Opening education: the era of Open Pedagogy

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Abstract

This article mainly discusses the concept of open pedagogy in modern education. The development of information communication technologies (ICTs) and opening society provide new forms of pedagogy including open pedagogy. Open pedagogy is one important feature of crossing boundaries education due to its unique opening boundaries for knowledge. This article is going to first to discuss open pedagogy by analyzing esoteric and open knowledge system; second to open pedagogy for cross education boundaries of knowledge learning and producing. By analyzing esoteric and open knowledge system, three important issues are given. First, technology development influences both practical and culture of knowledge. Technology influences how knowledge is delivered and how knowledge is produced. Heidegger (1977) mentioned that technology is the process of revealing truth as pure purpose of knowledge. Through the development of technology in modern world this process of knowledge producing and searching for truth are more open than the past. Second, Open Society and Government provide the environment for developing and needs of open knowledge. The postmodern society with the development of ICTs is providing the society to become more open. Rorty (1979) and Lyotard (1984) claimed possibility of different changing truthiness and grand narratives could not fulfill society multiple dimensions. In their perspectives, society opens to multiple realities. This openness of society also encourages multiple perspectives and democratic involvement of people. Open society and open government referring to the opening of society and governing are offering the opportunities for all people to attend public policies making through media platform as more direct democracy (O'Really, 2010; Fung & Weil, 2010; Schacht, 2010). This offers the open supporting environment for open knowledge. Third, the open education encourages the open knowledge today. Open education mostly refers to the opening education opportunities in the 1960s (Hill, 1975). Open education recent development can be seen as the feature of modern education (Peters, 2008). Open education supports open knowledge for offering learning and interactive knowledge surroundings for more people. These issues support the knowledge toward openness form. As for open pedagogy, emerging open knowledge system into education system toward the idea of opening boundaries is its important role for education today. This cross boundaries idea supports the open collective knowledge learning and production. Cross boundaries involve knowledge learning, exchanging, sharing, producing that is critical for education. Open pedagogy combines open knowledge and crossing boundaries education that is critical for f education today.

Introduction

The open society and advancing media are changing the form of education. Open Pedagogy is one important feature of education that offer open education resources and the culture of openness. Opening society bring the demand for more educated people to involve in social activities in which collective and cooperative policy decisions are made and democracy may operate properly. This paper is first to analyze esoteric and open knowledge system; second to discuss about open pedagogy for cross education boundaries of knowledge learning and producing.

Esoteric and Openness of knowledge system

Knowledge is easier approachable today due to open society, basic education and ICT. However, access to knowledge is not always easy. In fact, knowledge

traditionally is limited to certain people, and sometime some knowledge is still restricted in modern time. Esoteric knowledge has not only a single tradition but rather comprised of many threads that took different forms and often involved the development of secret societies with special initiation rituals, especially after Christianity associated with the growth of mystery religions (Peters, Liu, Ondercin, 2011) the term *esoteric* first appeared in Thomas Stanley's *History of Philosophy* (1701) describing the 'auditors of Pythagoras' that indicated that Pythagoreans were divided into exoteric, those under review, and esoteric, those who had been admitted into the inner circle (Peters, Liu, Ondercin, 2011).

One of the most enduring and seductive ideologies of the twentieth century and a central aspect of modernism is the idea that *s*omething lies hidden from us such as truth, knowledge, reality but these hidden governs us (Peters, Liu, Ondercin, 2011). Following this, the other central part of this idea is what is hidden can be exposed or release to be known with the proper tools of analysis or methodology (Peters, Liu, Ondercin, 2011). Therefore, not only in the forms of logicism inaugurated by Frege, Russell and Wittgenstein and in the various strands of structuralism going back at least to Ferdinand de Saussure, Pierce, and Jacobson but also in development of European formalism per se are rooted in this revealing truth (Peters, Liu, Ondercin, 2011) For instance, Wittgenstein believed in language and the world share a basic logical structure so that by conducting 'complete analysis' and complete clarity on the understanding can reveal the basic structure and truth.

