

Open Learning

Dr. Paul Martin

Director, Curriculum Development and Delivery



April 21, 2021

Research and scholarship in Open Learning

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Application (Engagement)
- Scholarship of Teaching and Learning

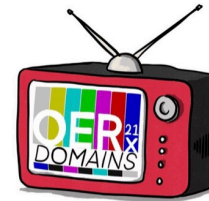
Boyer (1990)

Current areas of research

Open Learning

Open Learning faculty (LDI)

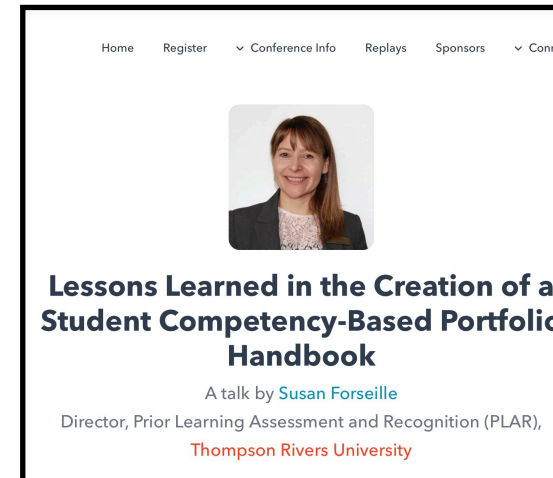
- Dr. Michelle Harrison
- Dr. Brenna Clarke Gray
- Melissa Jakubec
- Ken Monroe
- Jason Toal




Open Learning staff and admin

Internationally recognized leaders in their fields:

- Brian Lamb
- Susan Forseille



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Lessons Learned in the Creation of a Student Competency-Based Portfolio Handbook

A talk by [Susan Forseille](#)
Director, Prior Learning Assessment and Recognition (PLAR),
[Thompson Rivers University](#)



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Award-winning leader in open education talks online learning

Posted on: December 14, 2020

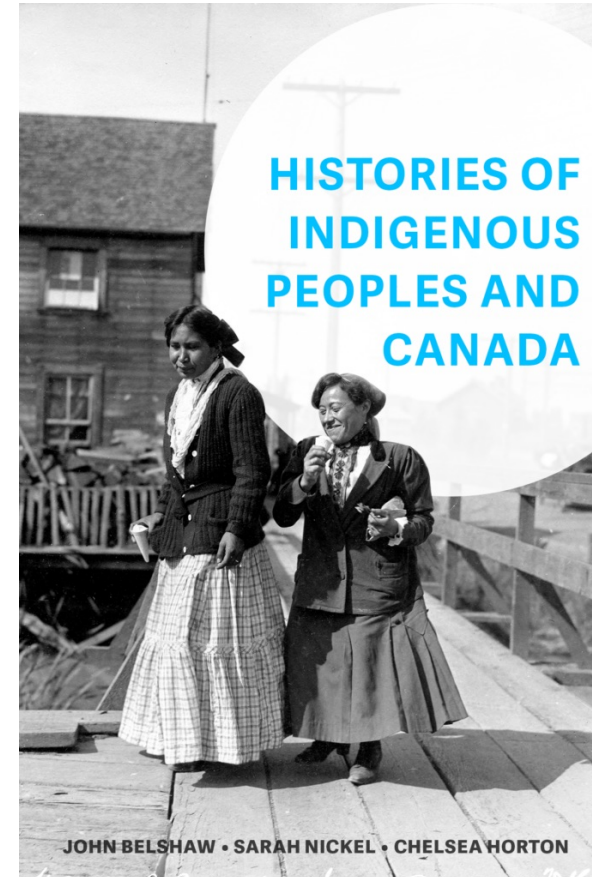
As TRU's Director of Learning Technology and Innovation for Open Learning, Brian Lamb knows a thing or two about online learning and learning technology. He is also a leader in open education and received the BCcampus Award for Excellence in Open Education this November in recognition of his leadership, commitment and dedication to the area.



