

Open recognition for research education

Open Education Global

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Barbara Class



Purpose of the study

OE design is in the making... How can we design OE training in research education with a sustainable infrastructure that leads to recognition for learners?

Structure of the presentation

1. Nature of the study
2. EC Framework to adopt OE in HE
3. Defining recognition
4. Suggest a design process
5. Questions to participants to move forward

Nature of the study: SoTL perspective

Scholarship of Teaching and Learning (SoTL)

- a practitioner (teacher) who is also a researcher
- uses the same methods as the researcher (i.e. empirical research cycle)
- focuses on the study of his/her practice to describe it, tries to understand it and maybe explain it

Boyer, 1990; Bédard, 2014

What part of practice is examined?

Domain: Educational Sciences

Topic: Research education, research methodology training

Issue: PhD students' needs in terms of methodological training differ a lot from one student to the other. How can we timely cater for each individual need with an OE design?

How can OE training be recognised in the «PhD path»?

European Commission OE framework

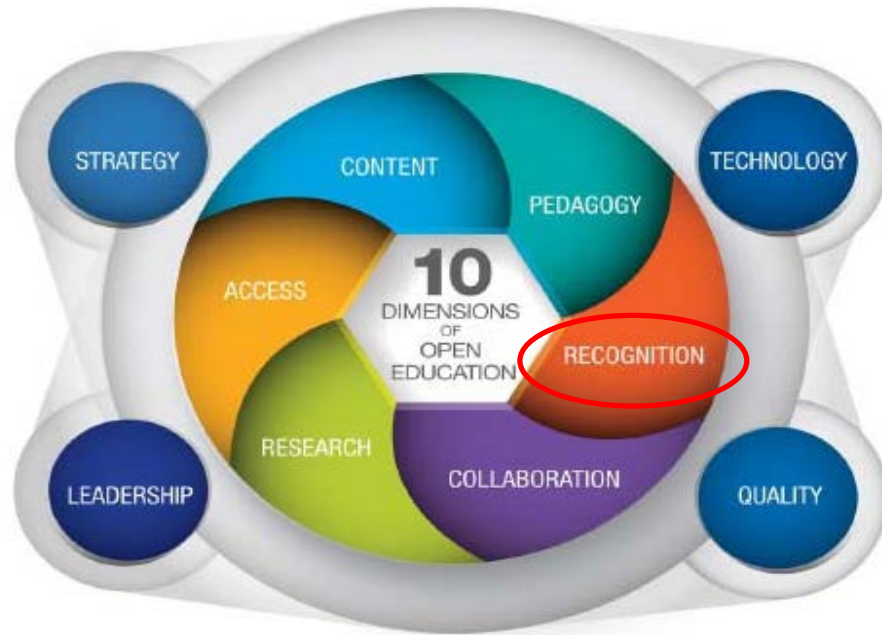


Figure 6: The 10 Dimensions of Open Education

Inamorato dos Santos et al. 2016

Defining OE Recognition

*Recognition in open education has two meanings: a) it is the **process**, usually carried out by an accredited institution, **of issuing a certificate, diploma or title which has formal value**; b) it is also the **process of formally acknowledging and accepting credentials**, such as a badge, a certificate, a diploma or title **issued by a third-party institution**. These credentials should **attest that a set of learning outcomes** (e.g. knowledge, know-how, skills and/or competences) **achieved** by an individual has been **assessed by a competent body against a predefined standard**.*

Recognition enables open education learners to **make the transition from non-formal to formal education**, to complete a programme of tertiary education in a more flexible way, and to get recruited/ promoted at the workplace. When submitting their credentials for recognition, learners expect to gain valid credits which will help them to move ahead professionally and in their personal lives.

Credentialisation also plays an important role in the recognition of open learning. It can be done in a variety of formal or informal ways, and the recognising institution can choose whether to recognise the credentials given, and in what circumstances.

Inamorato Dos Santos et al (2016, p. 26)

Needed components do design OE recognition

- Formal processes to accredit or acknowledge
 - Competent bodies
- Institutional level
- Set of learning outcomes
 - Learner achievements
 - Predefined standards
- Learning design level

Suggested design process (i.e. purpose) - 1

Learning design level

- Integrated Threshold Concept Knowledge (ITCK) by Timmermans and Meyer (2019)
- Technological, Pedagogical and Content Knowledge (TPACK) by Mishra & Kohler (2006)

Institutional level

- Bologna Open Recognition Declaration (BORD) (OpenRecognitionAlliance, 2016) ; Clements, West, and Hunsaker (2020)'s process to design open badge systems.

Suggested design process (i.e. purpose) - 2

Badging framework:

1. Design training modules (Learning design level)
2. Design badge – certified learning outcomes (Learning design level)
3. Publish (Institutional level)

Choose technology => how to comply with OE recognition and institutional readiness?

Questions to participants

Do you use OE recognition?

How do you use it conceptually and technologically speaking?

More generally, how OE ready is your institution and the society you live in?

Thank you for your attention :)

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