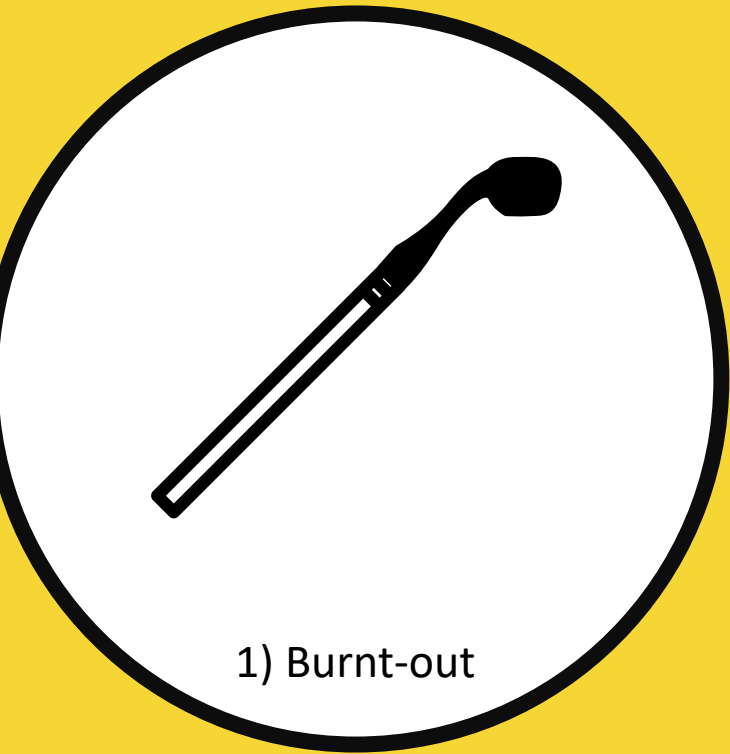


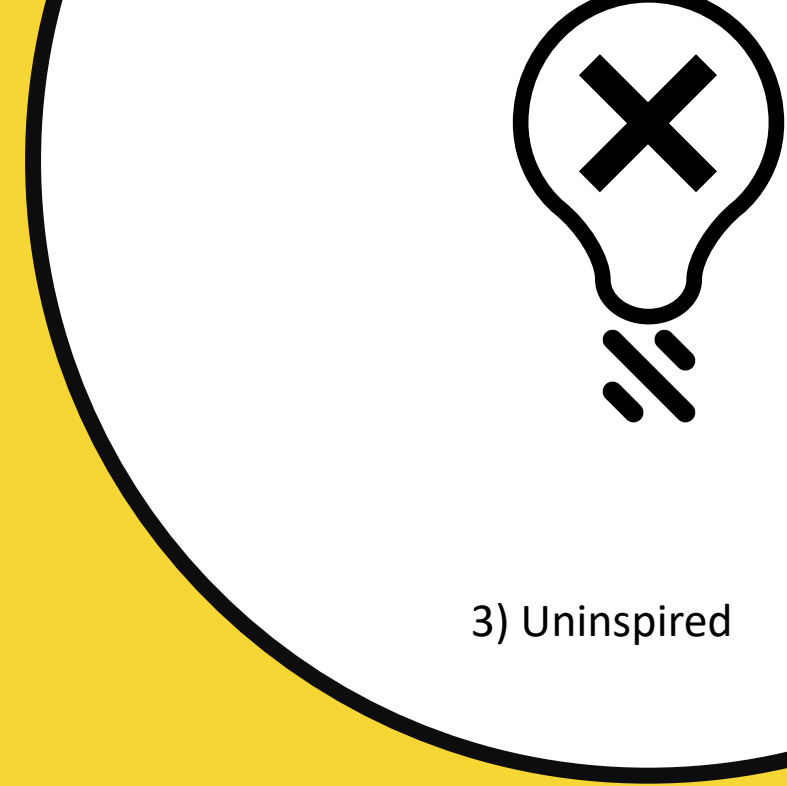




1) Burnt-out



2) Demotivated



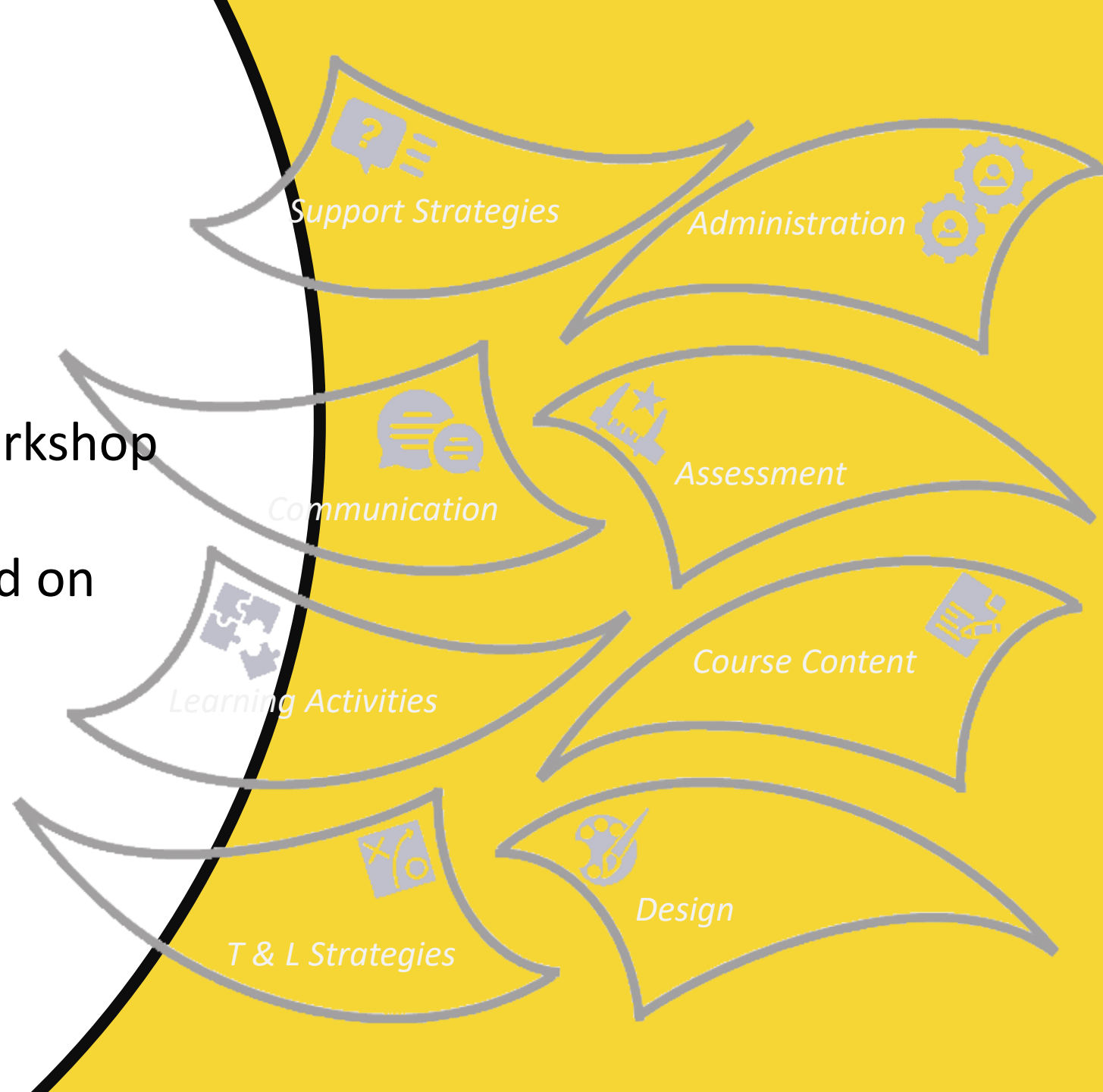
3) Uninspired

I'm feeling ...

