Análisis documental de marcos de referencia: prácticas educativas abiertas, competencia digital crítica y agencia

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Proyecto PID2022-136291OA-I00 financiado por:

https://recercacompetecs.udl.cat/codicri

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1. Presentación

En este informe se presenta el resultado del análisis documental efectuado en la tarea T.1.1.B de los Marcos de Referencia (MR), nacionales o internacionales, sobre la Competencia Digital Crítica (CDC), las Prácticas Educativas Abiertas (PEA) y la agencia identificados en la tarea T 1.1. A, centrada en la revisión sistemática de la literatura científica de los tres conceptos que, entre otros elementos, permitiera localizar dichos MR.

La tarea T1.1 es el punto de partida que ha de permitir establecer la situación y los componentes de la CDC para la agencia para el aprendizaje y su conexión con la Educación Abierta y, dar así, respuesta al objetivo específico 1 de la investigación.

Esta tarea se complementa con la T1.2 orientada a explorar el tratamiento actual de los tres conceptos en el contexto universitario español, a fin de analizar hasta qué punto y cómo se aproximan las universidades españolas a ellos, y con la T1.3 conducente a un marco conceptual propio en el que queden definidas las bases científicas de la CDC, las PEA y la agencia y sus relaciones.

2. Procedimiento

Los artículos identificados en la tarea T1.1. A que hacen algún tipo de referencia a MR de nuestro objeto de estudio son el punto de partida de la tarea T1.1.2. En esta se pretende hacer un análisis documental en profundidad de dichos MR siguiendo el siguiente procedimiento:

1. Determinación de las categorías de análisis de los marcos de referencia. Se adoptan las siguientes categorías de análisis: objetivo u objeto del marco; estructura o dimensiones del marco; aplicación práctica (cuando el marco haya sido aplicado en alguna experiencia o práctica educativa); estudio empírico (en caso de que el marco emane de una investigación empírica); representación gráfica del marco (cuando exista). Además, se recoge el nombre del marco (cuando haya un título identificativo), referencia de la publicación en que aparece el marco y otras referencias, identificadas en la revisión sistemática, en que se hace referencia explícita al marco.
2. Análisis de los marcos de referencia sobre PEA, CDC y Agencia por parte de los investigadores asignados a esta subtarea.
3. Eliminación, consensuada, de artículos cuyo tratamiento de la CDC, las PEA o la Agencia no supone un aporte relevante al objetivo de la tarea.
4. Diferenciación entre artículos que abordan explícitamente de MR sobre la CDC, las PEA o la Agencia de aquellos en que no se presentan tales MR pero que incorporan elementos relevantes y alineados con el objetivo de la tarea (integración como otras propuestas).
5. Elaboración del Informe Final.
6. Revisión y cierre del Informe Final.

3. Resultados

Los resultados se presentan agrupados en seis apartados distintos según sean:

- Marcos de referencia relacionados con las Prácticas Educativas Abiertas
- Marcos de referencia relacionados con la Competencia Digital Crítica
- Marcos de referencia relacionados con la Agencia
- Otras propuestas relacionadas con las Prácticas Educativas Abiertas
- Otras propuestas relacionadas con la Competencia Digital Crítica
- Otras propuestas relacionadas con la Agencia

Cada uno de los marcos o propuestas se sintetiza en una ficha con la siguiente estructura:

Título	
Objetivo/objeto	
Estructura y dimensiones	Representación gráfica
Estudio empírico / Aplicación práctica	
Referencia principal	
Otras referencias	

Esta estructura se mantiene siempre que se dispone de contenido relevante en cada uno de sus campos. Si no es así, el campo se elimina de la ficha. Esto ocurre, en ocasiones, en los campos de representación gráfica, estudio empírico/aplicación práctica y otras referencias.

No siempre el título de la ficha se corresponde con el nombre del marco. Cuando ocurre esto se debe a que el marco (o la propuesta) no tiene un nombre o etiqueta identificativos creado por los autores. En estos casos es el equipo de investigación quien consensua un título que sintetice la esencia y el sentido del marco o de la propuesta.

En el campo de representación gráfica se ha añadido la figura o tabla del marco cuando se cumplían las siguientes dos condiciones: que existiera y que el tipo de licencia con que se compartía permitiera reproducirla (todas las licencias Creative Commons, excepto la variante de No derivados). En el caso en que la licencia no permitiera esta reproducción, pero hubiera una representación gráfica del marco, se ha indicado el enlace web de referencia para consultarla directamente en la publicación.

En la ficha, la Referencia principal alude al trabajo donde se presenta el marco que se describe y Otras referencias a las publicaciones donde se ha aplicado el marco, la propuesta o una adaptación de este/a. En el campo de Estudio empírico / Aplicación práctica se refiere generalmente a estas últimas.

Las fichas han sido elaboradas, indistintamente, en inglés y en español.

La siguiente tabla recoge las cifras parciales y totales de fichas que incluye este informe en cada uno de los tres conceptos clave que han sido objeto de la revisión sistemática. Estos resultados confirman las percepciones iniciales del equipo investigador sobre un mayor desarrollo en la literatura científica de marcos, y propuestas diversas, sobre la CDC y una menor producción sobre las PEA y la Agencia.

Síntesis T1.1. B	**Marcos de referencia**	**Otras propuestas**	**Σ**
PEA	18	4	22
CDC	25	13	38
Agencia	15	3	18
Σ	58	20	78

4. Marcos de referencia relacionados con las Prácticas Educativas Abiertas

OpenEdu Framework

Objective/Object

The OpenEdu framework provides a working definition of open education to help higher education institutions to perceive it in a more holistic way and think about how to approach it in their strategy. Most importantly, it also presents a discussion of the different dimensions in which universities can 'open up education'.

Structure and dimensions

Four transversal dimensions:

(1) Leadership.
(2) Quality.
(3) Strategy.
(4) Technology.

Six core dimensions:

(1) Access.
(2) Collaboration.
(3) Content.
(4) Pedagogy.
(5) Recognition.
(6) Research.

Graphical representation

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Empirical study/Practical application

Start@unito is an experience that delivers 50 open online courses in a Digital Learning Environment

Main reference

Inamorato dos Santos, A., Punie, Y., Castaño-Muñoz, J. (2016) Opening up Education: A Support Framework for Higher Education Institutions. *JRC Science for Policy Report*, EUR 27938 EN. https://doi.org/10.2791/293408

Other references

Marchisio, M., Rabellino, S., & Sacchet, M. (2020). Start@ unito as open educational practice in higher education. JE-LKS. *Journal of e-learning and knowledge society*, *16*(4), 46-55. https://doi.org/10.20368/1971-8829/1135354

Conceptual framework of open educational practice
Objective/Object The conceptual framework of open educational practice provided the basis for a semi-structured interview schedule for use with academic staff.
Structure and dimensions Sharing and reusing OER, open pedagogic models, open learning, open practices in research, and institutional dimension.
Empirical study/Practical application Semi-structured interviews with 14 academics, selected either for their involvement in open practices or for the recognition they had received for excellence in their teaching.
Main reference Masterman, E. (2016). Bringing open educational practice to a research-intensive university: Prospects and challenges. *Electronic Journal of E-Learning*, *14*(1). https://academic-publishing.org/index.php/ejel/article/view/1741

Open Educators Factory Framework

Objective/Object

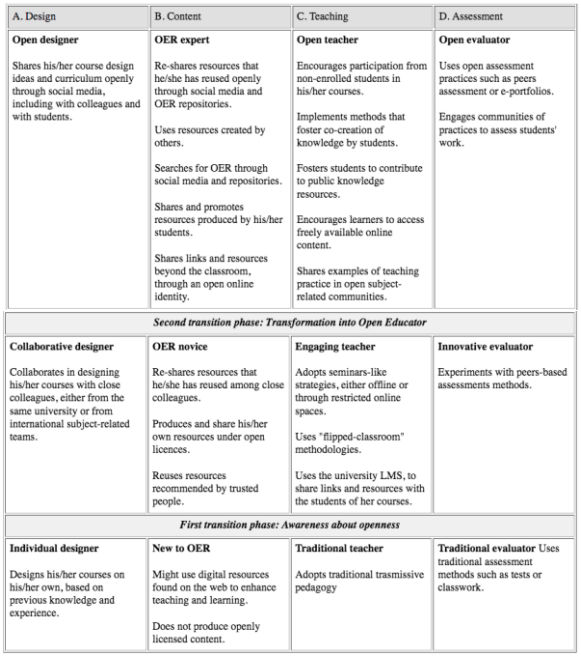
To help the development of teachers' openness capacity (self-assessment and development framework for teachers)

Structure and dimensions

The framework identifies four areas of educators' practice that can be enhanced by open approaches (Design, Content, Teaching, and Assessment) and rates the ability of educators who adopt open approaches in these areas along three layers (individual work, bilateral collaboration/small groups and open collaboration) and two transition phases (awareness and transformation into Open Educator).

(1) Design: open designer; collaborative designer; individual designer.
(2) Content: expert OER user; familiar with OER; New to OER.
(3) Teaching: open teacher; engaging teacher; traditional teacher.
(4) Assessment: open evaluator; innovative evaluator; traditional evaluator.

Graphical representation



A. Design	B. Content	C. Teaching	D. Assessment
Open designer Shares his/her course design ideas and curriculum openly through social media, including with colleagues and with students.	**OER expert** Re-shares resources that he/she has reused openly through social media and OER repositories. Uses resources created by others. Searches for OER through social media and repositories. Shares and promotes resources produced by his/her students. Shares links and resources beyond the classroom, through an open online identity.	**Open teacher** Encourages participation from non-enrolled students in his/her courses. Implements methods that foster co-creation of knowledge by students. Fosters students to contribute to public knowledge resources. Encourages learners to access freely available online content. Shares examples of teaching practice in open subject-related communities.	**Open evaluator** Uses open assessment practices such as peers assessment or e-portfolios. Engages communities of practices to assess students' work.
Second transition phase: Transformation into Open Educator			
Collaborative designer Collaborates in designing his/her courses with close colleagues, either from the same university or from international subject-related teams.	**OER novice** Re-shares resources that he/she has reused among close colleagues. Produces and share his/her own resources under open licences. Reuses resources recommended by trusted people.	**Engaging teacher** Adopts seminars-like strategies, either offline or through restricted online spaces. Uses "flipped-classroom" methodologies. Uses the university LMS, to share links and resources with the students of her courses.	**Innovative evaluator** Experiments with peers-based assessments methods.
First transition phase: Awareness about openness			
Individual designer Designs his/her courses on his/her own, based on previous knowledge and experience.	**New to OER** Might use digital resources found on the web to enhance teaching and learning. Does not produce openly licensed content.	**Traditional teacher** Adopts traditional trasmissive pedagogy	**Traditional evaluator** Uses traditional assessment methods such as tests or classwork.

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Empirical study/Practical application

Case study of a mapping exercise to identify the open capacity of a university, which takes into account open practices beyond open content, and which builds on the individual open practices of a relevant number of educators of the institution, thus providing university leaders with the ability to build on the expertise of leading open practitioners to raise the overall capacity of their teaching staff.

Main reference

Nascimbeni, F., & Burgos, D. (2016). In Search for the Open Educator: Proposal of a Definition and a Framework to Increase Openness Adoption Among University Educators. *The International Review of Research in Open and Distributed Learning, 17*(6). https://doi.org/10.19173/irrodl.v17i6.2736

Other references

Nascimbeni, F., Burgos, D., Campbell, L. M., & Tabacco, A. (2018). Institutional mapping of open educational practices beyond use of Open Educational Resources. *Distance Education, 39*(4), 511-527. https://doi.org/10.1080/01587919.2018.1520040

Nascimbeni, F., & Burgos, D. (2019). Unveiling the relationship between the use of open educational resources and the adoption of open teaching practices in higher education. *Sustainability, 11*(20), 5637. https://doi.org/10.3390/su11205637

The OpenGame competences framework

Objective/Object

The OpenGame framework focuses on teacher's capacity building from a holistic perspective. The approach followed not only leads educators to understand the principles and values of open education, access and licensing, but also enables them to create and transform educational resources, design quality innovative learning experiences, teach and support students in open and personalised learning environments, and assess learning outcomes in new more engaging open formats. It is based on a broad and diverse selection of best practices which can be easily related to every teacher's own context and experience. It was designed as an open framework and therefore it can be adapted and completed by the experiences collected and shared by the open practitioners which use it.

Structure and dimensions

The OpenGame competences framework includes attitude as a transversal element, and then divides competences, knowledge and skills according to competences divided in 2 areas (1. OER and 2. Open pedagogies, with four competences each, 1-4, and 5-8 respectively).

Competences:

(1) Use open licenses
(2) Search for OER
(3) Create, revise and remix OER
(4) Share OER
(5) Design open educational experiences
(6) Guide students to learn in the open
(7) Teach with OER
(8) Implement open assessment

Graphical representation

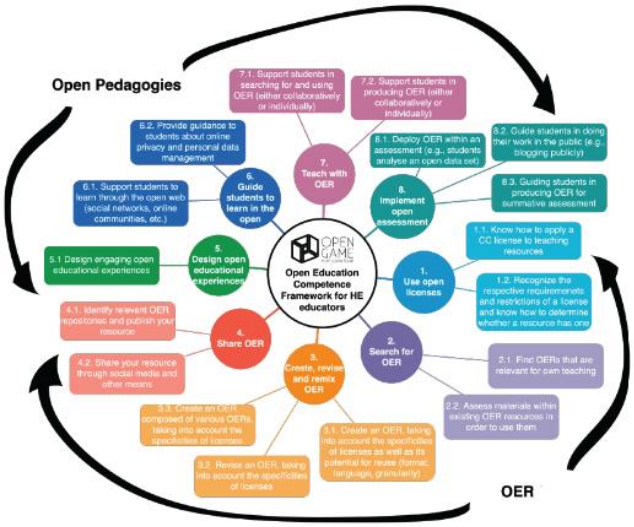

Image 1. Open Education Competence Framework for HE educators

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A. Attitude	Be ready to openly share one's work, to use the knowledge created by others, in order to improve access, participation, and quality of teaching and learning		
Area	**Competence**	**B. Knowledge**	**C. Skills**
1. OER	1. Use open licenses	Understand the (comparative) advantages of using open licences and know the existing types of open licences	1.1. Apply an open license to teaching resources 1.2. Recognise the requirements and restrictions of a licence, and know how to determine whether a resource has a licence and of what sort
	2. Search for OER	Know OER repositories and identify those that are the most suited to open needs	2.1. Find OER that are relevant for own teaching 2.2. Assess quality and usability of existing OER in order to use them
	3. Create, revise and remix OER	Know the different options for adaptation of an OER (translation, illustration, accessibility, contextualization, etc.)	3.1. Create an OER, taking into account the specificities of licences as well as its potential for reuse (format, language, granularity) 3.2. Revise an OER, taking into account the specificities of licences 3.3. Create an OER composed of various OERs
	4. Share OER	Know OER repositories, how to publish an OER, how to share an OER	4.1. Identify relevant OER repositories and publish a resource 4.2. Share a resource through social media and other means
2. Open pedagogies	5. Design open educational experiences	Know how to share and/or work collaboratively with others in open communities, how to facilitate student engagement in open learning experiences	5.1 Design engaging open educational experiences
	6. Guide students to learn in the open	Know about connected and network learning strategies. Be aware of the issues connected to online privacy and personal data management	6.1. Support students to learn through social networks, online communities etc. 6.2. Provide guidance to students about online privacy and personal data management
	7. Teach with OER	Know how to search for, create, remix, and share OER, and how to facilitate and guide others in their engagement with OER	7.1. Support students in searching for and using OER (either collaboratively or individually) 7.2. Support students in producing OER (either collaboratively or individually)
	8. Implement open assessment	Know the comparative advantages of open assessment and be aware of existing open assessment methods and tools	8.1. Deploy OER within an assessment 8.2. Guide students in doing their work in the public 8.3. Guide students in producing OER for formative or summative assessment

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Empirical study/Practical application

Within the OE competences framework for HE educators (Garcia-Holgado et al., 2020), eight HE educational challenges that can be addressed by using OEP were identified and then eight competence areas related to those OEP were defined. In the development of

the course curriculum and content that underpinned Catch the Open!, eight modules were developed that are aligned to the OE competences framework. A module presents the main path of the learning process, based on the educational practices selected in the OpenGame Handbook of Successful Open Practices (Garcia-Holgado et al., 2020). In addition, eight units of learning (UoL) were also defined, to widen the knowledge available within the course curriculum and content about OE. Each module is linked to two UoL based on which competences align with which OEP.

This paper presents the main outcome of the OpenGame project, which is the gamified web-based application Catch the Open! This application offers a gamified course based on theoretical foundations and concepts of OE together with a set of real-life open education practices, which give the user the opportunity to get inspired to start or to innovate in the use of open educational practices (OEP).

