Open Pedagogy as Ethical Leadership Praxis

Graduate Student Leaders

Rumana Patel

Olubukola Bosede Osuntade

Faculty Lead

Alana Hoare, Assistant Teaching Professor, Education

As uninvited settlers on the unceded traditional lands of the Tk'emlúps te Secwepemc, and the Secwepemc Nation – which stretches from the Columbia River valley along the Rocky Mountains, west to the Fraser River, and south to the Arrow Lakes – we are committed to working in collaboration and partnership to respond to the TRC *Calls to Action* so that all students, especially those from Indigenous communities, can see themselves and their knowledge valued in every learning environment.

Agenda

- Context

- Open pedagogy as a tool for ethical leadership praxis

- Impact and student outcomes

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Why ethical leadership matters

Educational systems are becoming increasingly diverse, yet global inequities in knowledge production and exchange persist.

Massification of higher education, immigration and movement of war and climate refugees, and expansion of internationalization efforts demand that educational leaders consider multiple perspectives, worldviews, and ethical lenses.

This is particularly necessary as we collaborate across cultural groups to solve complex problems.

Why ethical leadership matters

- What makes leadership 'ethical'?

- How do leaders determine what is 'right' and 'wrong'?

- How do various forms of power and privilege, knowledge systems, policies, and structures shape our understanding of how to solve problems?

- How do we engage respectfully across differences to solve complex problems?

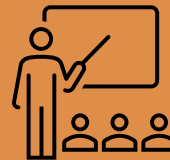# Open pedagogy as a tool for ethical leadership praxis

- Embeds **ethics in curriculum design**, not just outcomes, by partnering with students as co-creators of knowledge and course materials (Archer & Prinsloo, 2017; Hoare, 2023).

- Co-creation supports **representational justice** through renewable/ sustainable assignments (Lambert, 2018; Clinton-Lisell, 2021).

- Encourages **learner agency and autonomy, self-determination, and lifelong learning**, providing opportunities for students to practice leadership within and beyond the classroom (Blessinger & Bliss, 2016).

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Tangible Applications

Open Textbook

Course & Sustainable Assignments

Roundtable Symposium

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TRU Open Press

Co-authorship of open textbook

Ethical Educational Leadership
Alana Hoare; Rumana Patel; and Olubukola Bosede Osuntade

TRU Open Press

Years of experience in higher education reveal persistent issues with accessibility in leadership literature. Key barriers include:

- Lack of open-access content and real-world (not fictional) case studies
- Outdated, Western-centric language that may be offensive
- Minimal inclusion of Indigenous perspectives and scholarship
- Limited attention to global and diverse educational contexts

The textbook was designed by students promoting their assignments with ongoing value to extend their impact beyond the course.

➢ **Link to OER:** https://leadershipethics.pressbooks.tru.ca/

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Co-creation of course

EDUC 5990 Ethical Issues in Higher Education Leadership

- Students explore contemporary issues impacting higher education leaders today, and discuss, critique, and pose solutions to real-world ethical dilemmas.

- Multiple ethical leadership frameworks are examined, including Indigenous leadership ethics and the ethics of *care, critique, community, discomfort, justice*, *self-care*, and *the profession*.

- The major class project is a case study, where students will select a real-world dilemma, explore it in depth, and co-author a chapter in the open textbook *Ethical Educational Leadership: Untangling Ethical Dilemmas and Imagining Alternative Futures.*

From Assignment to Authorship

- Students tackled real ethical dilemmas in higher education using diverse ethical paradigms
- Their work became published chapters in an open access book
- It was not just graded: it was shared, cited, and experienced
- Sustainable assignments represent learning with long term purpose

The Ethical Dilemmas Symposium: Student-Led, Ethically Driven

- First-of-its-kind, fully student-led symposium at the university
- Explored real-world ethical dilemmas in higher education
- Students facilitated discussions with faculty and administrators
- Everyone led: moderators, presenters, note-takers, panellists
- Applied multiple ethical paradigms to each dilemma
- Created space for open, inclusive, and civil dialogue
- Demonstrated ethical leadership through collaboration and shared power

Impact

- Students can claim authorship of a textbook

- There were opportunities for critical reflection all through the textbook, giving students not just the opportunity to read but have a deeper knowledge on the subject matter

- Students were able to co-facilitate a symposium, sharpening the lessons from the course and giving back

- The book offers an invaluable opportunity to address what McKerrow and Bullerdieck (2006) have described as the need for **non-dominated discourse** in educational leadership, being proposed as the best practice for ethical educational administration.

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A. Hoare, R. Patel, & O. B. Osuntade