

When Openness Excludes: Strategies for Equitable Open Pedagogies in Diverse Contexts

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Image: [United Nations Covid-19 response](#) on Unsplash



OPEN PEDAGOGY

Includes:

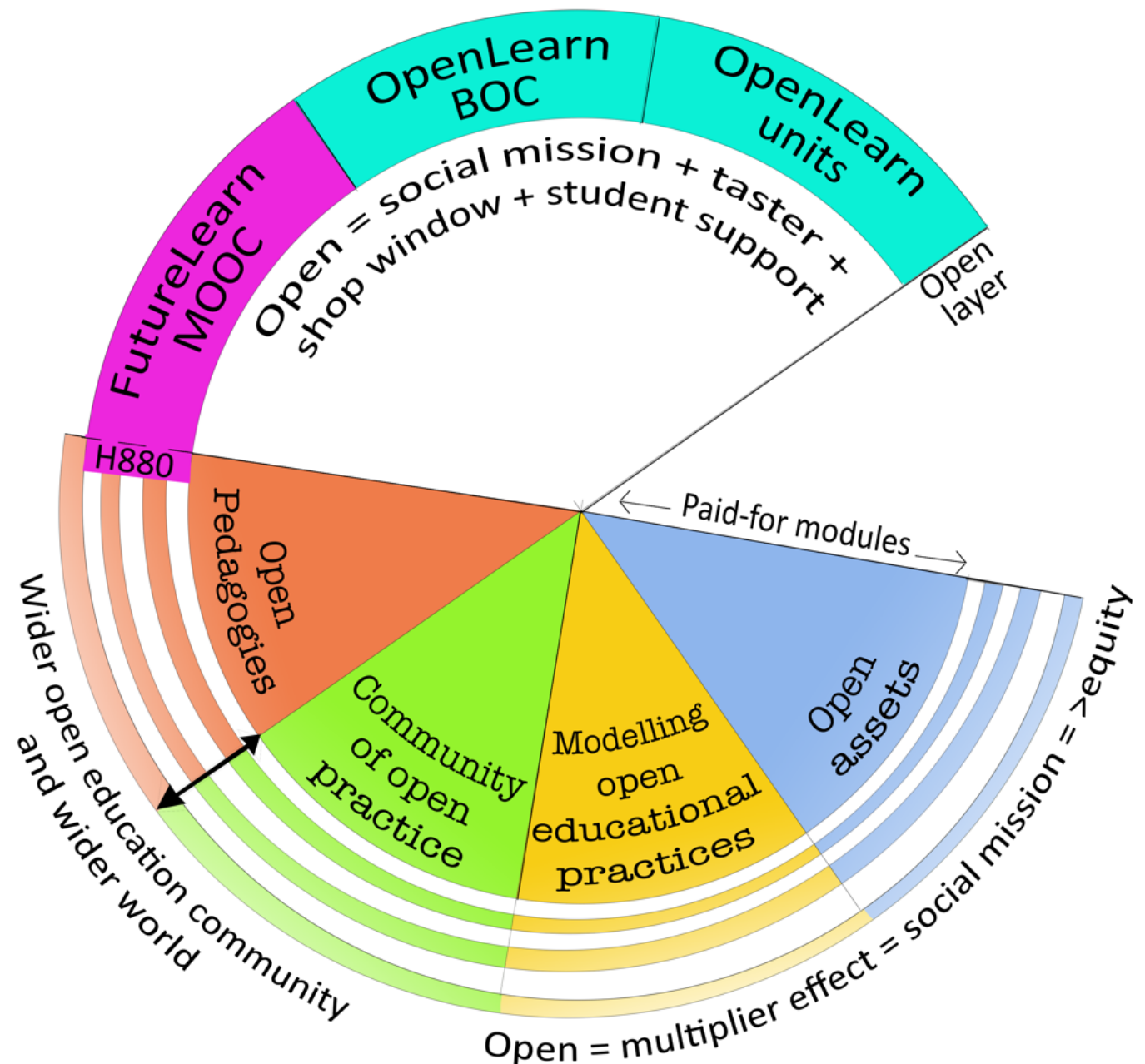
- Learner autonomy over what and how to learn
- Connecting learners with the world outside a formal course – bridging formal & informal
- Learners and educators using, creating, remixing and sharing OER.
- Renewable assessment - learners creating and openly sharing their own assessment tasks.
- A commitment to social justice and educational equity – and a pedagogy of care.



