



OPEN PEDAGOGY: A DRIVING FORCE FOR MEANINGFUL LEARNING

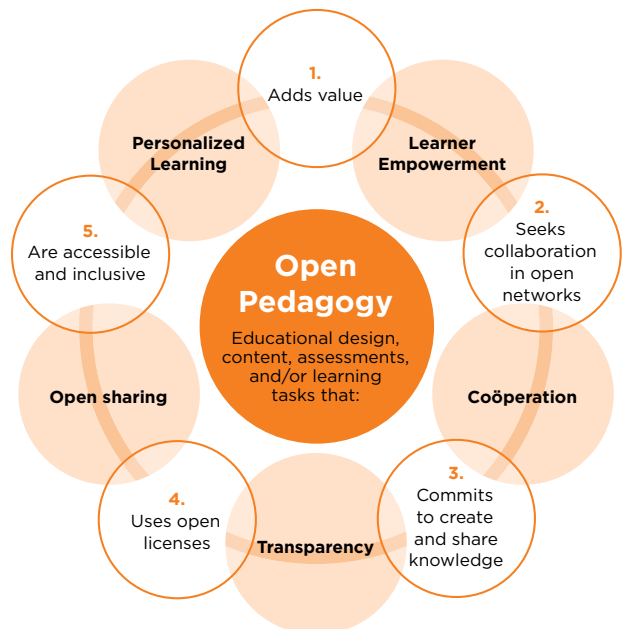
Open Pedagogy is an important tool for strengthening meaningful learning. This is the case postulated by Marijn Post, Michiel de Jong, Marjon Baas and Ria Jacobi, members of SIG Open Education. This strengthening is important because meaningful learning ensures that there is meaning and impact throughout the entire knowledge development process, and this in turn is needed to solve the contemporary problems we face. This was the impetus for the authors to develop the Open Pedagogy framework 2.0 as a catalyst for meaningful learning.

Learning in a changing world.

The world around us is changing at a rapid pace, and these transitions demand educational transformations. Every higher education institution is therefore devoting time and effort to themes such as flexibility of education, lifelong learning, digital transformation, and cooperation with the professional field. Within these transformations, however, we see a shift in emphasis as students are enjoying greater opportunity to adopt an active, engaged and responsible role in their own learning. This shift goes hand in hand with a change in the learning environment of students. Students no longer learn on the campus alone, but also in all kinds of interrelated contexts.

Touchpoints between Open Education and meaningful learning

Open Education fits seamlessly into this development: the active participation of students in knowledge development during their studies. This active participation has a number of manifestations that come together in the Open Pedagogy educational framework; a collection of characteristic learning activities revolving around working in open networks and using open educational resources. Within these activities, students have a central role in appraising, creating and sharing information. This leads to a situation where students derive more meaning from learning because their learning products have more sustainable value, their learning activities generate more impact, and they can immediately apply in practice the knowledge they have acquired during the learning activities.



Open Pedagogy Framework 2.0

In recent years, Dutch Higher Education has been through some decisive developments in the field of Open Education and the use of open digital educational resources. Thus far, the emphasis has been on making knowledge/knowledge products and educational resources accessible. This limited approach means that there is a lack of focus on the value that Open Education provides to student learning; it is essential that students are given the space to criticise knowledge and to modify it, create it, share it, and to use and reuse it in new contexts. The Open Pedagogy Framework 2.0 is an updated framework for developing learning that offers students that space, as students are then no longer merely the recipient of knowledge but also its producer, peer reviewer and contributor. It is precisely this active and participatory role of students in knowledge development that touches on the characteristics of meaningful learning.

Substantial contribution

Making learning more meaningful, does not require the application of the Open Pedagogy framework in its entirety to the course's instructional design. Successful application of a single characteristic will already ensure that meaningful learning is strengthened, and is therefore one more step towards student-driven knowledge development. It is important to recognise here that this demands a certain attitude and skills that can be a challenge for students. It is therefore essential to walk students through the characteristics of Open Pedagogy step-by-step and in a safe environment. Providing this is done, the framework can make a significant contribution to meaningful learning and, by extension, of impactful higher education.

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