

Innovating pedagogy for autonomy, equity and wellbeing



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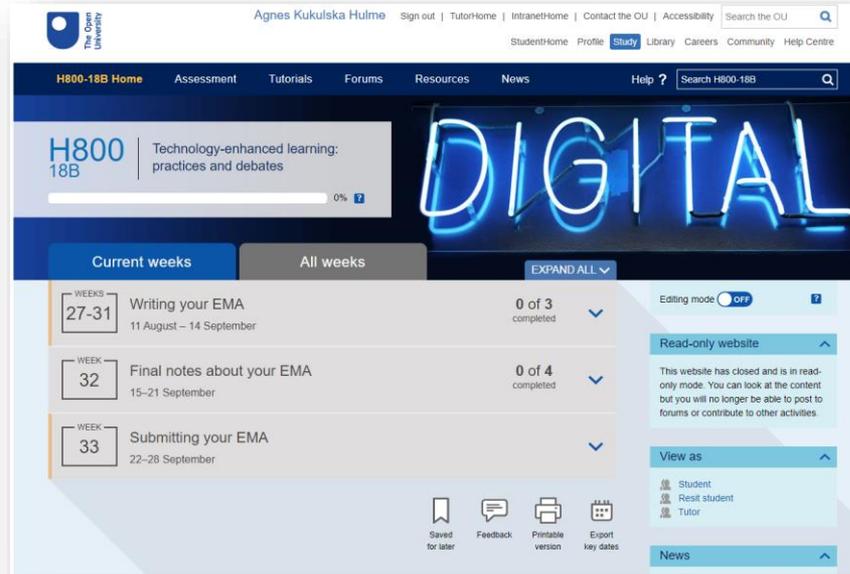
Learning Futures

Institute of Educational Technology

The Open University, UK



The Open University



Distance learning – remote higher education at scale

Supported by tutors,
student community,
study skills &
wellbeing services



Since 1969, we have promoted **educational opportunity and social justice** by providing high-quality education to all those who wish to realise their ambitions and fulfil their potential.

We celebrate diversity and the strengths that it brings.

The Open University



Learning Futures

Studies with migrants, marginalised populations, ethnic minorities



Europe:
Designs for mobile social learning
for migrants



UK:
Intelligent voice assistants for
migrants' speaking practice



Africa and Asia:
Marginalised students' access to
education through mobile phones,
English and local languages

We lead the Open University's *Innovating Pedagogy* annual reports since 2012

Exploring new forms of teaching, learning and
assessment

Innovations selected by report authors
(based on “novelty” + evidence from research &
practice)

<http://www.open.ac.uk/blogs/innovating/>



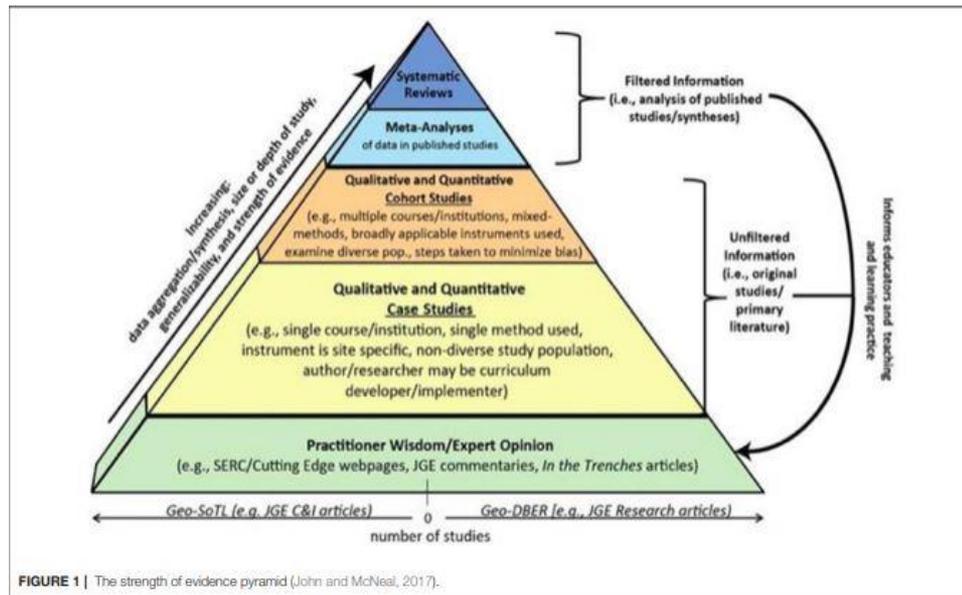
What do we mean by innovations?

