

Practice is embedded in paradigm: exploring the submerged parts of the iceberg

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Open, Micro, digital Platforms – Hype or the Future of Higher Education?

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<https://www.zhaw.ch/en/about-us/news/events/events/event-news/open-micro-digital-platforms-hype-or-future-of-higher-education/>



Synopsis

Positionality

Framework

- Jacobs' 2 moral value syndromes
- Sterling's 4Ps

Defining concepts

- Platform / Learning dispositive
- Badges / Micro-credentials
- Open Education

Openness: a lever to avoid monstrous hybrids?

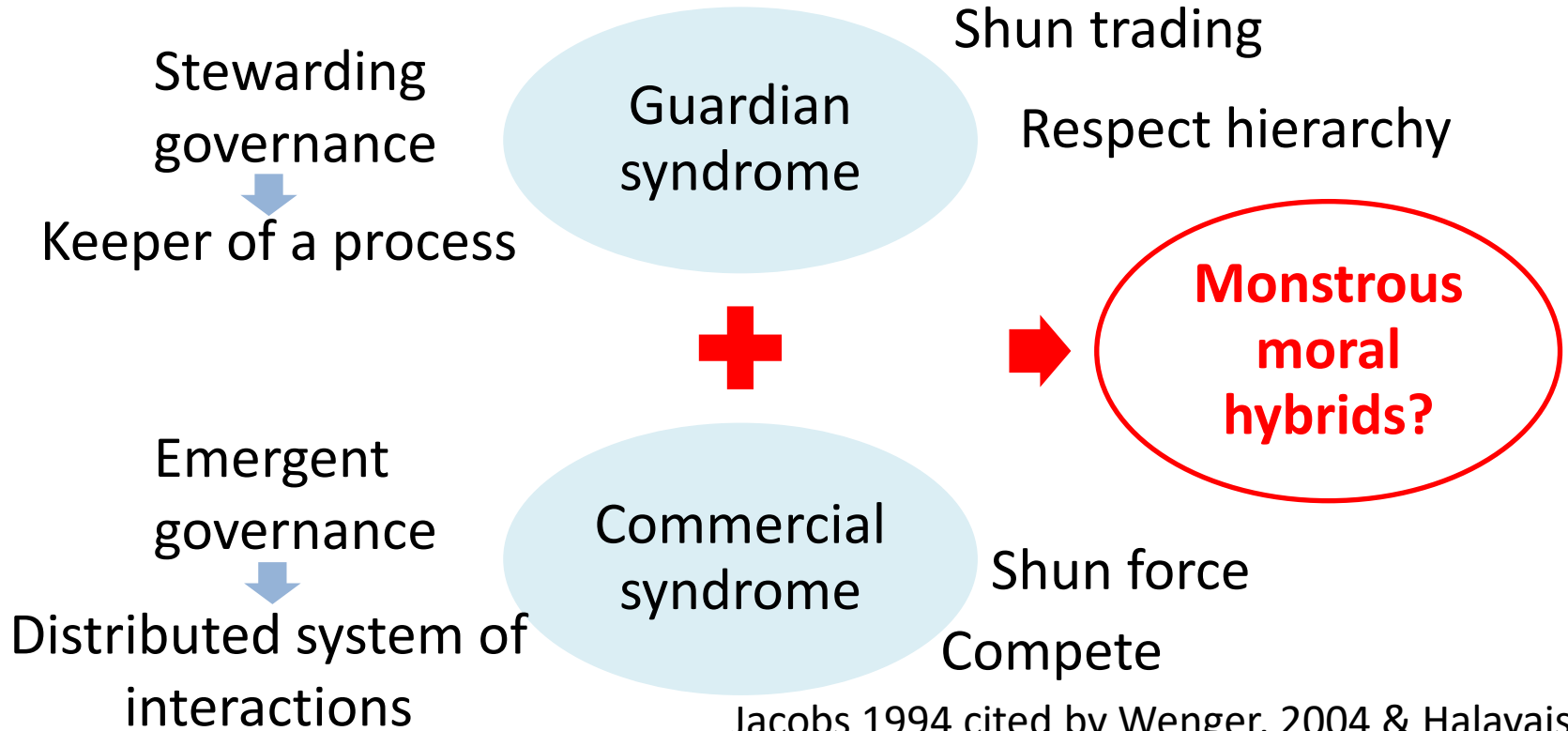


Positionality

- Teacher and researcher in educational technologies and qualitative research methods with current interest in Open Education
- Consider Openness as a lever to think about our practice

