

How can Open Educational Practices become mainstream in Europe?

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BY NC

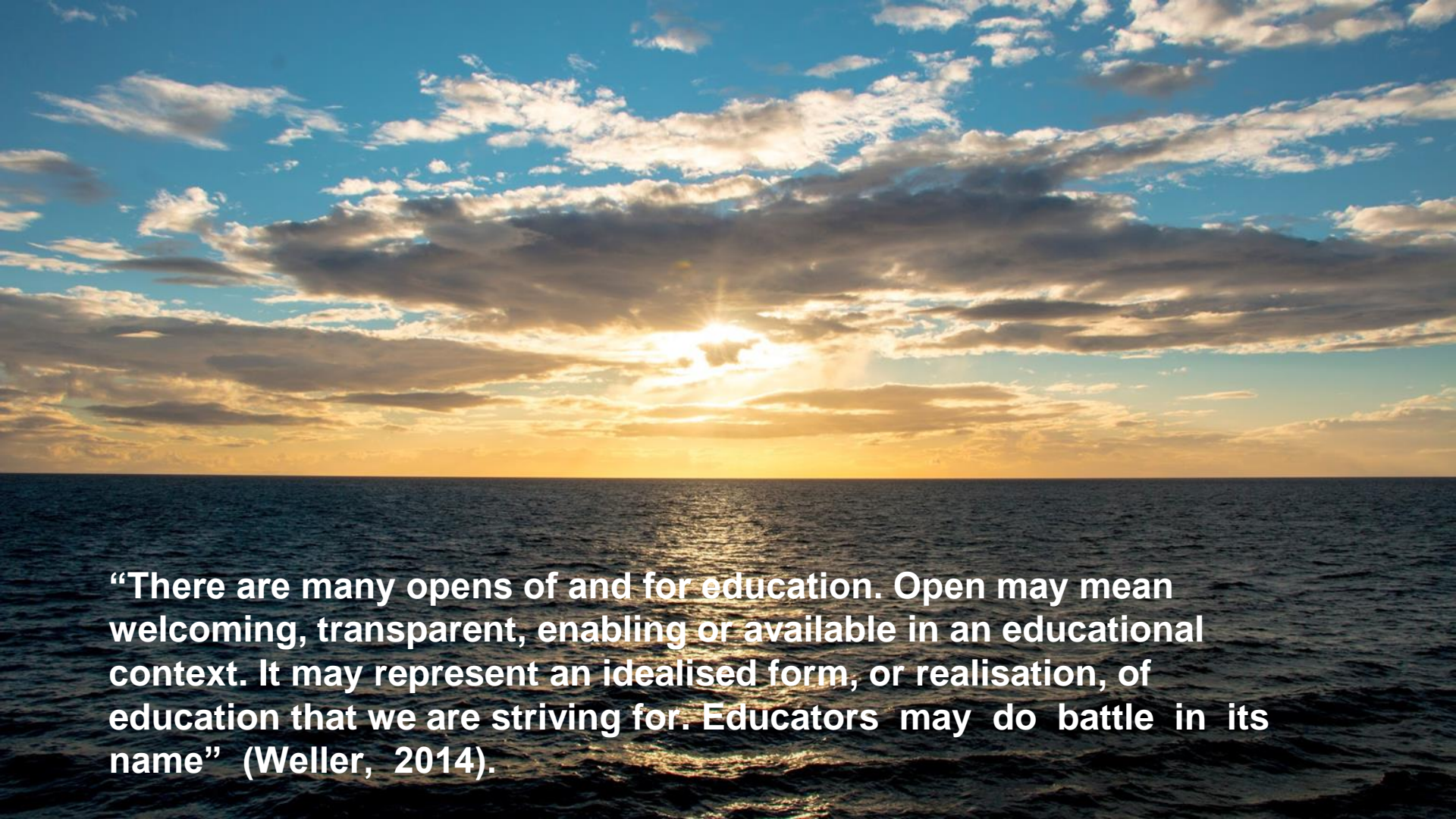
About me



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A photograph of a sunset over the ocean. The sun is low on the horizon, casting a golden glow across the sky and reflecting on the water. The sky is filled with scattered clouds, some of which are illuminated by the setting sun. The water in the foreground is dark with small waves.

“There are many opens of and for education. Open may mean welcoming, transparent, enabling or available in an educational context. It may represent an idealised form, or realisation, of education that we are striving for. Educators may do battle in its name” (Weller, 2014).

Openness is a multifaceted concept that draws on a complex history of social, political, economic and technological change (Anderson, 2013; Marshall, 2018). Facets include:

- openness in a technological sense;
- openness as a social contract;
- openness as participatory democracy;
- openness as an alternative to the neo-liberal market;
- openness as freedom of speech;
- openness to new ideas and experiences;
- openness removing the limits of geography and time.