Main reference

Garcia-Holgado, A., Nascimbeni, F., Garcia-Peñalvo, F. J., Brunton, J., Brown, M., Bonaudo, P., & Brunton, J. (2020). *Handbook of successful open teaching practices*. OpenGame project IO1 result. http://opengame-project.eu/wp-content/uploads/2020/07/OpenGame-IO1-HandbookOfSuccesfulOpenPractices.pdf

Nascimbeni, F., Teixeira, A., García Holgado, A., García Peñalvo, F., Padilla Zea, N., Ehlers, U., Brunton, J., & Burgos, D. (2020). *The OpenGame competencies framework: An attempt to map open education attitudes, knowledge and skills. European Distance and E-Learning Network (EDEN) Proceedings 2020 Research Workshop (pp. 105-112)*. https://eden-europe.eu/proceedings/wp-content/uploads/2021/05/RW11_Proc_v3.pdf

Other references

Padilla-Zea, N., Burgos, D., García-Holgado, A., García-Peñalvo, F. J., Harquevaux, M. P., de-la-Higuera, C., ... & Tlili, A. (2022). Catch the open! A gamified interactive immersion into open educational practices for higher education educators. *Frontiers in Psychology, 13,* 812091. https://doi.org/10.3389/fpsyg.2022.812091

Aspects of OEP within the model of constructive alignment

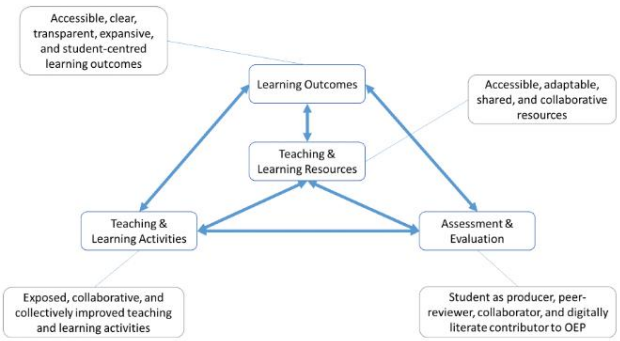
Objective/Object

Constructive alignment provides a framework to situate examples of OEP within a pedagogically sound model for the design of instructional practice. This provides a starting point for faculty familiar with learning design, but not OEP, to conceptualize their practice.

Structure and dimensions

For each of the elements of the model of constructive alignment (teaching & learning activities, learning outcomes, assessment & evaluation, teaching & learning resources), examples are provided which may guide faculty towards how to consider OEP as part of their design or redesign process. For example, when designing assessment and evaluation activities, faculty may enact OEP by exploring ways in which they can engage students as producers of content, find ways to integrate peer-review and assessment, promote student collaboration, and develop digital literacies.

Graphical representation



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Main reference

Paskevicius, M. (2017). Conceptualizing open educational practices through the lens of constructive alignment. *Open Praxis, 9*(2), 125-140. https://doi.org/10.5944/openpraxis.9.2.519

Approaches to OEP

Objective/Object

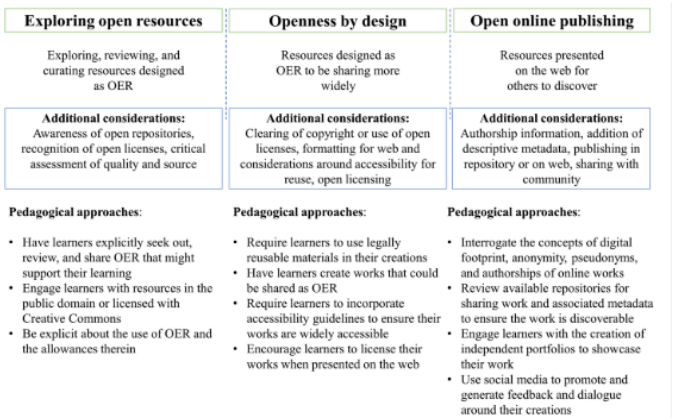
To represent how faculty are bringing aspects of openness into their practice, through their pedagogical designs, and how they talk about using OEP to engage with students.

Structure and dimensions

Three categories of openness:

- Exploring open resources. It involves bringing awareness to learners about the availability of OER, open copyright licenses, online repositories, and techniques and strategies for locating OER.
- Openness by design. It involves engaging with the tools, resources, and practices for creating resources that can be legally shared openly.
- Open online publishing. It involves individuals publishing their reflections, engaging in peer review, and contributing resources more broadly on the open web.

Graphical representation



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Empirical study/Practical application

In this study, the authors investigate the lived experiences of 11 educators who describe actively changing their pedagogical practice due to their engagement with open education. Participants were interviewed using synchronous video through the Zoom online meeting service.

Main reference

Paskevicius, M., & Irvine, V. (2019). Practicalities of implementing open pedagogy in higher education. *Smart Learning Environments, 6*(1), 1-20. https://doi.org/10.1186/s40561-019-0110-5

Continuum of open practice

Objective/Object

To express both the complexity of use and maturity of OEP through five stages of adoption for OER in a Higher Education context. This model approaches OER adoption from the practitioner perspective only but acknowledges the impact and constraints of the institutional environment.

Structure and dimensions

Five stages of adoption:
(1) Awareness/access
(2) Sharing a newly authored OER
(3) Passive practitioner remix
(4) Active practitioner remix
(5) Student co-creation

The model does not infer that any activity is necessarily of greater worth – the alignment between the practitioner activity and their teaching (and institutional) context is the key. However, it suggests that practitioner activities further to the right of the continuum are generally more complex undertakings.

Each stage expresses behaviours in relation to openness and is supported by mediating artefacts. As such, each stage has two segments:

1. Description, which provides an overview of the types of activities and objectives sought at that stage.
2. Practitioner Behaviours, which act as 'evidence' that a practitioner is engaging with OEP at this stage. The article presents the framework and provides a very comprehensive breakdown of these two segments for each scenario or stage.

Graphical representation

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Main reference

Stagg, A. (2014). OER adoption: a continuum for practice. RUSC. *Universities and Knowledge Society Journal, 11*(3), 151-164. http://doi.org/10.7238/rusc.v11i3.2102

The ecology of the open practitioner

Objective/Object

The ecology of development has been leveraged as a mechanism for articulating and exploring contextual influences on open education practice, as well as the role of constructed and mediated realities in development. This approach privileges the role of contextual focus for strategic and operational initiatives related to OEP and provides a lens for communicating the value of openness in higher education.

Structure and dimensions

Based on the levels of ecology of Bronfenbrenner (1979), different examples related to OEP in higher education are presented, together with the survey questions aligned.

Graphical representation

Table 3: Examples of ecological influences in higher education contexts

Level of ecology	Examples	Alignment with survey questions
Individual	Age, length of time employed in the HE sector, professional or academic staff.	• Demographic questions
Microsystem	Degree level taught, primary mode of teaching, 'ownership' of course design.	• Who has the decision-making power over the resources included in your course(s)?
Mesosystem	Awareness of open resources within their discipline, influence of commercial publisher resources in course design, types of material included in course design.	• Please tick from the list the types of self-authored resources included in your course (examples include but are not limited to videos, eBooks, textbooks, recorded lectures, study guides). • Please tick from the list the types of commercial publisher-authored resources included in your course (examples include but are not limited to videos, eBooks, textbooks, recorded lectures, study guides).
Exosystem	Institutional policy, disciplinary requirements, accrediting professional body compliances.	• Does your institution have policies that support openly licensing your teaching materials? • What mechanisms or resources are in place at your institution to support open practices? (select from a list including but not limited to general websites, librarians with specialist knowledge, copyright officers)
Macrosystem	High-level barriers to OEP engagement, national policy, disciplinary culture.	• Please select from the list any barriers you have experienced to open practice (list includes but is not limited to access to internet, access to technology, no support within the discipline for openness, lack of access to specific software packages)

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Main reference

Stagg, A. (2017). The ecology of the open practitioner: a conceptual framework for open research. *Open Praxis, 9(*4), 363-374. https://doi.org/10.5944/openpraxis.9.4.662

Other references

This paper proposes a framework that aligns Bronfenbrenner's ecology of human development (1979), and Sperber and Wilson's relevance theory (1995), and situates the resulting framework within the context of open academic development.

Bronfenbrenner, U. (1979). *The ecology of human development: experiments by nature and design*. Cambridge: Harvard University Press.

Sperber, D. & Wilson, D. (1995). *Relevance: communication and cognition* (2nd ed). Oxford: Blackwell.

Práticas Educacionais de Conteúdo Aberto

Objetivo/Objeto

Partiendo del análisis crítico del modelo de Wiley Hilton, en el artículo se exploran las implicaciones que aportan los modelos de negocios y la gobernanza institucional a la educación abierta. Se propone un nuevo tipo de modelo de organización de tipo deconstructivo, lo que permite una mayor flexibilidad institucional a los desafíos externos y nos hace más preparados para una cultura de innovación abierta.

Estructura y dimensiones

Tres tipos de organización universitaria de acuerdo con las OEP:

- Utilización y reutilización formales
- Certificación formal y utilización no formal
- Utilización no formal y reutilización

Representación gráfica

GERAÇÃO	CARACTERÍSTICAS
Utilização não formal e reutilização	Estudantes independentes utilizam materiais de livre acesso para a sua aprendizagem, podendo editar e alterar o conteúdo, partilhando-o posteriormente
Certificação formal e utilização não formal	A aprendizagem independente realizada por via da utilização de materiais de acesso livre pode ser objeto de certificação formal por una instituição educativa
Utilização e reutilização formais	Instituições e professores podem utilizar e reutilizar materiais de livre acesso disponíveis na rede no âmbito dos seus próprios cursos, sejam materiais pré-validados por outra escola ou instituição de ensino, ou após conduzirem um processo independente de validação formal

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Referencia principal

Teixeira, A. (2012). Desconstruindo a universidade: Modelos universitários emergentes mais abertos, flexíveis e sustentáveis. *Revista de Educación a distancia (RED), 32*. https://revistas.um.es/red/article/view/233101

Otras referencias

Wiley, D., & Hilton III, J. (2009). Openness, Dynamic Specialization, and the Disaggregated Future of Higher Education. *The International Review of Research in Open and Distributed Learning, 10*(5). https://doi.org/10.19173/irrodl.v10i5.768

Open threshold framework

Objective/Object

This work presents a theoretical framework that includes the transformative impact on identity in the process of becoming an open educator, the troublesomeness inherent in this evolution and the liminal space through which the evolving teachers progress.

Structure and dimensions

Of the eight characteristics of TCs (threshold concepts) identified in the core literature of this theory, three are shown as particularly offering the maximum potential for understanding the evolution of teachers towards the open educator identity: transformative, troublesome and liminal.

Transformative: facilitating an ontological shift in knowing and being which results in conceptual, affective and performative changes.

Troublesome: particularly in the sense of being conceptually difficult, as TCs were often found to invoke tacit assumptions that are particularly challenging for students with conflicting worldviews.

Liminal: focusing on the connection between TCs and the rites of passage that signal participation and status within a community of practice.

Main reference

Tur G., Havemann L., Marsh D., Keefer J. M., & Nascimbeni F. (2020). Becoming an open educator: towards an open threshold framework. *Research in Learning Technology, 28*. https://doi.org/10.25304/rlt.v28.2338

OEP framework for open education and Framework for designing OEP-based courses

Objective/Object

Based on a comprehensive review on reported OEP definitions in the literature, to better understand OEP.

Structure and dimensions

Five interrelated conditions:

(a) OER: Teaching materials used within OEP should be openly licenced, and the resources produced during the course should also be released as OER.

(b) Enabling technology: Teachers should make use of different technologies and tools to build and support a connected learning community where the OEP can flourish.

(c) Open teaching: Educators should implement teaching methodologies that can help students to construct their own learning pathways (self-regulated) and to actively contribute to knowledge building, both individually and collaboratively.

(d) Open collaboration: Teachers should build open communities, for instance by using social networks, to help students to work in teams to carry out particular learning tasks as well as to exchange ideas and discussions related to those specific learning tasks. Other teachers and stakeholders can participate in these discussions as well to further assist learners.

(e) Open assessment: Teachers should allow learners to evaluate one another (peer assessment). This can emphasise reflective practices and improve learning outcomes.

Four relations can be formed among the five conditions. All these relations are mediated by technology that is conceived as an enabling condition for OEP to be developed:

(1) Relation OER–enabling technology–open teaching.

(2) Relation open teaching–enabling technology–open collaboration.

(3) Relation open collaboration–enabling technology–open assessment.

Graphical representation

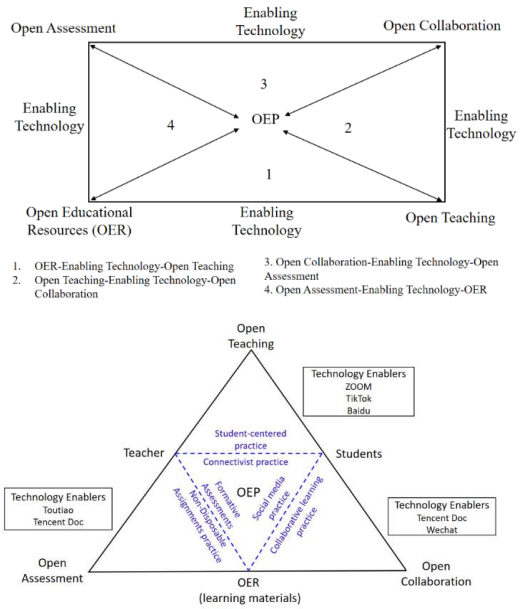

Figure 3. Framework for designing OEP-based courses.

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(4) Relation open assessment–enabling technology–OER.	

Empirical study/Practical application

This study designs a new OEP-based course at a public university for teaching family education during the COVID-19 pandemic. It investigates in-depth via a pilot experiment the effects of a newly designed OEP-based course during the COVID-19 pandemic on learning motivation, as well as on learners' and teachers' perceptions.
It should be noted that since this practical study was conducted during the COVID-19 pandemic, and several challenges were faced (e.g., time constraints), this study reports a pilot experiment to validate the OEP-based course.

This study contributes to the extant literature by going beyond discussing OEP as an emerging approach to practically discuss how to design OEP-based courses in higher education.

Main reference

Zhang, X., Tlili, A., Huang, R., Chang, T., Burgos, D., Yang, J., & Zhang, J. (2020). A case study of applying open educational practices in higher education during COVID-19: Impacts on learning motivation and perceptions. *Sustainability, 12*(21), 9129. https://doi.org/10.3390/su12219129

Other references

Huang, R., Tlili, A., Chang, T. W., Zhang, X., Nascimbeni, F., & Burgos, D. (2020). Disrupted classes, undisrupted learning during COVID-19 outbreak in China: application of open educational practices and resources. *Smart Learning Environments, 7,* 1-15. https://doi.org/10.1186/s40561-020-00125-8

A framework of four OEP through the reuse of OER

Objective/Object

To categorise open practices by academics in higher education institutions.

Structure and dimensions

(1) Quadrant 1. OER used 'as is' during curriculum design: planned enhancement.
(2) Quadrant 2. Repurposed OER in curriculum design: strategic enhancement.
(3) Quadrant 3. Unchanged OER used during delivery: just-in-time enhancement.
(4) Quadrant 4. Repurposed OER added during curriculum delivery: reflective enhancement.

Graphical representation

https://doi.org/10.1080/02680513.2013.796286

Empirical study/Practical application

Each of the cases falls into, and provides evidence for, one of the quadrants of the framework. It provides insights into how practitioners might apply the framework in their own practice.

The framework was developed from the in-depth analysis of 20 cases of higher education practitioners, which revealed patterns of OER reuse across disciplines, institutions and needs.

Main reference

Armellini, A., & Nie, M. (2013). Open Educational Practices for Curriculum Enhancement. *Open Learning, 28*(1), 7–20. https://doi.org/10.1080/02680513.2013.796286

A social justice framework for understanding open educational resources and practices

Objective/Object

Critically analyse the ways in which the use/impact of OEP might be considered socially just, with a particular focus on expansive, process-centric OEP.

Structure and dimensions

The economic, cultural and political social injustices (dimensions) are summarized along with their associated ameliorative responses (redistribution, recognition and representation) as well as their possible transformative responses (re-structuring, re-acculturation and re-framing).

