




Editorial: Evolving Our Scholarly Practice

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Introduction

Our second issue of the Open/Technology in Education, Society, and Scholarship Association (OTESSA) Journal falls quickly on the heels of our first as a result of so many great submissions to our [OTESSA conference](#) in 2021 and from the 2020 pivot. We started up as an association, a conference, and a journal during a pandemic and witnessed so much disruption, pain, and inequity within our own community. We are committed to finding ways to engage and support diverse voices and diverse ways of expressing scholarship. We recognize that many members of our community are beholden to traditional scholarship requirements, with text being the primary means of communication and double-blind peer review; however, we are committed to support different approaches within one journal. While one submission may emphasize research via data collection and analysis with double-blind peer review, another may focus on publishing what was previously a critical blog post and choose an open review process (where both the author and reviewers are identified to each other). We also can support various media formats on our journal system, offering new ways to engage our readers, so they can also be listeners and viewers of our content. We support a leadership approach that serves the community and are open to hearing from our community as to what next steps can look like for our journal in the coming months and years.

As we are a new and determined start-up association, we welcome educational organizations and responsible corporations and non-profits to sponsor our work. Our goal is to reduce the barriers to participation in our conference, through reduced fees and participation grants, and to increase support for our journal for direct submissions via general or special issues in our near future. On our [OTESSA Association website](#), we encourage you to share our information on [Becoming a Sponsor](#) with your institution. With greater institutional support, there is less need to draw from individuals, creating a more just and equitable means for participation in our conference.

I (Veletsianos) teach a graduate level course that focuses on the history and foundations of our field. One of the assignments in that course aims to introduce learners to people and ideas in the field by inviting students to write a short biography of a person. In that assignment, I include this short note:

...keep in mind that as in many other fields of study, the contributions of women, indigenous people, people of colour, and people from marginalized communities often remain invisible...This situation impacts all of us because any work that helps us improve the ways we teach, learn, and develop education is important work. There are 'hidden' histories in educational technology that are not part of the dominant narrative, and thereby people who remain invisible even though they do significant and valuable work. To get a sense of this issue for our field, prior to beginning your research take a few minutes to read [Un-fathomable: The Hidden History of Ed-Tech by Audrey Watters](#) . In this assignment, therefore, I'd like you to think deeply about your choice. Who will you choose to shine a light on?

You likely make similar efforts toward equity, inclusion, diversity, and decolonisation in your courses. Perhaps you go through your reading list and investigate whether you include scholarship from individuals outside of North America? Or ensure that women are well-represented? The question that we faced as editors was: How do we extend such thinking to the

editing and publishing process for a journal that aspires to do something other than perpetuating the status quo?

Some of the steps we have taken early on include the following:

- We support the [Inclusive Design Research Centre](#)'s definition of inclusion as "the full range of human diversity with respect to ability, language, culture, gender, age, and other forms of human difference." Our goal is to support inclusion; we recognize that this is an ongoing process and communication is core to continue to listen and evolve our practices accordingly
- We challenge the barriers caused by inflexible deadlines, making them flexible.
- Send encouraging communication to our authors, when they missed deadlines, to let them know the door is held open to them to publish anytime they complete their work
- Amplification of the [#femedtech open letter](#) in our previous announcement of our first 2020 call for paper submissions with passage quoted below
- Two of our three co-editors are women
- All first authors in our first issue were women, excluding our editorial and one association publication, with three of these being women as sole authors. In our second issue, five of our six articles had women as first authors, two of whom were sole authors.
- Expanded our journal to take in both English and French submissions in 2022 and publish abstracts in both languages
- Free membership and conference registration for Black and Indigenous students. This includes both the Congress registration and the OTESSA portion (OTESSA membership and OTESSA registration). We have expanded the OTESSA portion to Black and Indigenous non-students as well, although they will still be required to pay the base Congress registration at this time.
- Consult with our Equity member on our Association's board of directors and all members to seek ways we can embody the values we hold
- Strategic planning for a funding model that can increasingly lean on organizations rather than individuals to cover costs, so as to remove systemic barriers to participation
- In 2022, we will expand our editorial board and our international executive advisors to the board, which we hope will bring more diverse authors and global perspectives into our journal

As part of our deep commitment to diversity and equity, this list is just the beginning. We are maturing our own approach to disrupting cycles of exclusion codified in the structures around us. We expect much more, and we expect to continue to interrogate our practices evermore. From our 2020 announcement, "We believe flexibility is necessary and we pledge to support female academics and anyone facing pressures due to a variety of needs such as childcare, eldercare, and facing structural and systemic challenges to reach out to us. Our editorial board is prepared to operate with compassion. This means we will support flexibility with deadlines where needed. We are also seeking to establish writing mentors for authors where manuscripts may be on the precipice of rejection, yet demonstrate potential. Lastly, we encourage authors to

submit papers written by different genders and, beyond that, encourage diversity on co-authored submissions. Together, we can make scholarship more inclusive.”