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Education's many "opens"

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Definitions...first principles

“**Open Education Resources (OER)** are teaching, learning and research materials in any medium -digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no limited restrictions” (UNESCO, 2012, p. 1).

Open Educational Practices “A broad descriptor of practices that include the creation, use, and reuse of open educational resources (OER) as well as open pedagogies and open sharing of teaching practices” (Cronin, 2017, p.1).

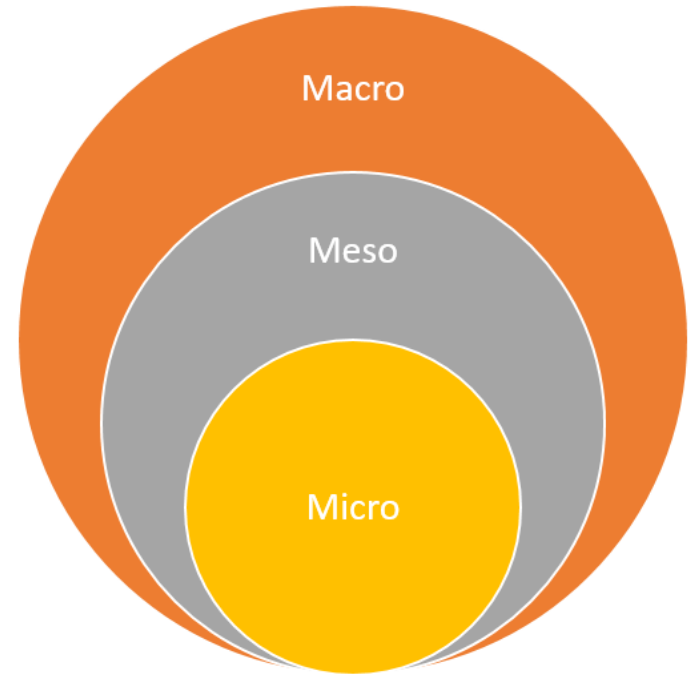
“**Open Education policies** are written or unwritten guidelines, regulations and strategies which seek to foster the development and implementation of Open Educational Practices, including the creation and use of Open Educational Resources” (Atenas, Havemann, Neumann, Stefanelli, 2020).

A scenic view of a fjord with steep, rocky mountains and a blue sky with scattered clouds. The water is a deep blue, and the mountains are dark with some rocky outcrops. The sky is filled with white and grey clouds, creating a dramatic atmosphere.

**How can Open Educational Practices
become mainstream in Europe?**

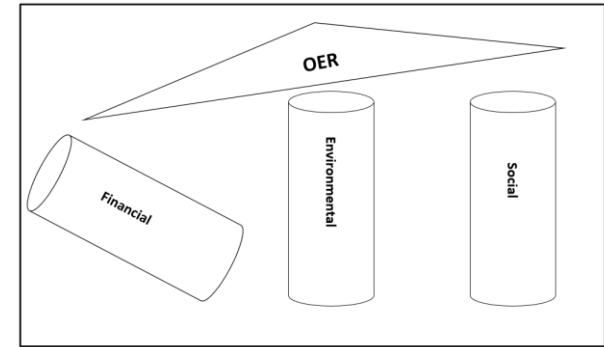
European Open Education ecosystem

- 3M Framework (Zawacki-Richter, 2022)
- **Macro:** European and National: Policy, Theory, Systems, OER infrastructure, sectoral initiatives
- **Meso:** issues related to the provision of OER in higher education institutions, e.g. technical and support infrastructure, professional development, and quality assurance
- **Micro:** creation and use of OER in higher education teaching and learning, and their sharing between faculty members



Macro level challenges

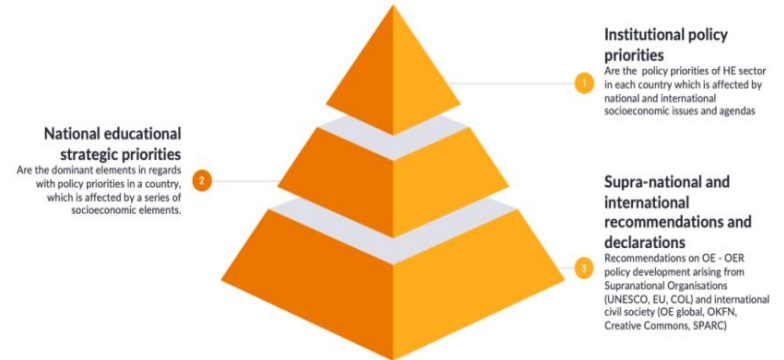
- Fragmented policy at European and national levels, eg European Digital Education Action Plan hardly any mention of OEP or OER
- Underdeveloped Open Education enabling policies at institutional, national and European levels
- The issue of quality of OER, need for national standards for the creation, dissemination, and quality assurance of OER at the macro level (Marín et al., 2020).
- Financial unsustainability....linked to business models
- Disaggregated technical infrastructure



