Continuing & Professional Studies
Professional Program
in Open Education

KPU

Professional Program in Open Education

PROGRAM HANDBOOK

2022-2023

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PROGRAM INFORMATION

PROGRAM OVERVIEW

This comprehensive and flexible online program is designed to develop expertise and capacity across a broad spectrum of open educational practices, including open educational resources and pedagogies, educational technologies, policy, advocacy, and scholarship. The program balances both theoretical and practical elements, always ensuring that critical perspectives and issues are foregrounded.

PROSPECTIVE LEARNERS

This program is the ideal professional development opportunity for educators, practitioners, technologists, librarians, leaders, policymakers, and others who endeavour to widen equitable access to education. This program is designed to provide a comprehensive foundation for new practitioners as well as to complement and significantly advance the expertise of those already working to support open education. Graduates of other formal open education training opportunities may be given the option for advanced placement in this comprehensive program to build on and complement their existing training. This program is open to all and does not require institutional membership or sponsorship.

ORGANIZATIONAL BENEFITS

Post-secondary institutions, non-profit organizations, government agencies, foundations, galleries, libraries, archives, and museums (GLAM), and other groups seeking to advance the goals of open education may draw on this program to develop their staff expertise and capacity. The program is intentionally designed to include practical elements and provides the opportunity for participants to develop and refine organization-specific tools, policies, and programs.

ABOUT CPS

KPU's Continuing & Professional Studies (CPS) offers ongoing opportunities for learners to engage in flexible, innovative, and high-quality, short-term, non-credit programming that is responsive to industry and community needs and that supports upskilling, reskilling, career advancement, professional growth, and lifelong learning. Offered online and in-person at five campuses across British Columbia's Lower Mainland, KPU offers flexible opportunities to learn. Whether learners want to cultivate a creative passion or take their career to the next level, KPU CPS is a key learning hub at which to discover continuing education opportunities.

ABOUT KPU

KPU is a public post-secondary institution located in British Columbia, Canada. KPU offers over 140 diverse programs and serves more than 20,000 students each year across our five urban campuses and online. As Canada's only polytechnic university, KPU's motto is: Where thought meets action.

KPU is a recognized global leader in open education. We are home to Canada's first Zero Textbook Cost program and strongly encourage and support the adoption of open educational practices. This includes the development and publication of open educational resources via our Open Publishing Suite (OPUS), the embrace of innovative open pedagogies, as well as institutional support for open education research. Through the Professional Program in Open Education, we are proud to bring our expertise to support the global community of open education practitioners.

PROGRAM FORMAT AND CURRICULUM

Format, length, and learning modalities

To receive the program completion document, learners need to complete two required courses and choose two out of three elective courses and one of the two applied courses developed by globally recognized leaders in open education. These courses are online and completed asynchronously on Moodle, an open-source learning management system.

Each course in the program is six weeks in length. The entire program is designed to be completed within one year.

REQUIRED ACTIVITIES

Each course in the Professional Program in Open Education will involve active engagement with course material through readings and other media and the successful completion of assignments. Due dates for each type of assessment can be found in each Moodle course. A brief overview on various components of the courses can be found below:

INTRODUCTORY VIDEOS, LEARNING OUTCOMES, KEY TAKEAWAYS

Each topic includes a video introduction from the course developer, clear learning outcomes, and key takeaways.

READINGS

Each topic includes required reading. Formative and summative assessments are based on assigned readings. Readings may include other media, like videos and presentations, and prepare you to succeed in graded activities. Please review all media assigned in a course, including linked items.

ASSIGNMENTS

Each topic concludes with a topic assignment. Topic assignments include instructions and a grading rubric. Completion of the program relies primarily on demonstrated learning through earning a passing grade on each topic's assignment.

COURSE DESCRIPTIONS

The program includes foundational courses in the history and philosophy of open education and open educational resources and pedagogies, elective courses on open educational technologies, open education policy and leadership, and supporting open education, as well as personalized guidance in designing open education research or field project proposals.

