



Editorial for Volume 1, Issue 1 (2021): Promoting Innovation in Research and Practice

George Veletsianos 
School of Education and Technology
Royal Roads University

Michele Jacobsen 
Werklund School of Education
University of Calgary

Valerie Irvine 
Faculty of Education
University of Victoria

Correspondence:

c/o OTESSA Journal

Email: [journal at otessa.org](mailto:journal@otessa.org)

Keywords: educational technology, online learning, open education, digital learning, digital scholarship, open scholarship, editorial



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This licence allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

Welcome to OTESSA!

We are excited to publish the first issue of the Open/Technology in Education, Society, and Scholarship Association (OTESSA) Journal. OTESSA was formed in 2019 with the goal to provide an inviting community to drive innovation, research, and practice in areas where either technology or openness intersect with education, research, and, more broadly, within society.

Naming Our Association

Open displays prominently in our name. However, our association of scholars and practitioners is dedicated to more than open education. Addressing the pressing and complex problems facing education and society requires that research and practice addresses the intersections and the relationships between technology, openness, education, society, research, and practice. Instead of instrumentalizing openness, we recognize that openness is intertwined with various issues such as power and privilege. To that end, we strive to be an inclusive organisation that promotes, supports and publishes work in the areas and intersections of educational technology, instructional design, the learning sciences, digital, online, and open education as these fields span scholarship, design, teaching, and learning. We welcome work at the intersection of technology and society as it affects all facets of how we connect and learn. We seek to bring together those working in teaching and learning with those working in scholarship, given that librarians, designers, and educators have much in common. Similarly, we seek to support all areas of education, including K12, higher education, workplace learning, and informal and lifelong learning as these share both struggles and successes in navigating the integration of technology for learning or the adoption of openness in their systems and cultures. While OTESSA is a Canadian non-profit corporation with the goal of connecting researchers, practitioners, and other stakeholders from across Canada, our scope is very much international. International executive advisors are on our board and we aim to contribute to and expand international discourse, collaboration, and advocacy.

Our Mission

OTESSA supports networking between and among researchers, practitioners, graduate and undergraduate students, librarians, designers, educators, administrators, policy-makers, and other stakeholders both nationally and internationally, from K12, post-secondary, workplace, or informal learning settings. Our association builds relationships, supports professional partnerships, enhances communications, shares resources, and encourages innovation. OTESSA supports the development of new research and practice, promotes research opportunities, and disseminates and applies research results. We strive to inform policy and practice regionally, provincially, nationally, and internationally.

Our mission is intertwined with our dedication to issues of equity, diversity, inclusion, and decolonization, which are the lenses we use to inform all of the association's work. For example, among the many steps we have taken so far, we include the following

- OTESSA's board of directors includes an equity officer, as well as Francophone and Indigenous representation. Our goal is to broaden the board's diversity, aiming for gender-balanced representation from various provinces and territories, while drawing upon expertise from across the globe.

- OTESSA's conference registration rates vary according to various factors that differentiate abilities to pay conference fees
- Our journal is open and welcoming to scholarship broadly defined, regardless of whether it is empirical or theoretical, transdisciplinary, critical or situated within the canons of a particular discipline.
- In developing the OTESSA Conference program, we are intentional about inviting, welcoming and showcasing diverse and underrepresented voices and perspectives and disrupting hegemony and homogeneity.

We invite opportunities, suggestions, and collaborations that will help us to do more to promote equity, diversity, inclusion, and decolonization through our association.

Our Beginnings

OTESSA was formed right before the COVID-19 pandemic impacted all of our lives. We are very thankful to our board, volunteers, members, and sponsors for sharing our vision and supporting the growth of this new association. Many have persisted to build a movement and a community that advocates for a world in which technology improves learning and teaching, research and scholarship, and has a positive impact on society, while critically assessing and opposing the negative influences that can exist in an analog society and can be channeled, and sometimes amplified, through technology. In order to advance our work, the Association commits to being a collective and connecting with diverse voices from researchers, practitioners, and all stakeholders. We commit to an inclusive approach in promoting innovation; thus, we created both a research and practice stream in our journal and our conference sessions/proceedings. We recognize that no single knowledge mobilization effort can adequately support the diverse needs and pressures that different stakeholders face in sharing their ideas. We have therefore sought to provide multiple pathways for engagement, including simple abstracts for conference session submissions, to layering on options to publish either short papers in peer-reviewed conference proceedings or full papers in our peer-reviewed journal.

We have opted to become an association member of the Federation of the Humanities and Social Sciences and we have the option to host an annual conference within Congress, with reciprocity attendance agreements with several of its other association conferences, including CSSE, CSSHE, and CASAE, with the potential to expand to more collaborations in the future. At our 2021 conference, we presented three \$500 graduate awards to talented new researchers and practitioners, indicating early our desire to engage and support graduate students in taking leadership in expanding OTESSA.