The western philosophy comes to an era of reshaping and reflecting around the early 20 century. Nietzsche critiqued western tradition as well as Christian came to an end or a time to be reshaped. His claim of "God is dead" is not only the critical perspective on Christian's philosophy but the freedom from western tradition. This freedom offers the openness concept. Postmodern movement the metanarrative is challenged while individual narratives are respected and allowed freedom of their existences. This freedom may be represented by the concept of "openness". The core philosophical idea concerns *openness* to experience and interpretation with multiple meanings and interpretations for everyone. The post-modernism critiques grand narrative and respected for difference perspectives among individuals. Lyotard (1979/1984) pointed out grand narratives could no longer fulfill multiple dimensions in today's society. Baudrillard (1998) further critiqued commercialize society in which individuals were controlled by media and lack of social concerns leading to 'the death of society'. Rorty further critiqued traditional foundation philosophy. On one hand Rorty (1979) brought out 'anti-essentialism' that rejected 'objective truth' that consider the possibility of different changing truthiness. On the other hand, he stated 'anti-representationalism' that knowledge was not simply internal mind reflecting of external world. Additionally, Rorty (1989) further critique western 'logos-centrism' and led to 'new-pragmatism' that justified the value of multiple knowledge system. The self-creation to relief from 'final vocabulary' that contingency is partially ignore others to open up to self own creation (Rorty, 1989). Post-modernism movement calls for decentralized and respecting differences so that all individuals have the rights and authority of their own expressions and interpretations. Open Pedagogy by using advanced information communication technology (ICT) combines different resources and respects a different perspective. Open Pedagogy may contributes to the decentralization of ideas that grand narratives no longer dominate knowledge system. It also opens education resources with culture of openness for all individuals. Bateson's (1972) applies Russell's Theory of Logical Types to the concept of "learning" as a means of charting the classification inherent in

all perceiving, thinking, learning, and communicating(Peters, Ondercin, Liu, 2011). Bateson was using the notion of cybernetic systems to articulate the powerful idea of "learning to learn"(Peters, Ondercin, Liu, 2011). Therefore, esoteric knowledge system has changed to open knowledge system today with the expectations of revealing truth and changes of society.

The following section is going to deal with three important issues that influence open knowledge today. First, technology development influences both practical and culture of knowledge. Technology influences how knowledge is delivered and how knowledge is produced. Second, Open Society and Government provide the environment for developing and needs of open pedagogy. This offers the open supporting environment for open knowledge. Third, the open education encourages the open pedagogy today.

Technology development

One important influence on open knowledge is the ICT development including the Internet. Cybernetics had emphasized on systems thinking and more recently on the self-organizing properties of open systems. Steven Weber (2004) focused on the radical concept of openness relating to open source software and the social organization of cooperation and production in a digital era. By property he means property not merely ownership but rather more broadly the concept of what it means to "own" something including the rights and responsibilities property confers(Peters, Ondercin, Liu, 2011).Following the democratic movement globally and ICT development, education use new concepts of openness to develop original systems of access, archiving, educational resources and course management .

Heidegger (1977) claimed technology is the process of revealing truth. This may relating to knowledge producing and searching for truth. Technology improvement of modern age influenced both in industrial and social development. First, the information system changed has made industrial production impact social culture and network uses. According to Masuda (1981), innovational technology changed social economic systems in three stages:

First, in which technology does work previously done by man. Second, in which technology makes possible work that man has never been able to do before. Third, in which the existing social and economic structures are transformed into new social and economic systems. (Masuda, 1981, p. 59)

The technology development nowadays changed social and economic structures different from decades ago, especially ICT development, including Internet and Web 2.0. Technology influenced production process including knowledge and raise of cyber society.

Education system has been esoteric for only limited people can learn in most of the human history, while the technology and art remain open culture for long period of time. However, open sharing knowledge can be viewed as part of the culture of developing in technology and art. The ancient technē authors wrote in open form and share to others (Long, 2001). In 16th century, practitioners can interact with authors in field of mining, metallurgy, artillery, and fortification writings represent the open and sometimes collective authorship (Long, 2001). The painting, architecture, and arts also communications cross social boundaries that among practitioners and patrons interacted for learning, improving skill, and advancing art works (Long, 2001).

Technology has both mechanic improvement motivating openness and the influences on cultural and social effects. Heidegger and Foucault both took technology as sense of revealing truth and influencing human subjectivity (Besley & Peters, 2007). Technology for Heidegger was uniting mind, fine art and human

activities to reveal truth (Heidegger, 1977). Foucault followed Heidegger's perspectives of technology as revealing truth and took it further on power relationship and related to subjectivity (Besley & Peters, 2007). Derrida's inventionalism indicating the subject openness manner added to human interaction and communication as not mechanic with openness to in-coming others (Bista, 2009). Technology became more biological than mechanistic due to two reasons: first, technologies were more in a sense simultaneous mechanistic and organic; second, when we associated with living organism that technologies were acquiring properties so that self-assembling, self-configuring, self-healing, and cognitive were more resemble living organism (Arthur, 2009). The opening society and technology development encouraged individuals' to express and construct their subjectivities. This also leads to the opening, interacting and sharing with others. These interactions may lead to open knowledge. Open knowledge is the key to open pedagogy due to knowledge sharing and open to knowledge constructing. Technology is one main issue for open pedagogy for giving ICT supporting open knowledge and the inner culture of openness.