Open Learning for Professional Development

The professional development I've received

- 1) Mandated skills training workshop
- 2) Optional workshop focussed on a challenge
- 3) None of the above



Open Learning?

The term “open learning” is used to describe learning situations in which learners have the flexibility to choose from a variety of options in relation to the time, place, instructional methods, modes of access, and other factors related to their learning processes.

Caliskan H. (2012) Open Learning. In: Seel N.M. (eds)
Encyclopedia of the Sciences of Learning. Springer, Boston, MA.

Professional Development?

- Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice.

Professional Development. (n.d.). In Wikipedia. Retrieved October 26, 2021, from https://en.wikipedia.org/wiki/Professional_development

Multiple Phases of Higher Education Response to COVID-19

Online Learning Adoption

Phase 1:

Rapid Transition to Remote Teaching & Learning

North America and many other regions transition to fully-remote teaching and learning in just 3 - 4 weeks, with huge reliance on synchronous video (e.g. Zoom, MS Teams, Google Meet)

Feb - Mar 2020

Phase 2:

(Re) Adding Basics

Institutions must (re) add basics into emergency course transitions: course navigation, equitable access including lack of reliable computer and broadband, support for students with disabilities, academic integrity

Apr - Jul 2020

Phase 3:

Extended Transition During Continued Turmoil

Institutions must be prepared to fully support students for a full term, and be prepared for online delivery - even if starting as face-to-face

Aug - Dec 2020

Phase 4:

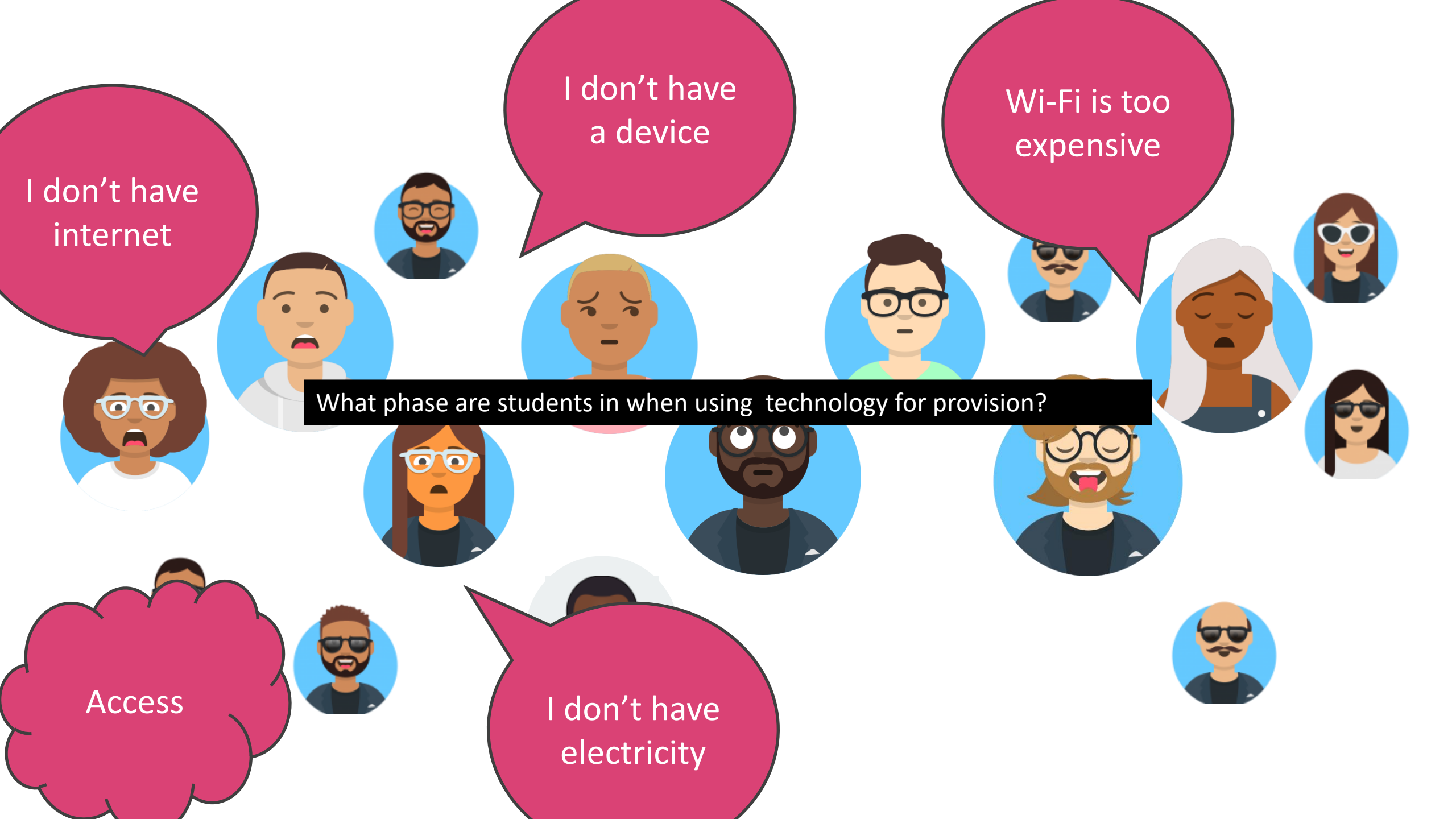
Emerging New Normal

Unknown levels of online learning adoption in new normal, but likely higher than pre-2020

Institutions must have new levels of eLearning infrastructure - technology and support - to reliably support students

