Collaborative Pedagogies for Open Learning Environment

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ดร. จอมขวัญ ผลภาษี มหาวิทยาลัยหอการค้าไทย

ประธานฝ่ายทรัพยากรการเรียนรู้และเทคโนโลยีการศึกษา สมาคมสถาบันอุดมศึกษาเอกชนแห่งประเทศไทยในพระราชูปถัมภ์ฯ (สสอท)
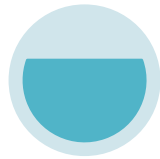
Point to Ponder

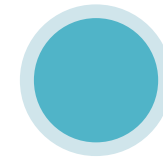**Pedagogy**

OLE Philosophy

Innovative pedagogies

Corporate pedagogies

Collaboration

Global initiatives

Superskills initiatives

Call to Action

Thai education networks

APHEIT

Pedagogy

OLE

Innovation

Corporate

Open Learning Environment

PHILOSOPHY OF OPEN EDUCATION

Principles of Openness

- Transparency
- Freedom (free from barriers/inhibitors)
- Sharing
- Access
- Learner Agency
- Connectivity

Open Learning Environment Emphasizes:

- Open Pedagogy & Scholarship
- Collaborative & Participatory Learning
- Performance Assessments over Standardized Assessments
- Formal Evaluation & Transparent Feedback
- Modeling & Scaffolding
- Holistic Perspectives on Learners

Open Learning Environment

TAXONOMY OF OPEN EDUCATION DESIGNS

Alternate Education Models *(Revolutionary Openness)*:

- Seek to replace existing educational structures
  - Examples: Coursera, Udacity

Topic Focus Models *(Normative Openness)*:

- Seek to create an ideal, universal education structure
  - Examples: #Change11 MOOC, Khan Academy

Traditional Education Structures *(Procedural Openness)*:

- Seek to modify traditional structures to be more open and connected
  - Examples: DS106 at University of Mary Washington, David Wiley's Introduction to Open Education course at Brigham Young University

Open Learning Environment

BENEFITS

- Open learning environments are
    - often flexible and motivating for learners
    - good at fostering a participative community of learners
    - great for modeling, removing politics from the learning environment, and giving learners support to become self sufficient
    - centered around connections, sharing, access, transparency, and removing barriers and inhibitors
    - often collaboratively developed and maintained, thus resulting in a more robust design that is often more sensitive to cultural, diversity, perspectival, and other considerations
    - organic systems with clear and open feedback systems and lines of communication built in, thus reducing poor instruction and improving the execution of the course design through communication

DRAWBACKS

- Open digital learning environments are
    - often more difficult to instruct in because of transparency, unpredictability, and expertise requirements
    - not yet well researched
    - often somewhat complex as there are several underpinning philosophical design frameworks
    - often sensationalized by the media and other sources so as to overemphasize the benefits and likely outcomes