REQUIRED COURSES:

Theory and Philosophy of Open Education (OPEN-9100)

This course provides an overview of the roots and purposes of open education. Intended to offer a broad introduction to the scope of the field including key research themes, it surveys the growth of open education from the 1960s to today. Learners will read research and explore a wide range of examples of open education practices from a variety of contexts. In an examination of the social justice ethos of open education, learners will study such topics that underlie many open education approaches and initiatives.

TOPIC 1 | History, Purposes and Definitions of Open Education

Upon successful completion of this topic, learners will be able to…

- Understand, evaluate, and explain different interpretations of open education and their history.

TOPIC 2 | Open Education Practices and Research

Upon successful completion of this topic, learners will be able to…

- Apply knowledge of practices in open education and approaches to open research.

TOPIC 3 | Critical Perspectives

Upon successful completion of this topic, learners will be able to…

- Develop and apply an understanding of the critical issues relating to open education & social justice.

Open Educational Resources and Pedagogies (OPEN-9200)

This course delves into central components of open education, including open educational resources, open pedagogy, and the broader concepts of openness in research. Learners will study different content licencing regimes and apply them to a variety of scenarios, as well as review and engage in a variety of activities that demonstrate examples of open pedagogy.

TOPIC 1 | Content Ownership, Licensing, and Open Educational Resources

Upon successful completion of this topic, learners will be able to…

- Apply an understanding of open licensing, copyright, and Indigenous cultural and intellectual property to develop a curated list of open educational resources.

TOPIC 2 | Open Pedagogy

Upon successful completion of this topic, learners will be able to…

- Apply an understanding of key attributes and effective practices to design an open pedagogy project.

TOPIC 3 | Open Data, Open Science and Open Access Research

Upon successful completion of this topic, learners will be able to…

- Describe the benefits and challenges of open science, open data, and open access publishing.

ELECTIVE COURSES:

Open Educational Technologies (OPEN-9400)

This course provides a view into some of the technologies used in open education and how they support open pedagogies. Learners obtain an overview of some of the main tools and learning environments available, as well as their challenges and administrative requirements. Ethical and legal aspects are investigated, including current issues in education involving such technologies as facial recognition, surveillance, privacy, and ethical use of learning analytics. Options for managing and scaling open digital learning environments and tools, as well as options for inter-institutional collaboration, are also explored in this course.

TOPIC 1 | Open Education Tools and Technologies

Upon successful completion of this topic, learners will be able to…

- Recognize open educational tools and technologies, identify
- their affordances, and evaluate their potential use in different educational scenarios.

TOPIC 2 | Ethical and Legal Aspects of Learning Technologies

Upon successful completion of this topic, learners will be able to…

- Identify key ethical and legal issues related to the use of education technologies and analyze educational practice through this lens.

TOPIC 3 | Creating and Supporting Open Digital Learning Environments

Upon successful completion of this topic, learners will be able to…

- Describe the ways in which open-source projects are developed and supported and undertake an analysis of open-source educational technologies.

Supporting Open Education (OPEN-9500)

This course provides learners with an overview of the different types and systems of support required for successful implementation of open education. Learners will examine different types of scaffolding required for learners to understand and succeed in open education environments. Different types and examples of faculty development programs and supports including instructional design and educational technology expertise will be explored, in both development and delivery of open pedagogy and open education programming. The role of librarians in supporting, advancing, and advocating for open educational resources and increased diversity of resources is discussed as a key part of an open education ecosystem.

TOPIC 1 | Supporting Students in Open Education

Upon successful completion of this topic, learners will be able to…

- Identify and apply methods to meet learner support needs for participation in open education practices and environments.

TOPIC 2 | Supporting Instructors in Open Education

Upon successful completion of this topic, learners will be able to…

- Identify and apply methods to meet faculty support needs for developing and implementing open education practices and environments.

TOPIC 3 | The Role of Librarians in Supporting Open Education

Upon successful completion of this topic, learners will be able to…

- Explore and practice aspects of open librarianship including support for learners and faculty and equitable access to knowledge and learning resources.