2021 & Beyond

Outlook as of end of March, 2020



I don't have internet

I don't have a device

Wi-Fi is too expensive

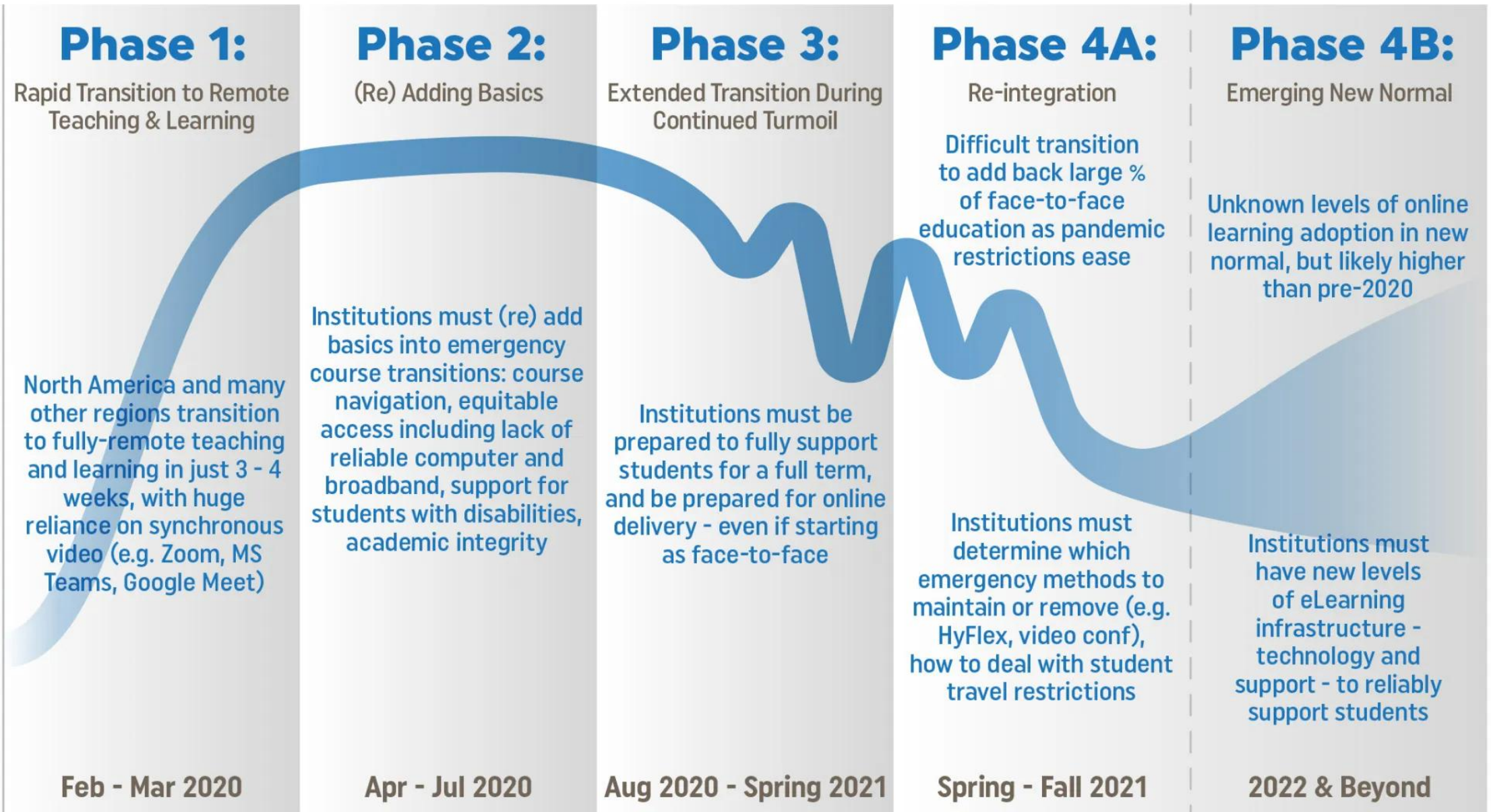
What phase are students in when using technology for provision?

