Open Networked Learning

A Global, Sustainable Approach to Transformative Staff Development

KARLSTAD UNIVERSITY

ARCADA

zh aw

The organising team:
Jörg Pareigis, Alexandra Wirth, Filip Levälahti & Miriam Fischer

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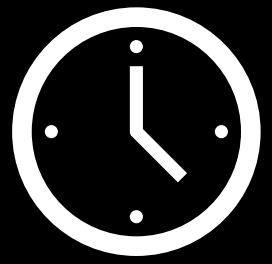
opennetworkedlearning@gmail.com

https://www.opennetworkedlearning.se/

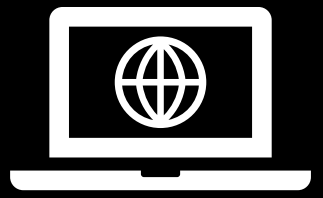
@opennetworkedlearning@mastodon.social

An open online course about open online teaching and learning

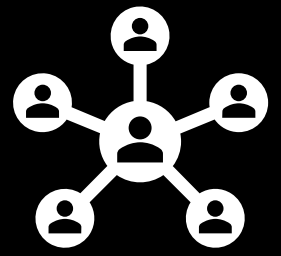
www.opennetworkedlearning.se



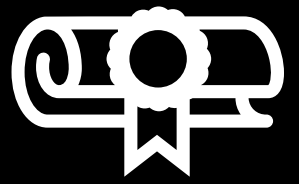
80 hours over 12 weeks



Free, open and fully online



Problem based learning



Course certificate

ONL252 community
Faculty of Capacity Development
Karlstad University
Stockholm University
University of Novi Sad
University of Cape Town
University of the Peloponnese
University of Pretoria
Arcada & Hanken
St. Pölten UAS
Higher Institute of Technological Studies of Béja
Careum Foundation
Federal University of Rio de Janeiro
Zurich Univ. of Applied Sciences
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Oldenburg University

ONL261 outline and topics

Getting started

1 week

Connecting

1 week

Online participation & digital literacies

2 weeks

Open learning, sharing & openness

2 weeks

Reflection week

1 week

Learning in communities - networked collaborative learning

2 weeks

Design for online & blended learning

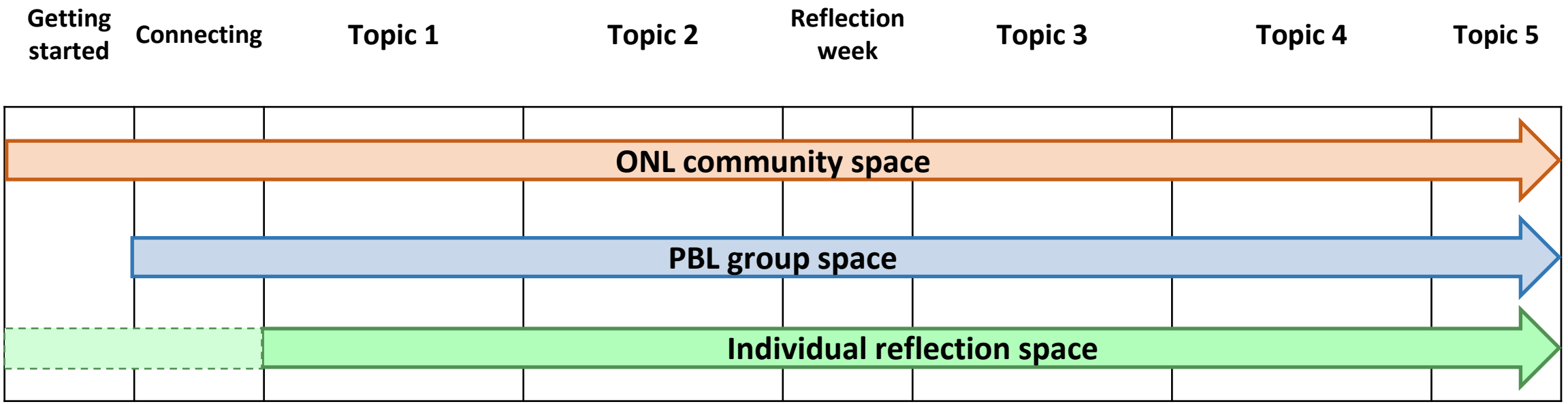
2 weeks

Lessons learnt - future practice

1 week

https://www.opennetworkedlearning.se/onl261-course-overview

Course overview (12 weeks)