Graphical representation

Table 2: OER, OEP and Social Justice Framework

Dimension	Injustices	Ameliorative (Affirmative) response: • *Addresses injustice with remedial reforms*	Transformative response: • *Addresses the root causes of inequality*
Economic	Maldistribution: • *Intermittent power supply* • *Inadequate access to computing devices* • *Expensive and/or poor connectivity* • *Only digital OER*	Redistribution: • *Printed OER* • *OER available in various formats, including Open source Software* • *MOOCs where the resources are OER*	Restructuring: • *Stable power supply, adequate access to functional computing devices and affordable and stable connectivity in rural environments in particular* • *Government and/or institutional funding for OER creation, adaptation and dissemination* • *Mechanism for acceptance of OERs or MOOCs as micro-credentials*
Cultural	Misrecognition: • *Using OER "as is" (copying)* • *Translating OER uncritically*	Recognition: • *Locating and incorporating* • *OER used "as is" within local epistemological and cultural contexts* • *Translating OER into local languages prudently*	Re-acculturation: • *Re-mixing OER critically to engage with and challenge hegemonic perspectives* • *Sharing their remixed teaching and learning materials publicly* • *Creation of OER*
Political	Misrepresentation: • *IP legislation inhibiting educators from sharing materials created in the course of educators' work*	Representation: • *Permission by employer to create and share OER created in the course of educators' work* • *Creating and sharing OER on a publicly accessible platform*	Re-framing: • *Internationally alter current IP rights to allow for properly attributed educational resources to be created, adapted and shared without formal permission* • *Creation of OER and engagement of OEP that balances power on educational materials and authorities*

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Empirical study/Practical application

The authors analyse for whom and in which contexts OEP can (i) support social justice along economic, cultural and political dimensions, and (ii) do so in transformative, ameliorative, neutral or even negative ways. They use the typology and framework to analyse specific process-centric forms of OEP including collaborative annotation, Wikipedia editing, open networked courses, Virtually Connecting, public scholarship, and learner-created OER. Analysing specific practices highlights diversity across the axes and subtle differences among them, such as when a particular practice is considered good pedagogy and how it can be modified to be more oriented towards social justice.

Main reference

Bali, M., Cronin, C., & Jhangiani, R. S. (2020). Framing Open Educational Practices from a Social Justice Perspective. *Journal of Interactive Media in Education,* (1), 1–12. https://doi.org/10.5334/jime.565

Other references

Hodgkinson-Williams, C.A., & Trotter, H. (2018). A social justice framework for understanding open educational resources and practices in the Global South. *Journal of Learning for Development, 5*(3), 204–224. https://doi.org/10.56059/jl4d.v5i3.312

A Model for Nurturing Informal Learning and Development Communities through OEP

Objetivo/Objeto

El modelo plantea una dimensión explícita de mejora de competencias basada en la teoría de las comunidades de práctica (CP) y un sistema de gestión de la reputación que incentiva la participación.

Estructura y dimensiones

Dimensiones del modelo:

(1) Compartir experiencias y recursos con compañeros que tienen prioridades similares: Comunidad preexistente de segundo nivel, con objetivos muy claros y relacionada con un tipo de trabajo en particular.
(2) Colaborar con profesores universitarios que respondan a sus necesidades y les ayuden a desarrollar una CP: Colaboración con el profesorado impulsada por la demanda.
(3) Colaborar e interactuar en mayor medida con sus compañeros: Comunidad en línea de prácticas abiertas con foros de discusión en línea y otras actividades en colaboración.
(4) Tener a su disposición recursos de formación gratuitos y de gran calidad, así como información fiable sobre su calidad, nivel educativo y vigencia, y conocer su clasificación en los estándares profesionales nacionales: Biblioteca de REA equipada con un sistema de revisión paritaria para evaluar contenidos.
(5) Disponer de habilidades adicionales para adaptar y desarrollar REA con el objetivo de adecuarlos a su contexto docente: Servicio para mejorar las competencias de los participantes a través de la CP.

Representación gráfica

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(6) Ser capaces de valorar la credibilidad y las competencias de sus compañeros: Sistema de gestión de la reputación.	

Estudio empírico/Aplicación práctica

El modelo se basa en una encuesta realizada a formadores voluntarios, que establecía su necesidad de disponer de recursos gratuitos de alta calidad y su deseo de entablar relaciones más productivas con sus colegas, así como en un informe sobre comunidades en línea pertenecientes o no al sector voluntario. Se realizó una encuesta en línea a 101 instructores voluntarios y responsables de formación del sector a fin de poder identificar sus prácticas con relación al uso de recursos de aprendizaje y sus conocimientos y actitudes respecto a los REA.

El modelo toma los componentes más eficaces de las dos comunidades estudiadas y los combina para satisfacer las necesidades de los formadores del sector voluntario y aprovechar las habilidades y los recursos ofrecidos por los profesores que prestan su colaboración. Aunque se centra en el sector voluntario, podría aplicarse fácilmente a otros sectores, lo que ayudaría a salvar la desconexión entre el aprendizaje informal y el aprendizaje formal que se produce en las instituciones educativas.

Referencia principal

Coughlan, T., & Perryman, L. A. (2013). Beyond the Ivory Tower: A Model for Nurturing Informal Learning and Development Communities through Open Educational Practices. *RUSC Universities and Knowledge Society Journal, 10*(1), 312–26. https://doi.org/10.7238/rusc.v10i1.1586

Coughlan, T., & Perryman, L.-A. (2013). Más allá de la torre de marfil: un modelo para potenciar las comunidades de aprendizaje informal y desarrollo mediante prácticas educativas abiertas. *Revista de Universidad y Sociedad del Conocimiento (RUSC). 10*(1), 135-150. http://dx.doi.org/10.7238/rusc.v10i1.1586 (Mismo artículo traducido al español)

Using OEP for teaching

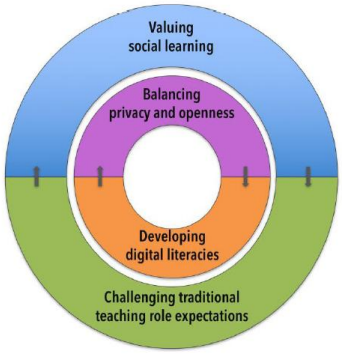
Objective/Object

Using the constructivist grounded theory, this model was constructed to represent the dimensions shared by open educators, answering the research question: What dimensions (values, practices, strategies) were shared by participants who used OEP?

Structure and dimensions

(1) Balancing privacy and openness.
(2) Developing digital literacies.
(3) Valuing social learning.
(4) Challenging traditional teaching role expectations.

Graphical representation



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Empirical study/Practical application

This research study addresses the gap OER empirical research vs. OEP, exploring the digital and pedagogical strategies of a diverse group of university educators, focusing on whether, why, and how they use OEP for teaching. The study was conducted at one Irish university; semi-structured interviews were carried out with educators across multiple disciplines.

Main reference

Cronin, C. (2017). Openness and Praxis: Exploring the Use of Open Educational Practices in Higher Education. *The International Review of Research in Open and Distributed Learning, 18*(5). https://doi.org/10.19173/irrodl.v18i5.3096

Dimensions of openness

Objective/Object

To relate to the ease or difficulty of the process of adopting open education.

Structure and dimensions

(1) Technical openness (e.g. interoperability and open formats, technical skill and resources, availability and discoverability).
(2) Legal openness (e.g. open licensing knowledge and advice).
(3) Cultural openness (e.g. knowledge on a continuum between homogenous and diverse) and curriculum (on a continuum between institutionalised and autonomous).
(4) Pedagogical openness (e.g. student demographics and types of engagement).
(5) Financial openness (e.g. whether OER should be free or not, funding arrangements).

Main reference

Hodgkinson-Williams, C. (2014). *Degrees of ease: Adoption of OER, open textbooks and MOOCs in the global South*. Symposium conducted at 2nd Regional Symposium on Open Educational Resources: Beyond Advocacy, Research and Policy, OER Asia 2014, Penang, Malaysia.

Other references

Czerniewicz, L., Deacon, A., Glover, M., & Walji, S. (2017). MOOC—making and open educational practices. *Journal of Computing in Higher Education, 29*, 81–97. https://doi.org/10.1007/s12528-016-9128-7

Open Learning Design Intervention: OLDI model

Objective/Object

To support instructors to meet the five Freirean principles of assessment.

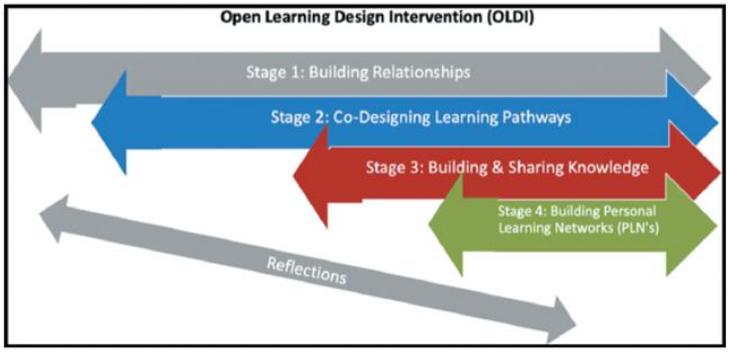
Structure and dimensions

In any learning context include the following factors:

(a) Learning is "dependent upon the opportunity for learners to codesign personally relevant learning pathways".
(b) Learners "collaboratively and individually share their learning experiences through feedback loops" that include multiple people, spaces, perspectives, experiences and nodes of learning.
(c) Learners need to transparently demonstrate "their learning in meaningful ways that integrate curriculum and competencies".
(d) Learning "occurs through stages and continuums and is a personal learning experience that transcends formal learning environments".
(e) Open and online learning "emphasizes the learning process in order to build upon and share community knowledge".

(1) **Stage 1:** Building Relationships.
(2) **Stage 2:** Co-Designing Learning Pathways.
(3) **Stage 3:** Building & Sharing Knowledge.
(4) **Stage 4:** Building Personal Learning Networks (PLN's).

Graphical representation



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Empirical study/Practical application

The OLDI Framework provided a lens through which to design for OEP through the research design form learning pathways. The teacher and researcher used OLDI to compare and contrast open learning outcomes and as a means to reflect upon how the students' perceived benefits and weaknesses of expanded open learning opportunities.

Main reference

Roberts, V. (2019). *Open educational practices (OEP): Design-based research on expanded high school learning environments, spaces, and experiences* [Doctoral dissertation, University of Calgary]. PRISM.

https://prism.ucalgary.ca/bitstream/handle/1880/110926/ucalgary_2019_roberts_verena.pdf

Other references

DeWaard, H., & Roberts, V. (2021). Revisioning the potential of Freire's principles of assessment: Influences on the art of assessment in open and online learning through blogging, *Distance Education, 42*(2), 310-326, https://doi.org/10.1080/01587919.2021.1910494

The concept of open educational practice

Objective/Object

It does not contain any concrete educational approaches but rather provides a framework that defines normative categories (which are basically: openness, learners' participation) according to which existing educational approaches and teaching/ learning methods can be classified.

Structure and dimensions

The original model from 2011 points out that a gradual increase in OEP is not only intended to represent other forms of teaching/learning, but also to achieve an improved quality in learning outcomes - measured in terms of teaching/learning goals.

The author elaborates a graphical representation in 2020 that synthesizes his model (see Figure).

Graphical representation

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Empirical study/Practical application

The author applies the case study methodology and presents one case, analyse its design and the resulting experiences.

Main reference

Ehlers, U.-D. (2020). Making Open Educational Practices Real. The Case of "The Grand Challenge 2020". *Journal of e-Learning and Knowledge Society, 16*(4), 56-66. https://doi.org/10.20368/1971-8829/1135374

Other references

Ehlers, U.-D. (2011). From Open educational resources to open educational practices. *E-Learning Papers, 17*(1). https://www.researchgate.net/profile/Ulf-Ehlers/publication/260423282_From_open_educational_resources_to_open_educational_practices/links/58afe868aca2725b54113a3f/From-open-educational-resources-to-open-educational-practices.pdf

5. Marcos de referencia relacionados con la Competencia Digital Crítica

Conceptual framework outlined by media education

Objective/Object

To outline a conceptual framework on "digital literacy" considering the Internet. It is based on four classic approaches used in media literacy.

Structure and dimensions

(1) Representation
(2) Language
(3) Production
(4) Audience

Empirical study/Practical application

The main research question of the study concerns how Swedish leisure-time teachers (LT teachers) work to promote critical digital literacy. In addition to this, the article directs attention to one specific aspect of critical digital literacy, namely, critical understanding of Internet advertising. The second research question thus concerns how LT teachers approach Internet advertising in the LTC, and whether their approaches to advertising encourage a critical understanding. The study is based on 20 in-depth interviews with Swedish LT teachers, and Buckingham's conceptual framework for critical digital literacy is used to analyse and discuss the data. The results reveal a broad range of approaches and practices, from not promoting critical digital literacy at all, to planned learning activities and spontaneous discussions that encouraged critical reflections about digital media.

Main reference

Buckingham, D. (2006). Defining digital literacy – What do young people need to know about digital media? *Nordic Journal of Digital Literacy, 4*(1), 263–276. https://doi.org/10.18261/ISSN1891-943X-2006-04-03

Other references

Martínez, C. (2019). Promoting critical digital literacy in the leisure-time center: views and practices among Swedish leisure-time teachers. *Nordic Journal of Digital Literacy, 14* (3-4), 134-146. https://doi.org/10.18261/issn.1891-943x-2019-03-04-04

Note

The name of the framework is proposed by Martínez (2019) based on the article by Buckingham (2006), where the author outlines a framework to define "digital literacy" based on four key concepts extracted from media education.

Conceptual model of media education

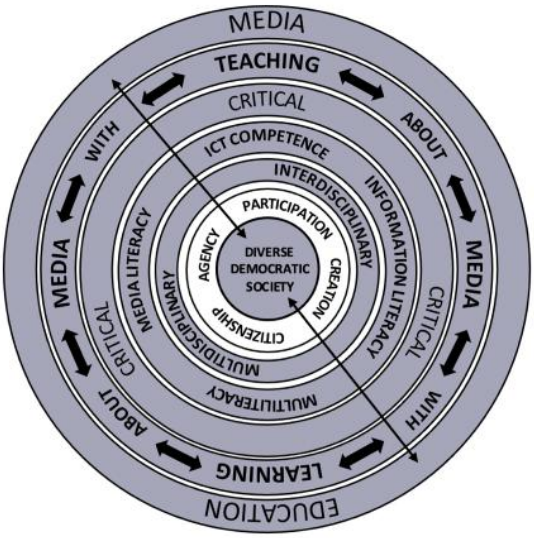
Objective/Object

To contribute towards the theoretical understanding of media education as a concept, as well as provide a comprehensive description of media education from a Finnish perspective for students, educators, and policy makers.

Structure and dimensions

(a) Media and education.
(b) Teaching and learning "about" and "with" the media.
(c) The critical perspective.
(d) Media and information literacy.
(e) Multiliteracy.
(f) Information and communication technology (ICT) competence.
(g) Agency, reflection, collaboration, and culture.
(h) Diverse democratic society.

Graphical representation



CC-BY-NC

Main reference

Michael, V., & Okkonen, J. (2021). Towards a Conceptual Model of Media Education: A Finnish Perspective. *Nordic Journal of Digital Literacy, 16*(3-4), 144-157. https://doi.org/10.18261/issn.1891-943x-2021-03-04-05

Connected Teaching Framework

Objective/Object

To situate the components that the author considers essentials to promote students' connected learning.

Structure and dimensions

The framework is structured in four main interrelated components:

a) Political context
b) Students
c) Teachers' pragmatic agency
d) Technological tools

Graphical representation

https://doi.org/10.58680/ee201930076

Empirical study/Practical application

This case study examines teaching and learning conducted with a group of pre-service English language teachers on New Literacies and Multimodal in order to understand how ideas of connected learning are both generative and challenging as educators seek to create transformative, technology-integrated, equity-oriented literacy learning experiences for students.

Main reference

Mirra, N. (2019). From connected learning to connected teaching: Reimagining digital literacy pedagogy in English teacher education. *English Education, 51*(3), 261–291. https://doi.org/10.58680/ee201930076

Five resource model of critical literacy framework

Objective/Object

To define a critical digital literacy curriculum for critical digital literacy.

Structure and dimensions

Critical digital literacy resources:

(a) Decoding: Navigations, conventions, operations, stylistics, modalities.
(b) Meaning making: Reading, relating, expressing.
(c) Analysing: Deconstructing, selecting, interrogating.
(d) Using: Finding, applying, problem-solving, creating.
(e) Persona: Identity building, reputation management, participation.

Graphical representation

https://doi.org/10.3402/rlt.v21.21334

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Empirical study/Practical application

Molin and Godhe's (2020) study was aimed at exploring how particular aspects of digital multimodal texts can be incorporated and developed within critical digital literacy practices in a secondary school classroom.

Analysis of critical digital literacy teaching practices of pre-service teachers through a qualitative case study (Delacruz & Jackson, 2019). Areas of teacher use for the design of activities and their evaluation: (1) Decoding: practical and operational engagement, (2) Meaning making narrative complexity in the digital, (3) Using: producing and consuming digital texts, (4) Analysing: becoming a discerning practitioner, and (5) Persona: identity issues and the digital.

Main reference

Hinrichsen, J., & Coombs, A. (2014). The five resources of critical digital literacy: a framework for curriculum integration. *Research in Learning Technology, 21*. https://doi.org/10.3402/rlt.v21.21334

Other references

Delacruz, S., & Jackson, V. (2019). Preservice Elementary Teachers Engaging in Digital Critical Literacy Practices to Advocate for Critical Perspectives of Text. *Literacy Practice & Research, 44*(2), 5-17.