Access

I don't have electricity

Multiple Phases of Higher Education Response to COVID-19

Online Learning Adoption



Outlook as of April 2021

Is this in
the test?

[Unmute]
You also
want my
camera on?

Where can
I download
a copy?

Yoh! It's a
lot. My
brain
hurts!

What phase are students in when using technology for provision?

Access

Educational
Quality

Guidance &
direction

Responsiveness



Open professional learning with OER & OEP

- Open Education Resources (OER) and Open Education Practices (OEP)
- From attendance to participation to action
- Contributing towards a sustainable Community of Practice



Technology is not my master. I decide what goes on in MY classroom. I'll ask if I need some technical advice



I can't see any reason to change the content and the way that we teach it. I mastered the subject 40 years ago.

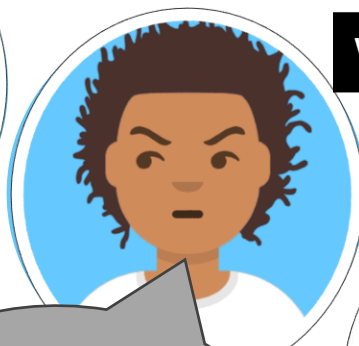


There is NO time to get design help, guidance, training, or support or incentive to follow their advice.



Frankly, online is a fad and I am doing my students a disservice by changing my style of teaching

What are staff members saying about technology enabled learning?



I'm having difficulties with certain students who are ghosting, trolling and not respecting class.

How do we deal with off campus students who can't manage their time or directing their attention?

I'm unsure of the ground rules and expectations when online

Students are demanding their marks, but I don't want to mess up. Which button do I press.

**Retain... make
and own
copies**

**Reuse... use in
your context**

Open Educational Resources (OER),
are teaching, learning and research
materials in any medium – digital or
otherwise – that reside in the public
domain or have been released under
an open license that permits no-cost
access, use, adaptation and
redistribution by others with no or
limited restrictions.

**Redistribute
... share
copies with
others**

**Revise...
adapt,
modify,
improve**

**Remix...
combine, re-**

Wylie, D (2014) The Access
Compromise and the 5th R

Peer Review

**Participatory
technologies**

**People,
Openness,
Trust**

**Reflective
Practice**

“Open Educational Practices (OEPs) constitute the range of practices around the creation, use, and management of open educational resources with the intent to improve quality and innovate education”

**Innovation
and Creativity**

**Learner-
Generated**

**Connected
Community**

**Sharing Ideas
& Resources**

Hegarty, B. (2015). Attributes of Open Pedagogy: A Model for Using Open Educational Resources.