Framework

Learning governance and moral syndromes



Jacobs 1994 cited by Wenger, 2004 & Halavais, 2012

Monstrous moral hybrid

Monstrous hybrids occur when you mix values of both syndromes

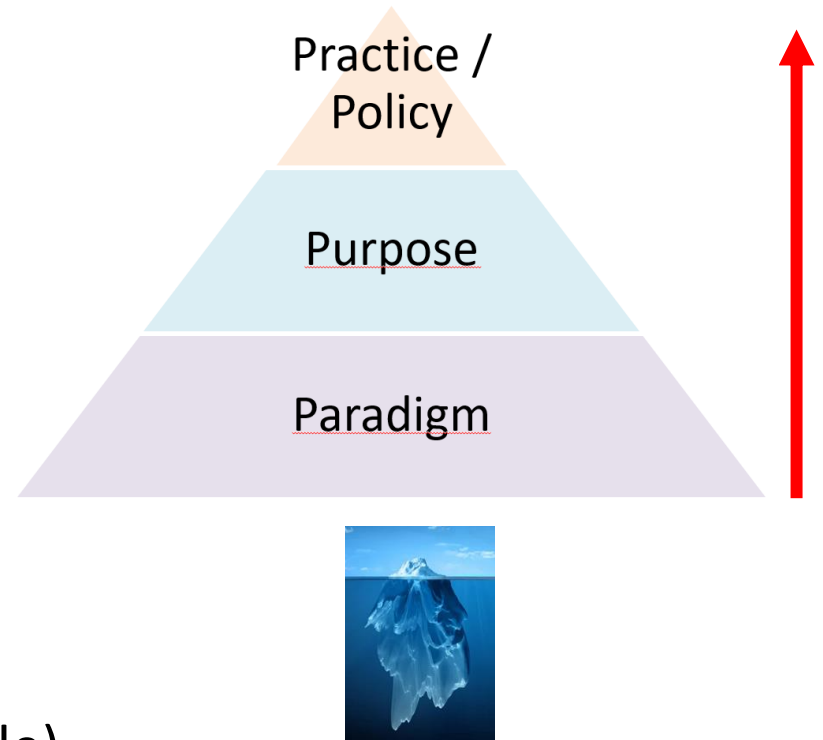
Examples:

- An institution involved in trading that is given special privileges by the state => **compete without honesty and support of power**
- In a governing body, corruption can be used through economic interests => **loyalty is breached through trading**

Jacobs, 1994

From paradigm to practice

- Paradigm = underlying set of perceptions, assumptions, values, and concepts with internal consistency
- Paradigm **determines** purpose and **shapes** practice and policy
- Two major paradigms: **mechanistic** (post 1700, focus on parts) and **holistic** (pre 1500, focus on the whole)



Sterling, 2007, 2021

Think differently!

- “It is so much easier, and thus pervasive, to deal with unfamiliar issues in a familiar way than it is to deal with familiar issues in an unfamiliar way” (Bawden, 1991)

=> Address familiar issues, i.e. practice and policy, in an unfamiliar way, i.e. changing the underlying paradigm!

Example of issue to address:

- knowledge: object of power? object of trade?

Sterling, 2007, 2021
Williamson 2020

Defining concepts

Platforms or learning dispositive?