(Farrell et. al, 2022)

Macro level enablers

- UNESCO (2019) OER recommendation
- Implementation of OER contributes especially to the achievement of the Sustainable Development Goal (SDG) 4, quality education
- Potentially European Digital Education Hub?
- Government support for OER (Stacey, 2013)....OER as public good



Welcome to the National Resource Hub

Welcome to the National Resource Hub, a searchable collection of open educational resources (OER) for teaching and learning from across the Irish higher education sector. Here, you can search, browse and submit Creative Commons licensed OER. We invite you to explore the continually growing range of OER on the National Resource Hub and think about resources that you might like to submit.

Search

Browse

Submit



NATIONAL FORUM
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AND LEARNING IN HIGHER EDUCATION



LEARNING RESOURCES AND OPEN
ACCESS IN HIGHER EDUCATION
INSTITUTIONS IN IRELAND

Focused Research Report No. 1 2015

Scholarship in Teaching
and Learning funded by
the National Forum:
*Strengthening Ireland's
evidence base for
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HOW TO SUBMIT YOUR OER TO
THE NATIONAL RESOURCE HUB



How To Submit Your Oer To The
National Resource Hub

Submitted: 18 Jun 2021



What are OER

Submitted: 18 Jun 2021

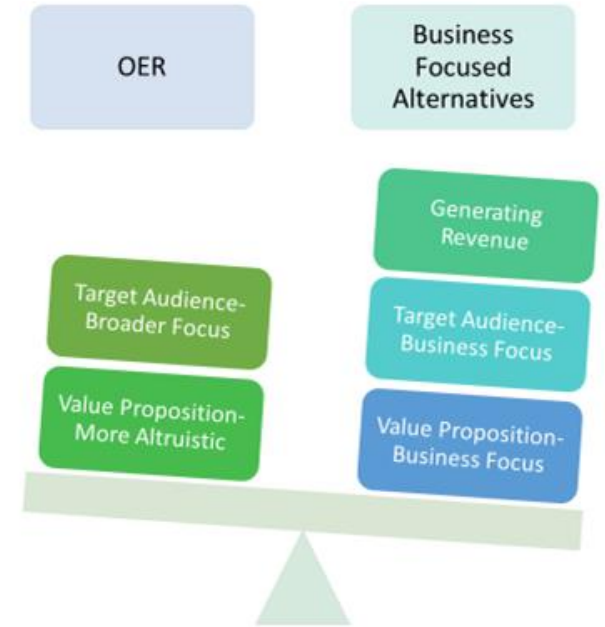


How to Choose an Open Licence
[Infographic]

Submitted: 18 Jun 2021

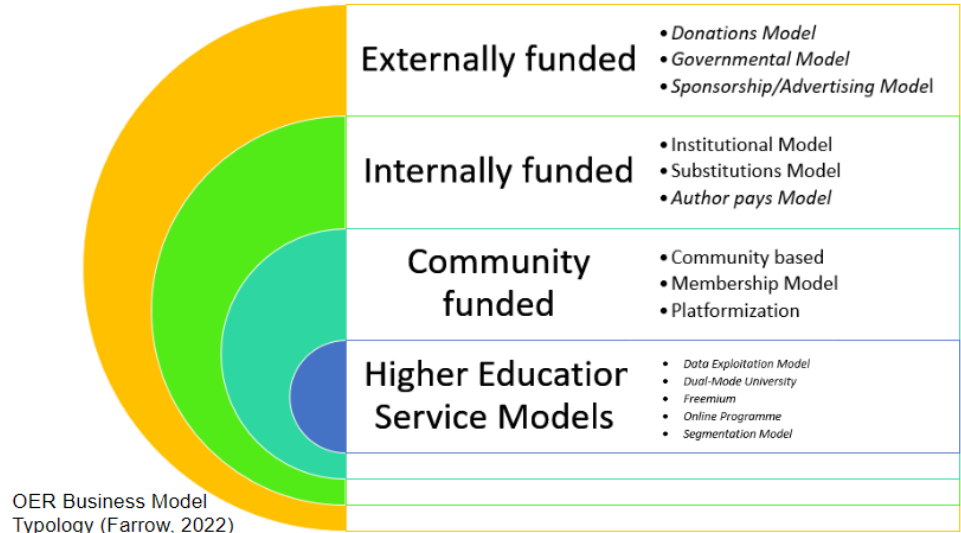
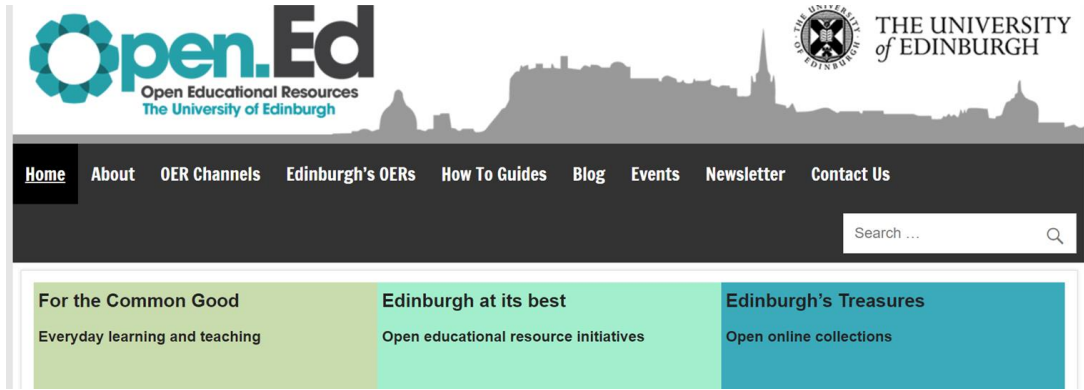
Meso level challenges