Live and Learn: Bridging Life to Learning Openness

SMART goals

Talent Discovery

Collaborative brain-booster

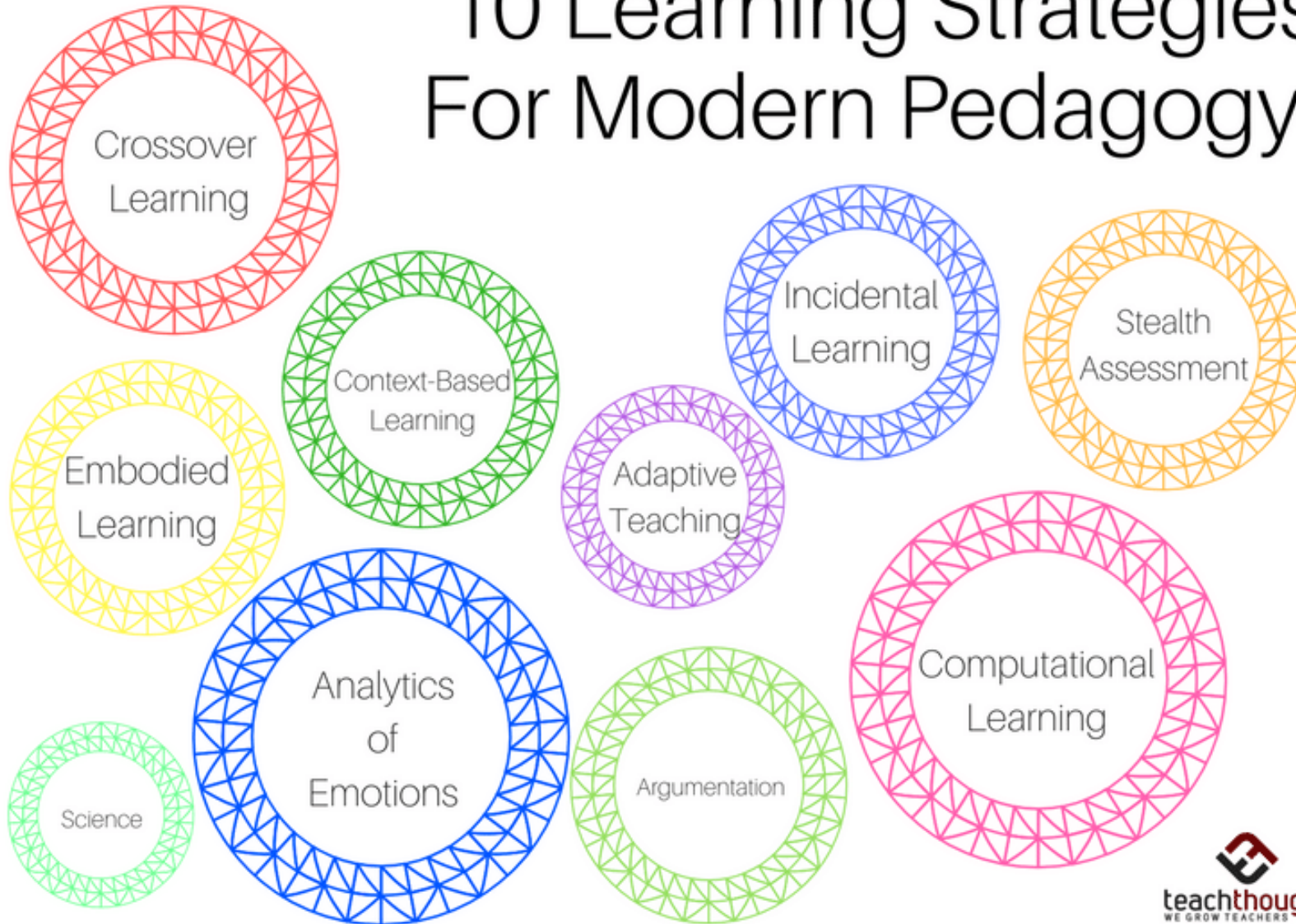Self-directed learning

Self-actualization

Agility

Hang-out with intuition

More about SMART Goals from University of California

10 Learning Strategies For Modern Pedagogy

Crossover Learning

Context-Based Learning

Incidental Learning

Stealth Assessment

Embodied Learning

Adaptive Teaching

Science

Analytics of Emotions

Argumentation

Computational Learning

teachthought
WE GROW TEACHERS
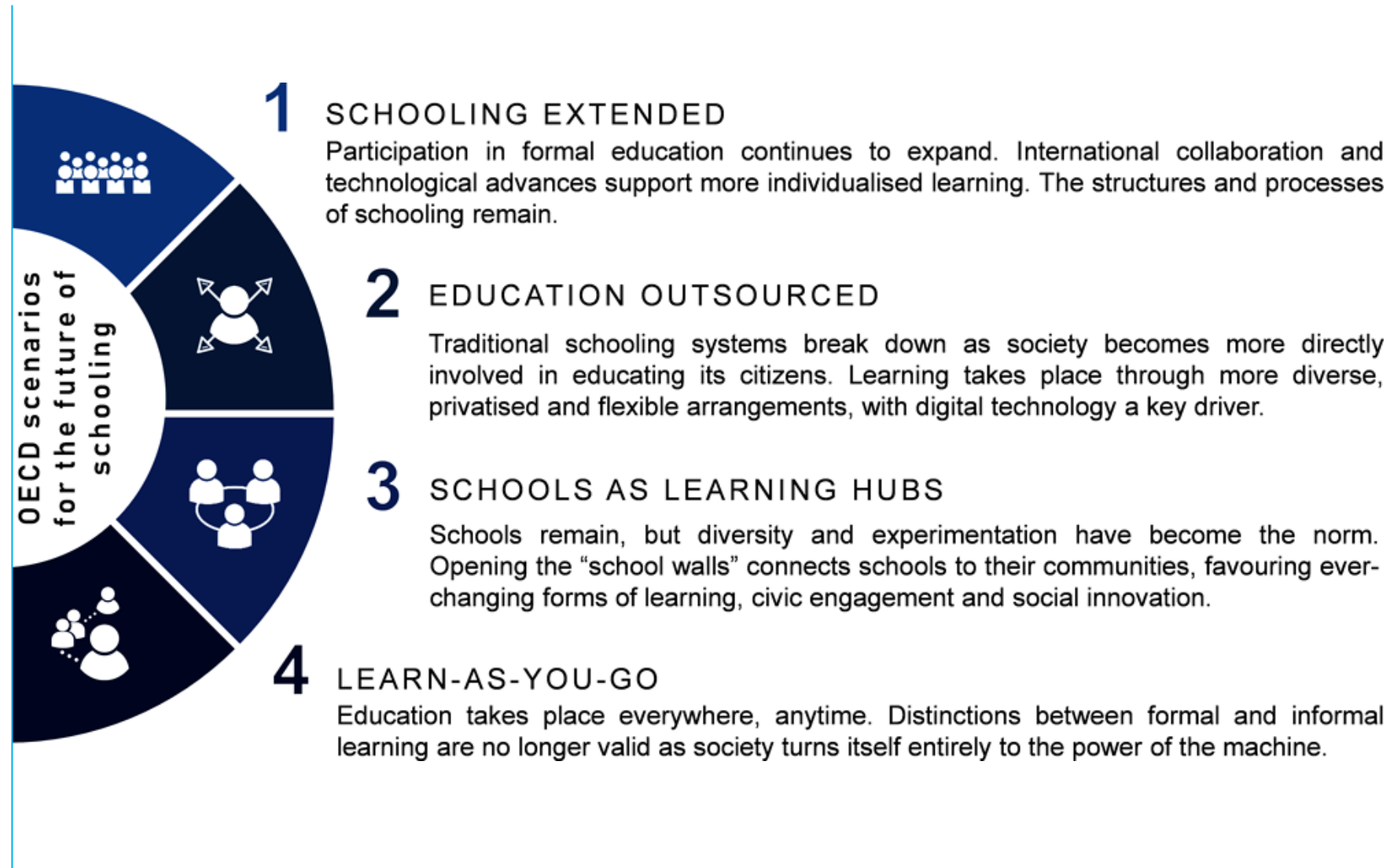
Innovative Pedagogies

"

It's like a recurring cycle, where the novice becomes the master, and the cycle begins again with a new batch of teachers. Seasoned educators who have entered the advanced stage often forget the path they took to get there. With practice and diligence, a new teacher can become a 'master', but he should not forget his 'novice' days. In fact, it's important to acknowledge that anyone can be a better master when staying in touch with their 'novice' self.

"

SoTL conference hosted at Ecole hôtelière de Lausanne (EHL) was entitled "Reflecting-in and Reflecting-on Teaching and Learning through Research".