We aim to expand the scope of recognition, showcasing, and celebration of innovative scholarship and practice in the future. We expect to host conferences, online events, and other community-building options both within and independent of Congress as we build and grow our association. These opportunities to connect and collaborate can be situated globally, co-located, or fully online and we look forward to building partnerships with organizations in the pursuit of common goals. We hope that you will engage with us and help shape a better future for learning, teaching, and sustaining our world. You can connect with our work as follows:

The [OTESSA Website](#), which includes our blog, annual conference websites, membership and sponsorship information and sign-up, also links to our journal and conference proceedings:

- [OTESSA Journal](#)
- [OTESSA Conference System](#) with Published Proceedings

We are excited to welcome you as a reader to the inaugural issue of the OTESSA Journal. At present, our journal is double-blind peer-reviewed, although we are exploring options for self-selection of alternative review models, so that individuals can select pathways that support their individual circumstances, needs, and goals.

For our first issue, we are publishing 3 research articles and 3 practice articles. We gratefully acknowledge the peer reviewers and copy editors, who have made this issue possible, and thank them for contributing support in bringing you the following research and practice articles.

Research Section Overview

Support to Rural, Remote and Northern Counsellors: The Unique Features Inherent to Video-Conferencing Technology by **Micheala Slipp**

Slipp examined the use of video conferencing technology in clinical supervision settings, specifically in supporting nine counsellors in Canadian rural, remote, and Northern contexts. Findings from this qualitative study highlight the contextual factors that impact practice, as well as a number of opportunities and barriers counsellors report in using video conferencing technology.

The Design and Evaluation of Online Faculty Development for Effective Graduate Supervision by **Michele Jacobsen, Hawazen Alharbi, Lisa Taylor, Les Bairstow, and Verena Roberts**

Jacobsen et al. utilized a design-based research approach to explore ways to improve the quality of graduate supervision using a massive open online course. Surveys, interviews, and system data were collected to assess the design, learner experiences, and the impact of the course on graduate supervision practices. The findings from this study show impact on graduate supervisor learning, goal setting, and their practice. Recommendations for design and practice, including insights about graduate supervisor development in interdisciplinary online learning environments, are provided.

Open Pedagogy and Transdisciplinary Thinking: Making Connections Through a Visual Artefact Self-Study by **Constance Blomgren**

In this article, Blomgren explores an innovative approach via self-study as she develops a Science, Technology, Engineering, Art, and Mathematics (STEAM) OER project. Two questions are examined: How do Open Pedagogy attributes contribute to a transdisciplinary STEAM OER pedagogical stance? and How can one apply visual artefact self-study as intentional critical friends to examine professional value and to enhance pedagogical self-understanding? In closing, assertions are provided for open educators and researchers interested in the practices of transdisciplinary, open curricular and pedagogical processes.

Practice Section Overview

OTESSA Submission for Government of Canada 2021 Pre-Budget Consultations in Advance of the Federal Budget by **the Open/Technology in Education, Society, and Scholarship Association**

This practice article contains OTESSA's submission to the Government of Canada federal pre-budget submission, which is a consultation process whereby organizations and the public can submit briefs outlining arguments in favour of initiatives or funding requests to be considered prior to the release of the official government budget. Our submission contains seven recommendations and was developed after an open process that solicited both member and public input. This submission has been identified as an exemplar of how associations can take proactive leadership steps toward government advocacy as it pertains to education. We encourage stakeholders around the world to consider using this submission as a model and advocate for government support at organizational, provincial/state, and/or national levels.

Building Bridges and Breaking Barriers: OER and Active Learning in Mathematics by **Ann Gagne, Xinli Wang, and Timothy Yusun**

In their article, Gagne et al. discuss how open educational resources and instructional technology are used in case examples in mathematics courses to support learner academic success, develop faculty learning in pedagogy, and reduce barriers to access at a research-intensive university. The role of the educational developer is highlighted as a support for both the pedagogical and technological needs of faculty, within a frame of inclusive pedagogy.

Planning, Implementing, and Assessing an OER Faculty Learning Community: Facilitator's Lens by **Mary Jo Orzech**

Orzech documents a librarian-led faculty learning community focused on open educational resources (OER) and summarizes practical steps to sustain campus-based OER adoption programs during and after startup. Top 10 takeaways are summarized based on one year with a faculty learning community with additional suggestions for next steps.

Our Appreciation

The launch of OTESSA as an association, the launch of a conference during a pandemic, and the launch of a journal in just two years has taken significant dedication, love, support, and teamwork. We thank our early presenters and authors for their patience as we experienced unexpected demands and diversions from this work. The pandemic has been difficult on members of our field due to unprecedented demands arising from the pivot across educational institutions; however, we also want to acknowledge the personal impacts being experienced by many members of our community. We recognize we still have a journey ahead as the pandemic continues, but our next goal is to develop strategies to support and connect our growing community, so that we not only can share our knowledge, but we can share our support as a collective on openness and technology in education, society, and scholarship.

We thank our early sponsors: BCcampus, eCampusOntario, LearnQuebec, and the University of Victoria (President's Office, Faculty of Education Dean's Office, and University Libraries). We must also pay special tribute to all of our supporters, including board members, editors, conference chairs, authors, reviewers, graduate students, library support, copyeditors, committee members, volunteers, and all the presenters and participants at the inaugural 2021 OTESSA Conference and those who chose to publish their manuscripts with us. Lastly, thank you, the reader, for supporting our journal.