Digital platforms, learning dispositive

Why focus on the digital platform? It is only the **technical** part of a learning dispositive (*dispositif d'apprentissage*)

Learning dispositive:

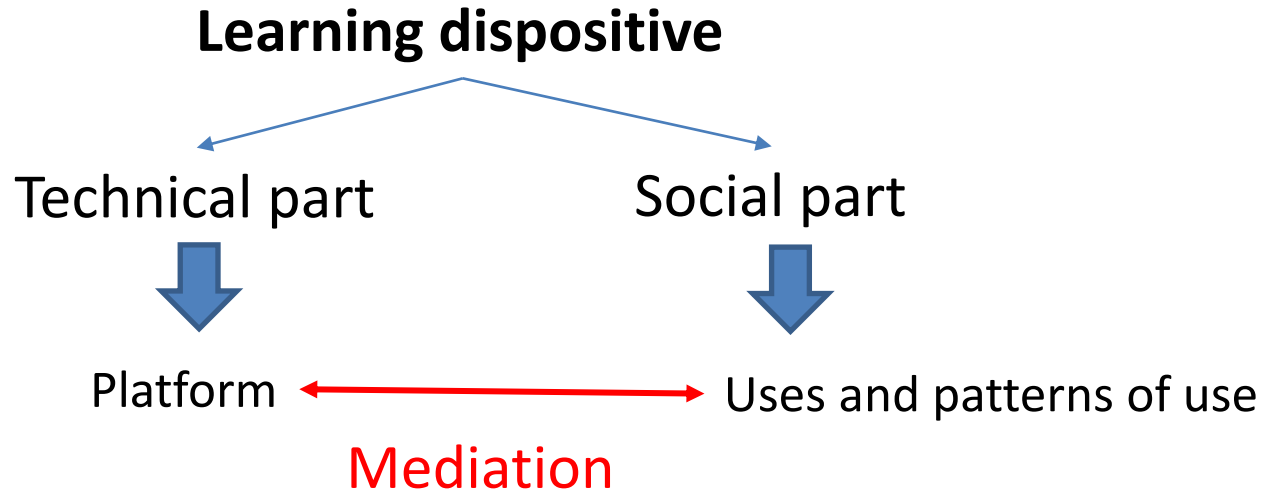
- used in **society** with different **uses** and **patterns of use**
- Requires **mediatisation** process and results in **mediation**