New methods of teaching /
learning / assessment?

**New ways of thinking
about** teaching /
learning / assessment?



Suggested innovations – do they work? Where is the evidence?



Analysis of many research studies to assess the evidence

Research studies

Practitioner wisdom or expert opinion

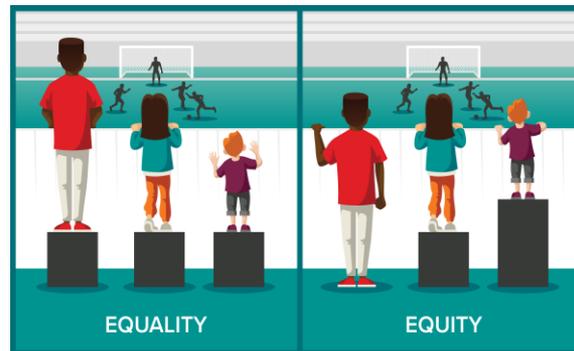
In: Herodotou, C. et al. (2019) Innovative Pedagogies of the Future: An Evidence-Based Selection. *Frontiers in Education*, 4, article no. 113. Open access article. <https://www.frontiersin.org/articles/10.3389/feduc.2019.00113/full>

Three themes from our reports 2021-22

Autonomy



Equity



Wellbeing



Image sources:

<https://medium.com/inspired-ideas-prek-12/whats-the-difference-between-equity-and-equality-in-education-ef20971e7fda>

<https://medium.com/sharing-by-mirco-pasqualini/wellbeing-the-next-disruptive-industry-by-tech-a276828aac50>

<https://pixabay.com/photos/gull-flying-lake-black-tip-seagull-5963207/>

Pedagogy of autonomy

Building capacity for freedom and independent learning

- Systems, methods and resources that encourage autonomy
- Confidence in the learner's ability to learn independently

Do you and your students see learning as a profession/ a set of skills?

Do you believe that self-direction and self-regulation can be developed?

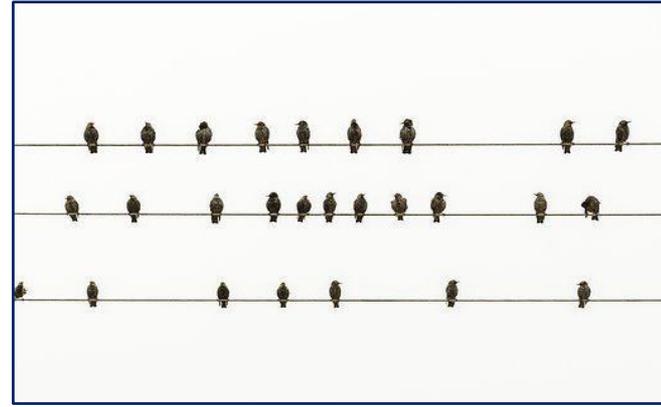
What self-regulation strategies do your students use, if any?



Pedagogy of autonomy

Self-regulated learning strategies:

- Self-organisation
- Time management
- Effort regulation
- Reflecting on learning
- Making links from past to present learning
- Revisiting concepts to add depth
- Critical thinking and questioning
- Collaboration with peers
- Seeking teacher help only when needed



Pedagogy of autonomy

6 Strategies for Promoting Student Autonomy

<https://www.edutopia.org/article/6-strategies-promoting-student-autonomy>

e.g.

Question Chips: These help students decide whether their questions about tasks are “must ask the teacher” or “could find out myself.”

Each student—or group—receives a limited number of question ‘chips’ (e.g., coins) for the class period or longer. These represent the number of times students can call on the teacher for help.



Image source:

<https://www.chronicle.com/article/how-to-make-your-teaching-more-inclusive/>

Social justice pedagogy

Education can help address injustices in lives and in society

Involves **examining how knowledge is produced and by whom**, questioning dominant opinions and assumptions

Engaging your students at various stages of the curriculum-building education process

Learning about who your students are, their communities or cultures

- Could your students have more say in the curriculum and content of materials?
- How might you include social justice themes in your subject?



