Towards Open Innovative Egalitarian e-Pedagogy: The SPOC “Gender in Digital Education”

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ABSTRACT
The Sustainable Development Goals (SDGs) are of urgent importance for the academic world and for society in general. We see that it is very difficult to raise awareness of the SDGs within a university without adopting an innovative pedagogy. It is also important to create learning scenarios for the SDGs that can be shared among the academic community of different disciplines, thus making it possible to collect open innovative good practices. Education for Sustainable Development (ESD) and especially SDG 5 “Gender Equality” contribute to a sustainable future with interdisciplinary and collaborative learning and teaching approaches. It is in this context that we present our work for the design, development and deployment of a SPOC (Small Private Online Course) “eGender” focusing on SDG 5 in digital education into university courses. The SPOC eGender is based on innovative and open learning approach to enable trainees the acquisition of competencies in designing open digital scenarios based on egalitarian pedagogy.

CCS CONCEPTS
• Applied computing • Education• E-learning

KEYWORDS
Digital Learning, Gender, Open education, innovative learning

1 Introduction : General Context
Over the past few years and by examining the course of teaching and learning, we have noted the need to adopt innovative pedagogical approaches making it possible to respond to new problems and challenges in the world, to consider diversity and to understand its imperative for problem solving. It is therefore important to focus on education based on the seventeen SDGs allowing better use of human resources for better economic and social conditions. In particular SDG 5 aims to achieve gender equality and empower all girls and women. Gender equality is indeed interconnected with the other goals; the actions of each goal will affect the achievement of SDG5. It is in this context that the Open2Sustain project (Open Education for Euro-Mediterranean Sustainable Development), funded by the c (AUF), was designed. The research action project is strongly inspired by SDG4, the fundamentals of which are to “ensure access for all to quality education, on an equal footing, and promote lifelong learning opportunities”. The central idea is to design a process of appropriation of the SDGs by universities through developing open and innovative educational processes. This could be achieved through the development of a SPOC on SDGs, the sharing of innovative open scenarios, and open educational resources related to SDGs. Open e-learning methodologies, based on information and communication technologies are nowadays one of the most important tools in addressing the change that is taking place in higher education. In fact, a major benefit of the use of open learning methodologies is that they contribute to students developing the capacity actively to research and undertake responsibility for their own learning process and develop their competencies in terms of innovation, sharing and reuse of Knowledge.

Focusing on SDG5 and open eLearning, we can note that education on cultural norms and forms of marginalization in digital learning will allow us to better understand the issues that women and girls face, in particular in this context of intensive development of Digital technologies and ICT. A pilot experience for training of trainers in designing and developing open innovative digital learning scenarios, taking into consideration principles of SDG 5 has been carried out. By providing an open e-course related to Gender in digital education, the following questions can be exposed:
- Is it possible to preserve Gender principles in an online course?
- What kind of constraints and specificities that should be taken into consideration during the instructional design of open scenarios of e- courses with respect to gender?

2 SPOC eGender : Design and Deployment
The Open2sustain project idea is based on a proposal to introduce the SDGs into university training through the use of open e-pedagogy, open educational resources to trigger an educational transformation within universities. The major effect of this transformation will be a profound renovation in teaching and learning methods and a strengthening of the university's openness to its environment through a quality and inclusive learning
have proposed a holistic meta-model to support decision-making processes in learning ecosystems. This meta-model integrates two meta-models: a learning ecosystem meta-model to support the definition of learning ecosystems based on open source software and a dashboard meta-model to support the analysis of information in order to transform implicit knowledge in tacit knowledge. Designing a meta-model for open egalitarian eLearning will require a description of open learner specificities and characteristics. In [2] we propose and open learner model that can support the open learning process in digital environments.

3 Discussion and conclusion

The SPOC eGender gave us the opportunity to prepare educational content and open e-scenarios to achieve gender equality and thus social justice and respect for human rights based on innovative and egalitarian pedagogical approach. This approach requires involvement and support at the highest level in higher education institutions. This approach should also be comprehensive and inclusive given that the gender issue is the responsibility of male and female teachers, and would involve all actors in the academic world. We observe that there is a need to set up an intelligent platform that would enable sharing and recommendation of innovative open scenarios based on egalitarian pedagogy. This platform will help academic staff and instructional designers to conceive and design innovative open e-courses taking into considerations Gender aspects. The structure and the synopsis of the SPOC eGender can be extended to other SDGs, for their integration in the academic paths. We argue that OER can be considered as an excellent tool for innovation and dissemination of a culture of sustainable development. The use of open learning is based on the participatory approach. Teachers provide resources and scenarios that can be reused by other teachers. The analysis of the traces of this reuse makes it possible to recommend scenarios to future users in several disciplines. The recommended resources and scenarios will help to understand the importance of involving women in leadership and decision-making and to challenge sexist language in the classroom and in the work of learners. The use of open educational resources and artificial intelligence will encourage sharing and will make it possible to contextualize and enrich the content of the SPOC, over time, through a better quality of educational resources.

ACKNOWLEDGMENTS

This research work has been supported by AUF (Agence Universitaire de la Francophonie) Project Open2Sustain.

REFERENCES