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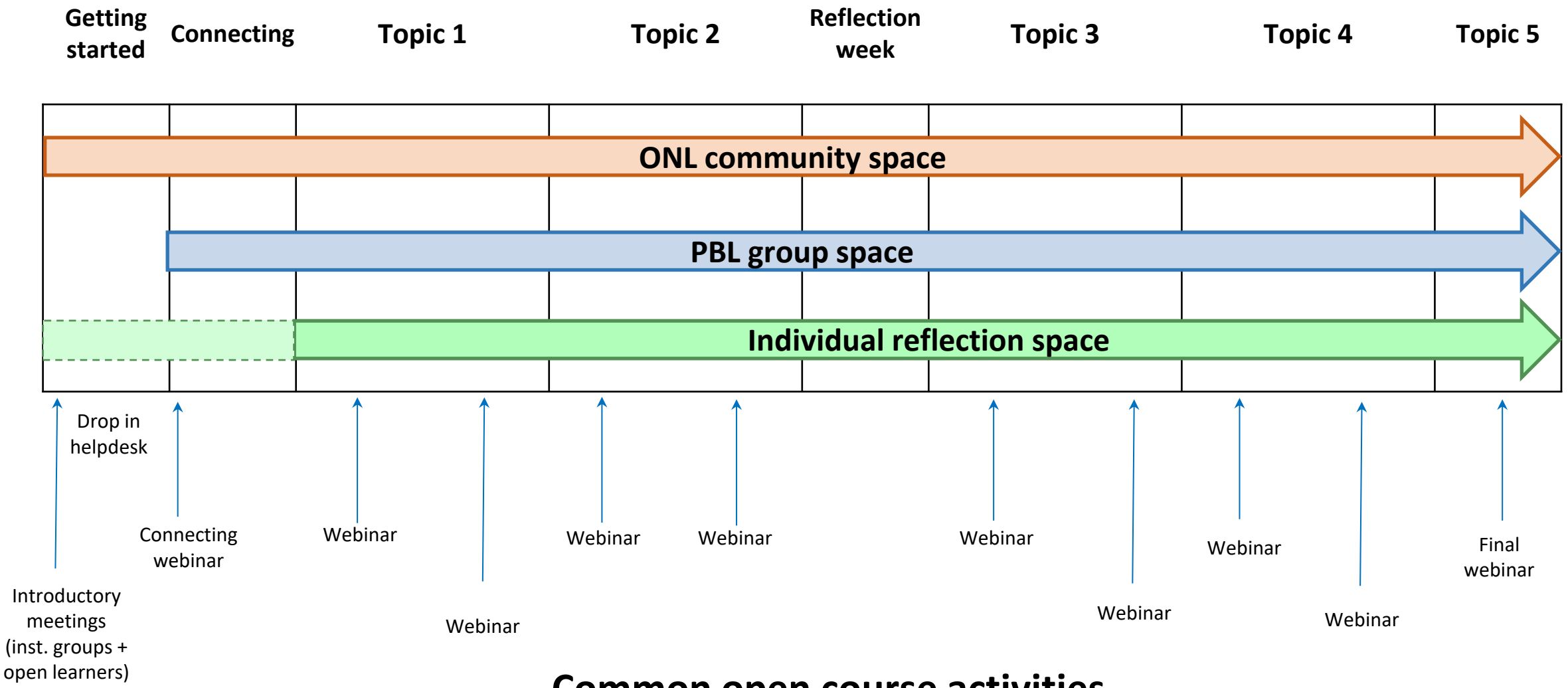


Common open course activities

Guest lectures by (among others)

