes for the workshop on a post-it and then stick on the wall. As part of the exercise, participants are asked to introduce themselves to others.

The day will be looking at the values of LfS and OEPS: what, how and why openness might enable LfS in Scotland.

Ronald: Practices of open – freedoms that such practices enable.

What might openness enable? Some examples:

- University of Nottingham and NOOC
- Parkinson's – for their operations and business
- SUL – facilitating opportunities to learn.
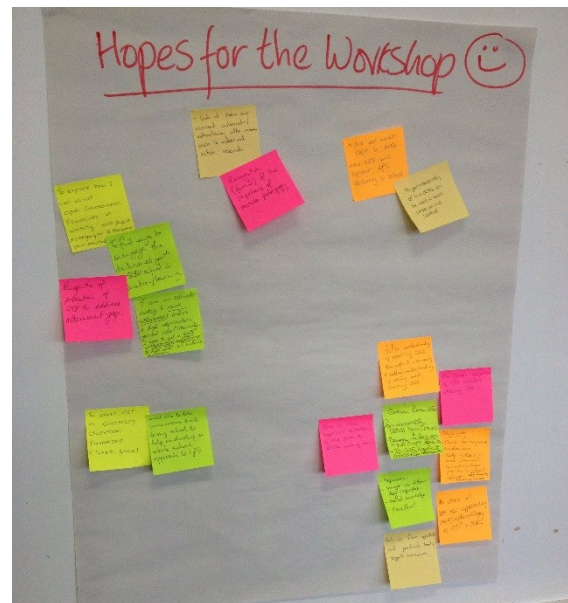
Discussion: what opportunities does openness enable in your different contexts?

The participants are asked to discuss this around their tables and feedback to the whole group.

Group 1:

It can provide the opportunity for marginalised groups to say what they want. Learning is more democratic. [*Ronnie: yes, organisations are in a sense broadcasting that they are "open to".*] However, there are aspects of face-to-face that can't be replaced.

Group 2:

Open model has implications for how business works – who pays and how much. Potential to "open-up" the world to students. Can permit "flipped learning" (giving participants something to do before turning up to lesson/workshop).

Group 3:

Opportunity to give audience range of learning styles. Learning can be tailored and reach different audiences. Openness can provide a flexibility to the pace of learning. Also makes possible sharing and engaging (with others) – for example, in the school community, engaging parents of children at a school.

Shared values – Rosa Murray

LfS in Scotland – sustainability is now policy.

Values – Social Justice, Integrity, Trust and Respect and Professional Commitment.

Turning values into learning dynamics.

A pedagogy of "minding" (choice of "mind" instead "care"; "I don't mind") Encouraging justice.

Whole group discussion – In what ways might openness best support the values of sustainability? How might LfS be reflected in openness?

Widening access – to provide values of sustainability. Should be shaping practices around LfS for FE, He and the workplace.

Promoting social justice

How do we "revalue" teachers' expectations against external pressures? How do we empower teachers? How do we make changes in teachers?

Rosa – it's about talking to teachers about values, leadership and enquiry based approaches.

Ronald – need to think about what is it I want to happen (not treating open as content delivery system). How do we take values and turn them into practices?

Rosa – how do we change dominant narratives?

Working in community development

How to encourage critical education?

Openness for challenging dominant narrative – for reaching people who we wouldn't ordinarily reach.

Community development educators

Openness as a resource for engaging people in debates.

Problems of openness in practice – everything is given away and nothing is left for themselves/ourselves. Sustainability of professional identity.

Disintegration of community learning development (CLD) – part of the openness movement.

Open space discussions

During lunch, write a question on a post-it (with name) and place it on the open space question sheet. Post-its cluster around three themes:

1. **Using openness in teacher education**

   Values with teachers: how do they align?

   How to make learning meaningful and engaging?

2. **Transformative**

   How can OER be used to transform education?

   Will openness change the face of education?

   What do we mean by entitlement of LfS in context of schools?

3. **Sharing content/protecting content**

   How do others approach OER from a reuse point of view.

   How do you persuade organisations that are protective over content to sharing and putting it "out there"?

Feedback from open space groups

Group 1: Using openness in education/teaching

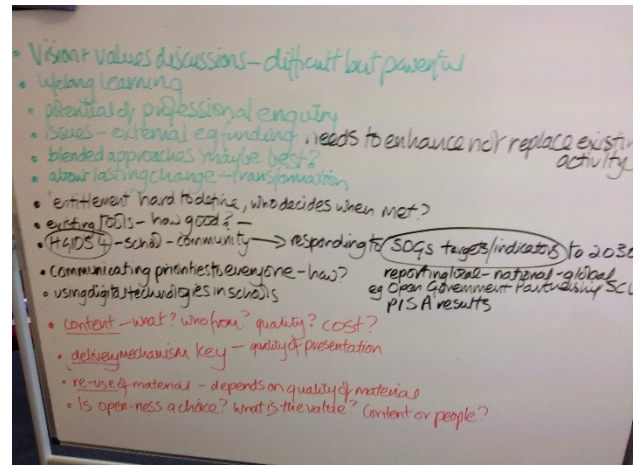Not all educators are signed up to the values.

Everyone needs to be involved.

Delivery through professional enquiry.

Tension between empowering others and disempowering "us" (see above comment on CLD).

Issues around accessibility – online, community and face-to-face.

Lasting change – how do you bring about lasting change?

Group 2: Transformative

Delivering entitlement: entitlement means different things to different people. Who is responsible for implementing entitlement? What accountability/oversight at higher level? Need to consider a broader approach to delivering entitlement in the community.

Sustainable Development Goals s and Open Educational Resources in action – how do you keep track? How do you know when change is happening?

Group 3: OEP and sharing

Fear of losing intellectual property rights

Tyranny of abundance – how do you find a resource?

Are practitioners using the right stuff? Who is producing the content? What about quality? What resources should be trusted?

Existing producers already have a reputation (and production of open resources reinforces that reputation).
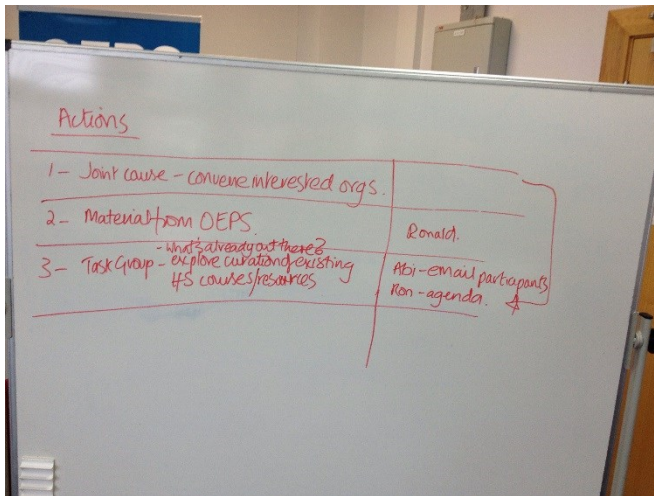
Cost to get on a platform is prohibitive.

How do you make something that is reusable? (Designers already have the confidence to reuse)

Wrap-up

Surfacing ideas and issues through open space.

What actions next? Who by? When? What support will be needed?

Tim Smith
The Open University in Scotland