Molin, L. & Godhe, A.L. (2020). Students' critical analyses of prominent perspectives in a digital multimodal text. *Nordic Journal of Digital Literacy, 15(*3), 153-164. https://doi.org/10.18261/issn.1891-943x-2020-03-02

Hernández Santos, A., Páez Cuba, L. D., Planella, J., & Díaz Domínguez, T. (2023). Alfabetización digital crítica en la enseñanza del Derecho. *Revista electrónica iberoamericana, 17*(1), 155-174. https://doi.org/10.20318/reib.2023.7805

Lee Kit, M., & Jodie, L. (2023). Re-inventing Critical Thinking and Writing Tasks Using a CDL Approach. *International Journal of TESOL Studies, 5*(1), 5-21. https://doi.org/10.58304/ijts.20230102

Modelo de Metaliteracidad

Objetivo/Objeto

La metaliteralidad o metaalfabetización es un modelo pedagógico que se centra en el método individual de aprendizaje y participación en el complejo entorno informativo actual. Se trata de una alfabetización global que hace hincapié en el impacto que la Web 2.0 y los medios sociales en particular han tenido en el aprendizaje y la alfabetización, incluidas las mayores oportunidades de colaboración.

Estructura y dimensiones

El modelo se estructura en términos de dominios (conductual, cognitivo, afectivo, metacognitivo) y metas:

(1) Evaluar de manera crítica el contenido.
(2) Comprender la privacidad personal, la ética en la información y la propiedad intelectual.
(3) Compartir información y colaborar en entornos participativos.
(4) Conectar estrategias de investigación y aprendizaje continuo.

Estudio empírico/Aplicación práctica

Montes y Bonilla (2022) adoptan el modelo de Mackey y Jacobson (2014) para construir el aparato conceptual que utilizan en su investigación para analizar las prácticas de estudiantes en un curso de formación doctoral.

Referencia principal

Mackey, T., & Jacobson, T. (2014). *Metaliteracy: Reinventing information literacy to empower learners.* Routledge.

Otras referencias

Montes, M.E., & Bonilla, J.L. (2022). Metaliteracidad en la formación doctoral: estudio de caso de un curso de Sociolingüística. *Innovación Educativa, 22*(88), 79-94. https://www.ipn.mx/assets/files/innovacion/docs/Innovacion-Educativa/Innovacion-Educativa-88/metaliteracidad-formacion.pdf

Critical digital design

Objective/Object

In addition to concerns of 'design', critical digital design can be thought of as a deliberately political model of digital literacy in which complex and detailed understandings of discourse, ideology and power in the digital context are scaffolded. It aims to analyse the specific multimodal features of digital texts, as well as the general architecture of digital technology and the Internet, so that a more comprehensive and nuanced understanding of these concepts is developed in the learner. In comparison to digital design models, critical digital design focuses more on how this architecture manifests and maintains systems of power and privilege; however, unlike more traditional models of critique it aims to 'launch' this from a more personal position so that an individual's beliefs and emotions might be used to guide the analysis.

Structure and dimensions

Rather than focusing on specific technologies, critical digital design practices aim to explore and expand on the human, interpretative process associated with digital media use. These include:

(a) Transcendental critique.
(b) Visualisation (of digital networks).
(c) Critical self-reflection.

Main reference

Pangrazio, L. (2016). Reconceptualising critical digital literacy. *Discourse: Studies in the Cultural Politics of Education, 37*(2), 163–174. https://doi.org/10.1080/01596306.2014.942836

Theoretical framework of critical digital literacy & civic engagement

Objective/Object

To describe how critical digital literacy, conceptualized as the incorporation of Internet users' utopian/dystopian imaginaries of society in the digital age, facilitates civic engagement.

Structure and dimensions

(1) Stage 1. Critical digital literacy: Constructing utopian/dystopian imaginaries of society in the digital age.
   (a) Dimension 1. Constructing imaginaries of civic life.
   (b) Dimension 2. Constructing imaginaries of the Internet.

(2) Stage 2. Civic engagement: Deploying utopian/dystopian imaginaries of society in the digital age.
   (a) Dimension 1. Deploying imaginaries of civic life.
   (b) Dimension 2. Deploying imaginaries of the Internet.

Graphical representation

Table 1. Two-stage theoretical framework for how critical digital literacy, based on the construction (stage 1) and deployment (stage 2) of utopian/dystopian imaginaries of society in the digital age, facilitates civic engagement.

Stage	Dimension	Description	Intersection of dimensions 1 and 2	Intersection of dimensions 1–2 with the other critical (C) and functional (F) dimensions of digital literacy
1. Critical digital literacy: Constructing utopian/dystopian imaginaries of society in the digital age	1. Constructing imaginaries of civic life	1a. Projecting ideologically informed utopian possibilities for social change while 1b. Critiquing dystopian limitations of the present • For example, constructing progressive ideals of social justice and egalitarianism (1a) against social inequalities (1b), or neoliberal ideals of individual freedom and free-market values (1a) against taxation (1b)	1a–1b. Imagining civic life in line with different ideologies and in synergy with 2a–2b. An understanding of the Internet's civic potentials and limitations • For example, understanding the Internet's potential for public debate and activism but also for misinformation and surveillance (2a–2b) in synergy with progressive ideals of social justice or neoliberal ideals of individual freedom (1a–1b)	1–2. Understanding the Internet's civic potentials and limitations (2a–2b) in synergy with different imaginaries of civic life and ideologies (1a–1b) and in ways that underpin 3. The ability to evaluate online content (C) 4. Knowledge about how Internet corporations operate (C) 5. Knowledge of digital affordances (F) 6. Dispositions towards the Internet (F) • For example, understanding, in synergy with progressive or neoliberal ideals (1a–1b), the Internet's potential for public debate but also for misinformation (2a–2b) in ways that underpin dispositions towards accessing information online (6) as well as the ability to reflect on the trustworthiness of information (3) • For example, understanding, in synergy with progressive or neoliberal ideals (1a–1b), the Internet's potential for public debate, but also for polarization and surveillance (2a–2b) in ways that involve knowledge about what the algorithms of Internet corporations afford in terms of the creation of filter bubbles and the collection, tracking and profiling of users' data (4–5)
	2. Constructing imaginaries of the Internet	2a. Understanding the Internet's potentials along with 2b. Its limitations for civic life • For example, understanding the Internet's potential for public debate, citizens' interaction with politicians, activism and democracy (2a), but also for elitism, misinformation, polarization, censorship and surveillance (2b)		
2. Civic engagement: Deploying utopian/ dystopian imaginaries of society in the digital age	1. Deploying imaginaries of civic life	1a. Deploying imaginaries of civic life in line with different ideologies 1b. To participate in civic life • For example, participating in institutional/non-institutional politics (1b) in line with progressive ideals of social justice or neoliberal ideals of individual freedom (1a)	1a–2a. Deploying an understanding of the Internet's civic potentials and limitations (2a) in synergy with different imaginaries of civic life and ideologies (1a) 1b–2b. To participate in civic life (1b) by using the Internet (2b) • For example, participating, in line with left- or right-wing ideals (1a), in public debate online or Internet-mediated activism (1b-2b) by taking advantage of the Internet's potential for public debate (e.g. using social media to discuss politics or to raise awareness) while overcoming its implications for elitism (2a) (e.g. disseminating alternative media content on social media to reach wider audiences)	1a–2a. Deploying an understanding of the Internet's civic potentials and limitations (2a) in synergy with different imaginaries of civic life and ideologies (1a) 1b–2b. To participate in civic life (1b) by using the Internet (2b) and in ways that underpin and are deployed together with 3. Functional digital skills (F) 4. The ability to evaluate online content (C) 5. Knowledge about Internet corporations (C) 6. Knowledge of digital affordances (F) 7. Dispositions towards the Internet (F) • For example, participating, in line with left- or right-wing ideals (1a), in public debate online or Internet-mediated activism (1b–2b) by deploying functional digital skills (e.g. operational, creative skills) (3), as well as dispositions towards accessing and sharing information online (7), in order to take advantage of the Internet's potentials for public debate or activism (e.g. using social media to share political content or organize action) while overcoming the extent to which its implications for misinformation, polarization or surveillance (2a) depend on what the algorithms of Internet corporations afford for their business models (5–6) (e.g. evaluating political content by comparing information across multiple sources (4); diversifying one's exposure to information by following on social media individuals or organizations with opposing views; using highly encrypted messaging systems, managing privacy settings or obfuscating personal information)
	2. Deploying imaginaries of the Internet	2a. Deploying an understanding of the Internet's civic potentials and limitations 2b. To use the Internet for civic purposes • For example, using social media to access, produce or share political content (2b) in synergy with an understanding of the Internet's potential for public debate or activism but also for elitism, misinformation, polarization or		

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Main reference

Polizzi, G. (2023). Internet users' utopian/dystopian imaginaries of society in the digital age: Theorizing critical digital literacy and civic engagement. *New media & society, 25*(6), 1205-1226. https://doi.org/10.1177/14614448211018609

Competencies Components in ODF

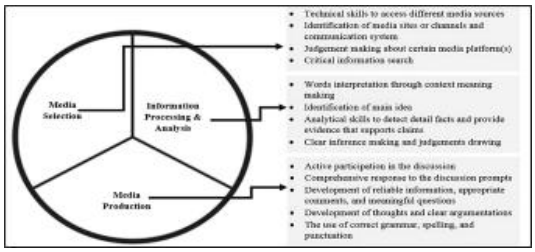
Objective/Object

To systematize the collection and analysis of information in research that aims to know and reflect on the performance of students in online discussion forums as part of their critical media literacy.

Structure and dimensions

(a) Media Selection (technical skills to access media, identification of media, judgement, critical info).
(b) Information Processing & Analysis (words interpretation, identification of main idea, analytical skills, inference and judgements).
(c) Media Production (active participation in discussion, comprehensive response, appropriate comments, clear argumentations, use of correct grammar).

Graphical representation



CC-BY

Empirical study/Practical application

The research analyses the perceptions of 250 high school EFL students (15-18 years old) about their participation in online discussion forums.

Main reference

Afrilyasanti, R., Basthomi, Y., & Zen, E. L. (2023). EFL students' participations and teachers' roles in online discussion forum for critical media literacy learning. *Contemporary Educational Technology, 15*(2), ep414. https://doi.org/10.30935/cedtech/12965

Framework for Critical Media Literacy Pedagogy

Objective/Object

To help teachers explore the complexities of practical implementation of CML (critical media literacy) in the context of EFL (English as a foreign language).

Structure and dimensions

Six principles:

(1) Multiliteracies and New Technologies.
(2) Equity and Access to Technologies.
(3) Examining Multiple Viewpoints and Representation from the Perspective of Nondominant Groups.
(4) Student Centred Inquiry.
(5) Testimony and Healing (telling one's story is part of the pedagogy.
(6) Production and Transformation.

Graphical representation

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Empirical study/Practical application

Interviews and 2 focus groups with 42 EFL teachers, following the introduction and training of the CML framework.

Main reference

Kersch, D., & Lesley, M. (2019). Hosting and healing: A framework for critical media literacy pedagogy. *The Journal of Media Literacy Education, 11*(3), 37–48. https://doi.org/10.23860/JMLE-2019-11-3-4

Other references

Afrilyasanti, R., Basthomi, Y., Laily Zen, E., & Fauziah, H. (2023). Addressing Information Overload in Smart Environment: Framework for Critical Media Literacy Integration in EFL Context. *Educational Media International*, *60*(1), 31–47. https://doi.org/10.1080/09523987.2023.2183572

Conceptual framework for the design of a gamified misinformation-aware social media

Objective/Object

Conceptual framework to promote healthier behaviour among social network users to minimize the spread of false information.

Structure and dimensions

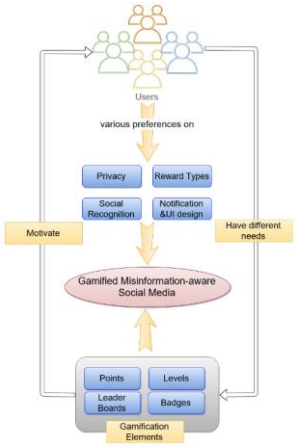
Users' needs and preferences:

(a) Privacy.
(b) Reward Types.
(c) Social recognition.
(d) Notification & UI design.

Gamification elements:

(1) Points.
(2) Levels.
(3) Leader boards.
(4) Badges.

Graphical representation



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Empirical study/Practical application

In the research, a questionnaire was designed and administered to a total of 100 participants (students and staff members) in different countries. The results indicated that users' preferences and perceptions vary and highlights the need for systematic and novel approaches to incorporate gamification into the design process of social media to combat misinformation spread. Based on the results, the author devised a conceptual framework that can serve as a guide for software engineers to design a gamified misinformation-aware social media.

Main reference

Almaliki M. (2019). Misinformation-Aware Social Media: A Software Engineering Perspective. *IEEE Access, 7,* 182451-182458.
https://doi.org/10.1109/ACCESS.2019.2960270

Critical literacy in digital activism

Objective/Object

To illustrate how the dimensions of critical literacy, youth participatory action research, and restoring iteratively intertwine to learn critical literacy concepts and develop a community of action projects.

Structure and dimensions

Four areas:

(1) Dimensions of critical literacy:
   (a) Disrupting the commonplace.
   (b) Interrogating multiple viewpoints.
   (c) Focusing on sociopolitical issues.
   (d) taking action to promote social justice.

(2) Youth participatory action research: Taking action together based on student interests in the community.

(3) Restoring: Renewing perspectives and sharing community resources through digital activism.

(4) Collaborative choice and action: Composing and critiquing portions of media then weaving them together to share online.

Graphical representation

https://doi.org/10.1108/IJILT-05-2018-0060

Empirical study/Practical application

Practical experience of collaborative action through a multimedia project with hashtags and online sharing.

Main reference

Amgott, N. (2018). Critical literacy in #DigitalActivism: Collaborative choice and action. *International Journal of Information & Learning Technology, 35*(5), 329-341. https://doi.org/10.1108/IJILT-05-2018-0060

Practice, networks and identity in social media: A model

Objective/Object

To develop an analysis of social networks, taking into account how individuals' meaning-making practices help them to perform identities in networks and how these contribute to a sense of belonging.

Structure and dimensions

Three dimensions:

(1) Focus on practice, on what we do in and around new environments.
(2) Focus on networks, the mix and interconnections between individuals across different environments.
(3) Focus on identity, exploring who it is possible to be in these different contexts and how that manifests itself.

Graphical representation

https://doi.org/10.1002/trtr.1858

Main reference

Burnett, C., & Merchant, G. (2019). Revisiting Critical Literacy in the Digital Age. *Reading Teacher, 73*(3), 263-266. https://doi.org/10.1002/trtr.1858

Other references

Burnett, C., & Merchant, G. (2011). Is there a space for critical literacy in the context of social media? *English Teaching: Practice and Critique, 10*(1), 41-57. https://files.eric.ed.gov/fulltext/EJ935562.pdf

A model of the Information Problem Solving process on the Web

Objective/Object

To design and evaluation of experiences to improve IPS skills (information problem solving skills).

Structure and dimensions

IPS process:

(a) Information need (problem, doubt, curiosity)
(b) Solved or unsolved info need.

Monitoring the process and tanking decisions:

(1) Transforming info need into question(s),
(2) Translating into a web search.
(3) Choosing among search results.
(4) Scanning pages, following links.
(5) Reading, evaluating and connecting information.

Cognitive dimensions:

(a) Identifying the information needs.
(b) Activating prior knowledge.
(c) Making a web search.
(d) Making hypotheses.
(e) Anticipating the contents, skimming and scanning a text.
(f) Recognising trustworthiness.
(g) Understanding 'text' in different codes.

Graphical representation

https://doi.org/10.1080/1475939X.2015.1080756

Empirical study/Practical application

Study in a secondary school, with experimental group and control group, on how to better foster IPS skills.

Main reference

Caviglia, F., & Delfino, M. (2016). Foundational skills and dispositions for learning: an experience with Information Problem Solving on the Web. *Technology, Pedagogy and Education*, *25*(4), 487–512. https://doi.org/10.1080/1475939X.2015.1080756

Other references

Ferraris, M. (2003). Navigare sul WWW a scuola. Ma per andare dove? [Navigating the Web at school: Where are we going?]. *TD – Tecnologie Didattiche, 28*, 29–41 https://scispace.com/pdf/navigare-nel-www-a-scuola-ma-per-andare-dove-kikei4suxs.pdf

Matrix definition of media literacy

Objetivo/Objeto

Facilitar un marco que defina las competencias necesarias para ayudar a los usuarios a evaluar las tecnologías de datos e incluirlas de manera crítica en su ecosistema digital.