Martha Cleveland-Innes

Alec Couros

Teresa MacKinnon

Chrissi Nerantzi

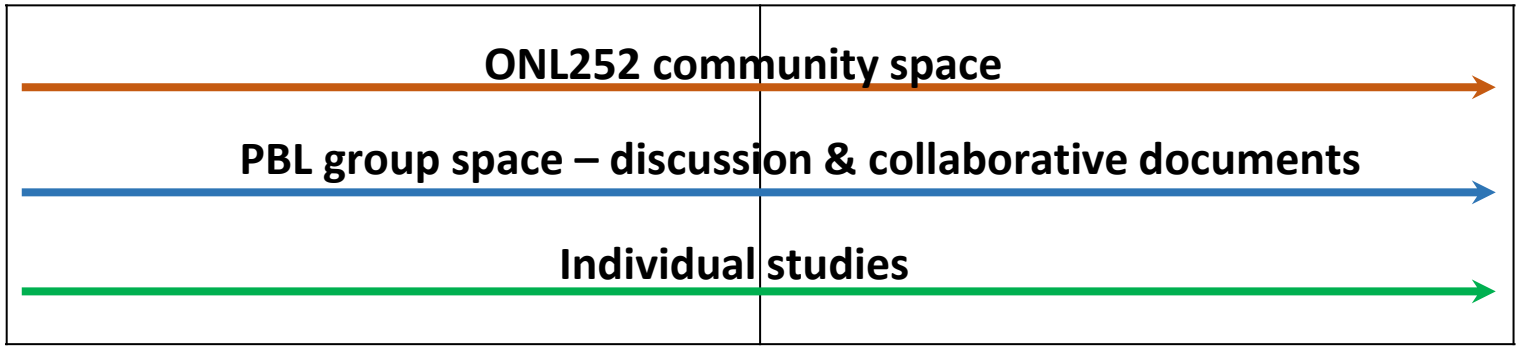
Maha Bali

Martin Weller

David White

Orna Farrell

Structure for studies during a 2 week topic



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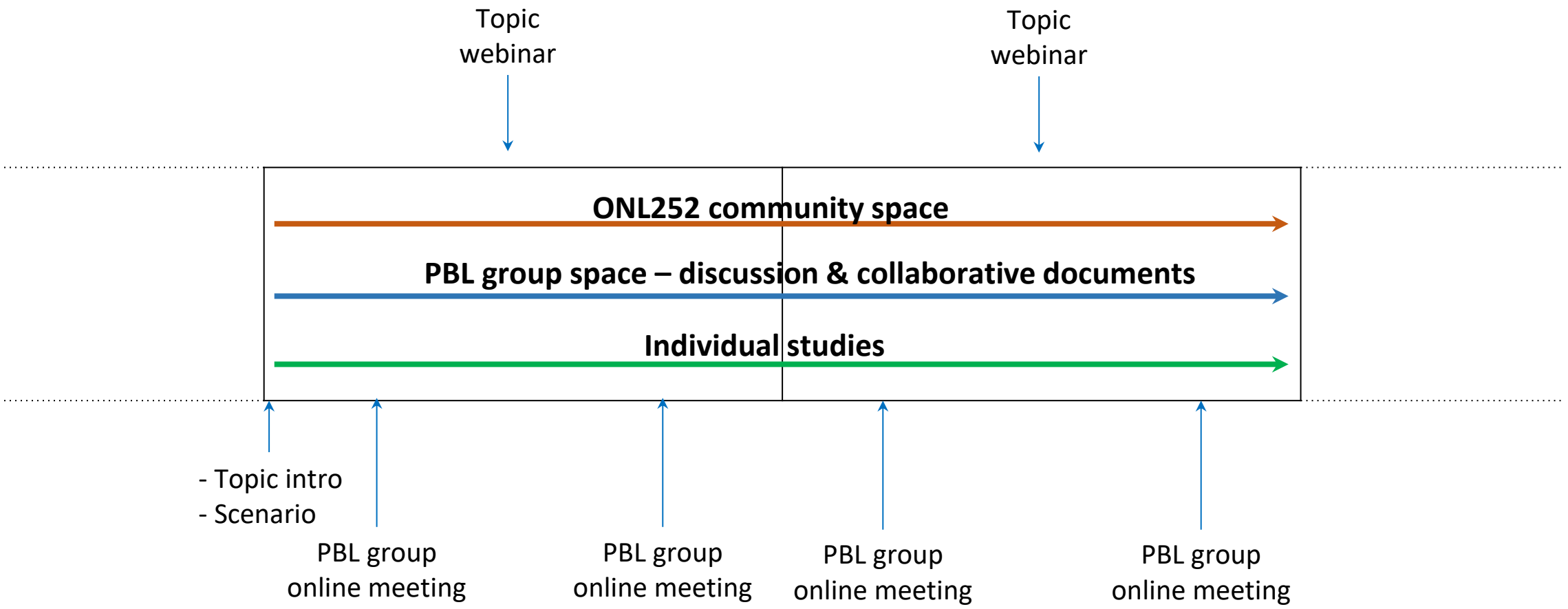