Open Education Policy and Leadership (OPEN-9600)

This course provides administrators and leaders with strategic-level local and global views of open education policy and leadership, with a particular focus on scenario planning that involves open education practices. The creation of open education policy frameworks is examined, along with examples of change leadership required to implement open education practices at the institutional level. Learners will participate in discussions and study examples of intra- and inter-institutional collaborations, the role of governments and the achievement of institutional missions with open education practices.

TOPIC 1 | Open Education Policy and Strategy

Upon successful completion of this topic, learners will be able to…

- Explain the relationship between policy and strategy on international, national, and institutional levels.

TOPIC 2 | Leveraging Open Education Through Collaboration

Upon successful completion of this topic, learners will be able to…

- Leverage internal and external collaboration in support of an intersectional approach to open education.

TOPIC 3 | Open Education Post-Pandemic: Building an Increased Emphasis on Social Justice

Upon successful completion of this topic, learners will be able to…

- Understand how the pandemic has exacerbated structural inequities and how open education can help advance social justice.

APPLIED COURSES:

Open Education Field Project (OPEN-9800)

This course provides an opportunity for learners to conduct a field project in an academic, workplace or other professional or community setting. Learners will find a location, propose a topic, develop a strategy for implementation and finalize the project. Examples could include developing and delivering a session or webinar on a specific open education practice for a specific setting, writing, and presenting a draft policy framework to a committee or other leadership entity, developing an open pedagogy guide for teachers, or proposing a draft micro- credential process for professional certification in an industry of relevance the learners' work or interest.

TOPIC 1 | Planning the Field Project

Upon successful completion of this topic, learners will be able to…

- Develop a project plan for an open education-related field project.

TOPIC 2 | Operationalizing the Project

Upon successful completion of this topic, learners will be able to…

- Operationalize a field project plan.

TOPIC 3 | Implementing the Project

Upon successful completion of this topic, learners will be able to…

- Implement and evaluate a field study project in an organizational or community setting.

Open Education Research Project (OPEN-9900)

This course provides learners with an opportunity to research a specific issue or topic in open education. Learners will begin by crafting a scalable research question. This course prepares researchers to conceptualize and operationalize a research project, including getting research ethics approval. Learners will use open research methods and call upon resources that represent a diversity of scholars and practitioners. Depending on the discipline involved, the learner may access or use a process involving open data, open science and/or open access research. The research project may be disseminated in a variety of ways and by making use of multiple media options. The learner will use open licensing and make the project available as a component, or a complete open educational resource.

TOPIC 1 | What's My Research Question?

Upon successful completion of this topic, learners will be able to…

- Develop a sufficiently targeted open education research question that is grounded in the current literature.

TOPIC 2 | What Research Methods are Best for My Research Question?

Upon successful completion of this topic, learners will be able to…

- Design a research project by refining a research question, selecting the appropriate method, and planning the data collection and analyses.

TOPIC 3 | Complete the Research Plan

Upon successful completion of this topic, learners will be able to…

- Submit a complete research plan that is informed by appropriate research paradigms and theories.

ADVANCED ENTRY:

Learners who have already completed the Certificate in OER Librarianship through the Open Education Network (OEN) may qualify for advanced entry. The OEN Action Plan Project satisfies the outcomes of the Field Project course.

Learners who have already completed the Open Education Leadership Program through SPARC may qualify for advanced entry. The SPARC program satisfies the outcomes of the Open Educational Resources and Pedagogies and Field Project courses.

Please contact us if you have completed other formal training in Open Education and wish to inquire whether this qualifies you for Advanced Entry.

WORKLOAD EXPECTATIONS AND TIME COMMITMENT:

Learners should commit to spending approximately 25 hours completing activities and assessments for each course. This translates to approximately 4 hours per week per course. Each course topic is designed to be completed asynchronously to provide maximum flexibility to learners worldwide.

ENGLISH LANGUAGE REQUIREMENT:

To be successful in this program, learners will be expected to have a level of English proficiency required for an advanced academic program such as:

- High School Graduation where English is the primary language of instruction OR,
- Post-secondary courses where English is the primary language of instruction

COURSE REGISTRATION AND PAYMENT:

Tuition is $850 CAD +GST per course or $4,250 +GST for the full five-course program (30 weeks in total). Each course will be paid for individually upon registration. Register at: kpu.ca/cps (look under the Catalogue Tab & search the course title or "open").