The BCcampus award acknowledges "outstanding contributions to the open education movement in British Columbia." Lamb does not fall short on these contributions. He has been innovating and advocating for open education for decades, beginning in the early

Open Learning Faculty Members (OLFMs)

- 265+ OLFMS
- Most with PhDs and many in academic positions at other institutions
- Active researchers
- Opportunities to contribute to research culture at TRU

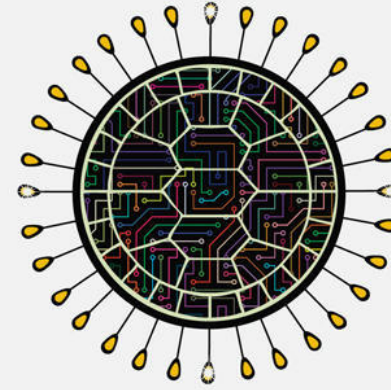


Emerging opportunities

Open Learning

Indigenizing and decolonizing OEP

- Responsible and culturally appropriate ways of reflecting and incorporating Indigenous knowledge
- Relationships between community and curricula
- Opportunities for Indigenous students and faculty
- Reimagining student supports within communities (First Nation learning centres)



“[A] serious advance in state-of-the-art research.”
—MARISA DUARTE, author of *Network Sovereignty*

A Digital Bundle

Protecting
and Promoting
Indigenous
Knowledge
Online

JENNIFER
WEMIGWANS

Pedagogy of care

- Learner-centred, care-based framework
- Grounded particularly in what we have seen and learned during the pandemic
- An approach that can be manifested through pedagogy and learning design, but also through student and faculty support
- Choices and institutional decisions around learning technology (tools, analytics, policy)

The screenshot shows a YouTube video player with a red background. The video title is "Establishing a Community of Care: Lessons Learned from Our Pivot to Digital". The video content includes a title slide, a "Our Context" section, and a "Your Presenters" section. The presenters listed are Brenna Clarke Gray, Coordinator of Educational Technologies, and Brian Lamb, Director of Learning Technology and Innovation at Thompson Rivers University. The video player interface includes a play button, a progress bar at 1:22 / 20:58, and a chat icon.

The screenshot shows a website with an orange header titled "Learning Design Framework". The header includes navigation links: "Welcome", "Learner Centered Framework", and "Design Guidelines and Expectations". The main content area is titled "Learner Centered Framework" and contains a paragraph: "A learner centered approach shifts the focus from the teacher's actions to the learner experience. Our framework guides the creation of online courses that meet the needs of our diverse learners. Please click on the buttons below for more detail on our foundational values of caring, openness, connection and active engagement:". Below this text are two large circular icons: a blue circle with a heart icon labeled "Caring" with the text "We value a culture of care." and a yellow circle with a globe icon labeled "Open" with the text "We embrace open educational practices.".

Open Educational Practices

- Sustainable approaches to OER development
- Institutional OEP initiatives
- Student perceptions of OEP
- Scholarly approaches to podcasting (SSHRC PDG)



The screenshot shows a webpage header with the Thompson Rivers University logo on the left, a search icon, and a menu icon on the right. The main title is "Knowledge Mobilization and You: Scholarly Podcasting for the Whole TRU Community". Below the title is a section titled "Session Description" with a sub-image of a young boy speaking into a professional microphone. The text below the image discusses the prevalence of podcasting and its potential for reaching diverse audiences in scholarship.

THOMPSON RIVERS UNIVERSITY

Search 🔍 Menu ☰

Knowledge Mobilization and You: Scholarly Podcasting for the Whole TRU Community

Session Description

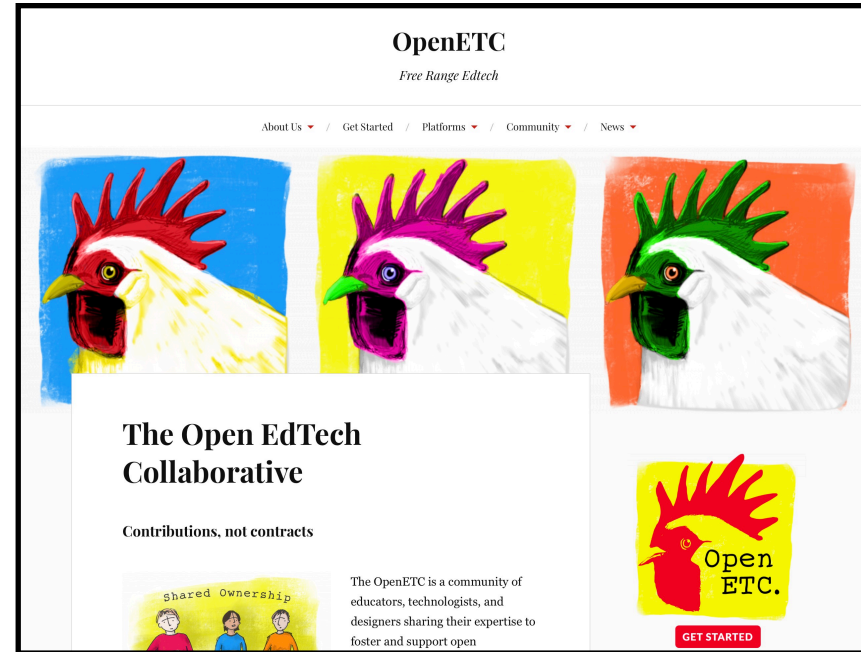
Podcasting is everywhere right now. Podcasts can reach huge and broad audiences, finding listeners with interests in scholarship regardless of their profession or education. Podcasts can also be a deeply intimate means of communicating information — after all, most people listen to podcasts using headphones, in a one-on-one relationship (however one-sided). But podcasting is also a skill to develop that requires a particular set of tools. Is podcasting the right knowledge