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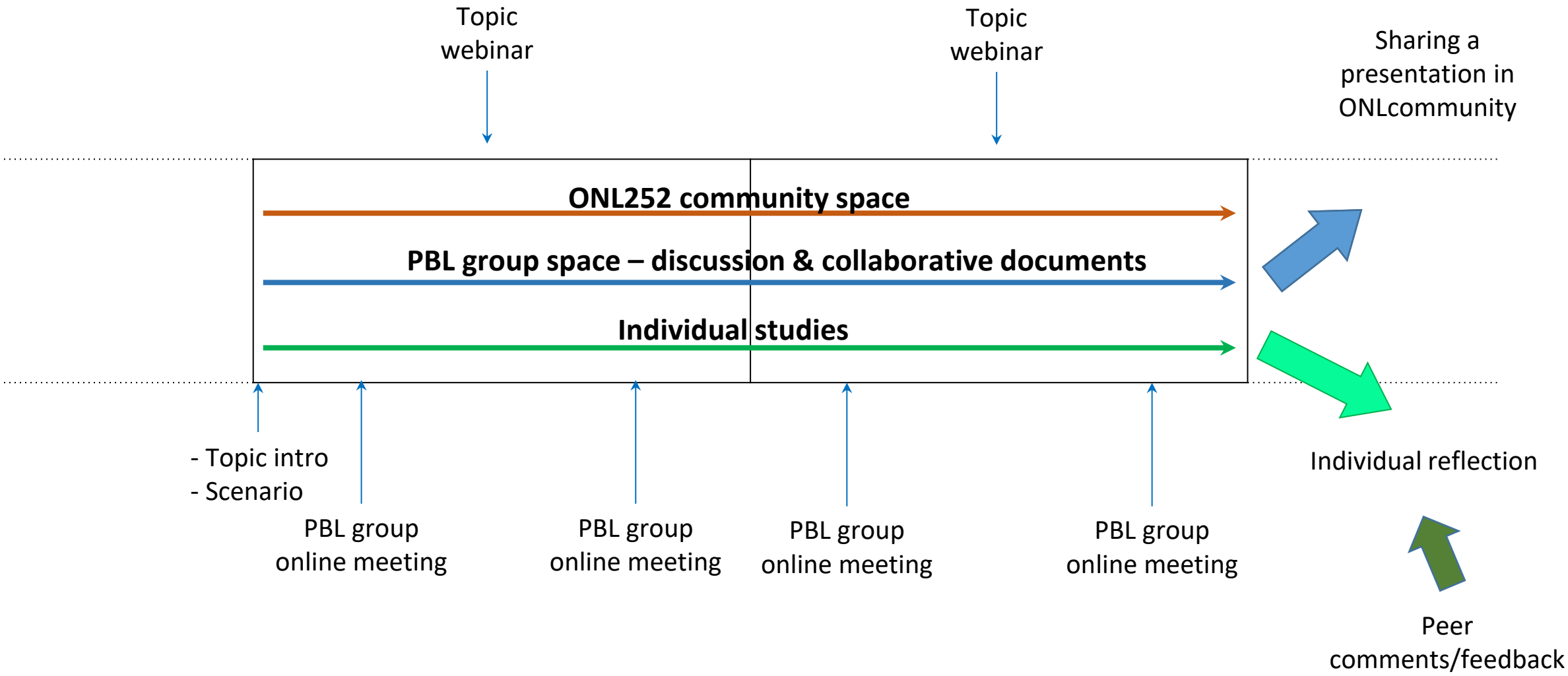
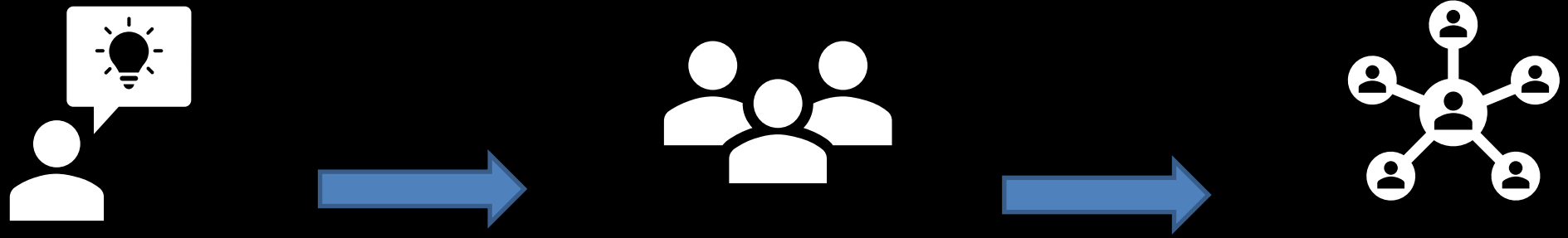