Peraya, 2014

Learning dispositive: synthesising

Engineering techno-
pedagogical process

Mediatisation



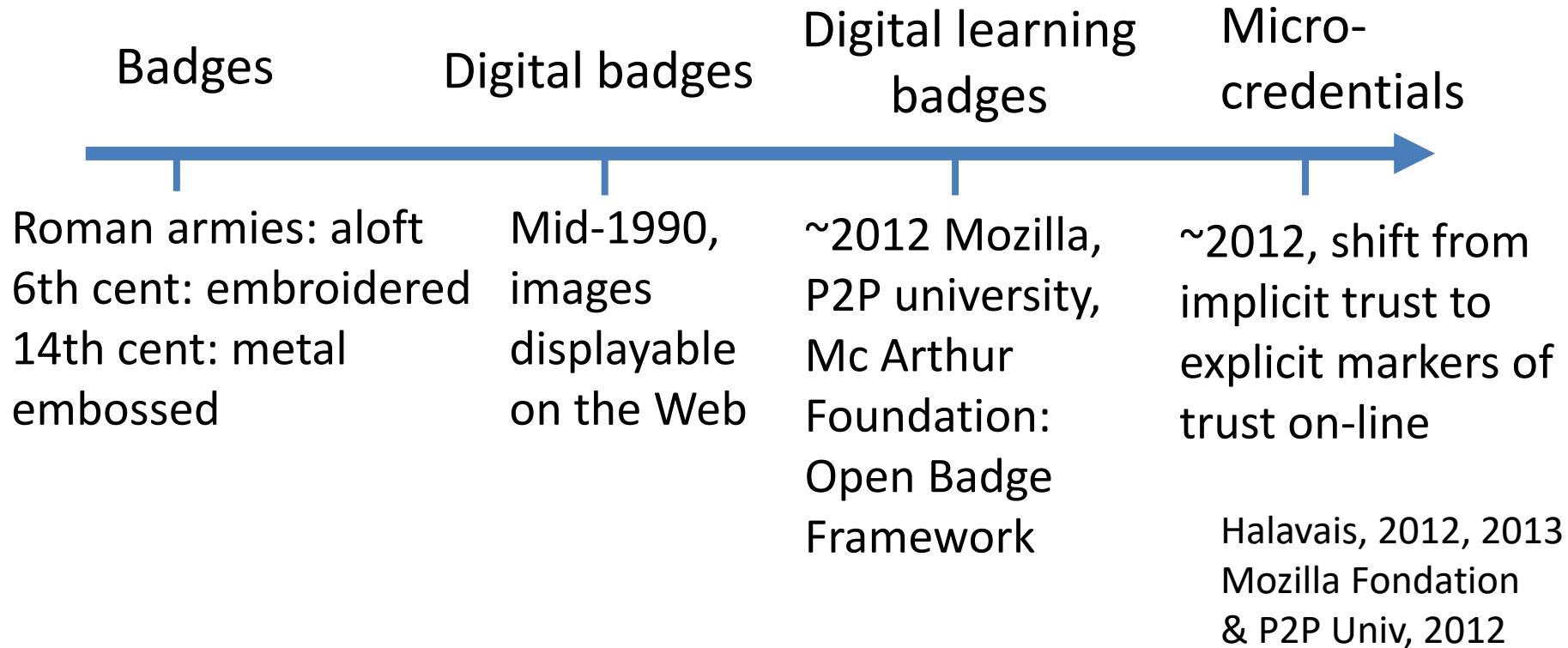
Mutual transformation

Effects of the learning dispositive on learning and teaching

Peraya, 2014

From badges to micro-credentials

Defining concepts: Micro-credentials



Badges and their value loaded history

Badge type	Role
Honor, authority and privilege	Signal group membership (military) Create rapid rapport and trust (religion) Make authority explicit (police)
Achievement, qualification, experience	Identify excellence or at least competence Shape behavior (martial belt)
Expression	Indicate prestige (pilgrims Middle Ages) Advertise a particular site

Guardian syndrome

Halavais, 2012

Learning badges: make intention clear

	Guardian values	Commercial values
Goal	Reward a process requiring significant time and effort	Reward specific behaviour extrinsically
Design	Point to deeper documentation to show process, time and effort	Assessment and issuing process must be open and documented

Halavais, 2012

Micro-credentials: early scholarly definitions

Khan (2013): Indication of expertise within a narrow area related to a course rather than a curriculum

Crotty (2013): Formal vision of less formal badge

Olneck (2012): “Insurgent credentials” that break the traditional institutional hold on knowledge production and recognition

Elkordy (2012): Established performance criteria

=> Make community endorsement (i.e. emergent learning governance) possible **beside** authority endorsement (i.e. stewarding learning governance)

Halavais, 2013

European Commission definition 2022

Emergent
governance

“ a) “**Micro-credential**” means the record of the learning outcomes that a learner has acquired following a **small volume of learning**. These learning outcomes will have been **assessed against transparent and clearly defined criteria**. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the learner, can be **shared and are portable**. They may be **stand-alone or combined into larger credentials**. They are underpinned by quality assurance following agreed **standards** in the relevant sector or area of activity. (... => i))”

EC, 2022, pp. 13-15

European Commission definition 2022

“ h) **‘Stackability’** means the possibility, where relevant, to **combine** different micro-credentials and **build logically upon each other**. Decisions to ‘stack’ or combine credentials lie with the receiving organisation (e.g. education and training institutions, employers, etc.) in line with their practices and should support the goals and needs of the learner. **Stacking does not create an automatic entitlement to a qualification or a degree. Such decisions are made by regional and national authorities or institutions in line with their awarding processes.**”

Emergent learning governance + Stewarding learning governance

EC, 2022, pp. 13-15

Open Education

Open Education

- Umbrella term
- Focus of interest:
 - Bologna & Paris models of **universities in the Middle Ages**, teaching focused, and either student or faculty led
 - OE = a diverse and complex compound entangling practices, concepts, scholarships, disciplines, etc., all driven by **Openness** (e.g. Weller, 2011)