Organisation for Economic Cooperation and Development (OECD)

1 SCHOOLING EXTENDED

Participation in formal education continues to expand. International collaboration and technological advances support more individualised learning. The structures and processes of schooling remain.

2 EDUCATION OUTSOURCED

Traditional schooling systems break down as society becomes more directly involved in educating its citizens. Learning takes place through more diverse, privatised and flexible arrangements, with digital technology a key driver.

3 SCHOOLS AS LEARNING HUBS

Schools remain, but diversity and experimentation have become the norm. Opening the "school walls" connects schools to their communities, favouring ever-changing forms of learning, civic engagement and social innovation.

4 LEARN-AS-YOU-GO

Education takes place everywhere, anytime. Distinctions between formal and informal learning are no longer valid as society turns itself entirely to the power of the machine.

OECD scenarios for the future of schooling

OECD Scenarios: Back to the Future of Education

OECD Scenarios for the Future of Schooling	Goals and functions	Organisation and structures	The teaching workforce	Governance and geopolitics	Challenges for public authorities
Scenario 1 — Schooling extended	Schools are key actors in socialisation, qualification, care and credentialing.	Educational monopolies retain all traditional functions of schooling systems.	Teachers in monopolies, with potential new economies of scale and division of tasks.	Strong role for traditional administration and emphasis on international collaboration.	Accommodating diversity and ensuring quality across a common system. Potential trade-off between consensus and innovation.
Scenario 2 — Education outsourced	Fragmentation of demand with self-reliant "clients" looking for flexible services.	Diversification of structures: multiple organisational forms available to individuals.	Diversity of roles and status operating within and outside of schools.	Schooling systems as players in a wider (local, national, global) education market.	Supporting access and quality, fixing "market failures". Competing with other providers and ensuring information flows.
Scenario 3 — Schools as learning hubs	Flexible schooling arrangements permit greater personalisation and community involvement.	Schools as hubs function to organise multiple configurations of local-global resources.	Professional teachers as nodes of wider networks of flexible expertise.	Strong focus on local decisions. Self-organising units in diverse partnerships.	Diverse interests and power dynamics; potential conflict between local and systemic goals. Large variation in local capacity.
Scenario 4 — Learn-as-you-go	Traditional goals and functions of schooling are overwritten by technology.	Dismantling of schooling as a social institution.	Open market of "prosumers" with a central role for communities of practice (local, national, global).	(Global) governance of data and digital technologies becomes key.	Potential for high interventionism (state, corporate) impacts democratic control and individual rights. Risk of high social fragmentation.

Seven tensions and paradoxes

MODERNISING	What can be incrementally improved, and what needs fundamental transformation?	DISRUPTING
NEW GOALS	Are goals and structures aligned?	OLD STRUCTURES
GLOBAL	How best to reconcile systemic goals with local needs?	LOCAL
INNOVATION	Does the system allow for failures that come with trying out new things?	RISK AVOIDANCE
POTENTIAL	How to reconcile expectations with day to day reality?	REALITY
VIRTUAL	What is the balance between digital environments and old-fashioned physicality?	FACE-TO-FACE
LEARNING	How is being taught different from learning?	EDUCATION

Source

Global Mega-trends and the Future of Education

"Urgent" is a call for action. But it is not necessarily negative, although certainly population growth and ageing societies, inequality, climate change and resource scarcity all compel us to focus on sustainability and the needs of future generations. Yet urgency also brings opportunity, and a window for action, as evidenced by the power of digitalisation to transform, connect and empower.

Examining the future of education in the context of global mega-trends has two main goals. First, it is necessary to better prepare education for the transformations underway in economic, social, and technological spheres. Education must evolve to continue to deliver on its mission of supporting individuals to develop as persons, citizens and professionals. It must remain relevant to continue to shape our children's identity and integration into society. In a complex and quickly changing world, this might require the reorganisation of formal and informal learning environments, and reimagining education content and delivery. In an ageing world, these changes are likely to apply not just to basic education but to lifelong learning as well.