Onboarding process for institutions + team members



Open learner

Co-facilitator

Facilitator

Ana Maria Barral

Agneta Hedenström

Alastair Creelman

Alexandra Wirth

Andrea Korens

Anita Toh

Anne Whaits

Ann Scott

Anna Småros

Bernadine Mons

Bianca Crozier

Hans Bjurgren

Cath Fortune

Charina Ong

Christina Egger

Cecilia Hellekant

Oksana Chernysh

Danielle Santos

David Bevington

Diane Pilkinton-Pihko

Dragana Vukovic Vojnovic

Elisabeth Corell

Erik Månsson

Esther Ventura-Medina

Eveliina Asikainen

Fredrik Backlund

Anders Gerestrand

Gideon M Jonathan

Gizeh Perez Tenorio

Grace Magama

Anna Granberg

Gregor Theilmeier

Hafizah Osman

Helena Lööf

Irina Pericin

Bahareh Aghajafari wolde

John Weston

Jonas Bäckelin

Jean-Paul Murara

Judit Hahn

Jeffrey Vernon

Katarzyna Radke

Karin Boberg

Kelly Maroon

Kiruthika Ragupathi

Krysta McNutt

Kevin Kuang

Lars Harrysson

Lars Uhlin

Leena Katto

Lena Örnberg

Filip Levälahti

Lotta Åbjörnsson

Lotta Fröjdfeldt

Luis Costa

Maria Christidis

Maria Kvarnström

Maria Sandborgh

mariatestar

Marja Elonheimo

Mary Scholl

Marita Galani

Miriam Fischer

Mirko Ahonen

Minna Koponen

Charlotta Edlund

Marta Surbevski

Muwahida Liaquat

Nathalie Baumann

Nadia Cheikhrouhou

Nicolette Karst

Olga Novikova

Jörg Pareigis

Patrik Holm

Per Sandén

Peter Fogel

Rafi Rashid

Raheel Tajuddin Lakhani

Rachel Forsyth

Sabine Meise

Sandeep Patil

Selen Savsin

Silvana Pérez Läherinta

silvia montanari

Simoné Janssen

Sinéad Whitty

Alan Soong

Sofia Jonsson

Bianca Le Cornu

Suzana Chaves

Suzanne Bancel

Thashmee Karunaratne

Tiina Pylkkönen

Tore Nilsson

Ulf Olsson

Jukka Välimäki

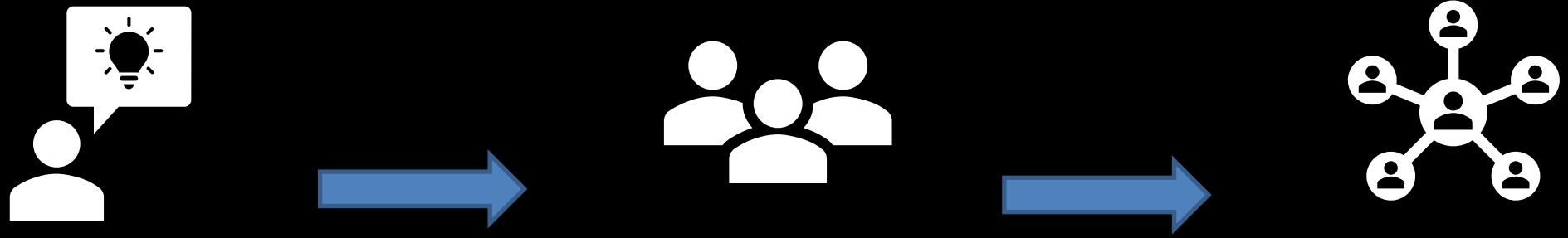
Verily Tan

Vesna Bulatović

Viveca Larsson

Veruscka Xavier Filgueira

Onboarding process for institutions + team members



Open learner

Co-facilitator

Facilitator

INTERNATIONAL JOURNAL FOR ACADEMIC DEVELOPMENT
2024, VOL. 29, NO. 2, 169–184
https://doi.org/10.1080/1360144X.2024.2350652

Routledge
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Open networked learning – a course, a community, an approach

J. Pareigis[a], M. Kvarnström[b], B. Cefa[c], J. Y. H. Bai[c], O. Zawacki-Richter[c], L. Uhlin[d], N. Jakobsson[a] and G. Theilmeier[e]

[a]Centre for Teaching and Learning, Karlstad University, Karlstad, Sweden; [b]Department of Health, Medicine and Caring Sciences, Linköping University, Linköping, Sweden; [c]Center for Open Education Research (COER), University of Oldenburg, Oldenburg, Germany; [d]Didacticum, Linköping University, Linköping, Sweden; [e]Division of Perioperative Inflammation and Infection, Department of Human Medicine, University of Oldenburg, Oldenburg, Germany

ABSTRACT

Open Networked Learning (ONL) is a collaborative open online course for higher education educators worldwide, focusing on open education, collaborative learning, and course design. The interorganizational course welcomes both institutional and open learners from around 30 nations. Delivered 17 times since 2014 with up to 120 participants in each session, ONL employs problem-based learning to foster digital competencies and strengthen community development. Rooted in the European Framework for Digital Competence of Educators (DigCompEdu), a study involving 48 participants revealed statistically significant, across-the-board competence enhancement post-course, affirming ONL's efficacy. The article also summarizes our experiences and learnings from participating in and organising the course over the past ten years.