As we move forward, we need to do more to expand the diversity of voices and the various writing or media formats within which we can envision scholarship in a postdigital world. The challenge now is on our community to bring forward creative and critical formats into our journal. With the theme of the OTESSA 2022 conference being *Critical Change*, and the theme for Congress 2022, being *Transitions*, we invite our amazingly creative, analytical, critical, and subversive community to show us what you’ve got through your submissions. If you think you are not part of this community, we assure you that you are. We want you to help us explore what scholarship can look like. We would like to publish it in all its forms. Please be sure to visit our submission guidelines and review our media formats and approaches and be participatory in providing feedback on how they can be improved. While you prepare your submissions to our journal, or to the conference, we encourage you to look for partnerships to enable diverse voices and, for those of you who may need support, please reach out to us to identify what we can do to support you and to do better. We are in active listening mode and open to influence as we build and grow. We also commit to never stop listening and to never stop evolving our scholarly practice.

For this issue, we are publishing 4 research articles and 2 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

Connect to Learn: Assemblage of Pedagogies in Higher Education in a Community of Practice by **Elaine Fournier**, **Mina Sedaghatjou**, and **Immaculate Namukasa**

Fournier et al. reflected on the ways in which technology and scholarship of pedagogy are interconnected within a technology-facilitated community of practice (CoP). They analyzed interviews and notes from CoP members, who were educators within various Faculties of Education in North American universities. They share the ways in which the CoP members made sense of their diverse teaching and social learning landscapes as well as emergent joint meanings. Their results suggest that the formation of new ideas and pedagogies can be fostered by relational trust enabled through a CoP. The role of technology in enabling communication and collaboration among CoP members is highlighted and discussed through the lens of connectivism. The authors suggest an important role for relational trust in the CoP learning spaces, so that pedagogical scholarship in higher education can continue to flourish.

Theoretical and Methodological Approaches for Investigating Open Educational Practices by **Michael Paskevicius** and **Valerie Irvine**

Paskevicius and Irvine critically review the range of methodological and theoretical approaches employed in sixty-five open educational practice (OEP) studies published in the past decade, with a specific focus on changes to teaching and learning practices in relation to open education. Dozens of theories are drawn upon or created in open education studies reflecting that theory remains at early stages of formulation. The

authors contend that promising signs of convergence are emerging, such as the notion of openness as a motivator for change. A range of methodologies and methods are employed in OEP research along emerging practices made possible with more accessible open learning designs and social networks. The authors forward a new baseline for research into OEP theory and invite more in-depth inquiry into theoretical connections between OEP and educational practices in wider contexts.

Reconsidering the Mandatory in Ontario Online Learning Policies by **Lorayne Robertson, Bill Muirhead, and Heather Leatham**

Robertson, Muirhead, and Leatham examine the Ontario government's decision to mandate online courses for secondary school students through a critical policy analysis framework. They focus their examination of mandatory online learning in three contexts: prior to the COVID-19 pandemic, during the emergency remote learning phase of the pandemic, and future policy considerations. They note that their analysis identifies "multiple disconnects between administrative and curriculum policies as well as multiple gaps between the rhetoric of trial balloons launched in news releases and the reality of policy enactment in schools," and urge Ontario's provincial government to reconsider mandates in favour of greater stakeholder consultation and engagement.

Participation in OER Creation: A Trajectory of Values by **Erin Meger, Michelle Schwartz, and Wendy Freeman**

Meger, Schwartz, and Freeman sought to understand relationships between open educational resources (OER) and open educational practices. To do so, they conducted semi-structured interviews with seven faculty members who engaged in the creation of open educational resources. In what ways could faculty participation in OER projects translate to unique understandings of openness and values consistent with open educational practice? The authors' thematic analysis of data suggests that while faculty participants initially approached OER creation via a lens of "access and equity" and "agency and ownership," the participation in OER projects seemed to expand the scope with which they approached openness to include "community and connection" as well as "risk and responsibility."

Practice Section Overview

Exploring Curation as a Path Towards Decolonizing Education by **Tanya Elias**

As part of her doctoral journey, Elias developed a WordPress site to bring together her insights and reflections on Marie Battiste's (2017) book ***Decolonizing Education: Nourishing the Learning Spirit***, a series of digital artefacts she found via Internet searches and her own reflections on those artefacts (<https://decolonizingeducation.trubox.ca/>). Elias' creative and connective, and self-described, incomplete work invites engagement in the ongoing experiential work and necessarily "complicated conversations" (Pinar, 2015) of decolonizing the curriculum and offers an ethical space for expanded dialogue about diverse Indigenous ways of knowing and doing.

E-Portfolios and Exploring One's Identity in Teacher Education by **Christine Ho Younghusband**

In the context of program redesign, Ho Younghusband led the implementation and evaluation of e-Portfolios as a digital platform for teacher candidates in BC to archive, reflect, and make sense of their learning in final practicum. Extending the use of e-Portfolios into final practicum shifted the learning intention from creation and design using education technology within a course to teacher candidates using the e-Portfolio to intentionally explore one's professional identity and alignment of practice with BC's professional standards. Ho Younghusband found the e-Portfolio to be a viable initiative and revealed professional qualities of teacher candidates that would not have been visible otherwise. Ho Younghusband's evaluation of the extended use of e-Portfolios during final practicum over a three-year period yielded insights to inform ongoing program improvement and future practice with e-Portfolios in teacher education.