Image: Mika Baumeister on Unsplash

Equity-oriented pedagogy:

Developing educational opportunities that are inclusive

It's the idea that **each student can achieve similar positive outcomes** - regardless of their background and characteristics such as gender, disability or ethnicity

Who is not participating in your class?
(do you offer multiple means of engagement and expression?)

Do your learners understand the assessment and its cultural norms?



Student co-created teaching and learning:

The co-creation of teaching and learning materials (and assessments) by teachers and students can lead to **greater empowerment of students and better relationships**

- Are your students able to participate in creating learning materials?
- Can they influence how they are assessed (evaluated)?
e.g. by humans or AI



A student and a teacher jointly designing an assessment task for a course.

Image: airfocus on Unsplash

Gratitude as a pedagogy

Reflecting on attitude to improve wellbeing and learning

Can help improve student–teacher and student–student relationships

Raises awareness of learning environment, increases understanding and focus

Do you and your students reflect on your attitudes before you start teaching/learning?

Could you find ways to change negative feelings towards a topic or activity?



Writing a gratitude journal can be beneficial to both teachers and students.

Example: A gratitude intervention – to help students feel connected

Bono, G., Mangan, S., Fauteux, M., & Sender, J. (2020). A new approach to gratitude interventions in high schools that supports student wellbeing. *The Journal of Positive Psychology*, 15(5), 657-665.

- Use of social media to give students a non-threatening way to practise gratitude
- Expressing and receiving gratitude (via notes of thanks, acknowledgements, appreciation...)

A web-app called **GiveThx** (<https://www.givethx.org/>) works like ‘social media’ in the classroom, but privately

- students can give and receive thanks with peers and teachers without the competitive or negative social comparisons common in social media

Best learning moments

Deep involvement or immersion in an activity or task, often accompanied by feelings of enjoyment

Students experience these moments when engaged in an activity that is challenging – but not too challenging

Do you know when your students experience their best learning moments?

How could you create better conditions for more best learning moments?



Capturing your best learning moments

Through photos, recordings, screenshots, notes...



Reflection:

- Why was it challenging?
- Why was it rewarding?
- What skills & knowledge did I use?
- Can I have more such moments?

Creating more (opportunities for) best learning moments

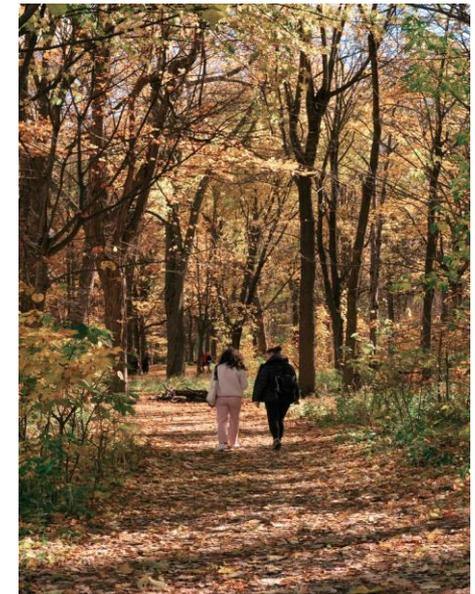
1. Listening to students and discussing with them what they have captured
2. Understanding their favourite challenges
3. Reflecting on skills and knowledge highlighted in their best learning moments
4. Planning new activities based on what was learnt from this joint reflection

Walk-and-talk

The act of walking facilitates thinking and discussion

It can lift spirits, clear the mind, spark new ideas, provide insights into life experiences, expand social networks

Conversations can be on the phone, via text messages, or directly between people walking side by side



Example: Walk-and-talk – connecting with places and people

Community project run by Learning Unlimited in London

Through walking with local volunteer guides and others, socially isolated migrants can engage in informal learning to:

- develop their language skills
- increase their knowledge of the local area
- find out about local services, support and opportunities
- meet locals and feel better!



<https://www.learningunlimited.co/projects/walk-talk/>

All Innovating Pedagogy reports are available here:

<http://www.open.ac.uk/blogs/innovating/>

Innovating Pedagogy 2019 report is available in
Portuguese

Open Research Online (ORO)

<http://oro.open.ac.uk/>