Photo: [chester wade](#) on Unsplash

H880 TECHNOLOGY-ENHANCED LEARNING: FOUNDATIONS AND FUTURES

- Model OEP: open assets; openly licensed weeks
- Connectedness: Study MOOC alongside open learners
- Open practices: Remix content and share publicly
- Create renewable assessments
- Focus on social justice and transformative education
- Learner autonomy
- Ongoing reflection



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LEARNER AUTONOMY

- Powerlessness
- Self-esteem
- Motivation
- Identity

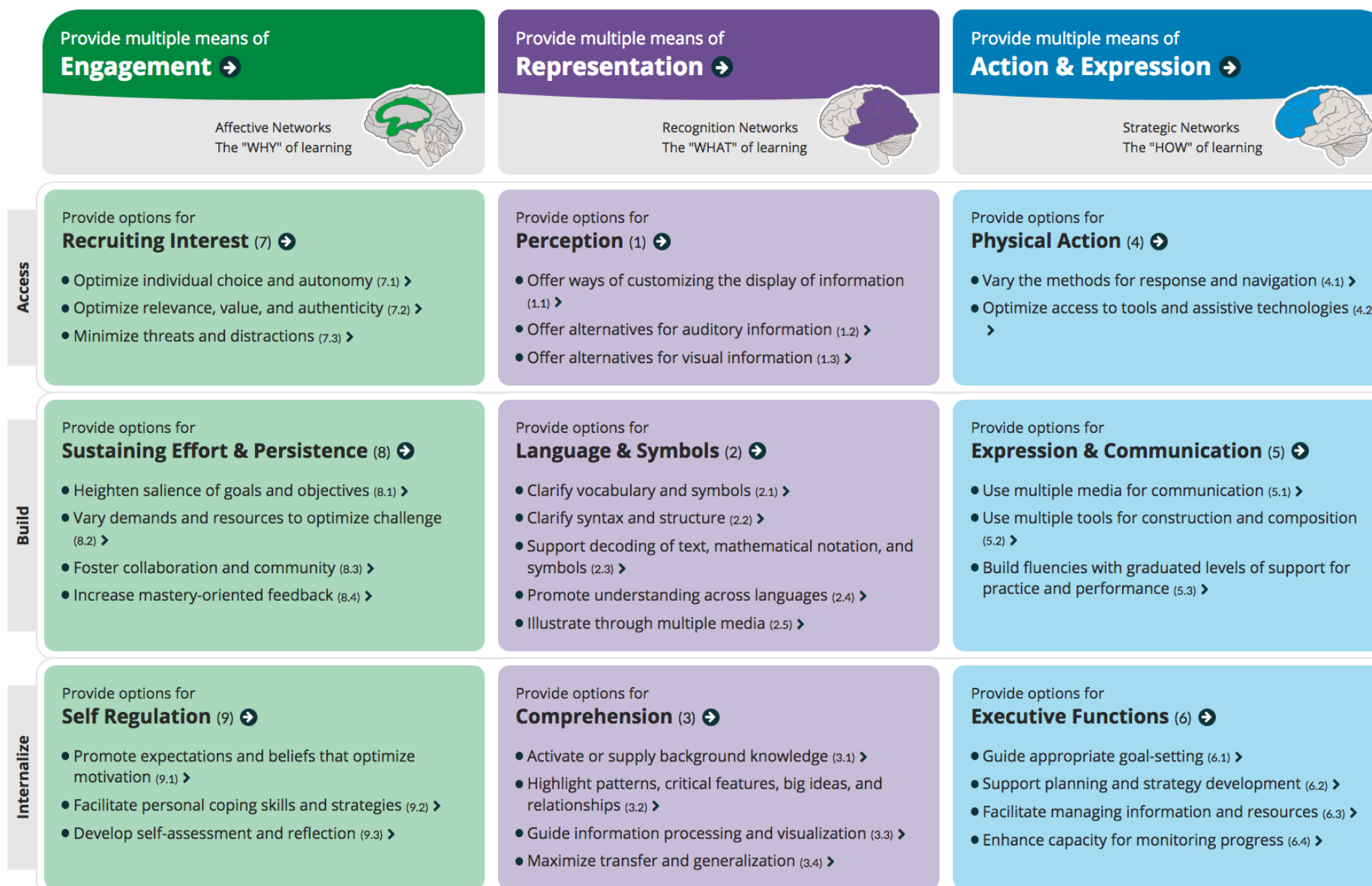
- *Anxiety*

- ***Scaffolding***
- ***Flexible alternatives***
- ***Graded exposure***



Photo: [Silvio Zimmerman](#) on [Pixabay](#)

UNIVERSAL DESIGN FOR LEARNING



CONNECTING LEARNERS WITH THE WORLD

- Belonging
- Self-esteem
- Motivation
- Identity
- Peer support and talking about mental health
- *Social anxiety*
- *Anxiety/safety*
- ***Flexible alternatives***
- ***Graded exposure***
- ***Digital wellbeing skills development***



Photo: [Annie Spratt](#) on Unsplash

CONNECTEDNESS: FEAR AND SAFETY

“Open is not good for everyone...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.”