Second, it is key to better understand how education can influence these trends. By providing the skills and competencies needed to operate in the modern world, education has the potential to influence the life outcomes of the most disadvantaged. It is a powerful tool to reduce inequity. It can help combat the increasing fragmentation and polarisation of our societies, and empower people and communities to take charge of their own civic processes and democratic institutions. Access to learning and knowledge not only opens doors to individual and collective opportunities, it has the potential to reshape the future of our global world.

Learning Agility Korn Ferry X-Factor

Delivers results in challenging first-time situations.

Extent to which an individual knows his or her true strengths and weaknesses.

Ability to examine problems in unique and unusual ways.

Likes to experiment and comfortable with change.

Skilled communicator who can work with diverse types of people.

Results agility
Self-awareness
Mental agility
People agility
Change agility

Learning Agility

Corporate pedagogies

Smart Goals

Talent Discovery

Self-directed

Superskills

The Many Perks of a Corporate University

- **Increases leader retention.** Keeping leaders in-house is an issue almost all growing organizations face. A corporate university gives learners the chance to progress to leadership positions. The institution is also a statement that the organization is serious about grooming leaders and promoting them from within.

- **Reinforces culture.** An organization might be a great place to work, but onboarding and other training initiatives often don't match the culture. A corporate university aligns with the brand and culture and helps solidify them across employees.

- **Supports innovation.** Corporate universities are breeding grounds for new thoughts and ideas. Why? Because their structure fosters natural discussion and collaboration among students.

- **Provides complete control over how users experience content.** Your learners have different learning styles—some learn best through videos whereas others prefer microlearning updates sent to their phone. Because a corporate university is not outsourced, you can choose the content delivery methods that suit your learners best. In the next section, you'll find a list of dazzling corporate universities.

Googleplex

—Google's Mountain View complex—might be the closest a corporate university has been to a traditional university experience. In it, the magic of Google's [corporate learning](#) happens, allowing its employees to:

- Explore spontaneous interactions with each other as learners

- Enjoy the campus' architecture, which embodies Google's soul—made of its innovative brand and groundbreaking culture

- Spend up to 20% of the workweek on pet projects that uplift their ambition to stratospheric levels

WATCH

Source

Here it is the famous Hamburger University.
You're now in kind of our Heritage Hall where you're seeing all

Disney's corporate university is the learning and development setting that teachers and students dream of. It's literally the Disneyland of education.
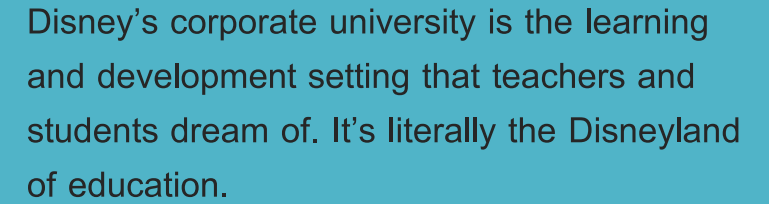
Everything is highly personalized to the Disney brand. From training materials to program names, Disney University reminds everyone about Disney's incredible success over the years. The company's university introduces the brand when onboarding employees on their very first workday. Culture, history, values, policies, and traditions—it's all part of what Disney University students learn. Beyond an immersion in the world of Disney, the university also caters to employees' personal professional development goals.

Disney University offers instructor-led classroom sessions as well as e-learning and virtual classrooms.

PIM : ต้นแบบยุทธศาสตร์ Corporate University
Dr.Sompop Manarungsan

Driving Force of Corporate University Establishment

❑ The Expansion of Knowledge based Economy
  • From Brawn to Brain
  • The Importance of Wisdom and Innovation

❑ The Shorter Shelf-Life of Knowledge owing to Speedier Globalization

❑ HR Loyalty is increasingly important
  • Longer Period of Employability

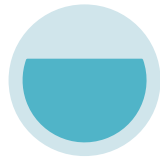❑ Corporate Becomes Educator Due to the Constraints of Formal Educational System

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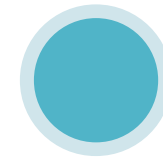
Call to Action

Thai education networks

APHEIT

Example of Global Collaboration

17 Sustainable Development Goals

Education for Sustainable Development 2030

Emphasizing quality human capital advancement to achievement of micro and macro levels according to 17 SDGs.

