Introduction

A journey to unravel the intriguing synergy between AI and OER.

How do these two impactful "learning and teaching transformative drivers" co-exist and complement each other to redefine the educational landscape (open pedagogy) of the NWU and the Siyaphumelela network 3.0

OE Global 2024-04-10 10:00 PM ET AI & OER: Redefining Education

Authentic learning

In education, authentic learning is an instructional approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner.

Donovan, S., Bransford, J., & Pellegrino. (1999). How People Learn: Bridging Research and Practice. Washington, DC: National Academy of Science
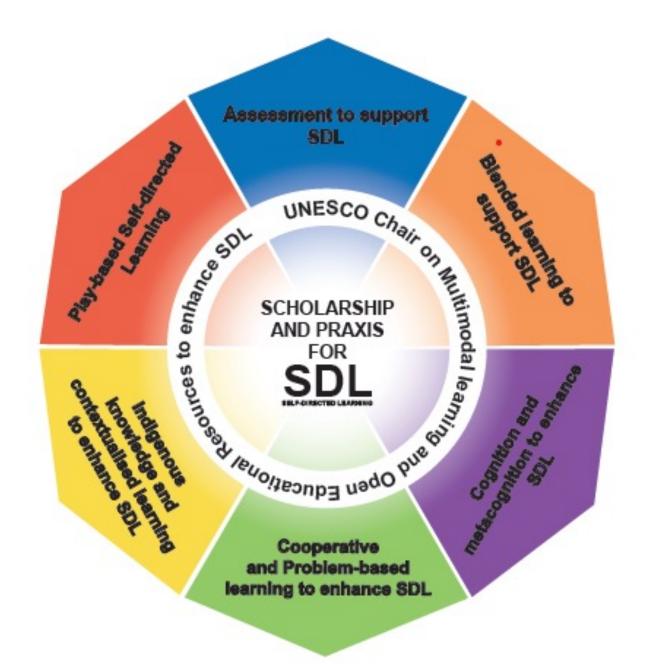
Authentic learning

- Quality - critical thinking, reflection etc.
- Teaching and learning processes - learner-centred, authentic activities, problem-solving, learner needs, "fit-for-purpose"
- Context - cultural and social and socio-economic
- Collaborative practices in assessment - online forums, discussion boards etc.
- Reflective practices in assessment - comprehensive and relevant feedback

NWU Self Directed Learning (SDL).

"In its broadest meaning self-directed learning describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975).

NWU SDL

Project

Description

Provide the necessary support to the UNESCO Chair in Multimodal Learning and OER to coordinate the co-development and publishing of OER artifacts/ textbooks with students, for use in the NWU curriculum and sharing with Siyaphumelela network 3.0 partners.

Motivation

Contributes to **student voice and agency** that advance **student ARAS** through participation in the **co-development of OER textbooks/ artifacts** for use in the **NWU curriculum and sharing with Siyaphumelela network 3.0 partners** and support of the **sustainable development goals UNESCO**. Both **staff and student capacity** to engage with **OER textbooks/ artifacts development** will be developed through participation in and **collaboration with the OER workstream of the Siyaphumelela network 3.0**

Target group
NWU students, Faculty staff (NWU pedagogy)

Participating stakeholders
UNESCO Chair in Multimodal Learning and OER; CTL, ARAS stakeholders
Siyaphumelela network 3.0 (OER workstream);
DVC TL (Progress and impact reporting);
Office of the VC (progress and impact reporting)

Goals
Support the **co-development and publishing of OER artifacts/ textbooks with students** to use in the NWU curriculum and share with Siyaphumelela network 3.0 partners

Deliverables

Identify the potential development of OER artifacts/ textbooks **informed by** teaching and learning **data analysis of modules at risk**, the focus on **STEM modules** with **a low enrollment pass rate** and collaboration with Siyaphumelela network 3.0 partners.

Identify staff and students that will engage with the development of OER artifacts/ textbooks.

Develop staff and student capacity to development of OER textbooks/ artifacts through **participation in and collaboration with the OER workstream of the Siyaphumelela network** 3.0.

Deliverables (Cont)

Co-develop OER artifacts/ textbooks with students.

OER artifacts/ textbooks are **available for use** in the NWU curriculum and sharing with Siyaphumelela network 3.0 partners

Develop and finalise a **good practice guide** on co-development of OER artifacts/ textbooks with students and share with Siyaphumelela network 3.0 partners

Provide **required feedback**, **annual progress reports** and **impact reporting** to the established NWU Student success and Siyaphumelela network 3.0 oversight structures

THANK YOU!