(sava saheli singh, 2015)



Photo: [Jon Tyson](#) on Unsplash

CONNECTEDNESS: FEAR AND SAFETY

“The cloak of online invisibility encourages patriarchal attitudes of entitlement over women resulting in a toxic disinhibition...in the online public sphere, lowering thresholds for sexist and misogynistic speech and behaviour”
(IT for Change, 2018)



Photo: [Angello Pro](#) on Unsplash

“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.”

(H880 student)



“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.”

(H880 student)”



Photo: [Annie Spratt](#) on Unsplash

“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.”

(H880 student)



USING, CO-CREATING AND SHARING OER

- Autonomy
- Relevance
- Identity
- Authentic learning
- Self-esteem
- ‘Flexible means of representation’
- Means of covering mental health in curriculum

- *Scaffolding*
- *Technological barriers*

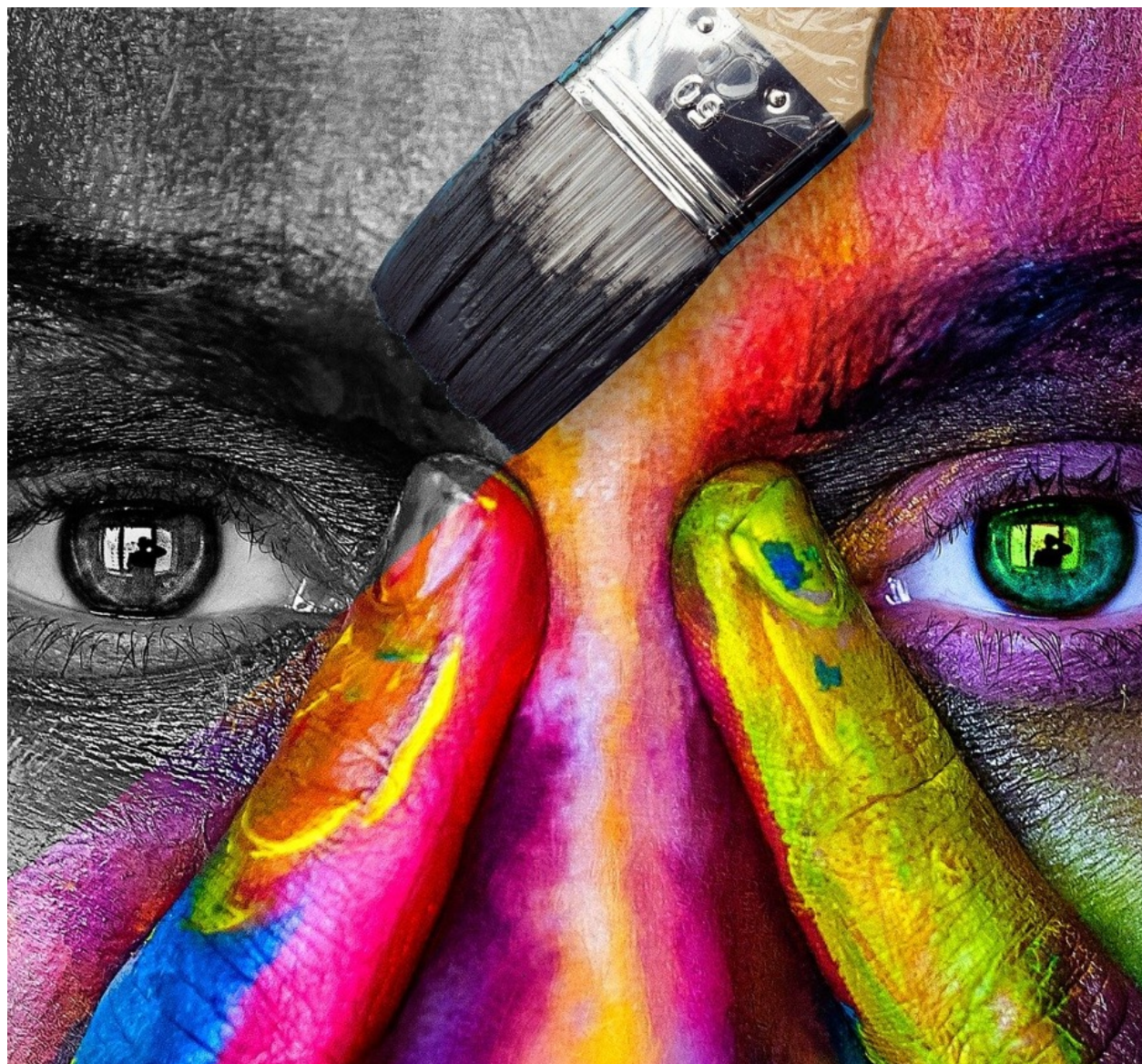


Photo [Alexas Fotos](#) on Pixabay

USING, CO-CREATING AND SHARING OER: TECHNOLOGICAL BARRIERS

“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 look so amateurish in comparison so I don’t share them.”