1. Assessment
2. Teaching and learning strategies
3. Learning activities
4. Content
5. Communication
6. Administration
7. Design
8. Support Strategies



Five Phases of Professional Development

- Building a Knowledge Base.
- Observing Models and Examples.
- Reflecting on Your Practice.
- Changing Your Practice.
- Gaining and Sharing Expertise.

Learning Point Associates. The North Central Regional Educational Laboratory. (n.d.). Five Phases of Professional Development.

Amplify | Hospice | Create

- Instructional designer, ed techies, academic developers etc have, out of necessity, found new ways of doing things.
- Can we think about three things as we begin to consider post-pandemic life
 1. What you want to keep,
 2. What you want to let go of to create space, and
 3. What new things you need.

Reich, J., & Mehta, J. (2021, July 21). Healing, Community, and Humanity: How Students and Teachers Want to Reinvent Schools Post-COVID. <https://doi.org/10.35542/osf.io/nd52b>

The Amplify

- What has gone well during this period of emergency remote teaching?

The Hospice

- What was really hard about emergency remote teaching that you hope you will never have to manage again as an “ed techie”?
- What should we hospice?
- What can we let go?
- What do we NOT want when we return to post pandemic campus?

The Create

- What can we create in the next year which will help amplify the good and hospice what we should leave behind

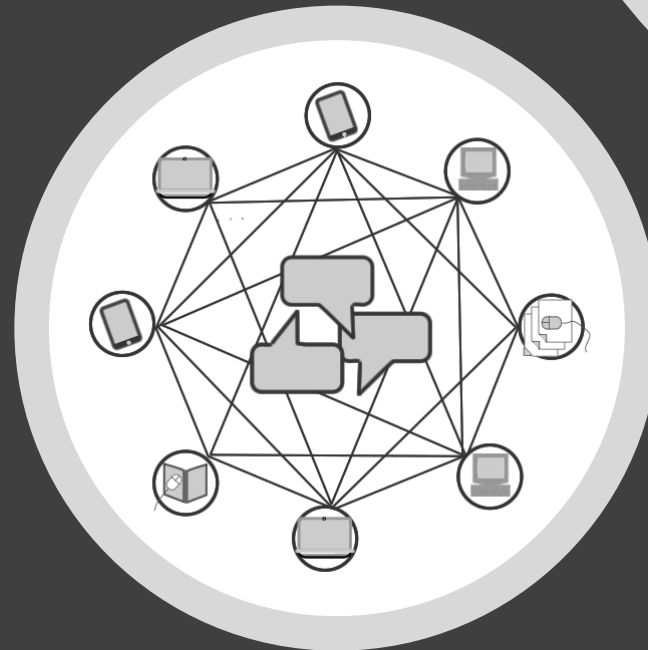
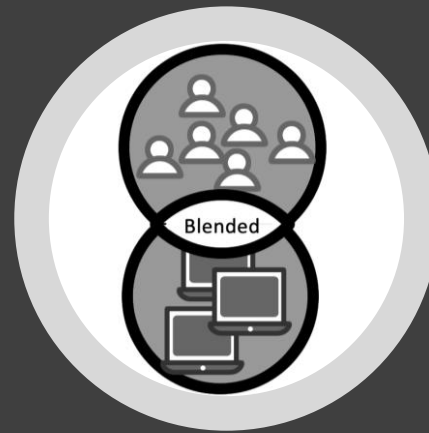
Types of professional development

- 1) Mandated skills training workshop
- 2) Optional workshop focussed on a challenge
- 3) Beyond the skillset, reflect on evidence and practices





Observing Models and Examples.



Reflecting on
Your
Practice.

What?