Estructura y dimensiones

Alfabetización mediática definida como un conjunto de competencias requeridas para realizar diferentes tareas:

(a) Lectura.
(b) Escritura.
(c) Navegación.
(d) Organización.

En una variedad de medios considerados como:

(1) Objetos informativos.
(2) Técnicos.
(3) Sociales.

Representación gráfica

Media as… Tasks:	Informational objects	Technical objects	Social objects
Reading	The referential, semiotic and formal aspects of media contents	The media technical processes and apparatus	The social effects, the ethical issues, the production and reception contexts, the original intentions, etc.
Writing			
Navigating			
Organizing			

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Referencia principal

Claes, A., & Philippette, T. (2020). Defining a critical data literacy for recommender systems: A media-grounded approach. *Journal of Media Literacy Education, 12*(3), 17-29. https://doi.org/10.23860/JMLE-2020-12-3-3

A professional development model for critical digital literacies

Objective/Object

Develop a professional development model for TESOL (Teaching English as a Second Language) teachers that facilitates the integration of critical digital literacies in the classroom.

Structure and dimensions

Content:

(a) CDL as participatory.
(b) Social practice of DMC.
(c) Teacher inquiry.

Levels of integration:

(a) Ambivalent integration.
(b) Incidental integration.
(c) Integral integration.

Process:

(a) Collegial planning.
(b) Individual action.
(c) Peer observation.
(d) Collective reflection.

Graphical representation

https://doi.org/10.1002/tesq.3138

Empirical study/Practical application

The study employed a longitudinal design-based research approach conducted over four semesters (Fall 2018 to Spring 2020) to implement and evaluate the proposed teacher professional development model in authentic classroom settings. Seven university English teachers from a Chinese university participated voluntarily. Data were collected through classroom observations, teacher interviews, reflection journals, and researchers' field notes. Using thematic analysis, the study explored how teachers developed critical digital literacies (CDL) practices and how their perceptions evolved throughout the process.

Main reference

Jiang, L., & Gu, M. M. (2022). Toward a Professional Development Model for Critical Digital Literacies in TESOL. *TESOL Quarterly, 56*(3), 1029-1040. https://doi.org/10.1002/tesq.3138

Information Literacy Competency Standards for Higher Education

Objective/Object

Information Literacy Competency Standards for Higher Education provides a framework for assessing the information literate individual.

Structure and dimensions

Five standards. Each standard includes performance indicators and outcomes.

(1) Standard 1: The information literate student determines the nature and extent of the information needed.
(2) Standard 2: The student proficient in accessing and using information accesses the required information effectively and efficiently.
(3) Standard 3: The student competent in accessing and using information evaluates information and its sources critically and incorporates selected information into his or her own knowledge base and value system.
(4) Standard 4: The information access and use competent learner, individually or as a member of a group, uses information effectively to fulfil a specific purpose.

Empirical study/Practical application

The competences presented here outline the process by which faculty, librarians and others pinpoint specific indicators that identify a student as information literate.

Students also will find the competences useful, because they provide students with a framework for gaining control over how they interact with information in their environment.

Main reference

American Library Association. (2000). *Information Literacy Competency Standards for Higher Education*. Association of College and Research Libraries.

Other references

López-Flamarique, M., Garro, E., & Egaña, T. (2019). La lectura digital en un aula de Secundaria: prácticas reales y dificultades del alumnado. *Pixel-Bit. Revista de Medios y Educación, 55*, 99-116. https://doi.org/10.12795/pixelbit.2019.i55.06

Connective literacies conceptual framework

Objective/Object

The central ideas of acquiring, thinking, and expressing serve as a grounding element in the Connective Literacies Conceptual Framework and can provide an entry point for educators to imagine how connective literacies open up new ways of thinking for students.

Structure and dimensions

Literacy skills needed for effectively negotiating digitally connected spaces are categorised into acquiring, thinking, and expressing.

a) Acquiring includes skills required for identifying problems, locating information, and navigating, identifying, and evaluating information.
b) An essential component of learning online is synthesizing ideas from multiple sources. Thus, we break down thinking into critically evaluating new learning and ideas, sense-making activities, and synthesizing information.
c) Expressing is a productive skill focused on communicating new understandings and opinions based on activities occurring in the acquiring and thinking phases.

Graphical representation

https://doi.org/10.1002/jaal.1300

Empirical study/Practical application

Using a critical literacies approach to honour the voices of adolescents as producers and consumers of online texts, in this study, researchers conducted two focus groups of nine eighth-grade students. Adolescents shared their insights about their use of connective literacy skills in and outside of school, including how they use digital technologies, and how they connect with others in digital spaces. Researchers share and discuss five thematic findings, using transcript excerpts as illustrations to present adolescents' perspectives.

Main reference

Washburn, J., & Myers, S. (2023). Adolescents' perspectives about their digital and connective literacies. *Journal of Adolescent & Adult Literacy, 67*, 12–21. https://doi.org/10.1002/jaal.1300

Feminist surveillance as care: A pedagogical framework for engaging with wearables

Objetivo/Objeto

Se trata de un marco de trabajo que sustenta una propuesta pedagógica centrada en la adquisición de alfabetizaciones digitales críticas como necesarias para enseñar a los estudiantes a involucrarse con cuestiones tecnológicas emergentes, específicamente aquellas que surgen al considerar las implicaciones éticas de la vigilancia y la privacidad.

Estructura y dimensiones

Tres acciones retóricas:

(1) Análisis: Uso de textos y pequeñas tareas que enseñan a adquirir una alfabetización digital crítica en material de vigilancia, privacidad e información de salud. Teorías de género, sexualidad, raza.

(2) Crítica: Implica criticar el sistema ideológico. Temas y discursos que dan forma al diseño de interfaces tecnológicas, diseño de *wearables* para recopilar datos en una economía biocapitalista.

(3) Respuesta: Aprendizaje-servicio como práctica retórica encarnada. Los estudiantes se asocian con una asociación para el desarrollo de documentos o entregables relevantes para la comunidad.

Estudio empírico/Aplicación práctica

El marco se aplica a la escritura profesional, ya que se ve como un plan de estudios que capacita a los estudiantes no solo para interactuar con el discurso y las prácticas de la escritura profesional, sino también para interrogar y rediseñar las nociones de profesionalismo.

Se trabaja con dos grupos clase donde las actividades incorporan lecturas y tareas que fomentan la adquisición de alfabetizaciones digitales críticas. Uno de los grupos se centró en la seguridad en Internet y el otro en la seguridad de la salud digital.

Referencia principal

Hutchinson, L., & Novotny, M. (2018). Teaching a Critical Digital Literacy of Wearables: A Feminist Surveillance as Care Pedagogy. *Computers and Composition, 50*, 105-120. https://doi.org/10.1016/j.compcom.2018.07.006

Otras referencias

Anderson, S. S. (2023). “Places to stand”: Multiple metaphors for framing ChatGPT's corpus. *Computers and Composition*, *68*, 102778. https://doi.org/10.1016/j.compcom.2023.102778

Beck, E., Goin, M. E., Ho, A., Parks, A., & Rowe, S. (2021). Critical digital literacy as method for teaching tactics of response to online surveillance and privacy erosion. *Computers and Composition, 61*. https://doi.org/10.1016/j.compcom.2021.102654

Model for Critical Games Literacy: Games as Text, Games as Action

Objective/Object

To provide a framework for planning games-based curriculum and pedagogy.

Structure and dimensions

Games as Text:

(a) World around the game
(b) Me as games player
(c) Learning though games
(d) Knowledge about games.

Games as action:

(1) Design.
(2) Situations.
(3) Actions.

Graphical representation

https://doi.org/10.2304/elea.2013.10.1.1

Empirical study/Practical application

The article describes approaches to working with games in the English classroom and proposes a model for critical literacy in games: games as text and as action.

Planning and teaching with and about games.

Main reference

Apperley, T., & Beavis, C. (2013). A model for critical games literacy. *E-Learning and Digital Media, 10*(1), 1–12. https://doi.org/10.2304/elea.2013.10.1.1

Other references

Beavis, C. (2014). Games as Text, Games as Action. *Journal of Adolescent & Adult Literacy, 57*(6), 433-439. https://doi.org/10.1002/jaal.275

Critical Digital Literacy in Virtual Exchange for English Language Teacher Education

Objetivo/Objeto

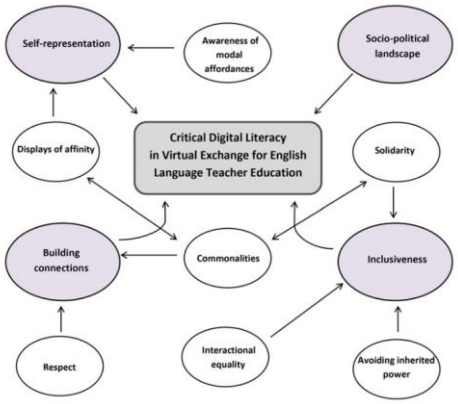
Sintetizar la comprensión sobre la alfabetización digital crítica en entornos virtuales para la formación de docentes en EFL.

Estructura y dimensiones

Cuatro componentes de la alfabetización digital crítica:

(1) Conciencia de los participantes sobre las posibilidades digitales para la autoexpresión.
(2) Medios semióticos e interaccionales para construir conexiones.
(3) Garantizar la inclusión de todos los miembros de la comunidad.
(4) Implicaciones de los contextos sociopolíticos de cada participante para la creación de significado y la interacción.

Representación gráfica



CC-BY

Estudio empírico/Aplicación práctica

Experiencia con 37 docentes de inglés en formación en UK y Turquía, que participaron en un intercambio virtual (VE) de 6 semanas. Análisis de las reflexiones a partir de los portafolios.

Referencia principal

Bilki, Z., Satar, M., & Sak, M. (2023). Critical digital literacy in virtual exchange for ELT teacher education: An interpretivist methodology. *ReCALL*, *35*(1), 58–73. https://doi.org/10.1017/S095834402200009X

A Three-Tiered Framework for Critical Evaluation during Online Inquiry

Objective/Object

To evaluate the relevancy and credibility of information (text) within and across three tiers (content, source, and context) during online research and comprehension as a reader.

Structure and dimensions

Three hierarchical and tightly connected tiers of information to evaluate:

(1) Content (the goal).
(2) Source.
(3) Context.

Four processes:

(1) Locate.
(2) Evaluate.
(3) Communicate (outline conclusions).
(4) Synthesise (build understanding of the topic).

Graphical representation

https://doi.org/10.1002/jaal.1004

Empirical study/Practical application

Three instructional practices for engaging students in the framework, as well as an example of one student using the framework with support from the teacher.

Main reference

Forzani, E. (2020). A Three-Tiered Framework for Proactive Critical Evaluation During Online Inquiry. *Journal of Adolescent & Adult Literacy, 63*(4), 401-414. https://doi.org/10.1002/jaal.1004

Critical Cosmopolitan Literacies

Objective/Object

The framework aims to be useful for teaching critical cosmopolitan literacies. These include dispositions and skills, specifically a worldview that looks beyond oneself and one's nation and the critical literacy and empathetic skills needed to comprehend diverse texts and communicate with diverse others around the world.

Structure and dimensions

Five dimensions of critical cosmopolitan literacies:

(1) Proximal stance.
(2) Reflexive stance.
(3) Reciprocal stance.
(4) Responsive stance.
(5) Praxis.

Empirical study/Practical application

Fieldwork was carried out with teachers. Their opinions on integrating cosmopolitan perspectives into teaching were analysed. Based on these results, critical pedagogy and cosmopolitism, the author suggests this pedagogical framework.

Main reference

Kerkhoff, S. N. (2022). A Pedagogical Framework for Critical Cosmopolitan Literacies. *Changing English*, *29*(3), 262–284. https://doi.org/10.1080/1358684X.2022.2042673

A model of action-oriented critical digital pedagogy

Objective/Object

A situated understanding of critical digital literacies and a critical digital pedagogy model are proposed to advance the agenda of critical digital language education in China and beyond.

Structure and dimensions

A model of action-oriented critical digital pedagogy:
(a) Digital activism.
(b) Inquiry-based learning.
(c) Fostering learner agency.

Graphical representation

https://doi.org/10.1080/01434632.2023.2241859

Empirical study/Practical application

Ethnographic case study traces a Chinese EFL learner and examines how she transcends the barriers of entry to engage in critical digital literacies in the wider transcultural and transnational digital world. The analysis of data from multiple sources reveals that what constitutes the learner's criticality as a digitally literate person includes:

(1) The stance she adopted to interrogate technological affordances and constraints.
(2) The great deal of capital she was able to negotiate in the digital wilds.
(3) The positions she agentively took for self-expression and equitable communication in the multicultural, diverse, and unjust world.

Main reference

Liu, G. (2023). Interrogating critical digital literacies in the Chinese context: Insights from an ethnographic case study. *Journal of Multilingual and Multicultural Development*. https://doi.org/10.1080/01434632.2023.2241859

Cynefin Framework

Objective/Object

Cynefin is a conceptual framework used to assist in decision making. The framework draws on research into systems theory, complexity theory, network theory and learning theories.

Structure and dimensions

(1) Complex
(2) Simple
(3) Chaotic
(4) Complicated
(5) Disorder

Graphical representation

https://doi.org/10.1080/00933104.2016.1210549

Main reference

Choi, M. (2016). A Concept Analysis of Digital Citizenship for Democratic Citizenship Education in the Internet Age. *Theory & Research in Social Education, 44*(4), 565–607. https://doi.org/10.1080/00933104.2016.1210549

Other references

Raffaghelli, J.E., & Stewart, B. (2020) Centering complexity in 'educators' data literacy' to support future practices in faculty development: a systematic review of the literature. *Teaching in Higher Education, 25*(4), 435-455. https://doi.org/10.1080/13562517.2019.1696301

Mobilizing Personal Digital Inquiry (PDI) as critical literacy

Objective/Object

Personal digital inquiry (PDI) is an inquiry- based learning framework that integrates personal inquiry with online research and digital participation.

Structure and dimensions

This adapted sequence of inquiry included:

(1) Defining an important question and developing a critical stance
(2) Shaping inquiry through problem solving
(3) Designing for equity by advocating for change
(4) Building community through communicating ideas with others

Graphical representation

https://www.jstor.org/stable/26779069

Main reference

Wargo, J. M. (2019). Sounding the Garden, Voicing a Problem: Mobilizing Critical Literacy through Personal Digital Inquiry with Young Children. *Language Arts, 96*(5), 275–285. https://www.jstor.org/stable/26779069

6. Marcos de referencia relacionados con la Agencia

Iterative framework

Objetivo/Objeto

Modelo enfocado a entender la agencia del profesorado.

Estructura y dimensiones

Las tres dimensiones analíticas constitutivas del marco son: la iteración (hábito), la proyectividad (imaginación) y la evaluación práctica (juicio).

a) La agencia iterativa es la actividad rutinaria y habitual (pensamiento y acción) moldeada por experiencias previas.
b) La agencia proyectiva es imaginativa e implica la reconfiguración de pensamientos y acciones en función de trayectorias, esperanzas y deseos futuros.
c) La agencia práctica evaluativa es el juicio práctico sobre trayectorias alternativas ante dilemas y cambios.

En cada una de estas formas de agencia, lo temporal se presenta como pasado, futuro y presente, con las tres dimensiones analíticas siempre presentes, pero no necesariamente en equilibrio o armonía.

Referencia principal

Ajjawi, R., Fischer, J., Tai, J., Bearman, M., & Jorre de St Jorre, R. (2023). Attending lectures in your pyjamas: student agency in constrained circumstances. *Higher Education, 86*, 1363–1376. https://doi.org/10.1007/s10734-022-00976-9

Otras referencias

Emirbayer, M., & Mische, A. (1998). What Is Agency? *American Journal of Sociology, 103*(4), 962–1023. https://doi.org/10.1086/231294

Students as Partners (SaP) framework

Objective/Object

The model focuses on four interrelated ways of engaging students in partnership. To this must be added at the centre of the model the partnership learning communities, which emphasises the processes by which the four different kinds of partnership operate. It should be noted that engagement through partnership is a form of student engagement, but not all forms of student engagement are forms of partnership.

Structure and dimensions

(1) Learning, teaching and assessment
(2) Curriculum design and pedagogic consultancy
(3) Subject-based research and inquiry
(4) Scholarship of teaching and learning

(1)+(2) Co-learning, co-designing and co-developing
(1)+(3) Learning, teaching and research
(2)+(4) Quality enhancement of learning and teaching
(3)+(4) Co-researching and co-inquiring

Graphical representation

https://www.advance-he.ac.uk/knowledge-hub/engagement-through-partnership-students-partners-learning-and-teaching-higher

Empirical study/Practical application

Based on interviews and a focus group with students who participated in an action research project, the article highlights the role and perspectives of students in the formulation of authentic online intercultural exchange experiences. The SaP framework is used for the analysis of these processes.
Some dimensions (shared ownership) of the framework are inspired by Healey et al. (2014). The identified dimensions are as follows:

(1) Authenticity: the meaningful rationale and parameters of the partnership.
(2) Inclusivity: the embracement of different talents, perspectives and experiences that all parties bring, with no barriers to their potential involvement in the partnership.
(3) Reciprocity: the mutual interest in and benefit from working and/or learning in partnership.
(4) Empowerment: the distribution of appropriate power and the encouragement to challenge working and learning ways that may reinforce existing inequalities.
(5) Shared ownership: the fostering of a sense of belonging and being fully valued for the unique contributions each of the partners makes.

