

Forging Open Educational Practices and Practitioners: The Perspective of Educators

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Introduction

- Technological changes and social transformations have instigated educators to continuously experiment, change and adapt teaching methods
- COVID- 19 – demand for the introduction of ‘innovative’ teaching practices associated with new media has become evident
- Adaptations and changes – simply part of education, but not in the speed and direction everyone envisions

Open Educational Practices

Defined by **Cronin**:

"[...] collaborative practices that include the creation, use, and reuse of OER, as well as pedagogical practices employing participatory technologies and social networks for interaction, peer-learning, knowledge creation, and empowerment of learners." (2017, p. 18), OEP are associated with Open Education, an educational perspective that seeks to update the principles of progressive education within the context of digital culture.

OEP/Innovative process

- Educational practices are relevant tools for promoting change, because it is from the daily action inscribed in them that ideas are conveyed, positions are consolidated, and roles are learned
- OEP represent innovations inserted through daily practices, consisting in an instrument of transformation of the culture of the learning environment
- Relevant: how can OEP can be related to changes and innovations in education

Forging open educators

- Prolonged process of reconfiguration and repositioning caused by the relationship between practices, theories and knowledge
- Understand the representations related to the actions/interrelation with personal identity/what is demanded for teacher professional development
- Understanding about the process of transition of identities and practices is a relevant source of information for the formulation of training strategies for open educators

