Open Pedagogy and the Evolution of the LMS

The resources below explore the relationship between conventional learning management systems and the growing role of open pedagogy. As originally conceived, the LMS operates at a course level, but new models of teaching and learning often call for educational activity to span multiple courses and several institutions. Central to promoting those kinds of learning models is rethinking or replacing the traditional LMS.

What is Open Pedagogy? (2015)
A long-time online instructor shares her perspective on teaching in “the public web,” outside the bounds of an LMS. She offers an explanation of “open pedagogy” and how that approach benefits students while reflecting personal and professional activities online.

Decoding Digital Pedagogy (2013)
In the first of a two-part article on digital pedagogy, which also includes (Un)Mapping the Terrain, the co-director at Hybrid Pedagogy examines the difference between teaching online and embracing digital pedagogy and critiques the LMS as a “mistake” that hinders the advancement of networked learning.

Opening Up the LMS Walled Garden (2014)
This blog post provides a broad introduction to the impact that Web 2.0 has had on teaching and looks at how interoperability is changing the nature of the LMS. The author contends that the LMS can coexist with open tools and technologies, based on standards and interoperability frameworks.

Deeper Dive on Next Generation Digital Learning Environment (NGDLE) Interoperability (2016)
Part of a series on digital learning environments, this article delves into what information could be shared between learning applications, how best to securely enable that sharing, and what that interoperability looks for users.

This article dissects a typical procurement process, pointing out how the selection of an LMS often focuses on the wrong requirements and results in implementing a system that fails to meet the teaching and learning demands of the people who will use it. In order to get better tools, higher education needs to get better at identifying the right needs.

What’s Next for the LMS? (2015)
This article outlines the shortcomings of traditional LMSs and describes the elements that would compose a next-generation digital learning environment (NGDLE). Such an environment would meet the changing demands of teachers and learners for flexible, interconnected learning applications and tools.

The Trouble with Learning Management (2016)
The problem with LMSs, according to this article, is an 80/20 issue: You only need 20% of the features, but because LMSs are designed to be all things, you must take the other 80% in the package. The authors argue that what’s needed instead is a pared-down system that allows best-of-breed apps to be interconnected.