



University
of Victoria

Graduate Studies

Notice of the Final Oral Examination
for the Degree of Doctor of Philosophy

of

MICHAEL PASKEVICIUS

MPhil (University of Cape Town, 2011)
BComm (Ryerson University, 2005)

**“Exploring Educators Experiences Implementing Open Educational
Practices”**

Department of Curriculum and Instruction

Thursday, November 29, 2018
12:30 P.M.
Clearihue Building
Room B021

Supervisory Committee:

Dr. Valerie Irvine, Department of Curriculum and Instruction, University of Victoria (Supervisor)
Dr. George Veletsianos, Department of Curriculum and Instruction, UVic (Member)
Dr. David Porter, eCampus Ontario (Outside Member)

External Examiner:

Dr. Martin Weller, Institute of Educational Technology, Open University

Chair of Oral Examination:

Dr. Shannon Fargey, Department of Geography, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies

Abstract

This research focuses on how educators are using openly accessible sources of knowledge and open-source tools in ways that impact their pedagogical designs. Using a phenomenological approach with self-identifying open education practitioners, I explore how open educational practices (OEP) are being actualized in formal higher education and impacting learning design. Specifically, I examine how educators are bringing elements of openness into their everyday teaching and learning practice using educational technologies. I draw upon Giddens (1986) structuration theory, further developed for use in technology adoption research most notably by DeSanctis and Poole (1994) and Orlikowski (2000). This approach positions technologies as being continually socially constructed, interpreted, and put into practice. In an organizational context, the use of technology is intrinsically linked with institutional properties, rules and norms, as well as individual perceptions and knowledge. The findings suggest that OEP represents an emerging form of learning design, which draws from existing models of constructivist and networked pedagogy. Open technologies are being used to support and enable active learning experiences, presenting and sharing learners work in real-time, allowing for formative feedback, peer review, and ultimately, promoting community-engaged coursework. By designing learning in this way, faculty offer learners an opportunity to consider and practice developing themselves as public citizens and develop the knowledge and literacies for working with copyright and controlling access to their online contributions, while presenting options for extending some of those rights to others. Inviting learners to share their work widely, demonstrates to them that their work has inherent value beyond the course and can be an opportunity to engage with their community.