Main reference

Healey, M., Flint, A., & Harrington, K. (2014). Engagement through partnership: Students as partners in learning and teaching in higher education. https://www.advance-he.ac.uk/knowledge-hub/engagement-through-partnership-students-partners-learning-and-teaching-higher

Other references

Breaden, J., Do, T., Moreira dos Anjos-Santos, L., & Normand-Marconnet, N. (2023). Student empowerment for internationalisation at a distance: enacting the students as partners approach in virtual mobility. *Higher Education Research & Development*, *42*(5), 1182–1196. https://doi.org/10.1080/07294360.2023.2193728

CHAT (Cultural Historical Activity Theory)

Objective/Object

The CHAT conceptual framework helps to understand and analyse the relationship between human thinking (what people think and feel) and activity (what they do).

Structure and dimensions

(1) Tools and signs.
(2) Subject.
(3) Object.
(4) Rules.
(5) Mediating artefacts.
(6) Sense making.
(7) Outcomes.
(8) Community.
(9) Division of labour.

Graphical representation

https://doi.org/10.1080/13639080020028747

Empirical study/Practical application

Serna Dimas' (2023) study presents the results of a research project on the relationship between instructional design and the application of the CHAT framework in a course on international culture for university students.

Main reference

Engeström, Y. (2001). Expansive Learning at Work: Toward an activity theoretical reconceptualization. *Journal of Education and Work*, *14*(1), 133–156. https://doi.org/10.1080/13639080020028747

Other references

Serna Dimas, H. M. (2023). Consciousness and Learning: Cultural-Historical-Activity-Theory in a Course of International Culture in Higher Education. *Language and Sociocultural Theory, 9*(2), 123–146. https://doi.org/10.1558/lst.22372

Student grow incubator

Objective/Object

The framework proposes an ideal university model based on student opinions, identifying a series of values.

Structure and dimensions

The model is presented in 4 dimensions:

(1) Goal.
(2) Learning environment.
(3) The actors.
(4) Learning and teaching.

Eight subdimensions are associated with different manifestations (see Table 1 of the article).

Graphical representation

https://doi.org/10.1080/0309877X.2022.2131379

Empirical study/Practical application

This model arises inductively from a qualitative empirical study with the participation of 64 university students from different disciplines in Poland through focus groups.

Main reference

Dzimińska, M. (2023). An ideal university: A Student Growth Incubator. *Journal of Further and Higher Education, 47*(3), 378-390. https://doi.org/10.1080/0309877X.2022.2131379

Framework for comparative analysis of the value of adult higher education

Objetivo/Objeto

A partir de otros marcos -Bernstein (Pedagogic rights and underpinning concepts) y los de Webb y Ebner (sin nombre)- los autores crean un marco único para el análisis comparativo de diferentes sistemas de Educación Superior para Adultos (ESA).

Estructura y dimensiones

Dimensiones procedentes de Webb y Ebner:

(1) Credibilidad de las titulaciones en el ámbito académico.
(2) Percepciones personales y sociales de los estudiantes (cómo se ven a sí mismos y a la sociedad en particular).
(3) Estatus de las instituciones de Ed. Superior.
(4) Valor de la cualificación en el mercado laboral.

Dimensiones procedentes de Berstein:

(1) Mejora individual.
(2) Inclusión social.
(3) Participación política.

Representación gráfica

https://doi.org/10.1080/03075079.2020.1820474

Estudio empírico/Aplicación práctica

El marco creado por Guan y Abbas (2021) combina una conceptualización de cómo los resultados de los estudiantes son moldeados por la forma en que ellos y sus cursos de grado se posicionan en los sistemas de educación superior estratificados con ideas sobre los efectos de la práctica institucional y la agencia individual de los estudiantes obtenida de la aplicación de la noción de Bernstein de los derechos pedagógicos y los conceptos subyacentes. El marco facilita la exploración de las estructuras y agencias que se manifiestan a través de las prácticas institucionales y las experiencias de los estudiantes y titulados. El valor del marco se ilustra mediante un análisis de entrevistas biográficas con veinte estudiantes chinas de Ed. Superior y diez estudiantes egresados. Se aplican también ideas obtenidas del estudio de Webb y Ebner sobre la movilidad social de los estudiantes en Ed. Superior.

Referencia principal

Guan, S., & Abbas, A. (2021). 'I am just a loser of higher education': a framework for comparative analysis of the value of adult higher education derived from a Chinese study. *Studies in Higher Education*, *47*(4), 928–940. https://doi.org/10.1080/03075079.2020.1820474

Otras referencias

Bernstein, B. (2000). *Pedagogy, Symbolic Control and Identity*. Rowman and Littlefield Publishers, Inc.

Webb, S., Bathmaker, A.M., Gale, T., Hodge, S., Parker, S., & Rawolle, S. (2017). Higher vocational education and social mobility: educational participation in Australia and England. *Journal of Vocational Education and Training 69*(1), 147-167. https://doi.org/10.1080/13636820.2016.1269359

Ebner, C. (2015). Labour market developments and their significance for VET in Germany: An overview. *Research in Comparative and International Education*, *10*(4), 576-592. https://doi.org/10.1177/1745499915612183

Digital Student Agency' framework (DISA)

Objective/Object

To offer a critical approach to understand agency, which is considered central to understand the relationships between cultural aspects and technological dynamics.

Structure and dimensions

The framework is expressed in terms of Domains, key questions and actions.

Domains:

(a) Agentic possibility: students' effective opportunities and freedom to do what they reason to make sense within education; assessing the sources of agency available in the particular context.

(b) Digital self-representation: involves identifying the particular ways students are placed in digital interactions and the type of self-representation possible in the specific exchange.

(c) Data uses: examines the life of student data.

(d) Digital sociality: Understanding the type of sociality that an interaction fosters or requires is the fourth domain's concern. The domain also supports explorations of expected affective investment in relation to successful participation and students' actual affective investment – allowing insight into the way sociality is constituted.

(e) Digital temporalities: enables consideration of the temporalities involved in the context and how they affect students. This, at least, invites us to consider how the speed of digital interactions and the distribution of time relate to student self-regulation and self-efficacy.

Graphical representation

https://doi.org/10.14786/flr.v9i3.697

Main reference

Stenalt, M. H. (2021). Digital student agency: Approaching agency in digital contexts from a critical perspective. *Frontline Learning Research*, *9*(3), 52–68. https://doi.org/10.14786/flr.v9i3.697

Student initiative (SI)

Objective/Object

The SI construct/theory represents students' agentic role in their transition to Sino-foreign cooperative universities. SI refers to the disposition and competence of students rather than their state, process, or experience of "engagement" (Kahu, Picton, & Nelson, 2020). It also helps to differentiate intrinsic engagement from the instrumental one and implies a continuous ongoing process of students' personal development in both academic study and sociocultural life.

Structure and dimensions	**Graphical representation**
Student initiative is considered as a 5-dimensional construct: (a) Cognitive: self-consciousness; self-reflection. (b) Behavioural: Self-Driving and Self adapting. (c) Affective: positive feelings.	https://doi.org/10.1080/02188791.2022.2047610

Empirical study/Practical application

The framework emerges from the empirical analysis of 32 interviews with university students. Student initiative is identified according to 3 dimensions that favour students' academic and sociocultural transition.

Main reference

Hang, Y., & Zhang, X. (2022). How Chinese students manage their transition to higher education effectively: student initiative at Sino-Foreign cooperative universities. *Asia Pacific Journal of Education, 45(1),* 69-83.
https://doi.org/10.1080/02188791.2022.2047610

Participation Gestalt framework

Objetivo/Objeto

Analizar la participación en instalaciones interactivas digitales públicas.

Estructura y dimensiones

5 continuos que describen las cualidades de la participación en relación con el grado de:
(1) Inversión.
(2) Socialidad.
(3) Expresividad.
(4) Exposición (uno mismo, compañeros, educadores).
(5) Persistencia (uno mismo, compañeros, educadores).

Representación gráfica

https://doi.org/10.1080/02602938.2020.1798355

Estudio empírico/Aplicación práctica

El artículo se centra en la relación entre los aspectos sociales y la agencia individual en la educación digital, analizada en el contexto de la evaluación en un curso universitario a través de entrevistas y grupos focales con 13 estudiantes daneses. Para analizar los procesos de participación de los estudiantes y el desarrollo de la agencia se emplea una versión adaptada del marco de participación Gestalt que diferencia la expresividad cognitiva y emocional.

Referencia principal

Dalsgaard, P., Halskov, K., & Sejer, O. (2016). Participation Gestalt: Analysing Participatory Qualities of Interaction in Public Space. In *Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems (CHI '16)* (pp. 4435–4446). https://doi.org/10.1145/2858036.2858147

Otras referencias

Stenalt, M. H. (2021). Researching student agency in digital education as if the social aspects matter: students' experience of participatory dimensions of online peer assessment. *Assessment & Evaluation in Higher Education, 46*(4), 644-658. https://doi.org/10.1080/02602938.2020.1798355

Construct of agency on international students in higher education

Objective/Object

To identify the functions, mediators and outcomes of the construction of agency in Higher Education.

Structure and dimensions

Functions of agency:

(1) Self-reflection or intrapersonal deliberation.
(2) Behavioural self-regulation.
(3) Including students' adjustment and appropriation.
(4) Working on the environment/change/alter.

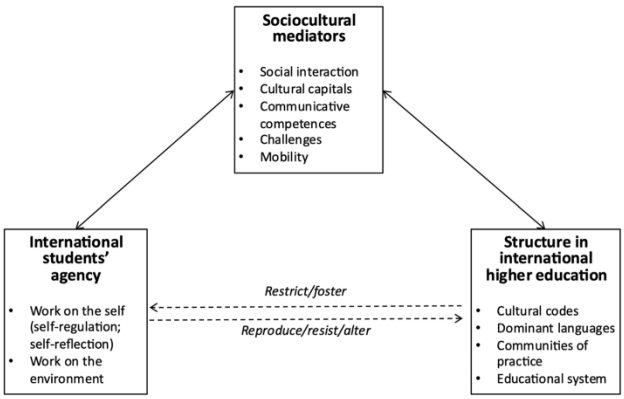
Mediators of agency:

(1) Cultural capitals.
(2) Personal values and aspirations.
(3) Communicative competencies.
(4) Adaptation difficulties.
(5) Moments and tools for interaction.

Outcomes of the agency:

(1) Personal growth and identity development/augmentation of self.
(2) Self-formation.
(3) Construct the environments.

Graphical representation



CC-BY

Empirical study/Practical application

Based on a systematic literature review of 17 articles, the authors developed the proposed framework.

Main reference

Inouye, K., Lee, S., & Oldac, Y.I. (2023). A systematic review of student agency in international higher education. *Higher Education, 86*, 891–911. https://doi.org/10.1007/s10734-022-00952-3

Three components of agency

Objetivo/Objeto

Conceptualizar la agencia considerando su naturaleza compleja y multifacética.

Estructura y dimensiones

Tres componentes de la agencia:

(1) Iniciativa o autorregulación del alumno (comportamiento y decisiones)
(2) Interdependencia contextual (posibilidades y limitaciones del entorno)
(3) Conciencia de responsabilidad en relación con el entorno (identidad como alumno).

Los añadidos en paréntesis corresponden a las descripciones aportadas por Hsieh et al. (2022). Los mismos indican que estos componentes proporcionan una base teórica y analítica para explorar la agencia del estudiante en contextos de intercambio virtual.

Estudio empírico/Aplicación práctica

En este estudio cualitativo con 35 estudiantes y un docente (entrevistas semiestructuradas a estudiantes, observaciones del docente, notas del investigador, análisis de producciones de los estudiantes) se analiza la agencia de los estudiantes y las posibilidades identificadas por los estudiantes del entorno de aprendizaje en un curso asistido por ordenador en inglés como lengua franca. Del análisis realizado emergen algunas ideas de prácticas educativas para fomentar la agencia del estudiante en entornos virtuales y multimodales de enseñanza-aprendizaje de idioma extranjero.

Referencia principal

Van Lier, L. (2008). Agency in the classroom. In J. P. Lantolf, & M. E. Poehner (Eds.), *Sociocultural theory and the teaching of second languages* (163–186). Equinox.

Otras referencias

Hsieh, M. H., Chuang, H. H., & Albanese, D. (2022). Investigating student agency and affordances during online virtual exchange projects in an ELF context from an ecological CALL perspective. *System, 109*, 102888. https://doi.org/10.1016/J.SYSTEM.2022.102888

Socio-Cultural Ecological Framework

Objetivo/Objeto

El marco sociocultural ecológico pretende ayudar a la comprensión de la agencia estudiantil para la adaptabilidad intercultural.

Estructura y dimensiones

(1) Cultura institucional y desarrollo del personal
(2) Programas con objetivos claros de adaptabilidad intercultural y constructos habilitadores de la agencia como planes de estudios, pedagogías y libros de texto
(3) Servicios de apoyo a los estudiantes, incluidas actividades extracurriculares centradas en la adaptabilidad intercultural

Representación gráfica

https://doi.org/10.1016/J.IJINTREL.2023.101855

Estudio empírico/Aplicación práctica

El marco se emplea para analizar la presencia de sus variables en entornos universitarios de cursos internacionales vietnamitas.

El estudio explora la agencia de los estudiantes a la hora de navegar por la adaptabilidad intercultural. Se basa en 80 entrevistas con estudiantes en ocho programas internacionales de cinco universidades vietnamitas. La investigación explora hasta qué punto las condiciones anteriores existen en el contexto vietnamita y cómo los espacios de apoyo han ayudado a la participación agéntica de los estudiantes en la adaptabilidad intercultural.

Referencia principal

Luong, P. M., Thi Tran, L., Thi Thanh Nguyen, H., Thi Hang Ngo, N., Thi My Nguyen, T., Dang, G. H., & Nguyen, H. T. (2023). Student agency for intercultural adaptability in international programs: Insights into internationalization at home in Vietnam. *International Journal of Intercultural Relations, 96,* 101855. https://doi.org/10.1016/J.IJINTREL.2023.101855

Otras referencias

Bandura, A. (2018). Toward a psychology of human agency: Pathways and reflections. *Perspectives on Psychological Science, 13*(2), 130–136. https://doi.org/10.1177/1745691617699280
Biesta, G., & Tedder, M. (2007). Agency and Learning in the Lifecourse: Towards an Ecological Perspective. *Studies in the Education of Adults, 39*(2), 132–149. https://doi.org/10.1080/02660830.2007.11661545
Emirbayer, M., & Mische, A. (1998). What is agency? *American Journal of Sociology, 103*, 962–1023. https://www.jstor.org/stable/10.1086/231294

Dimensions of Scaffolding

Objective/Object

To classify the scaffolding strategies that can be provided to students.

Structure and dimensions

(1) Purpose dimension: it comprises procedural (knowing how), conceptual (knowing what), metacognitive (monitoring the learning process), and strategic (identifying possible alternative paths) scaffolding.
(2) Interaction dimension describes how dynamic or static a scaffolding strategy is. This dimension classifies some scaffolding resources as static if the learner only has access to information, but there is no negotiation or feedback, while a dynamic source may provide additional feedback.
(3) Source dimension classifies the scaffolding procedures.

Graphical representation

https://doi.org/10.1007/s12528-020-09267-7

Empirical study/Practical application

The article proposes a design-based research where different scaffolding strategies are designed and evaluated to support students' learning and promote their agency in a computer science course.

Main reference

Kim, M. C., & Hannafin, M. J. (2011). Scaffolding problem solving in technology-enhanced learning environments (TELEs): Bridging research and theory with practice. *Computers & Education, 56*(2), 403–417. https://doi.org/10.1016/j.compedu.2010.08.024

Other references

Vieira, C., Magana, A.J., Roy, A., & Falk, M. (2021). Providing students with agency to self-scaffold in a computational science and engineering course. *Journal of Computing in Higher Education, 33*, 328–366. https://doi.org/10.1007/s12528-020-09267-7

Cause-Challenge-Consequence Framework (The 3-C Framework)

Objective/Object

To study how international students navigate challenges in work-integrated learning (WIL).

Structure and dimensions

The 3-C Framework facilitates research into challenges in X caused by Y leading to Z:

(a) Cause: undesirable aspects of the Situation, Self, and Support (Y).

(b) Challenge and WIL aspects affected: Barriers in securing, preparation for, optimizing, and/or assessment/reflection of WIL placements (X).