REFUNDS:

CPS courses are 100% non-refundable after registration.

COURSE DEVELOPERS

Martin Weller is Professor of Educational Technology, in the Institute of Educational Technology (IET) at the UK Open University, and holds an honorary Chair in Open Education from the Commonwealth of Learning. He is currently the Chair of the Open Programme, the Open University's flexible, multi-disciplinary degree. He developed the OU's first fully online course in 1999, which attracted over 15,000 students annually. He was the OU's first Virtual Learning Environments Director, and is the Director of the OER Hub team, who undertake research into aspects of open education. He is the author of *The Battle For Open*, *The Digital Scholar*, and *25 Years of Ed Tech* and maintains a popular blog at blog.edtechie.net.

Dr. Karen Cangialosi is the Program Director of the Regional Leaders of Open Education (RLOE), an OE Global/CCCOER network designed to build OE leadership in postsecondary institutions across North America. She is also a co-founder of the Institute for Racially Just, Inclusive and Open STEM (RIOS) and serves as the RIOS Director of Open Ed and Open Science. She is frequently invited to present and consult about open education in the U.S. and abroad. A biology professor and fierce student advocate, she incorporates open pedagogy into all her courses, and she leads faculty development efforts in open and critical digital pedagogy. Because she believes that scientific investigation should be transparent, widely collaborative and designed to serve the public, she advocates for integrating the principles and practices of Open Science into the undergraduate STEM curriculum. She has also been a long-time street activist and lesbian feminist who has marched, chanted, organized actions, and led many community organizations fighting for women's rights, LGBTQ rights, anti-racism, and social justice.

Amanda Larson is the Affordable Learning Instructional Consultant at The Ohio State University where she creates professional development opportunities for staff, librarians, and instructors around open pedagogy and open educational practices. Previously, she was the Open Education Librarian for University Libraries at Penn State University where she coordinated affordable content initiatives across all Penn State campuses.

Dr. Glenda Cox is a senior lecturer in the Centre for Innovation in Learning and Teaching at the University of Cape Town and her portfolio includes Curriculum projects, Teaching with Technology innovation grants, Open Education Resources (OER) and Staff development. She completed her PhD in Education and her research focused on using the theoretical approach of Social Realism to explain why academic staff choose to contribute or not to contribute their teaching resources as OER. She is passionate about the role of Open Education in the changing world of Higher Education. Dr Glenda Cox is currently the Principal Investigator in the Digital Open Textbooks for Development (DOT4D) project, funded by the Canadian International Development Research Centre (IDRC). Her current research includes analysing the role of open textbooks for social justice.

Irwin DeVries teaches in the online Master of Learning and Technology Program at Royal Roads University. His experience includes instructional design, curriculum development and open education. Most recently he was director of curriculum development and interim associate vice-president of Open Learning at Thompson Rivers University. In his early career Dr. DeVries was a course designer for the original BC Open Learning Institute and since then worked in both professional and higher education settings. He holds a PhD in Education from Simon Fraser University.

Dr. Sarah Lambert is a leading researcher, collaborator and practitioner of social justice and widening participation in higher education. Currently an Honorary Research Fellow at Deakin University (Australia), her research explores gendered and socio-cultural barriers to education mediated by technology. Sarah recently led the Australian research project 'Open textbooks as social justice: a national scoping study' funded by the National Centre for Student Equity in Higher Education (NCSEHE). She is an award-winning researcher and writer of academic publications and an experienced editor and mentor of up and coming research-writers.

Anne-Marie Scott is Deputy Provost at Athabasca University in Canada (Alberta's open and online university), and the Board Chair of the Apereo open source software foundation. Prior to Athabasca Anne-Marie was Deputy Director of Learning, Teaching and Web Services at the University of Edinburgh where she led the delivery of a large number of open educational technologies. She is an advisor to the OpenETC in British Columbia, a member of the After Surveillance and #FemEdTech networks and is often sought after by educational institutions and other organizations as an expert in digital education and digital strategy.