Peter & Deimann, 2013
Cardozier, 1968
De Meulemeester, 2011

Openness: two philosophical underpinnings

Open = common good in the Middle Ages = shared, non-enclosed

Open = open and free in the 20th & 21st century = legal rights

=> Address a familiar issue, e.g. knowledge, in an unfamiliar way rather than address it in a familiar way

- Familiar way: replacing copyright by copyleft material
- Unfamiliar way: explore Openness in the Medieval understanding and study the underlying paradigm

Pomerantz & Peek, 2016
Class, 2023

Leverage Openness to avoid monstrous hybrids
and consider two non mixable routes

Openness: a lever?

Knowledge is an object of power
=> Respect guardian values!

	Guardian	Commercial
Holistic	Sharing Non-enclosed	Monstrous hybrid?
Mechanistic	Monstrous hybrid?	Open, free, legal rights

Two different routes!

Knowledge is an object of trade
=> Respect commercial values!

Thank you for your attention!

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Additional slides

Interplay between the 3 concepts

Pardigmatic alignment / Openness



Philosophy

Open Education

Learning dispositive



Means to make teaching and learning a reality

Micro-credentials



Means to certify knowledge and competences

Full list of values for both syndromes

TABLE 1 Two moral syndromes from Jacobs (1994).

<i>The guardian moral syndrome</i>	<i>The commercial moral syndrome</i>
Shun trading	Shun force
Exert prowess	Come to voluntary agreements
Be obedient and disciplined	Be honest
Adhere to tradition	Collaborate easily with strangers and aliens
Respect hierarchy	Compete
Be loyal	Respect contract
Take vengeance	Use initiative and enterprise
Deceive for the sake of the task	Be open to inventiveness and novelty
Make rich use of leisure	Be efficient
Be ostentatious	Promote comfort and convenience
Dispense largesse	Dissent for the sake of the task
Be exclusive	Invest for productive purposes
Show fortitude	Be industrious
Be fatalistic	Be thrifty
Treasure honor	Be optimistic

Jacobs 1994 cited by Halavais,
2012, p. 365



Example

5 ECTS - micro-credentials continuing education course <https://www.unige.ch/formcont/cours/docker-kubernetes-avance>

=> Commercial or guardian syndrome: reward a process requiring significant time and effort; programme, “diploma” supplement, portfolio, etc. or reward specific behaviour extrinsically; documents assessment and issuing process?



5 ECTS - programme development for a company with confidentiality constraints

=> Commercial or guardian syndrome?



«CAS in Software engineering» awarded by UNIGE ?

What about mixing micro-credentials across vocational training, HE and continuing education? Different regulations and logics in Switzerland