(H880 student)

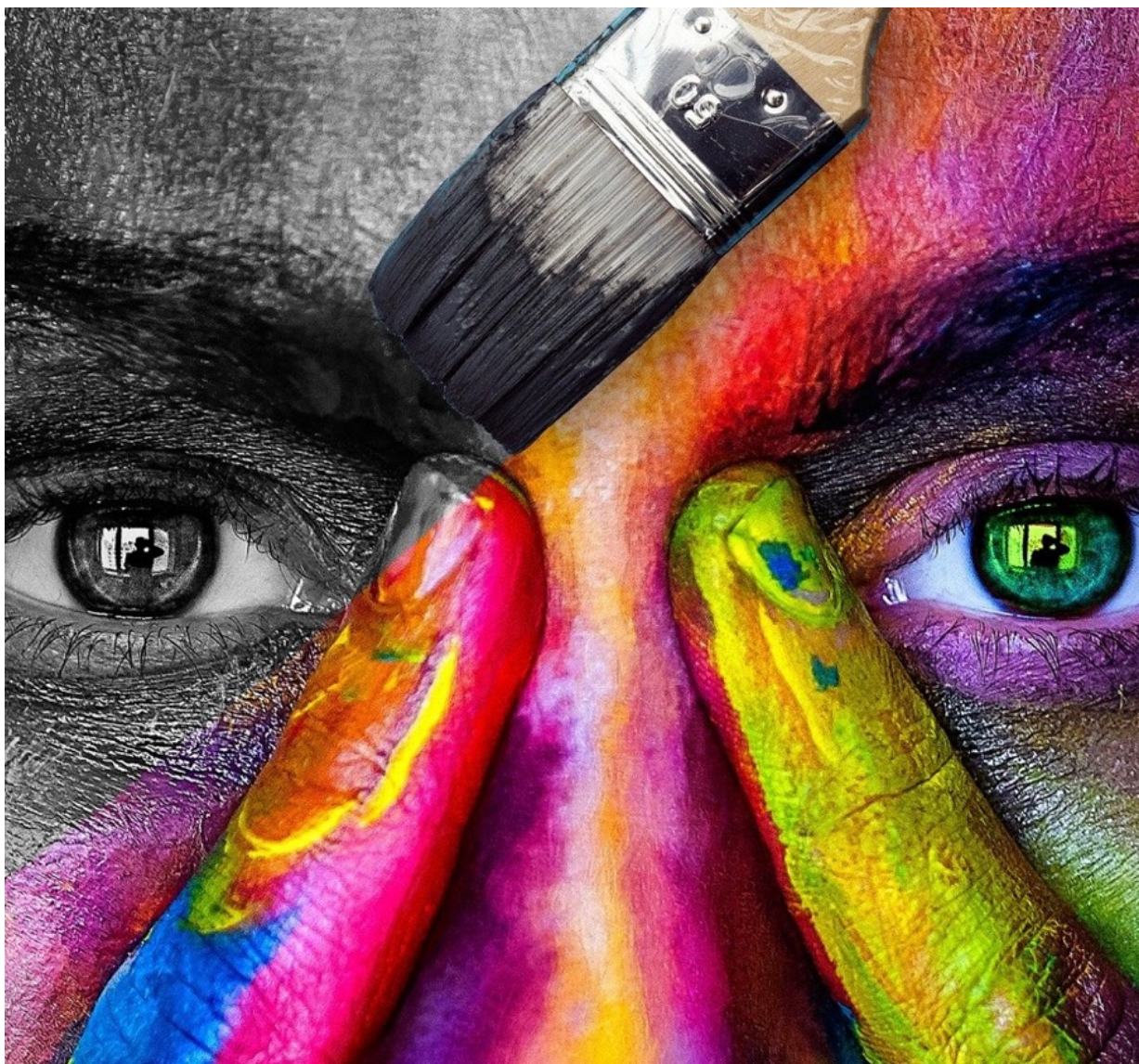


Photo [Alexas Fotos](#) on Pixabay

RENEWABLE ASSESSMENT

- Autonomy
- Self-esteem
- Motivation
- Relevance

- *Anxiety*
- *Lack of structure*

- ***Flexible alternatives***
- ***Scaffolding***



Photo: [World Bank](#) CC-BY-NC-ND

Image: [United Nations Covid-19 response](#) on Unsplash



THANK YOU

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