Clint Lalonde, MA (Learning & Technology) is a wrangler of learning technologies by day, Dad, cyclist, soccer fan & home roaster of coffee by night. Clint is an educational technologist and advocate for the use of open educational resources and open education practices in higher education. Clint has worked in the British Columbia post-secondary system for 25 years and is currently a project manager with the BCcampus Open Education team leading the open homework systems project. A founding member of the BC Open EdTech Collaborative, he is also Associate Faculty in the School of Education & Technology program at Royal Roads University, and an occasional Sessional Lecturer in the Department of Education at the University of Victoria. Clint's educational interests include network learning, social learning, education technology, and open education.

Brian Lamb is Director, Learning Technology and Innovation, at Thompson Rivers University. His team is responsible for the production and maintenance of more than 600 fully online and distance Open Learning courses, and he also oversees the learning technology environment and support for face-to-face and blended learning needs across the institution. Brian has spent more than twenty years working with the open web to promote learning, communication and collaboration. He is a co-founder of the OpenETC, which is dedicated to providing and supporting open ed tech in British Columbia, and is a contributor to the Higher Education After Surveillance collective. He blogs at https://abject.ca.

Marc Singer is Vice President for Academic and Student Affairs at SUNY Sullivan in New York. He has spent most of his academic career working to improve educational options for nontraditional and adult learners. He has led programs and initiatives in the areas of online learning; integration of student services and mentoring into the curriculum; prior learning assessment, including portfolio development and assessment; credit-by-exam programs; and the review of training programs, licenses, and certifications for college-level equivalency. Marc has also led efforts in the areas of competency-based education and the effective utilization of open educational resources. He has created partnerships and consortia to streamline and scale processes, strengthen standards, and provide greater flexibility and access to adult students. For seven years, Marc served as director and chair of the National Institute on the Assessment of Adult Learning.

Marc was founding Dean of the School of Undergraduate Studies at Golden Gate University in San Francisco. Prior to that, he was Vice Provost, Center for the Assessment of Learning, at Thomas Edison State University in Trenton, NJ. Previously, he led academic initiatives for the College Board's College-Level Examination Program and other assessment programs; at Educational Testing Service, he was an assessment specialist responsible for the Advanced Placement US History and Human Geography programs, and was a program director for the PSAT/ NMSQT program. Marc taught history and humanities at institutions in New Jersey and North Carolina for 12 years, and worked as a consultant in history for various museums and television networks, including ESPN Classic.

PROGRAM POLICIES

Academic Integrity
Student Academic Integrity Policy
This policy outlines the rights and responsibilities of Students and the rights and responsibilities of the University concerning academic integrity.
1. This policy addresses matters of academic integrity. This policy does not address matters related to non-academic student conduct, grade appeals or complaints about instruction, services, employees or University policies, which are considered under other University policies.
2. This policy applies to Integrity Violations by Students in University and University-related settings, including but not limited to online environments.

Accommodations
Services for Students with Disabilities Policy
Kwantlen Polytechnic University recognizes its moral and legal duty to provide accommodation. The University must remove barriers and provide opportunities to students with a disability enabling them to access University services, programs and facilities and to be welcomed as participating members of the University community. The University's goal is to ensure fair and consistent treatment of all students, including students with a disability in accordance with their distinct needs and in a manner consistent with academic principles.

Professional Conduct
Student Conduct (Non Academic)
This policy addresses matters of non-academic conduct of Students. This policy does not address matters related to academic integrity or complaints about instruction, services, employees or University policies, which are considered under other University policies. This policy applies to Conduct Violations by Students in University and University-related settings, including but not limited to online environments.

Use of IT
Information and Educational Technology Usage
The University provides Information and Technology (IT) resources to Kwantlen Polytechnic University users to support the teaching, learning, research and administrative goals and functions of the University. These IT resources are valuable community assets which are expected to be used and managed responsibly to ensure their integrity, security and availability for the educational and administrative activities of the University. This policy establishes guidelines for both acceptable and unacceptable uses of IT resources, thereby ensuring a stable, effective and efficient operation while minimizing potential disruption and risk.

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