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'Opening Up' Higher Education in Canada

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‘Opening Up’ Higher Education in Canada

Mara De Giusti Bordignon

Whether academia should be ‘opened’ is a contentious and evolving issue globally. Open education (OE) – as the sharing, use, and reuse of resources, pedagogies, and teaching practices – has gained momentum by challenging, transforming, and even displacing systems which exclude, disenfranchise, and marginalize members of both the public and academic communities. Traditional, dominant systems rooted in the corporatization and monetization of educational processes are problematic because they create barriers that restrict access, agency, ownership, participation, and experience. OE approaches include wide ranging solutions from free open educational resources to open access of scholarly research. A shifting landscape between open and closed, coupled with flaws and weaknesses in OE solutions themselves, create issues and tensions needing closer interrogation. My study identifies a research gap in how OE is conceptualized within Canadian higher education policy discourse and aims to provide critical insight into power relations, equity, and social justice.

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