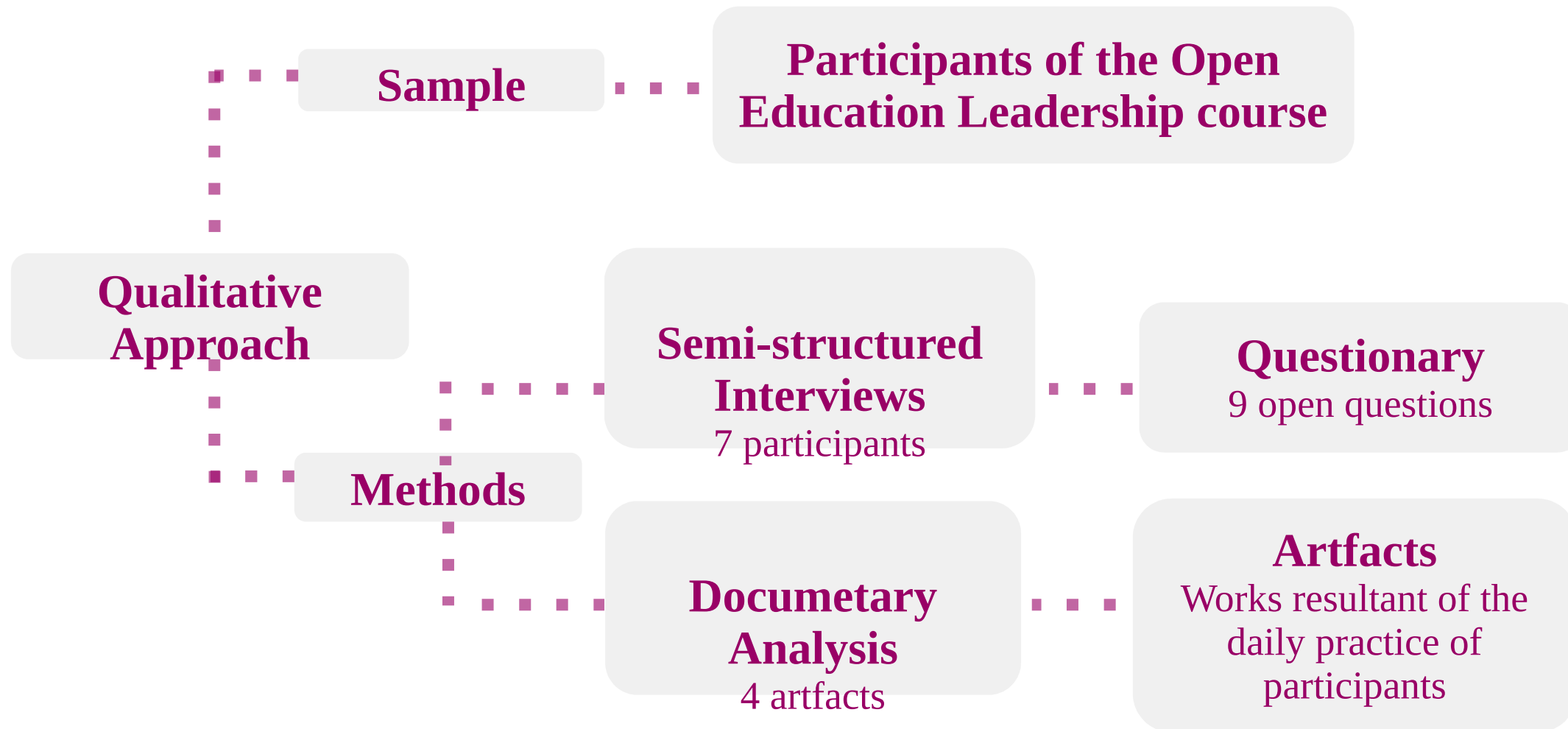
Objectives of the study

To make explicit the participants' conceptions about OEP, anchored in their subjective experiences

- Identify characteristics of OEP
- Identity of an open educator/their relation to OEP
- Participants perspectives on OEP



Methodology



Guiding categories

Characteristics of OEP

Characteristics of the open educator

Practices by open educators

Context



Iniciativa
Educação **A**berta

Extension course (60 hours)

2020 and 2021

60+ educators/public managers

Digital culture, OER, AI and Education, OE Policy

Participants



11 – Teacher
(Technical Middle School)



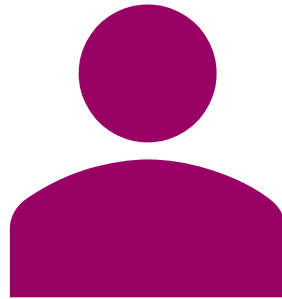
13 – Informatics teacher
(basic education)



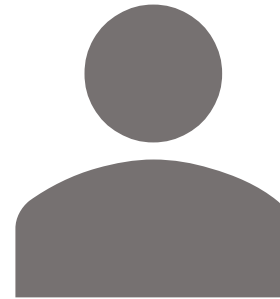
14 – Geography teacher
(basic education)



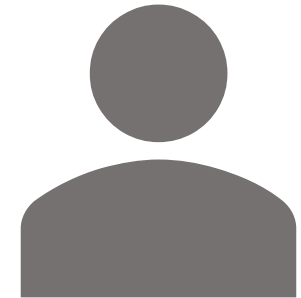
15 – Informatics teacher
(basic education)



17 – Portuguese teacher
(basic education)



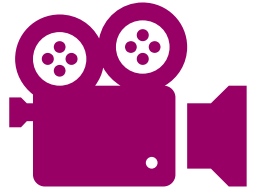
12 – Teacher
(Pre-service teacher
training)



16 – Teacher (Language
and Literature, Pedagogy)

Document Analysis

Voluntarily shared by the participants (4)



Documentary about quota system for inclusion of racial minorities



Lesson plans - Robotis



Videos of the project "Young Press"



Collaborative Didactic Book

Results: Characteristics of OEP

- Practices that challenge **traditional** forms of teaching,
- Practice as based on willingness to dialogue, broad access to knowledge, and respect and appreciation of the contributions of students
- Educator's attitude/practices become relevant

- **Supported** by diversified and participatory activities, with/without new media
- Promotes collaboration, sharing and equilibrium in teaching-learning relationships, perceiving students as producers and co-authors of their own knowledge

Results: Characteristics of OEP - OER

- Open practices enacted by educators are supported by digital culture, especially through the deployment of OER and digital tools to promote of learning experiences
- OEP **do not depend** on the use of OER
- But lack of knowledge or absence of OER that meet diverse educational objectives are limiting factors in OEP

Results: Characteristics of the open educator

- Development of OEP is intrinsically related to the educator's attitude;
- Reasons for adopting open practices
 - individual interest and previous experiences with OER/Open Education
 - a felt need to revisit educational practices in the context of digital culture

Results: Characteristics of the open educator

- Activity **centered on the learner**
- Change of practices towards OEP is enacted through having knowledge of open tools
- **Diversified strategies**, promoting **flexibility** and **collaboration** in the construction of knowledge;
- A professional environment with broad sharing and collaboration in the development of experiences was identified as inducing factor

Results: Characteristics of the open educator

- Practices indicated the understanding of the participants about OEP as flexible and collaborative practices that seek to constitute a learning environment that fosters the freedom and the autonomy of students;
- Practices combin open technologies, OER, collaboration and open teaching
- Integration of new media, as well as the use, production and dissemination of OER were frequently reported

