Dr. Robert Farrow
Open Education Research Hub / Global OER Graduate Network
Institute of Educational Technology
The Open University
Walton Hall
Milton Keynes MK6 7AA
UK

Innovating Open Education: Critical Pathways and Communities of Practice

The *Recommendation on Open Educational Resources (OER)* (UNESCO, 2019) makes specific reference to innovation as a key route to enhancing educational access and equity (SDG 9) as well as raising awareness of OER and leading to sustainability (SDG 4). This research presentation will provide an overview of several major theories of innovation as they relate to contexts of open education, making clear connections to open educational practice.

Ramirez-Montoya (2020) recently presented a review of literature pertaining OER and educational innovation, noting that although definitions of openness vary across sectoral spaces, the crossover between openness and innovation is an area of increasing interest. A core part of the story of open educational resources is that they can be used to create spaces for innovation in teaching and learning (Orr et al., 2015; Pitt & Smyth, 2017; Weller et al., 2015). As Coughlan et al. (2018) argue, there has been a lack of detailed analysis of the specific function of OER as a driver of innovation, and a single model has not yet captured the multi-faceted relationship between openness and innovation.

The presentation is likely to be of interest to practitioners wishing to have a stronger theoretical and practical understanding of how OER can support innovative practice.

- Task-Artefact Cycle (Carroll, Kellog & Rosson, 1991)
- The diffusion of innovations theory (Rogers, 2010)
- SAMR framework (Puentedura, 2006; Orr et al., 2015)
- Cyclic Innovation Model (Berkhout, 2007)
- Forms of innovation in OER (Coughlan, Pitt & Farrow, 2018)

This work contributes to the European Network for Catalysing Open Resources in Education (ENCORE+, 2021), a pan-European Knowledge Alliance funded under the Erasmus+ programme. The project is running from 2021 to 2023 to support the modernisation of education in the European area through OER. Delegates will be invited to join the Innovation community of the project and share their experiences and insights around innovation in open education.

References

Carroll, J. M., Kellogg, W. A., & Rosson, M. B. (1991). The task-artifact cycle. In Carroll, J. M. (Ed.), *Designing interaction: Psychology at the human-computer interface*, 74-102. Cambridge, UK.

Coughlan, T., Pitt, R. & Farrow, R. (2019) Forms of innovation inspired by open educational resources: a post-project analysis. *Open Learning: The Journal of Open,*

Distance and e-Learning, 34:2, 156-175.
https://doi.org/10.1080/02680513.2018.1552579

ENCORE+ (2021). European Network for Catalysing Open Resources in Education.
https://encore-project.eu/

Orr, D., Rimini, M. & van Damme, D. (2015). Open Educational Resources: A Catalyst for Innovation, Educational Research and Innovation. Paris: OECD Publishing. DOI:10.1787/20769679

Pitt, B. and Smyth, K. (2017). Creative open everyday practice: Thinking differently at UHI. Case study produced for Open Education Practice Scotland.
https://www.open.edu/openlearncreate/course/view.php?id=2854

Puentedura, R. (2006). Transformation, technology, and education [Blog post].
http://hippasus.com/resources/tte/.
Diagram: https://www.showbie.com/using-showbie-with-the-samr-model/

Ramirez-Montoya, M. S. (2020). Challenges for Open Education with Educational Innovation: A Systematic Literature Review. Sustainability, 12(17), 7503.
https://doi.org/10.3390/su12177053

Rogers, E. M. (2003). *Diffusion of innovations* (4th ed.). London: Simon & Schuster

UNESCO (2019). Recommendation on Open Educational Resources (OER).
http://portal.unesco.org/en/ev.php-
URL_ID=49556&URL_DO=DO_TOPIC&URL_SECTION=201.html

Weller, M., de los Arcos, B., Farrow, R., Pitt, B., and McAndrew, P. (2015). The Impact of OER on Teaching and Learning Practice. *Open Praxis*, 7(4), 351–361.