ARTICLE HISTORY
Received 4 September 2023
Accepted 11 April 2024

KEYWORDS
Academic development; community of practice; DigCompEdu; open education; problem-based learning

Introduction

Academic development programs in higher education have been established and systematically investigated for decades (Amundsen & Wilson, 2012). Also referred to as faculty, professional, or educational development, they can take many different forms, both formally and informally, and include diverse areas such as technology-enhanced teaching, recognition of an individual's teaching identity, and partnership engagements with faculties and departments (Sugrue et al., 2018). Initiatives usually focus on three interdependent levels: the institutional, the program, or the individual (Hénard, 2010).

Problem-Based Learning in International Online Groups

Alastair Creelman, Maria Kvarnström, Jörg Pareigis, Lars Uhlin and Lotta Åbjörnsson

BACKGROUND

Open Networked Learning (ONL) is a learning-by-doing online course for educators in higher education who wish to develop their skills in designing and teaching collaborative online courses. It was developed in response to a growing need for courses dealing with online teaching and learning. Furthermore, it is a result of educational developers looking outside their own universities to collaborate within their network of colleagues nationally and internationally. Instead of each institution running its own internal course, the partner institutions collaborate on a common course that offers both internal professional development and practical experience of virtual mobility. Educators gain the opportunity to engage in learning and collaborating with colleagues from universities around the world in multidisciplinary groups with problem-based learning as a foundation.

The course is run in a unique collaboration between currently 14 institutions from six countries (Sweden, Finland, Germany, Switzerland, South Africa and Singapore) with approximately 100 participants per iteration. In addition, the course also accepts a limited number (20–30) of open learners representing, over the years, a further 25 countries. Institutional participants are credited for 80 hours of professional development from their own institutions. Open learners are awarded certificates for completing the course.

In line with its name, the course is offered on an open platform (WordPress) and under a Creative Commons license (CC BY-NC). All course material is openly available, and even unregistered learners can follow the course, though they are unable to participate in the community discussions

DOI: 10.4324/9781003144175-9

INTERNATIONAL JOURNAL FOR ACADEMIC DEVELOPMENT
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[a]Centre for Teaching and Learning, Karlst
and Caring Sciences, Linköping University
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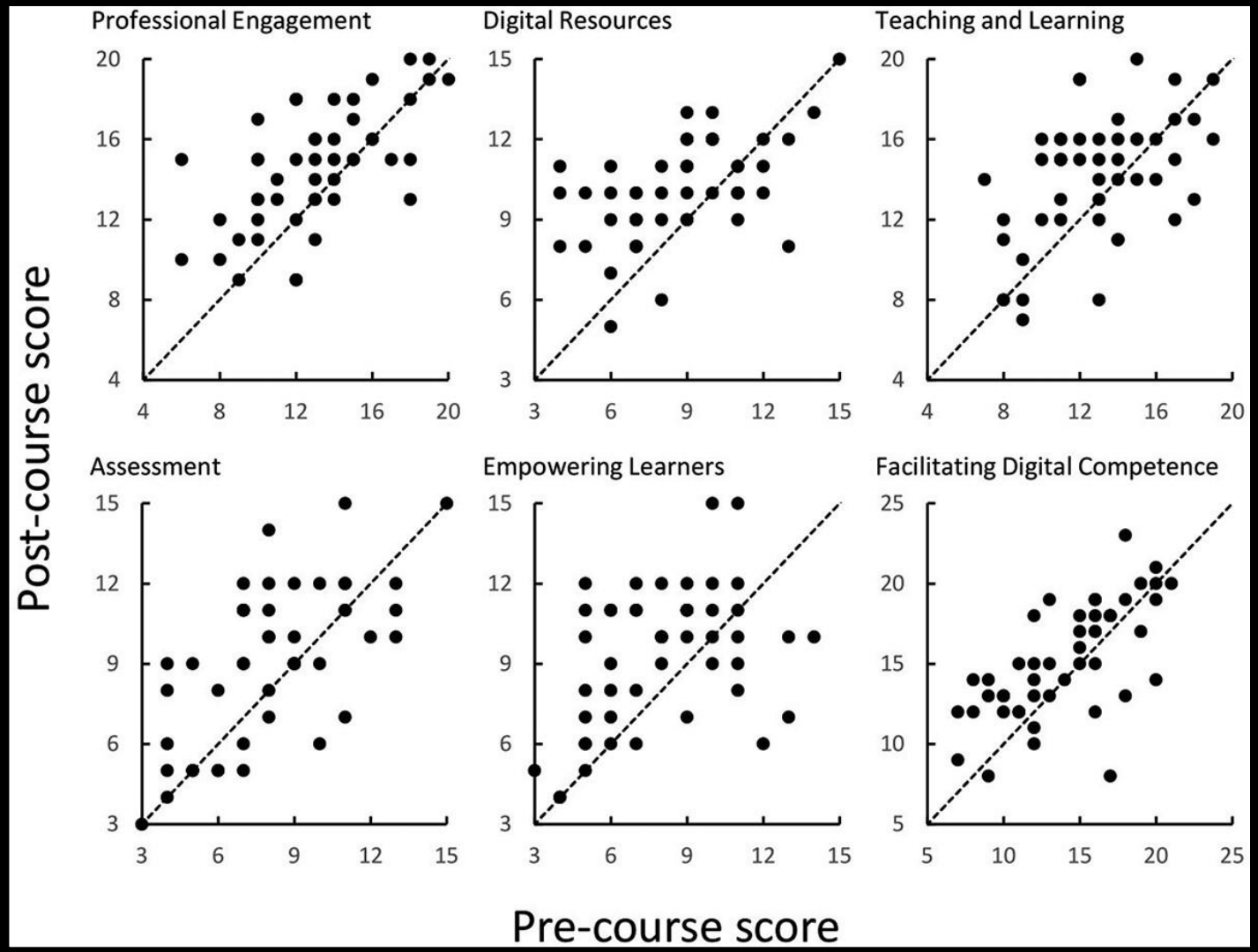

