Beyond Practices:
Values, challenges & tensions associated with using OEP

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Hello and welcome. I’m Catherine Cronin — open educator, open researcher and educational developer in CELT (Centre for Excellence in Learning & Teaching) at the National University of Ireland, Galway. My work focuses on open education, critical approaches to openness, digital identity practices, and exploring the interplay between formal and informal learning. In my recently completed PhD, I explored the use of open educational practices in higher education.

I am a member of the advisory board of the Open Education Working Group.
all sources and references available at:

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open

Both descriptive & aspirational

Not universally experienced

Complex & contextual

Requires digital capability & agency

Critical discourse is essential

“Move from access to equity & justice”

McMillan Cottom, 2015
Openness is not the opposite of closed-ness, nor is there simply a continuum between the two...

An important question becomes not simply whether education is more or less open, but what forms of openness are worthwhile and for whom; openness alone is not an educational virtue.

@RichardEd1

Knowledge infrastructures and the inscrutability of openness in education
Learning, Media and Technology 40(3)
I began with a question:

In academic settings in which the use of OEP is not required, requested, expected, or specifically supported, **WHY** do some educators, and not others, choose to use Open Educational Practices?

(...and then what happens?)
Openness and praxis:

A situated study of academic staff meaning-making & decision-making with respect to openness and use of open educational practices in higher education
<table>
<thead>
<tr>
<th>less open</th>
<th>DIGITAL IDENTITY</th>
<th>more open</th>
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<tr>
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<td>DIGITAL NETWORKING</td>
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<td>DIGITAL TOOLS FOR TEACHING</td>
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<td>USE OF OER</td>
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<td>Institutional, role-based identity</td>
<td>DIGITAL IDENTITY</td>
<td>Open, networked, ‘Resident’ identity</td>
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<td>DIGITAL NETWORKING</td>
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<td>DIGITAL TOOLS FOR TEACHING</td>
<td>Using VLE &amp; email as well as open tools &amp; social media</td>
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<td>Not intentionally using OER</td>
<td>USE OF OER</td>
<td>Intentionally using OER</td>
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Using OEP
4 dimensions shared by open educators

- Valuing social learning
- Balancing privacy and openness
- Developing digital literacies
- Challenging traditional teaching role expectations

inner circle
(2 dimensions)
Networked Individuals

both circles
(4 dimensions)
Networked Educators
Balancing privacy & openness
Balancing privacy and openness

- **MACRO**: will I share openly?
- **MESO**: whom will I share *with*? (*context collapse*)
- **MICRO**: who will I share *as*? (*digital identity*)
- **NANO**: will I share *this*?
“If we truly value participatory culture, we must recognize the right of individuals to choose not to participate.”

Henry Jenkins (2013)
We must rebuild institutions that value humans’ minds and lives and integrity and safety.

Audrey Watters (2017)
The use of OEP, practicing openness, is:

- complex
- personal
- contextual
- continually negotiated
“To hope is to give yourself to the future, and that commitment to the future makes the present inhabitable.”

Rebecca Solnit (2004) *Hope in the Dark*
Thank You!

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