National Innovation Declaration

UNESCO World Conference on Education for Sustainable Development in Berlin
on 17-19 May 2021

#ESD for 2030

Climate CRISIS

Pollution

Covid

DRAMATIC interrelated CHALLENGES

Poverty

Inequalities

Mass loss of BioDIVERSITY

Environmental, social and economic CRISES

Violent CONFLICTS

a Visual by ANJARIESE.COM

Photo

#ESDfor2030

EDUCATION is KEY

Q1 — MOST URGENT CHALLENGE for ESD?

SURVEY
1. Climate Change
2. Poverty
3. Green Economies

NO TRADE OFFS

CLIMATE CHANGE

HUMANS & SPECIES need BIODIVERSITY to survive

SUSTAINABILITY is not AFFORDABLE for EVERYONE

there is to much INEQUALITY in EDUCATION

EVERYTHING is INTERLINKED

Q2 — Which CHALLENGE is best addressed by ESD?

SURVEY
1. Climate Change
2. Biodiversity
3. Green Economies

being ENGAGED with STAKEHOLDERS — Youth

+ ♥ + RECONNECT

Making CONNECTIONS

LOOKING at SYNERGIES and face the PROBLEM together

All FORMS of EDUCATION

Technology has helped us a lot

EDUCATION needs to be REINFORCED

TECHNOLOGY has to be accessible for EVERYONE!

HEALTH

POVERTY

Q3 — Where should ESD invest more to achieve TRANSFORMATION?

SURVEY
1. Training Educators
2. ESD in Policies
3. Support of LOCAL ACTION

Accessibility to TECHNOLOGY

We need TOOLS

Indiginous KNOWLEDGE

INCLUSIVITY

Training EDUCATORS

INVESTING
→ Individuals
→ Communities
→ on all global LEVELS

INVESTING in YOUNG PEOPLE from a young AGE ... ...to become POLICY MAKERS

EMPOWERING young PEOPLE

LOCAL LEVEL ACTION

for TEACHER TRAINING in ESD

What is the KEYWORD/PHRASE to be EMPHASIZED at the World Conference?

Q4

SURVEY
1. Transformation
2. EQUALITY
3. Action

TRANSFORMATIVE ACTION!