(c) Consequence: ineffective Strategies in WIL preparation and performance, and poor outcomes (Z).

Graphical representation

https://doi.org/10.1080/07294360.2021.1996339

Empirical study/Practical application

The Model was developed through a review study which analysed and synthesized findings from empirical research over the past decade. The review was guided by transition theory which was originally developed by Schlossberg (1981) and advanced by Anderson et al. (2012).

The study by Vu et al. (2023) developed an adapted 3-C Model as a context-specific framework for researching how international student participants transition through challenges to secure placements.

The two models in this study (3-C Model and the 3-P Model of Student Engagement in Securing Placements are useful to inform research and practice that seeks to nurture student agency, particularly in relation to securing placements.

Main reference

Vu, T., Ferns, S., & Ananthram, S. (2022). Challenges to international students in work-integrated learning: A scoping review. *Higher Education Research & Development, 41*(7), 2473–2489. https://doi.org/10.1080/07294360.2021.1996339

Other references

Vu, T., Ananthram, S., & Ferns, S. (2023): Securing work placements: strategies among international engineering students. *Higher Education Research & Development, 42(8),* 2066-2083. https://doi.org/10.1080/07294360.2023.2209517

Anderson, M., Goodman, J., & Schlossberg, N. K. (2012). *Counseling adults in transition: Linking Schlossberg's theory with practice in a diverse world (4th ed.).* Springer Publishing Company.

A framework for learner agency in the context of vulnerability

Objective

To explore learner agency in the context of user/student vulnerability in learning analytics.

Structure and dimensions

(1) The duty of reciprocal care (provider-user)
(2) The contextual integrity of privacy and data
(3) Student agency and privacy self-management
(4) Rethinking consent and employing nudges
(5) Developing partial privacy self-management
(6) Adjusting privacy's timing and focus
(7) Moving toward substance over neutrality
(8) Moving from quantified selves to qualified selves

Empirical study/Practical application

Wong et al. (2023) propose an interactive resource of common tools that can be used by students to choose their own data protection preferences in online learning environments. They apply Ostrom's design principles and the requirements of the Institutional Analysis and Development framework. They in turn incorporate Prinsloo and Slade's (2016) framework to support student agency and empowerment in the process of fostering their data literacy.

Main reference

Prinsloo, P., & Slade, S. (2016). Student Vulnerability, Agency and Learning Analytics: An Exploration. *Journal of Learning Analytics, 3*(1), 159–182. https://doi.org/10.18608/jla.2016.31.10

Other references

Wong, J., Racine, L., Henderson, T., & Ball, K. (2023). Online learning as a commons: supporting students' data protection preferences through a collaborative digital environment. *Journal of Intellectual Property, Information Technology and E Commerce Law, 14*(2), 251-277. https://www.jipitec.eu/jipitec/article/view/381/

Self-cultivation and Bildung in higher education

Objective

To compare the theoretical concepts of "Bildung" and "xiushen" (self-cultivation) in relation to the development of student agency in higher education.

Structure and dimensions

As such, it is not a framework but a set of theoretical ideas about the similarities and differences between the concepts of Bildung (German origin) (self-cultivation) and xiushen (Chinese origin) (similar to self-cultivation) and their relationship to the development of student agency in higher education.

Ideas that emerge from the analysis relevant to agency:

(1) The complementarity of xiushen and Bildung suggests that theoretically the optimum situation for individual student development arises when individual agency is harmonised with the external environment.

(2) As most students are adults when they commence higher education, they already possess the basic capacity for reason and critical thinking, which enables them to participate in public discussion, in which such capacity is further developed.

Graphical representation

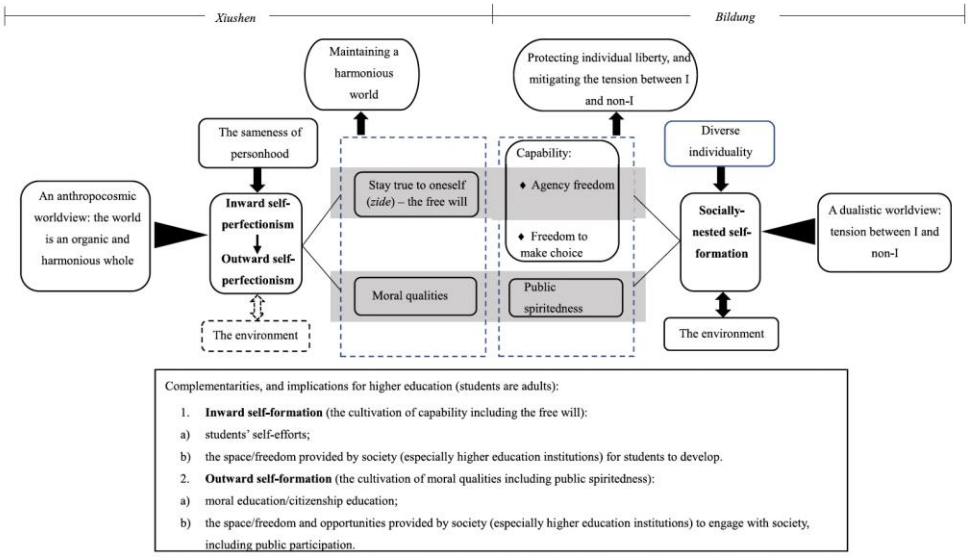


Fig. 2 An outline of the comparison and complementarity between *xiushen* and *Bildung*

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Main reference

Yang, L. (2022). Student formation in higher education: a comparison and combination of Confucian xiushen (self-cultivation) and Bildung. *Higher Education, 83*, 1163–1180. https://doi.org/10.1007/s10734-021-00735-2

7. Otras propuestas relacionadas con las Prácticas Educativas Abiertas

Third-generation Activity Theory: A framework for qualitative analysis

Objective/Object

Activity theory is used to map out the underlying dimensions for the respondents' motives in order to make the adoption patterns of OER visible and to provide sufficient context to be able to make generalization possible.

Structure and dimensions

Underlying factors to consider for OER adoption were identified at three levels: individual (e.g. altruism), institutional (e.g. collaboration with peers), and societal (e.g. reaching beyond borders of the academy).
The underlying dimensions for the inhibitors for adoption at an individual and institutional level were challenges regarding individual competences, quality assessment and teaching practices.
(See graphical representation)

Graphical representation

https://doi.org/10.3991/ijet.v10i2.4427

Empirical study/Practical application

This study is based on a self-completion online survey that included 23 statements regarding OER. The survey focused on the value and adoption of OER; demographic information was also included.
Teachers' motivations behind their view on value and adoption of open educational resources (OER) were investigated based on 101 questionnaire answers. A factor analysis uncovered the underlying dimensions for teachers' motives and indicated that they were complex and linked to subject area.

Main reference

Algers, A., & Silva-Fletcher, A. (2015). Teachers' Perceived Value, Motivations for and Adoption of Open Educational Resources in Animal and Food Sciences. *International journal of emerging technologies in learning, 10*(2), 35–45, https://doi.org/10.3991/ijet.v10i2.4427

Other references

Engeström, Y. (1987). *Learning by expanding: an activity theoretical approach to develop mental research*. Dissertation. University of Helsinki.

Open pedagogy in action model

Objective/Object

To facilitate open pedagogy practices for future renewable assignments. The model provides instructors with practices to develop student knowledge and awareness of open access and student agency in their classrooms.

Structure and dimensions

(1) Reflection.
(2) Development.
(3) Content curation.
(4) Peer feedback.
(5) Community engagement.
(6) Scaffolding.

Graphical representation

https://doi.org/10.1080/01587919.2020.1757409

Empirical study/Practical application

Student participants engaged in open pedagogy practices were instructed to produce three different OER: open online course modules on effective online teaching in Canvas Commons, open online book chapters on learning environments design in PressBooks, and a Wikibook on the perspectives of aquatic toxicology. First, at the beginning of each course, students learned about OER and open pedagogy as part of the course content.
Renewable project assignments requiring the development of OER materials were assigned to students in each course. Instructors provided detailed renewable assignment guidelines that included information about assignment objectives, deliverables with due dates, and evaluation criteria. Data sources included reflection reports and semi-structured interviews.

The model of open pedagogy in action emerged from the study results.

Main reference

Baran, E., & AlZoubi, D. (2020). Affordances, Challenges, and Impact of Open Pedagogy: Examining Students' Voices. *Distance education, 41*(2), 30–44. https://doi.org/10.1080/01587919.2020.1757409

Analytical framework for Participatory Educational Practices

Objective/Object

The aim of this framework is to highlight areas in teaching and learning processes where a possible space for participation can be created. Accordingly, this scheme can be used as a basis primarily for the purpose of analysing qualitative data (e.g., learning diaries, lecturer interviews or field studies) in order to identify OEP and, based on this, to further develop it conceptually-theoretically and methodologically.

Structure and dimensions

The framework consists of two levels similar to the work on the participation matrix by Bovill (2017):

(1) The form of participation on the x-axis according to Blandow et al. (1999) as a starting point.

(2) The dimensions for describing teaching and learning processes in the digital age on the y-axis according to Gloerfeld (2020).

Graphical representation

TABLE 5 Analytical framework for Participatory Educational Practices 2.0.

		Forms of participation			
		Teacher controls decision-making process	Teacher controls decision-making process but leaves room for feedback	Students have some choice and influence via student representatives	Partnership between student(s) and teacher(s) in decision-making process
Dimensions of teaching and learning	Objectives	Teacher defines objectives	Teacher defines objectives but gives room for feedback and amendments	Teacher defines objectives in cooperation with student representatives	Teacher(s) and student(s) develop and set the goals together
	Content	Teacher defines content of learning unit	Teacher defines content of learning unit but gives room for feedback and amendments	Teacher defines content of learning unit in cooperation with student representatives	Teacher(s) and student(s) jointly develop and define the content
	Methods	Teacher defines methods	Teacher defines methods but gives room for feedback and amendments	Teacher defines methods, in cooperation with student representatives	Teacher(s) and student(s) jointly develop and define the methods
	Medium	Teacher defines the medium used	Teacher defines the medium used but gives room for feedback and amendments	Teacher defines the medium used, in cooperation with student representatives	Teacher(s) and student(s) jointly develop and define the medium used
	Context	Teacher shape context conditions	Teacher shapes context conditions but gives room for feedback and amendments	Teacher shapes context conditions, in cooperation with student representatives	Teacher(s) and student(s) jointly shape the context conditions
	Results	Teacher defines results of learning	Teacher defines results of learning but gives room for feedback and amendments	Teacher defines results of learning, in cooperation with student representatives	Teacher(s) and student(s) jointly develop and define the results of learning unit
	Evaluation	Teacher set evaluation procedure	Teacher sets evaluation procedure but gives room for feedback	Teacher set evaluation procedure, in cooperation with student representatives	Teacher(s) and student(s) jointly define the evaluation procedure of learning unit

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Empirical study/Practical application

In this study an analytical framework that enables researchers and practitioners to assess the form of participation in formal, collaborative teaching and learning practices was developed. The analytical framework is focused on the micro-level of higher education, in particular on the interaction between students and lecturers when organizing the curriculum.

The analytical framework is based on an understanding of participation in which as many decisions as possible are made in a joint process between teachers and learners regarding the curriculum design, such as goals, methods, media, content, evaluation etc.

Main reference

Brandenburger, B. (2022). *A multidimensional and analytical perspective on Open Educational Practices in the 21st century.* Frontiers in Education, 7, 990675. https://doi.org/10.3389/feduc.2022.990675

Multi-dimensional model of cultures

Objective/Object

To study some aspects of intercultural settings, especially at macro-culture level.
Hofstede (1986) contends that cross-cultural teaching gaps can be overcome by two important approaches: (1) teaching teachers how to teach; and (2) teaching the learner how to learn.

Structure and dimensions

Hofstede identified the following dimensions to describe cultural differences, namely:

(1) Individualism/collectivism.
(2) Power distance, masculinity.
(3) Femininity.
(4) Uncertainty avoidance.
(5) Long-term/short-term orientation.
(6) Indulgence.

Empirical study/Practical application

Based on in depth interviews, focus group, and participatory action research with experts in the fields from Egypt, Jordan, Lebanon and Palestine.
The findings suggest that beyond the technical aspect and the development of content, adoption of open education in the Middle East region is influenced by cultural aspects, which need to be taken into consideration. As an emerging sub-culture, open education has the potential to transform and change some cultural barriers related to both power distance and collectivist cultures.

Main reference

Cachia, R., Aldaoud, M., Eldeib, A. M., Hiari, O., Tweissi, A., Villar-Onrubia, D., Wimpenny, K., & Maya Jariego, I. (2020). Cultural diversity in the adoption of open education in the Mediterranean basin: collectivist values and power distance in the universities of the Middle East. *Araucaria*, *22*(44). https://revistascientificas.us.es/index.php/araucaria/article/view/10601

Other references

Hofstede, G. (1980). *Culture's consequences: International differences in work-related values.* Sage.

8. Otras propuestas relacionadas con la Competencia Digital Crítica

<table>
<tr><th colspan="2">Multimodal analysis for critical thinking</th></tr>
<tr><td colspan="2">Objective/Object
A pedagogical approach to teaching and learning critical thinking through multimodal analysis, i.e., "multimodal analysis for critical thinking."</td></tr>
<tr><td>Structure and dimensions
Six skills:
(1) Interpretation
(2) Analysis
(3) Inference
(4) Evaluation
(5) Explanation
(6) Self-regulation</td><td>Graphical representation
No, but Table 1 "Core critical thinking skills and subskills" on pages 153-154 of the article should be considered.</td></tr>
<tr><td colspan="2">Main reference
O'Halloran, K. L., Tan, S., & K. L., M. (2017). Multimodal analysis for critical thinking. Learning, Media and Technology, 42(2), 147-170. https://doi.org/10.1080/17439884.2016.1101003</td></tr>
</table>

Critical Media Literacy (CML) questions and concepts

Objective/Object

This proposal is based on the work of many media educators that the Center for Media Literacy summarized into concepts and questions. With the goal of aligning these ideas from cultural studies with critical pedagogy, the authors have adapted those five concepts into six. These CML questions and explanations are intended to guide educators and students down a critical path of inquiry to interrogate any text, medium, and context that surrounds it.

Structure and dimensions

(1) Who are all the possible people who made choices that helped create this text? Social Constructivism
(2) How was this text constructed and delivered/accessed? Languages / Semiotics
(3) How could this text be understood differently?Audience / Positionality
(4) What values, points of view, and ideologies are represented or missing from this text or influenced by the medium? Politics of Representation
(5) Why was this text created and/or shared? Production / Institutions
(6) Whom does this text advantage and/or disadvantage? Social Justice

Main reference

Funk, S., Share, J., & Kellner, D. (2019). Critical media literacy as transformative pedagogy. In *Journalism and ethics: Breakthroughs in research and practice* (pp. 318–348). IGI Global. https://www.igi-global.com/gateway/chapter/226683

Other references

Degand, D. (2020). Introducing Critical Race Media Literacy in an Undergraduate Education Course about Technology and Arts-Based Inquiry. *International Journal of Multicultural Education*, *22*(3), 96–117. https://doi.org/10.18251/ijme.v22i3.2461

Farag, A., Greeley, L., & Swindell, A. (2021). Freire 2.0: Pedagogy of the digitally oppressed. *Educational Philosophy and Theory*, *54*(13), 2214–2227. https://doi.org/10.1080/00131857.2021.2010541

Share, J. (2015). *Media literacy is elementary: Teaching youth to critically read and create media* (2nd ed.). Peter Lang Publishing, Inc.

Perceptions of risk in digital spaces
Objective/Object To address perceptions (or individual awareness) of risk in digital spaces. However, no model or framework on critical digital competence is offered.
Structure and dimensions (1) Risks in online spaces: limitations of legal and personal protection. (2) Recognition of risk in online spaces: moving from privacy awareness to privacy suspicion. (3) Surveillance capitalism and obfuscation of risk. (4) Outmoded models of privacy for digital environments.
Main reference Reilly, C. A. (2021). Reading risk: Preparing students to develop critical digital literacies and advocate for privacy in digital spaces. *Computers and Composition, 61,* 102652. https://doi.org/10.1016/j.compcom.2021.102652

Four dimensions of critical literacy

Objective/Object

A construct about the meaning of Critical Literacy created by reviewing definitions of the concept (Critical Literacy) made between 1970 and 2000.

Structure and dimensions

Interrelated dimensions:

(1) Disrupting the commonplace.
(2) Interrogating multiple view- points.
(3) Focusing on sociopolitical issues.
(4) Taking action and promoting social justice.

Main reference

Lewison, M., Flint, A. S., & Van Sluys, K. (2002). Taking on Critical Literacy: The Journey of Newcomers and Novices. *Language Arts*, *79*(5), 382–392. http://www.jstor.org/stable/41483258

Other references

Montgomery, S.E. (2014). Critical Democracy Through Digital Media Production in a Third-Grade Classroom. *Theory & Research in Social Education, 42*(2), 197-227. https://doi.org/10.1080/00933104.2014.908755

Frameworks for the development of critical digital literacy

Objective/Object

The author offers a series of concrete practical recommendations for teachers and students on how to promote and transmit expanded and reflective knowledge, skills and abilities for the development of critical digital literacy.