So

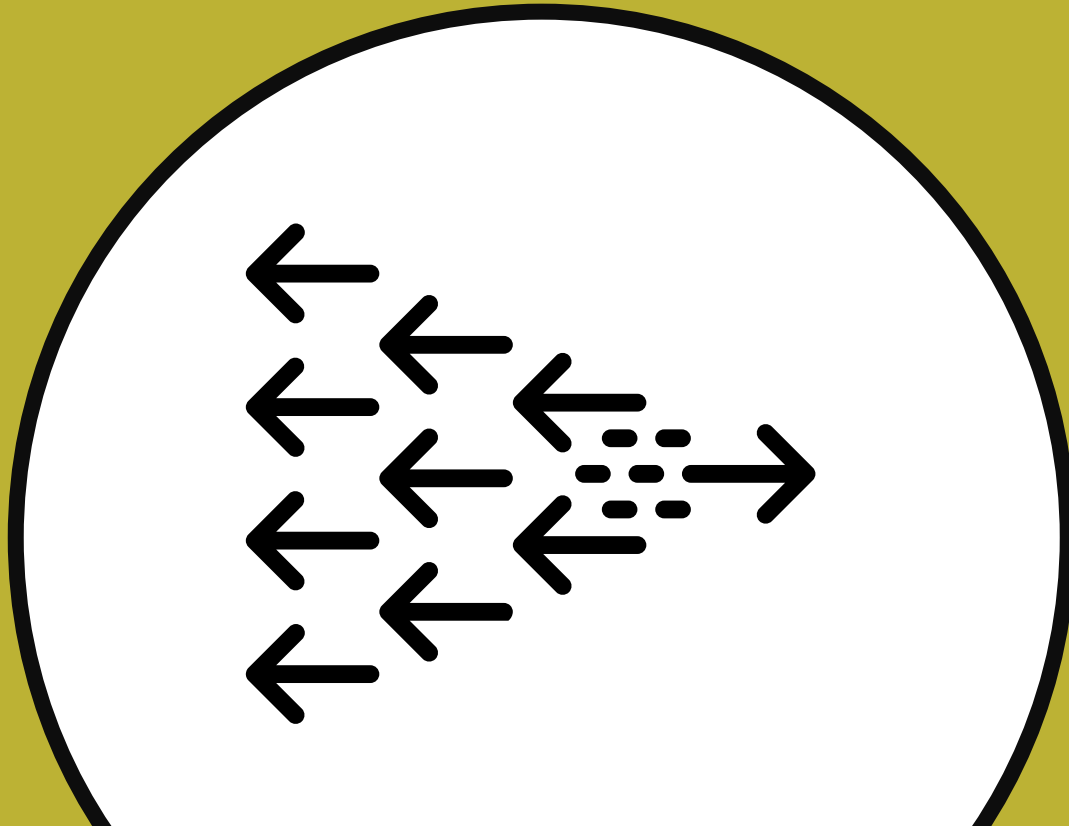
what?

Now

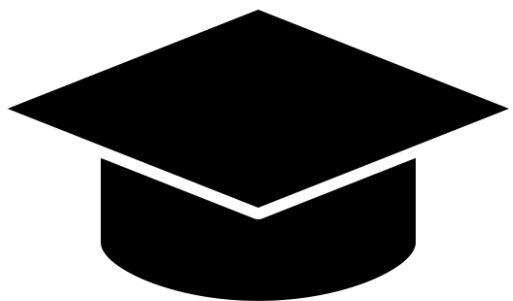
what?



Changing Your Practice.



Gaining and Sharing
Expertise.





Tolerable Suboptimization

- University leadership are responding to fiscal constraints by accepting and normalizing suboptimal support

Hamilton, L. T., Nielsen, K., & Lerma, V. (2021). Tolerable Suboptimization: Racial Consequences of Defunding Public Universities.

Build Back Better

- Serve students well
- Stop the **toxic positivity** – putting on a constantly cheery façade that brooks no dissent
- Identify sources of **cruel optimism** - something you desire is actually an obstacle to your flourishing.
- Allow for **critical hope** – acknowledge that we are in transformation which welcomes complexity (not solutions) and discomfort

Thank-you

Derek Moore | Weblearning

References

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