Knowledge mobilization

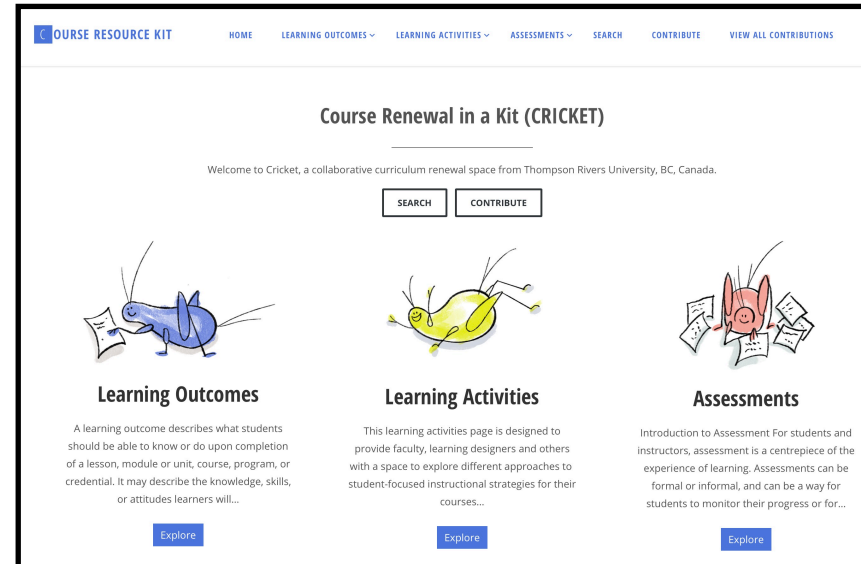
Open Learning

Knowledge mobilization

- OpenETC
- TRUbox
- Pressbooks
- Expertise in editing for OJS
(International Journal of E-Learning and Distance Education)
- Support for faculty wanting to use OEP for knowledge mobilization



The screenshot shows the OpenETC website homepage. At the top, the logo "OpenETC" is displayed with the tagline "Free Range Edtech" below it. A navigation menu includes "About Us", "Get Started", "Platforms", "Community", and "News". The main content area features three colorful illustrations of chickens with different colored combs (red, purple, green). Below these is a central text box titled "The Open EdTech Collaborative" with the subtitle "Contributions, not contracts". To the left of this box is a small graphic with the text "shared Ownership" and three stylized figures. To the right is a red chicken logo with the text "Open ETC." and a "GET STARTED" button. A paragraph of text describes the community: "The OpenETC is a community of educators, technologists, and designers sharing their expertise to foster and support open".



The screenshot shows the "Course Renewal in a Kit (CRICKET)" website. The header includes "COURSE RESOURCE KIT" and navigation links for "HOME", "LEARNING OUTCOMES", "LEARNING ACTIVITIES", "ASSESSMENTS", "SEARCH", "CONTRIBUTE", and "VIEW ALL CONTRIBUTIONS". The main heading is "Course Renewal in a Kit (CRICKET)". Below this is a welcome message: "Welcome to Cricket, a collaborative curriculum renewal space from Thompson Rivers University, BC, Canada." There are "SEARCH" and "CONTRIBUTE" buttons. The page is divided into three columns, each with a cartoon cricket illustration and a title: "Learning Outcomes", "Learning Activities", and "Assessments". Each column has a short introductory paragraph and an "Explore" button at the bottom.

Our vision:

A Centre of Excellence in Open
Educational Practices