Triang model

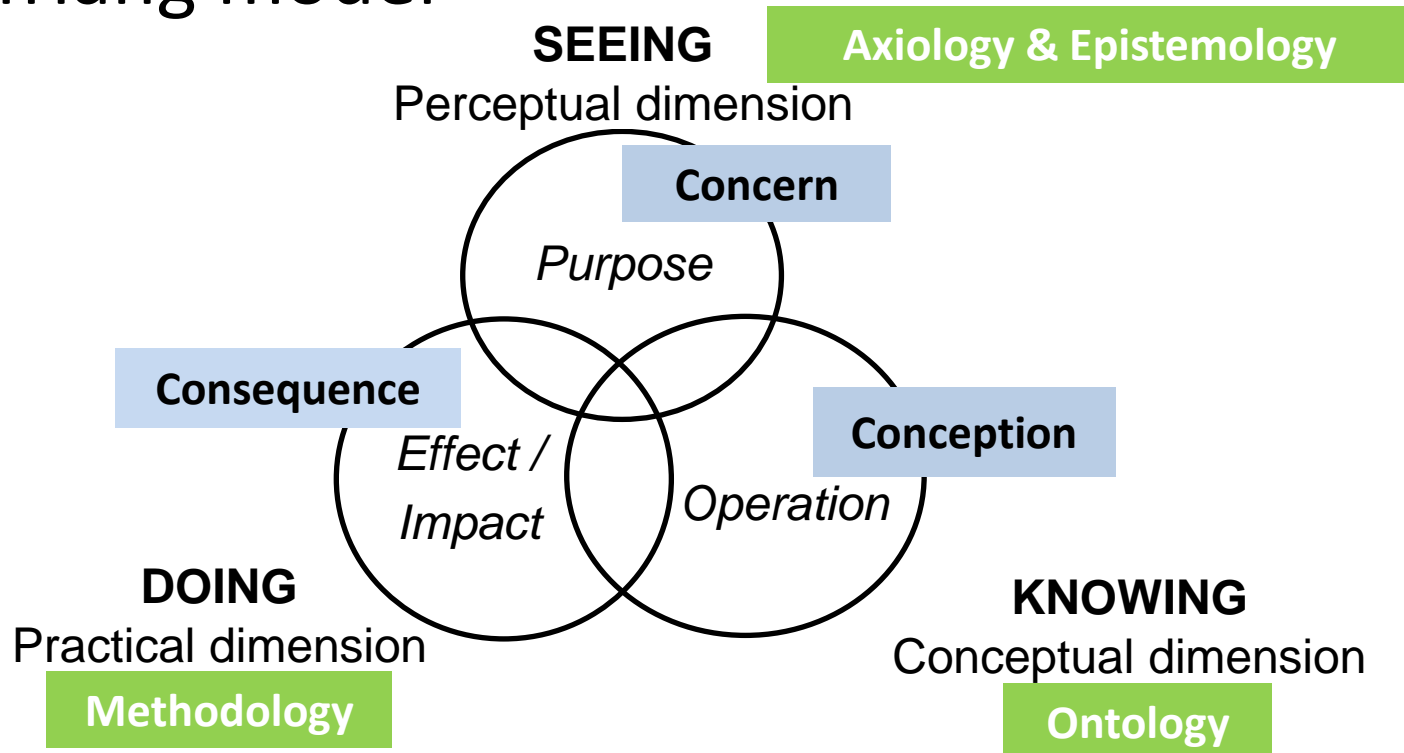


Figure 1: Dimensions of paradigm—key domains in relation to the university. Sterling, 2021, p. 7

Sterlings' model: What it means for HEIs (1)

Purpose

- Current state: Income, financial sustainability, status and positioning, ranking and reputation in a competitive market
- Challenge: Conscious re-purposing and expanding the system of concern to take full account of context (precarious state of the world, planetary limits) and reposition the university in alignment with its ethics, e.g. explore the *Magna Charta Universitatum* different versions

Sterling, 2021

Sterlings' model: What it means for HEIs (2)

Operationalisation

- Current state: Legacy of mechanistic tradition overlain and reinforced by neo-liberal conception of knowledge
- Challenge: Change the pattern from compartmentalisation to connection, building distributed leadership, participative and transparent culture, etc. to ensure the university is dynamic, open and permeable to its community

Sterling, 2021

Sterlings' model: What it means for HEIs (3)

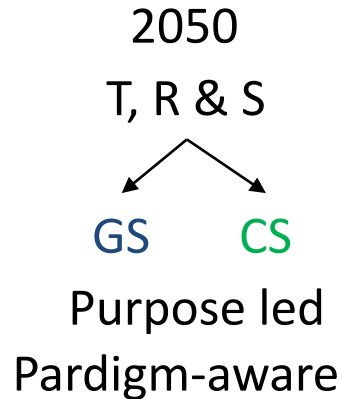
Practice, Policy

- Current state: Effects of HEI research on the community and the wider world; values, competencies & skills of graduates
- Challenge: Re-orientation and integration within planetary boundaries