CHANGING the MINDSET

ECO FEMINISM

EQUALITY =

EDUCATE to TRANSFORM

PARTICIPATORY ACTION

a Visual by ANJARIESE.COM

of **POSITIVE CHANGE** of Mindsets & Worldviews

EDUCATION is a POWERFUL ENABLER

a Visual by ANJARIESE.COM

BERLIN DECLARATION
2021 UNESCO WORLD CONFERENCE
on EDUCATION for SUSTAINABLE DEVELOPMENT

GLOBAL CONSULTATION

POLLUTION
Climate CRISIS
CHALLENGES
COVID
BIODIVERSITY LOSS

of POSITIVE CHANGE of Mindsets & Worldviews
EDUCATION is a POWERFUL ENABLER

TEACHER ROLE
→ TEACHERS play a crucial ROLE

New Thinking
New BEHAVIOUR & THINKING
STATUS QUO

ESD as a → core curriculum COMPONENT

E S D FOUNDATIONAL ELEMENT

Life Long Learning

OUR COMMITMENTS

WHOLE INSTITUTION APPROACH
SCHOOL
→ CONTENT
→ Methodology
→ Learning Environment

#ESDfor2030
#LEARNforOURPLANET

Intersectoral COLLABORATION
Multi Stakeholder Process
NGO & Private Sector

HARNESS the POWER of ESD to
ESD ESD ESD
TRANSFORM our SOCIETIES

TIME to ACT is NOW

LEARN NOW AND ACT

GREEN Technologies
Science
EDUCATION   ENVIRONMENT

A Visual by ANJARIESE.com

on.unesco.org/esd

UNESCO

A strategy PICTURE
summarizing the BERLIN DECLARATION on ESD

Transformative action

ESD has to pay more attention to each learner's individual transformation processes and how they happen. First, transformation necessitates a certain level of disruption together with courage and determination. Second, there are stages of transformation for the individual: with the acquisition of knowledge, learners become aware of certain realities; with critical analysis, they begin to understand the complexities of the realities; experiential exposure can lead to an empathic connection to realities; when the realities are relevant to one's life and through tipping moments, compassion and solidarity are developed. This understanding of transformation involves not only formal, but also non-formal and informal education; both cognitive and socioemotional learning; and community and citizenship education.

of POSITIVE CHANGE of Mindsets & Worldviews

EDUCATION is a POWERFUL ENABLER

a Visual by ANjARIESE.com
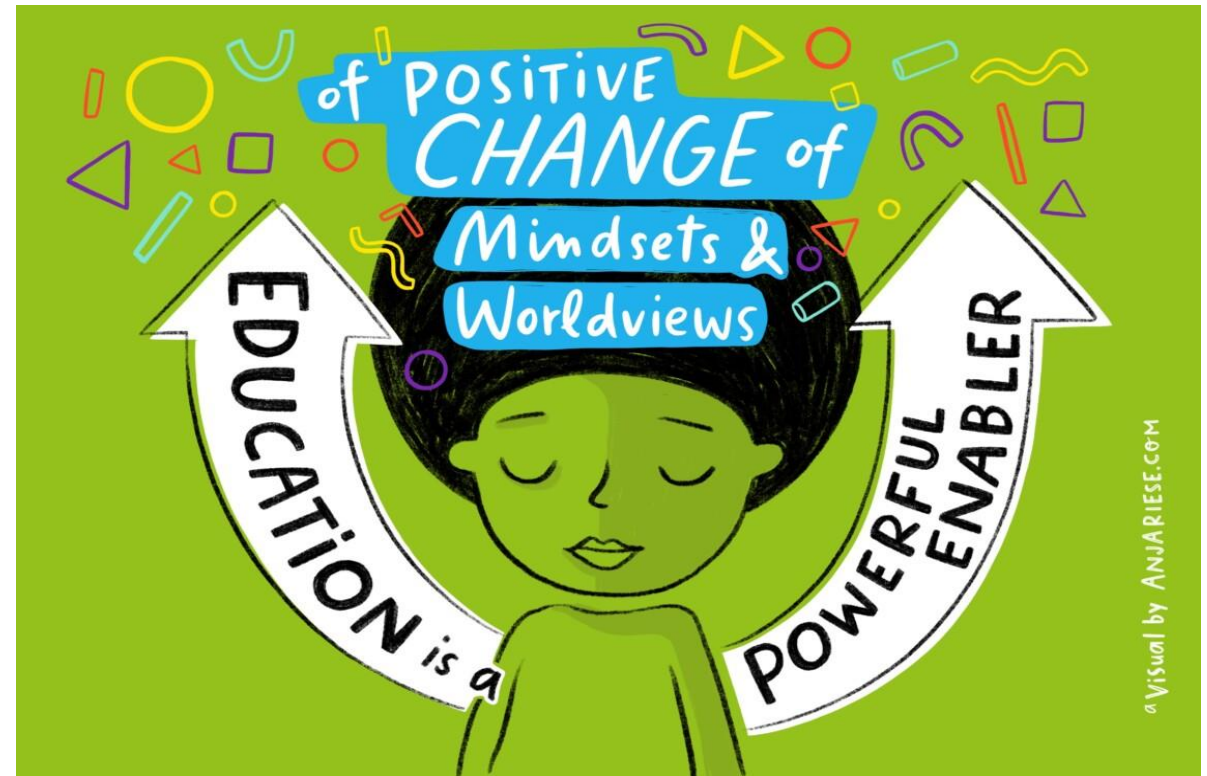
Structural changes:

There is a need for ESD to pay more attention to the deep structural causes of unsustainable development, in particular the relationship between economic growth and sustainable development. ESD should promote development as a balancing act, which implies adapting to changes while respecting the values of conservation, sufficiency, moderation and solidarity. A structural view is also required to address ESD in contexts of extreme poverty or other challenging survival situations (e.g. conflict or refugee situations), where the full complexity of the concept of sustainable development does not immediately resonate with people trying to survive on a daily basis. In these contexts, ESD should consider people's specific living conditions and provide them with skills to ensure their livelihood. Above all, it should ensure human dignity and the right to live decently.

Source

The technological future:

Technological advances may provide solutions to some of the "old" sustainability problems, but some ESD efforts to change people's behaviour may no longer be relevant. However, the technological solutions themselves may bring new challenges or simply create an illusion of having solved the original problems. ESD and its emphasis on critical thinking is therefore becoming ever more important. For example, with sensor-equipped buildings, the behaviour of switching off lights to save energy may become extinct, but the value of saving energy should remain relevant. New opportunities will also open up for ESD, such as accelerating the transition to green technologies by equipping people with the required green skills. Orienting ESD to support the achievement of the SDGs will provide the opportunity for the ESD community to work more closely with key technology stakeholders, namely business, manufacturing and enterprise sectors
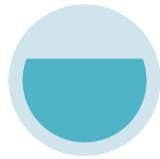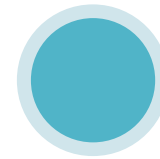
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APHEIT

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CUPT

APHEIT

สมาคมสถาบันอุดมศึกษาเอกชนแห่งประเทศไทย (APHEIT)

64 สถาบันสมาชิก

ความร่วมมือ Collaborative Programs with corporates, commissioners, government, international networks

อนุกรรมการพัฒนาระบบห้องสมุดสถาบันอุดมศึกษาเอกชน (อพส) ThaiPUL

https://apheit.org/

Collaboration Programs with Partners

- Consortia / collaborative programs
- Curriculum design and advancement
- Work-integrated Learning
- Resource sharing programs
- Research networks
- Professional development for students and academics

ขอบเขตความร่วมมือมี 4 ด้าน สำคัญ คือ

1. **ร่วมสร้างกำลังคน**ที่มีศักยภาพสูงและมีความรู้ ความสามารถด้านการใช้ระบบสารสนเทศดิจิทัล มีคุณลักษณะและสมรรถนะตรงตามความต้องการของภาคอุตสาหกรรม

2. **ส่งเสริมและสนับสนุนให้มีการแลกเปลี่ยนองค์ความรู้และประสบการณ์**ระหว่างบุคลากรของสถาบันสมาชิกของสมาคมสถาบันอุดมศึกษาเอกชนแห่งประเทศไทย ในพระราชูปถัมภ์ฯ และสภาดิจิทัลเพื่อเศรษฐกิจและสังคมแห่งประเทศไทย

3. **จัดการการศึกษาเชิงบูรณาการ**ระหว่างการเรียนรู้ในสถาบันกับการปฏิบัติงานจริงในสถานประกอบการต่าง ๆ

4. **สร้างดิจิทัล Platform เพื่อรองรับการจ้างงานบุคลากรที่มี**ความรู้ความสามารถด้านดิจิทัล และการพัฒนาขีดความสามารถด้านดิจิทัลในลักษณะ Reskill/Upskill ที่จัดขึ้นโดยสถาบันการศึกษา สมาคม และหน่วยงานอื่น ๆ

Open Opportunities for Learners

The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.

- Piaget