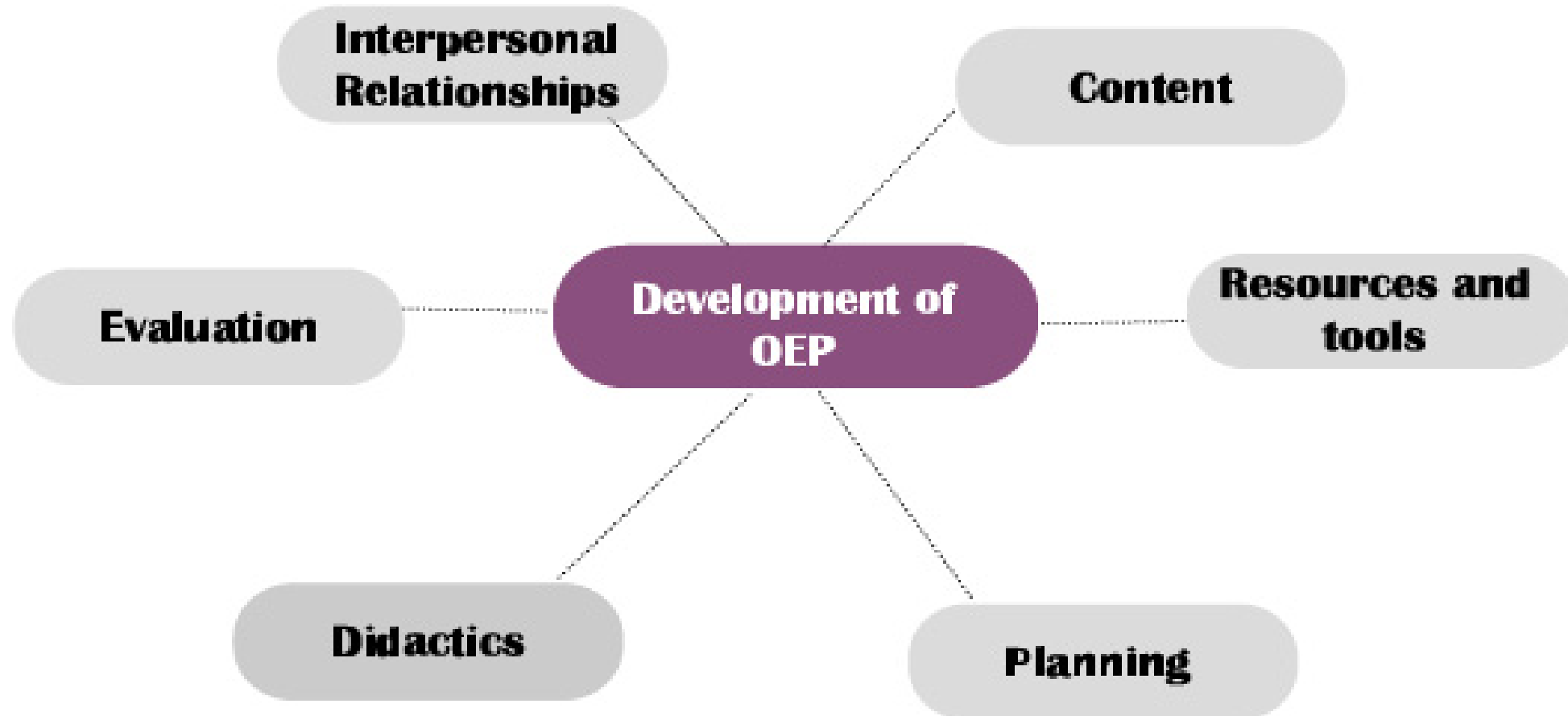
Results: Practices of the open educator

- OEP is a product of the quest for the diversification of teaching methods and strategies, with a predominance of those that stimulate situations of collaboration and sharing (all dimensions)
- Flexibility and participation are made possible by didactic choices: the selection and use of tools, the choice of content, the flexibility of planning, and evaluation methods

Our definition of OEP

The combination of a set of educational activities guided by an **ethical principle**, strongly linked to the ideals of social justice, equity and transparency, **achieved through the multiple functions of teaching** (planning, instruction, evaluation, curriculum, activities, content, pedagogical practices, and resources), whose main objective is to provide experiences that enable the generation of knowledge and learning through **sharing** and establishing a **collaborative** network, in which people from different relational levels contribute (peers, external network, students, and educators), **benefiting from new media**, but not considering necessary to promote individual and collective goals.

Developing OEP



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