Opening Educational Practices in Scotland

Conference or Workshop Item

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OEPS | Opening Educational Practices in Scotland

The Opening Educational Practices in Scotland project facilitates best practice in Scottish open education. We aim to enhance Scotland's reputation and capacity for developing publicly available and licensed online materials, supported by high quality pedagogy and learning technology.

Our approach to Open Educational Resources (OER) and Open Educational Practice (OEP) begins with partnership and a desire to create content that was relevant to the needs of learners in Scotland

Building on what we knew about learning journeys, we looked to create relevant content outside our normal curriculum. Our first prototype was Gaelic in Modern Scotland, with content co-created with partners and developed into a learning journey using our experience of designing for openness.

It was about creating relevant content is socially useful, is understood in relation to the embedded nature economic and social relations. This cuts through each of the case studies.

Being open and designing for openness allowed us to work with others to create and share content in areas that might otherwise be neglected.

The development and design of Rural Entrepreneurship was about revising and remixing content in tandem with local and national enterprise agencies, it was created to meet a need for high quality resources either for self study or to support front line staff working in these rural areas.

It is designed for use. This means rather than simply providing frameworks or models it demonstrates them using a series of persona's to illustrate how entreprenuers use them in for and through practice. Creating relevant content in an neglected area.

Partnership

Relevant content

Participatory design

Designing for openness

Partnerships exist at all scales Foundations for self-directed support in Scotland was developed rapidly in response to a Scottish Government initiative that had identified a large scale need for relevant content aimed at supporting individuals and groups affected by the new Self Directed Support legislation.

Effective and established partnerships across a range of public and third sector organisations contributed to whose expertise guided the design of the content. Critically these partnerships also provided access to novel spaces in which new practices aimed at reaching and supporting hard to reach users could be developed. Here partnership is key in developing content and supporting the practices around the use of OER at scale.

The OU has an established reputation for producing high quality materials to support learners on their journey irresspective of where they start. However, this is designing for openness for formal learners, it's important to consider what this means for learning "in the open".

We have found that partners often understand the needs of uncertain learners better than we can. With partnership comes participation, and different ideas about how to support a learning journey. This meant challenging our sense of what designing for openness means. In Caring Counts approaches to participatory design refined over the years has us to have end users as the authors and designers