Structure and dimensions

Three frameworks for the development of critical digital literacy:

(1) The use of and reflection about alternative non-commercial products serving similar functions as their corporate counterparts,
(2) Direction of attention to the history of 'new' technologies and contemporary data activism and its political practices, and
(3) The increased use in class of cultural expressions that have issues of power, surveillance, and exploitation in digital domains as their explicit themes.

Main reference

Pötzsch, H. (2019). Critical digital literacy: Technology in education beyond issues of user competence and labour-market qualifications. Triple C—Communication, capitalism & critique. *Open Access Journal for a Global Sustainable Information Society, 17*(2), 221–240. https://doi.org/10.31269/triplec.v17i2.1093

Critical big data literacy tools

Objetivo/Objeto

El artículo no presenta ningún marco o modelo vinculado con la CDC. En él se ofrecen los resultados de una pequeña investigación cualitativa en que se analiza la eficacia de las herramientas críticas de alfabetización en big data en línea. De las 40 herramientas localizadas, la autora despliega su investigación a partir de tres. Son las que se presentan en el campo "Estructura y dimensiones ".

Estructura y dimensiones

(1) Don't Track (interactive web series).
(2) Me and My Shadow (multimedia website).
(3) Let's Reclaim Our Privacy (short video).

Estudio empírico/Aplicación práctica

El estudio utilizó un enfoque de muestreo en bola de nieve para identificar casi 40 herramientas críticas de alfabetización en big data, seleccionando tres para su análisis detallado: la serie web interactiva "Do Not Track", el sitio web multimedia "Me and My Shadow" y el vídeo corto "Reclaim Our Privacy". Diez estudiantes universitarios de diversos orígenes participaron en un estudio cualitativo multimétodo.

Referencia principal

Sander, I. (2020). Critical big data literacy tools—Engaging citizens and promoting empowered internet usage. *Data & Policy, 2*(5). https://doi.org/10.1017/dap.2020.5

Habilidades de evaluación de información online

Objetivo/Objeto

Se proponen siete habilidades definidas como esenciales para enseñar a evaluar la información de Internet. Su propuesta se sustenta, entre otros trabajos previos, en el proyecto Civic Online Reasoning, sobre evaluación de información en línea (McGrew et al., 2018).

Estructura y dimensiones

(1) Identificar la fuente de la información.
(2) Ubicar en tiempo y espacio el contenido la información.
(3) Contextualizar la información.
(4) Establecer relación de causa y efecto.
(5) Corroborar las evidencias y los datos.
(6) Contrastar con otras fuentes y medios.
(7) Evaluar o juzgar críticamente la información.

Referencia principal

Hernández Santos, A., Páez Cuba, L. D., Planella, J., & Díaz Domínguez, T. (2023). Alfabetización digital crítica en la enseñanza del Derecho. *Revista electrónica iberoamericana, 17*(1), 155-174. https://doi.org/10.20318/reib.2023.7805

Otras referencias

McGrew, S., Breakstone, J., Ortega, T., Smith, M., & Wineburg, S. (2018). Can Students Evaluate Online Sources? Learning From Assessments of Civic Online Reasoning. *Theory & Research in Social Education, 46*(2), 165-93. https://doi.org/10.1080/00933104.2017.1416320.

Programa de Alfabetización Mediática Critica (AMC)

Objetivo/Objeto

Programa orientado a la formación de una ciudadanía con sentido crítico en su relación con la tecnología y los medios, y como creadora de contenidos.

Estructura y dimensiones

Seis dimensiones:

(1) Tecnología.
(2) Lenguaje.
(3) Procesos de interacción.
(4) Ideología y valores.
(5) Procesos de producción y difusión.
(6) Estética.

Estudio empírico/Aplicación práctica

Investigación Basada en Diseño centrada en el diseño, implementación y evaluación de un programa de formación para el desarrollo de la competencia mediática de los estudiantes de la Escuela Normal Superior del Putumayo (Colombia). Junto con otros instrumentos, se aplicó el cuestionario de competencias mediáticas de la Red Alfamed antes y tras la implementación del programa AMC.

Referencia principal

Mesquita-Romero, W., Fernández-Morante, C., & Cebreiro-López, B. (2022). Critical media literacy to improve students' competencies. [Alfabetización mediática crítica para mejorar la competencia del alumnado]. *Comunicar, 70*, 47-57. https://doi.org/10.3916/C70-2022-04

Categories of Digital Citizenship

Objective/Object

A concept analysis on digital citizenship and related terms (i.e. online citizenship, cyber citizenship, ecitizenship, networked citizenship, technological citizenship, and Internet citizenship) conducted by Choi (2016) revealed four key categories that include different kinds of competence (see Structure and dimensions).

Structure and dimensions

(1) Making a responsible and ethical use of the Internet
(2) Accessing and creating content, as well as successfully communicating with others, as covered by media and information literacy
(3) Participating in existing social structures in relation to political, economic, and cultural aspects of life
(4) Critically challenging existing power structures to pursue social justice.

Main reference

Choi, M. (2016). A Concept Analysis of Digital Citizenship for Democratic Citizenship Education in the Internet Age. *Theory & Research in Social Education, 44*(4), 565–607. https://doi.org/10.1080/00933104.2016.1210549

Other references

Villar-Onrubia, D., Morini, L., Marín, V.I., & Nascimbeni, F. (2022). Critical digital literacy as a key for (post)digital citizenship: an international review of teacher competence frameworks. *Journal of e-Learning and Knowledge Society, 18*(3), 128-139. https://doi.org/10.20368/1971-8829/1135697

Democratic citizenship, critical literacy and educational policy

Objective/Object

To promote critical reading and writing habits of students based on critical literacy.

Structure and dimensions

Six broad categories based on student activities that have emerged from previous research into classroom applications of critical literacy teaching:

(1) Reading supplementary texts.
(2) Reading multiple texts.
(3) Reading from a resistant perspective.
(4) Producing counter-texts.
(5) Conducting student-choice research projects.

Taking social action.

Empirical study/Practical application

Theoretical and conceptual analysis of educational policies in the UK and the US, critical literacy in secondary education and democratic educational model.

Main reference

Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. *Journal of Adolescent & Adult Literacy, 49*(6), 490–498. https://doi.org/10.1598/JAAL.49.6.4

Other references

Ashbridge, C., Clarke, M., Bell, B. T., Sauntson, H., & Walker, E. (2021). Democratic citizenship, critical literacy and educational policy in England: a conceptual paradox? *Cambridge Journal of Education*, *52*(3), 291–307. https://doi.org/10.1080/0305764X.2021.1977781

A framework for the dual acquisition of viewing and thinking skills in digital learning environments

Objetivo/Objeto

Diseñar experiencias de enseñanza y aprendizaje para el desarrollo de la alfabetización crítica y visual.

Estructura y dimensiones

Funciones del lector:

(1) Descifrador de códigos.
(2) Participante en el texto.
(3) Usuario del texto.
(4) Analista del texto.

Dimensiones textuales:

(a) Perceptiva.
(b) Estructural.
(c) Ideológica.

Representación gráfica

https://doi.org/10.1016/j.tsc.2020.100783

Estudio empírico/Aplicación práctica

Experiencia con 52 alumnos del Grado en Estudios Ingleses, y medición de las capacidades de lectura crítica de memes.

Referencia principal

Serafini, F. (2014). *Reading the visual. An introduction to teaching multimodal literacy*. Teachers College Press.

Otras referencias

Domínguez Romero, E., & Bobkina, J. (2021). Exploring critical and visual literacy needs in digital learning environments: The use of memes in the EFL/ESL university classroom. *Thinking Skills & Creativity, 40*. https://doi.org/10.1016/j.tsc.2020.100783

Critical Media Analysis Rubric

Objective/Object

The authors adapt Kovach and Rosenstiel's (2010) critical media analysis rubric in their study, with the aim to help students determine which category the articles they read belong to.

Structure and dimensions

Media Source:

(1) Accuracy.

Evidence within the Stories:

(1) Sources.
(2) Completeness.
(3) Evidence / Facts.
(4) Objectivity.
(5) Reporter's Language.

Graphical representation

https://adfontesmedia.com/wp-content/uploads/2022/08/Teaching-Critical-Media-Analysis-of-Controversial-Science-Agricultural-and-Environmental-News-An-Exploratory-Study.pdf

Empirical study/Practical application

Overall, the quantitative findings both supported and expanded the quantitative findings suggesting that students can be taught to effectively 1) understand media practices that influence credibility of science coverage and 2) internalize and apply a framework to critically evaluate the integrity of science, agriculture, and environmental issues in the media. Implications for the development of a critical media literacy curriculum are discussed.

Main reference

Hovey, M., & Pfeiffer L J. (2020). Teaching Critical Media Analysis of Controversial Science, Agricultural, and Environmental News: An Exploratory Study. *NACTA Journal, 65,* 159-168. https://adfontesmedia.com/wp-content/uploads/2022/08/Teaching-Critical-Media-Analysis-of-Controversial-Science-Agricultural-and-Environmental-News-An-Exploratory-Study.pdf

Other references

Kovach, B., & Rosenstiel, T. (2010). *Blur: How to Know What's True in the Age of Information Overload*. Bloomsbury.

Rubric for the evaluation of the critical analysis
Objective/Object The proposed rubric can be useful for creating tools geared—in different contexts and audiences—to the assessment and analysis of critical digital competence.
Structure and dimensions (1) Expressive. (2) Thematic figurative. (3) Discourse. (4) Semio-narrative. (5) Cultural contextual. (6) Ideological. (7) Communicative contextual Action.
Main reference Cortoni, I., Lo Presti, V., & Cervelli, P. (2015). Digital Competence Assessment. A Proposal for Operationalizing the Critical Dimension. *Journal of Media Literacy Education, 7*(1), 46-57. https://doi.org/10.23860/jmle-7-1-5

9. Otras propuestas relacionadas con la Agencia

AUS Scale (Agency of University Students Scale)

Objetivo/Objeto

Propuesta de una escala validada para medir la agencia de los estudiantes universitarios. En el apéndice A del artículo se concretan las preguntas de la escala.

Estructura y dimensiones

Recursos personales:

(1) Interés y valor de utilidad
(2) Autoeficacia
(3) Creencias de competencia

Recursos relacionales:

(1) Igualdad de trato
(2) Apoyo del profesor
(3) Apoyo de los compañeros
(4) Confianza

Recursos participativos:

(1) Oportunidades de influir
(2) Oportunidades de elegir
(3) Facilidad de participación
(4) Actividad de participación

Representación gráfica

https://doi.org/10.1080/03075079.2015.1130693

Estudio empírico/Aplicación práctica

En el artículo de Jääskelä et al. (2021) se discuten las posibilidades de utilizar la analítica de la agencia para ayudar a los estudiantes a reconocer sus recursos para el aprendizaje y considerar las contribuciones de la analítica de la agencia para mejorar el asesoramiento académico y el conocimiento pedagógico de los profesores.

Se presenta el análisis de la agencia de los estudiantes universitarios a través del instrumento validado AUS. Los datos se analizan con métodos supervisados y no supervisados. Todo el proceso de análisis se automatizará mediante una arquitectura de microservicios. Se proporcionan caracterizaciones empíricas de los recursos de agencia percibidos por los estudiantes aplicando el proceso de analítica en dos cursos universitarios.

Referencia principal

Jääskelä, P., Poikkeus, A.-M., Vasalampi, K., Valleala, U. M., & Rasku-Puttonen, H. (2017). Assessing agency of university students: validation of the AUS Scale. *Studies in Higher Education, 42*(11), 2061-2079. https://doi.org/10.1080/03075079.2015.1130693

Otras referencias

Castañeda, L., Attwell, G., & Dabbagh, N. (2023). Entornos Personales de Aprendizaje: el reto de la agencia de las personas en los ecosistemas conectados. *Revista de Educación a Distancia (RED), 23*(71). https://doi.org/10.6018/red.551851

Jääskelä, P., Heilala, V., Kärkkäinen, T., & Häkkinen, P. (2021). Student agency analytics: learning analytics as a tool for analysing student agency in higher education. *Behaviour and Information Technology, 40*(8), 790-808. https://doi.org/10.1080/0144929X.2020.1725130

Jääskelä, P., Tolvanen, A., Marín, V. I., & Poikkeus, A. M. (2023). Assessment of students' agency in Finnish and Spanish university courses: Analysis of measurement invariance. *International Journal of Educational Research, 118*, 102140. https://doi.org/10.1016/J.IJER.2023.102140

Manifestation of students' agency in assessment co-creation

Objective/Object

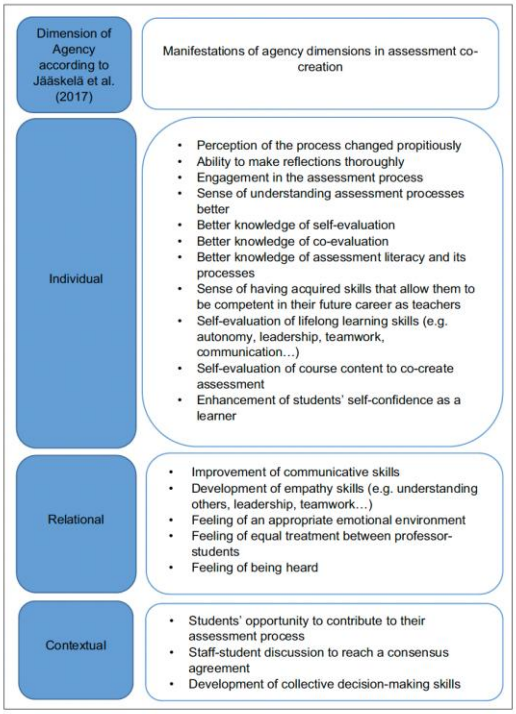
To analyse students' agency within the co-creation process.

Structure and dimensions

The list identifies manifestations of agency dimensions in assessment co-creation in the three dimensions of agency identified by Jääskelä et al. (2017):

(a) Relational.
(b) Individual.
(c) Contextual.

Graphical representation



CC-BY

Empirical study/Practical application

The empirical study included the development of two case studies in two university initial teacher training courses with 22 students. Assessment co-creation practices are analysed using an ad hoc questionnaire. From the analysis of its results emerges this list on the manifestation of students' practices in the co-creation assessment practices.

Main reference

Santana-Martel, J.S., & Pérez-Garcias, A. (2022). Students' Agency and Self-Regulated Skills through the Lenses of Assessment Co-creation in Post-COVID-19 Online and Blended Settings: A Multi-Case Study. *Journal of Interactive Media in Education, 1*(8), 1–17. https://doi.org/10.5334/jime.746

Other references

Jääskelä, P., Poikkeus, A.-M., Vasalampi, K., Valleala, U. M., & Rasku-Puttonen, H. (2017). Assessing agency of university students: validation of the AUS Scale. *Studies in Higher Education, 42*(11), 2061-2079. https://doi.org/10.1080/03075079.2015.1130693

Manifestations and shapers of doctoral student agency

Objetivo/Objeto

Busca identificar de manera general (1) los ámbitos individual y social en lo que respecta a cómo los participantes demostraron su capacidad de acción a lo largo de sus estudios de doctorado, (2) las condiciones o factores que influyeron en el ejercicio de su capacidad de acción.

Estructura y dimensiones

Dimensión social:
(1) Participación práctica.
(2) Capacidad de respuesta situacional.
(3) Impugnación transformadora.

Dimensión individual:
(1) Autogestión mundana.
(2) Autoproyección imaginativa.

Factores determinantes de la agencia:
(1) Relaciones sociales.
(2) Entorno organizativo.
(3) Ideología de publicación.
(4) Conexión histórica.

Representación gráfica

https://doi.org/10.1016/j.edurev.2013.05.002 (Figura 2)

Estudio empírico/Aplicación práctica

Este estudio analiza las prácticas de agencia de 16 estudiantes de doctorado en Hong Kong a través de entrevistas semiestructuradas. El análisis parte de la conceptualización teórica de Eteläpelto et al. (2013), que se completa con un análisis emergente de las manifestaciones de agencia entendidas desde una perspectiva socio-cultural.

Referencia principal

Sun, X., & Cheng, M. W. T. (2022). Conceptualising manifestations and shapers of doctoral student agency: A subject-centered approach. *Journal of Further and Higher Education, 46*(7), 898-912. https://doi.org/10.1080/0309877X.2021.2020222

Otras referencias

Eteläpelto, A., K. Vähäsantanen, P. Hökkä, & S. Paloniemi (2013). What is Agency? Conceptualizing Professional Agency at Work. *Educational Research Review, 10*, 45–65. https://doi.org/10.1016/j.edurev.2013.05.001