Sterling, 2021

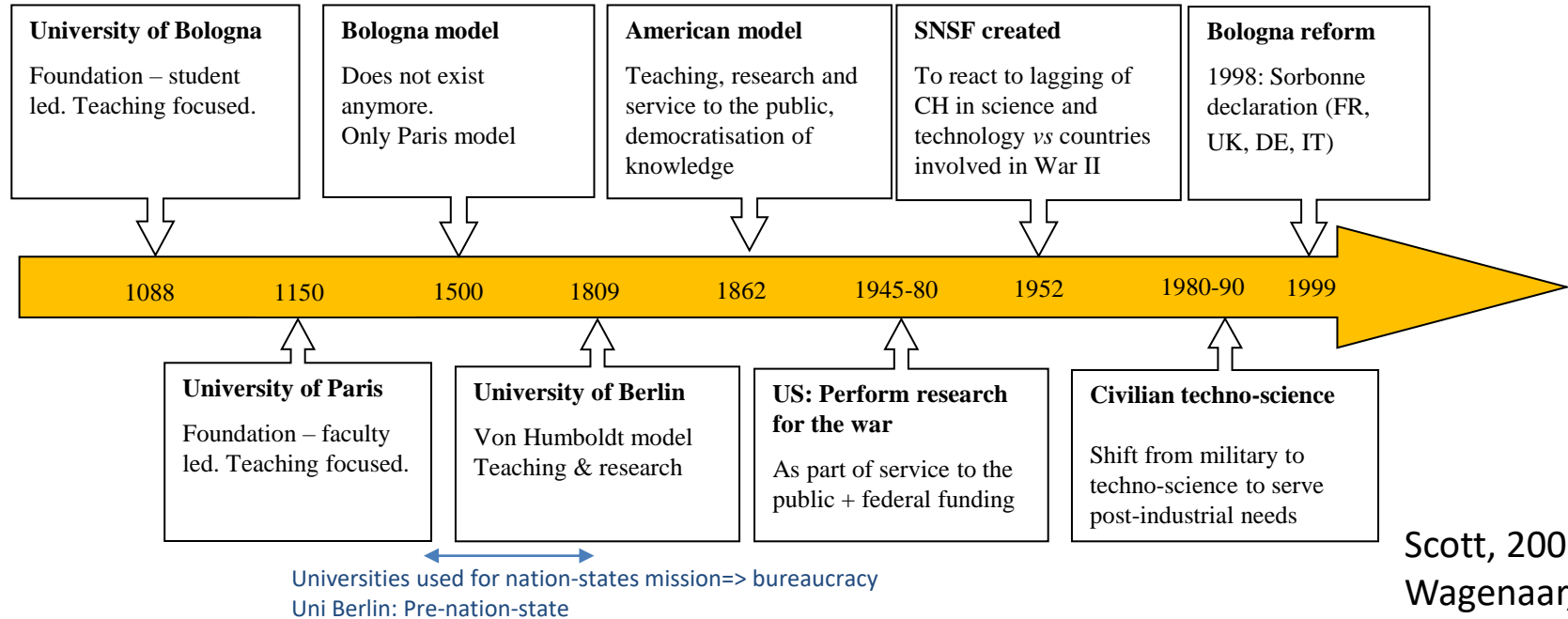
A postmodern conception of HEIs?

«Postmodernists argue that a "postinstitutional" society is inevitable, as "thick" medieval institutions such as the university, are replaced by "thin" modern or postmodern structures that resemble flexible, global networks (Zijderveld, 2000, pp. 20, 36)».



Zijderveld, 2000
Scott, 2006

History of the European University



Scott, 2006
 Wagenaar, 2022

HEIs' evolution ?

Middle Ages

XIXth Century

1860 USA

After 1945

1989

2050

Teaching only

Teaching &
research

Teaching, research
& service to the
public (T, R & S)

WWW

T, R & S

Student led
(Bologna > 1500)

Faculty led (1150, Paris)

Revive
medieval
practices
of sharing

GS CS

Purpose led
Pardigm-aware
?

Guardian syndrome (GS)?

Commercial syndrome (CS)?

