Collaborative design of Open Educational Practices: An Assets based approach.

Kate Miller, Ronald Macintyre, Gary McKenna

Cite as: Miller K., Macintyre R., McKenna G. (2018) Collaborative design of Open Educational Practices: An Assets based approach. OEGlobal2018: Transforming Education Through Open Approaches, Delft, the Netherlands, 24th-26th of April 2018
Session Structure

• Asset Based Approaches
  • Asset Based Approaches and Transdisciplinarity
  • Asset Based Approaches and Transnationalism

• Collaborative Open Educational Resources

• COER in Practice: A Scottish Case Study

• Conclusion
Asset Based Approaches
Introducing Asset Based Approaches

• Recognises and builds on the assets and knowledge of individuals and communities – linked to radical pedagogies e.g. Freire

• Rejects deficit models, and by inference Social Inclusion/Exclusion approaches where people are seen as “lacking something”
Asset Based Approaches and Transnationalism

- Across EU Partnership, with different modes of “state” relations, Finland and Denmark Scandi, Slovenia from Eastern Europe, Italy from Southern Europe, and Scotland
- Each of these contexts conditions the way they understand and approach assets
- How do we learn from and through difference?
Asset Based Approaches and Transdisciplinarity

- Blurring Boundaries, ... Criminology, Social Work, Social/Community Psychology, Youth Work, Community Education, Community Health

- Questions where/why/how knowledge is situated, often uncomfortable for practitioners, researchers and educators
Collaborative Open Educational Resources
Open from, Open to, Open with

• Education Providers have been good at opening up “their” knowledge
• Some programmes have looked to be open to knowledge from outside the academy (esp. Open Educational Practices Scotland)
• What does being open with look like ...

Insert Institutional Name and Brand here
Towards a Collaborative Approach to OER

• Asset Based Approaches emphasis the value of “local” knowledge to be used and useful
• Participatory Action Research guides the research
• Participatory Design gives us examples of the process
• All highlight an open and transparent ethos
Collaborative OER in Practice
Centre Stage

Background and Context

• Working with Young People (self) excluded from formal education, Young (ex)Offenders

• Educators/Social Entrepreneurs developing assets based approaches to working with individuals and communities
Centre Stage

Working Together

• Research with Group (researcher/practitioner/volunteers/people who “come along”)

• To understand “Best Practice”, helping each other to understand positions and contexts

• Useful knowledge, practical things worth sharing with other practitioners

Cite as: Gary McKenna (2018) “The Youth Wall”, CC BY SA NC 4.0
Centre Stage

“All the World is a Stage”

• Identity ... Identifying your strengths .... placing yourself ... family, community, society ...

• Theory, Goffman Performativity Theory

• Practice, reflect on the different roles we play

Cite as: Gary McKenna (2018) “Theatre Mannequins”, CC BY SA NC 4.0
Conclusion
This is not a model

• Asset Based Approaches suggest a need to look at how knowledge is situated
• Asks us to consider openness as more than formal educators releasing “their” knowledge
• This is not a model. However, we can take cues from Participatory Action Research and Participatory Design about what it means to be open with
It might be a mode, “a way of working”

• Recognise and be open to expertise outside the academy
• Work together in a participatory way, focus on participation in the process not the outcomes
• Embedded in the context, drawing on the richness of context not as a container, but to critically examine context.
• It ought to be used and useful.
Acknowledgements

• All the Staff at Centre Stage
• Our Transnational Partners at …
• ERASMUS +