Open Society and Government

In the past, knowledge was restricted and controlled by authority and mostly in the hands of church, government and a few distinguished people. It was not until starting of more democratic society that gave more people education opportunities as well as access to knowledge. As what Foucault critiqued on knowledge and power relationship, knowledge was defined and controlled by limited authorities.

In democratic society, when society started to open opportunities to the public that more people could be educated and access to knowledge would lead to an open society. Hirsh (1987) stated that democratic society needs all citizens to have basic knowledge (what Hirsh called cultural literacy) to communicated and involved in democratic interaction. Open to public as part of democratic society, required the public to acknowledge what happened in society, therefore also open learning to all. More literate people with open society may lead to open knowledge condition. Lyotard (1984) stated that two forms of knowledge: scientific and narrative. He critiqued grand narrative to question hegemony of knowledge and language. In post-modern perspectives, opening up the authorities of knowledge production and respect differences lead knowledge system into more open condition. The postmodern society with the development of ICTs is providing the society toward more open condition. Rorty (1979) and Lyotard (1984) both claimed the possibility of different changing truthiness while grand narratives could not fulfill society multiple dimensions. In their perspectives, a society opens to multiple realities. This openness of society also encourages multiple perspectives and democratic involvement of people. Open society and open government referring to the opening of society and governing are offering the opportunities for all people to attend public policies making through media platform as more direct democracy (O'Really, 2010; Fung & Weil, 2010; Schacht, 2010). Open society and government may allow multiple voices and respect diversity.

Open society and government give open pedagogy the supporting environment to educate more people and encourage them to learn and interact in knowledge production. Open pedagogy also provides educated citizens enable to involve in public affairs in open society.

Open education

Open education mostly refers to open education opportunities which mostly develops in the 1960s (Hill, 1975). United Nations Educational, Scientific, Cultural

Organization (UNESCO) (2002) defined open education as using technologies to provide education to people not for commercial purpose. Tunnell (1975) stated that open education is a vague term that has overlapping definitions. Tunnell (1975, p.16) offered some characteristic rules for open education, which are paraphrased below:

(1) Students can pursue educational activities of their own choosing

(2) Teachers can create environments rich in educational possibilities

(3) Teachers can give students individualized instruction based on what he/she is interested in, but can also to guide the student along educationally worthwhile lines

(4) Teachers should respect students. The following types of behavior constitute respect for the student:

   (a) The student is granted considerable freedom; he/she is, for the most part, is autonomous.

   (b) The student's interests and ideas are considered to be important and he/she receives individual instruction and guidance based on his/her interests.

   (c) There is considerable interaction between teacher and student; they are considered to be equal in some sense.

   (d) Students are rarely commanded; exercising authority is minimized.

   (e) Student feelings must be taken seriously.

In short, open education provides people education resource and opportunities. Open education involves new forms of teaching and learning that time and space may no longer restrict education. Open education is the most fundamental element and characteristic of open pedagogy.

Open Pedagogy and education today

Open pedagogy is origin in the philosophy of openness and education tradition of enlightenment to provide knowledge for all individuals. Open pedagogy also represent the characteristic of modern open society and open knowledge. Education with ICT development and social needs offer more education resources and opportunities. Therefore, open pedagogy becomes welcome as transform education to open to inclusive people.

Open pedagogy and open society

Open pedagogy may serve the foundation for open society. Open society refers to the society with open attitude in many parts. Public policies are open to the public to involve in policy making. Society is less hierarchy while stratum is in open form. The right to authority and to knowledge producing is shared to the public. However, on the other hand, only most citizens with high education quality may able to engage public affairs properly. Otherwise, if most citizens in the society are not will educated and mature enough, may lead to chaos in society.

One of the most important elements for open society to operate is the high quality of citizens. The main feature of open society citizens can participate in policy making due to open authority to the public. This open government also represents a kind of true democracy that every citizen can truly involve in public policies making. Therefore, an open society requires citizens to participate in public affairs and policies to achieve democratic government operation. Otherwise, open society may become elite government with less public involvement that only restricted people can engage in public affairs. In such case, society may less democratic due to only limited people can involve in policy making. For open society, to operate democracy needs high quality citizens so that they have the literacy and ability to join the social affairs.