ONL research team

Contact

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Gregor.Theilmeier@uol.de

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Hanken School of Economics

Nadia Cheikhrouhou

Higher Institute of Technological Studies of Béja

Alexandra Wirth

Careum Foundation

Ongoing qualitative study on the ONL facilitator experience and its influence on Educators' professional identity and practices.

Agency

- It gives you a sense of agency, or freedom of thought. And you start questioning the way things are done in your environment.
- In the past, I believed that the education system is like fixed… and by participating in ONL… you see that things can be done differently

Reconceptualising teaching & learning

- I saw that today… teaching is not sharing your knowledge with the students. I understood that… knowledge is generated by the people, by this group.
- During the course, when I was a learner… I could see how students could perceive problem-based learning. That was really valuable — to learn from students' perspective once more.
- After that course, I could say that the course changed the perception of teaching.

Experiential & relational transformation

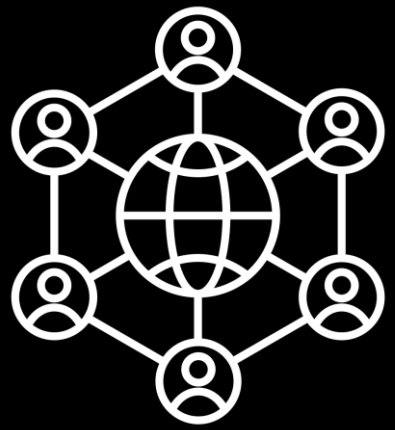
- It changed me also how you could work online, cooperative.
- I have not myself been in a PBL learning situation… this was the first time when I went through the whole process myself.
- I learned a lot about how you can take small steps towards something.
- That was such a great experience. I had so much fun with my group.
- I thought never ever that you could become so close to a person you have never seen. It is a safe environment.

Preliminary findings

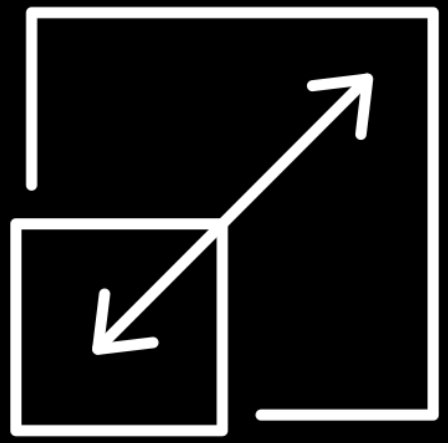
Voices from the ONL team:
Facilitator experience and its influence on
Educators' professional identity and practices.