Open pedagogy offers the education resources and opportunities for more people. This can lead to more people to receive education and raise human capital. It also provides open society high quality citizens to operate public affairs. Only more

educated citizens can make open society works properly. More educated people can join public policies making and affairs can make open democracy society operate reasonable with efficiency.

Open pedagogy as open knowledge

In the contemporary society, attitudes to knowledge, including rights to free speech, inquiry and publication as well as universal access to knowledge are not always existed. Currently our society is undergoing a gigantic shift in the political economy of knowledge with the 'knowledge economy' that encourages a shift to the privatization and private ownership of knowledge against liberalism and openness. Knowledge may not be as liberal as the era of the welfare state. After WWII, when liberal democracies set up legislation with the purpose of which was to spell out in law the safeguarding of information, authorized disclosures and decision procedures to release official information. Although the privatization and commercialization of knowledge, developments of ICT and increasing opening society still encourage the openness in the field of knowledge.

Open pedagogy and open knowledge have strong correlation. Open pedagogies are characterized by several features, including the ideology of openness, the provision of open educational resources, and open teaching and learning conditions. In fact, open pedagogies has already changed the education environment and will have profound influences on the emergence of global education systems. Open pedagogy provides opportunities for inclusive learning and collective knowledge production by open access to knowledge.

Open pedagogy transforms open knowledge in education system. Open pedagogy offer knowledge to all participants based on their own interests. In addition, open pedagogy encourage interactive teaching and learning that result in cooperation in knowledge learning as well as producing. Open pedagogy bring open knowledge into practice as opening learning and producing knowledge.

Teacher and learner as peer-to-peer relationship

Teachers and learners in open pedagogy are more of cooperative and collective form based on respect and interactive relationship. Open pedagogy uses technology development as the innovation to transform knowledge from traditional (hard copy) text into a digital form so that individuals can easily purchase information, store it, and more importantly, shared it. Open pedagogy provides cooperative knowledge building environments that participants may join to knowledge producing. Open pedagogy can share their thoughts and produce knowledge through interacting among different perspectives. For instance, Web 2.0 and user friendly developing of technology gave open pedagogy the chance to support user easier learning and interacting conditions. Knowledge based on social construction and conducting community networks may help knowledge building (Cambridge, 2008). These changes in education provide broader knowledge resources access and new education ecology different from traditional education environments (Iiyoshi & Kumar, 2008). These origins lead to the foundation for developing open pedagogy that respects individual ideas and creates an environment for individual expression, interaction and cooperative creativity in knowledge learning and producing. Teachers and learners are in an equal relationship and respect to others because they cooperate to learn and produce knowledge. This relationship may describe as peer-to-peer (P2P) relationship.

Bauwens (2010) stated P2P includes three important elements, namely, Peer Production, Peer Governance and Peer Property. Peer production is the cooperative and collective knowledge producing; Peer governance means to respect individuals and collective of self-govern individuals in P2P; Peer property focus on copyright

mostly referring to knowledge production from P2P is shared and protected (Bauwens, 2010). The P2P shows the partnership and cooperation among individuals toward a democratic and open community. P2P culture is based on the open and sharing with the respect and protection supports.

In open pedagogy, cooperation and collective knowledge production may be conducted by P2P. This peer production of knowledge can also contribute to increase innovation and social economy needs.

> Peer production is based on the achievements and surplus of the existing market-dominated society, and on the income that can be generated through participation in the market; on the other hand, market players are increasing dependent and profiting from social innovation (Bauwens, 2010, p.318).

P2P not only describe the peer relationship but shows a culture that supports the open knowledge producing that fulfill the needs of the open society today. T Peer-governance can be the base of open governance which makes it possible for inclusive participations and true direct democracy. For open pedagogy, P2P relationship addressed the practice of openness and a way to engage open knowledge in education settings. Education has changed from esoteric pedagogical traditions toward open pedagogy through the development of ICT that enable P2P architectures and encourage a new ethic of collaboration and sharing.

Open pedagogy also serves as the main feature for education and the cross boundaries education. Opening boundaries of knowledge learning and producing as a sense of cross boundaries in education.

Conclusion: Open Pedagogy as main feature for education

Open pedagogy shows the characteristics of opening knowledge, education resources, and education opportunities. Combining ICT development, open society, and open education to transform knowledge into the era of open pedagogy. Education today faces the new challenges and social changes where new media allow individuals to obtain information easily and the society require high human capitals. Open pedagogy may fulfill the social needs and education development as offering education resources and opportunities for more people. In sum, open pedagogy may serve as the main characteristic of education today.

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