Benefits of #OpenNetworkedLearning

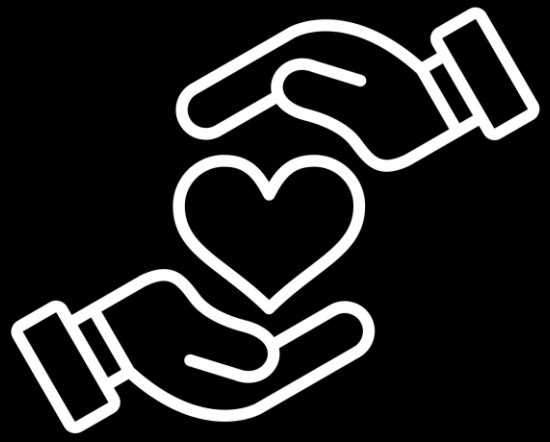
Transformational staff development



Global collaboration



Scalable and sustainable



Community of practice

Challenges

1. **Institutional support:** Some HEIs view participation as too resource-intensive because facilitators must be provided.
2. **Participant diversity:** Global openness brings varied digital literacy levels, cultural expectations, and language backgrounds -> uneven engagement.
3. **Attrition and workload:** Online programs face dropouts; ONL mitigates this through strong facilitation and reflective practices, but participation still requires significant commitment.
4. **Recognition of outcomes:** Despite its proven impact, participation is not always institutionally recognized or rewarded. Formal requirements for teachers' competence development very beneficial.

Heds

www.heds.network

HEDS – Higher Education Didactics for Sustainability

Transform your teaching, foster critical thinking, shape a sustainable future. Join HEDS today!

What?

This course provides participants with the forum to transform their pedagogical approaches in relation to the framework Education for Sustainability (EfS), leveraging a problem-based learning approach. This peer-led &

www.relearn.se

Re:Learn – kollaborativt lärande om undervisning i akademisk informationskompetens

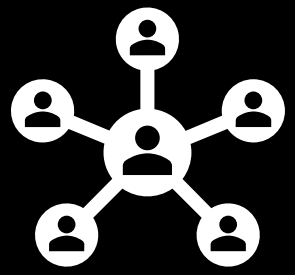
EN NY OMGÅNG AV RELEARN STARTAR 3/11 och avslutas 5/12 2025.

Om du är nyfiken och vill veta mer är du välkommen till vår **informationsträff den 6/10 kl. 15-16** (zoomlänk). Eller hör av dig till oss i kursteamet när som helst!

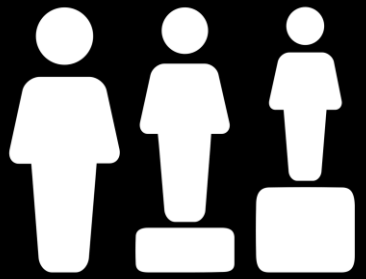
OBS: senast anmälan (som är bindande) den 20/10.

Att kunna söka, kritiskt granska och själv använda vetenskaplig information, till exempel genom att behärska ett akademiskt skrivande ingår i den akademiska informationskompetens/litteracitet som är ett av de grundläggande målen i

Lessons learned

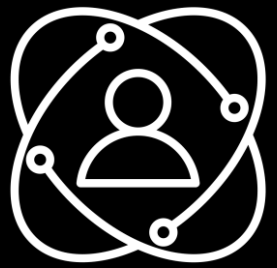


Community is the curriculum

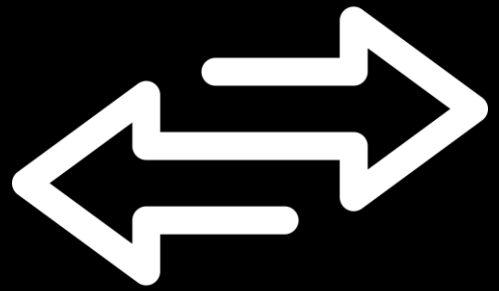


Openness enables equity

Sustainability depends on renewal



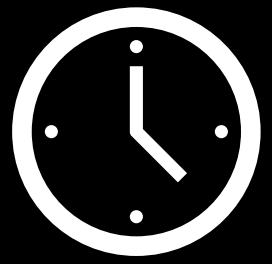
Transformation requires experience, not just theory



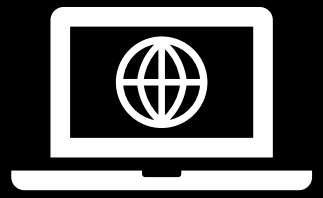
Transferability

An open online course about open online teaching and learning

Join the fun: #ONL261



February 23 – May 17



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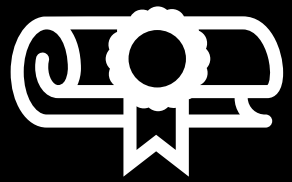

Course certificate

https://www.opennetworkedlearning.se/register-for-onl261/

Layered approach to openess

Photo by K8 on Unsplash

Have fun and enjoy the ride!

Photo by Matt Bowden on Unsplash