- The low usage rate of OER is often linked to the question of quality (Zawacki-Richter, 2022)
- Lack of institutional policies, infrastructure, finance
- Quality assurance
- Lack of awareness....not core to institutional values and strategy
- (un)sustainable initiatives and business models



Meso level enablers

- Examples of successful institutions
- Growing ideation of potential business models
- Pandemic has put digital and open higher on institutional agendas
- Investment in people and infrastructure
- Meta-search of OER repositories...connecting institutional repositories



OER Business Model
Typology (Farrow, 2022)

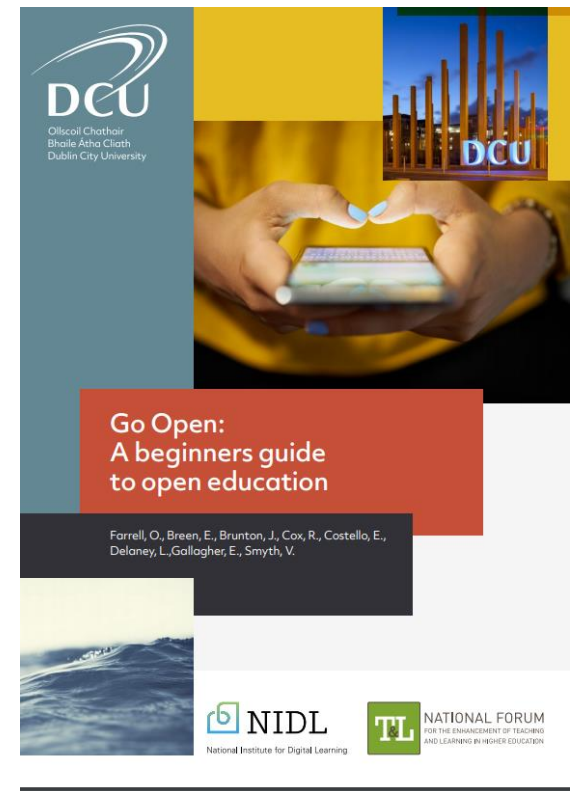
Micro level challenges

- Lack of awareness
- An abundance of learning materials is freely available on various platforms and repositories, but the selection of high-quality materials remains a challenge.
- Time for creation and maintenance of OER
- Lack of continuous support and funding for OER creation
- Narrow use of institutional repositories
- Lack of recognition of OER creation in promotion

“In terms of academics’ awareness regarding agents responsible for OER quality assurance, the outlook is also rather bleak but provides some insights into common actors” (Zawacki-Richter, 2022)

Micro level enablers

- **The culture of teaching and learning must change**
- Where it becomes normalised that high-quality learning materials are created, shared, and further developed together
- Only then can we expect OER to be widely disseminated
- Continuous support and funding for OER creation
- Institutional OER experts and supports



Farrell, Orna, Breen, Ellen, Brunton, James, Cox, Ronan, Costello, Eamon, Delaney, Lorraine, ... Smyth, Victoria. (2021, April 29). Go Open: A beginners guide to open education (Version 1). Zenodo. <http://doi.org/10.5281/zenodo.4593103>

Go Open: a beginner's guide to open education

A guide to engaging with open education practices in your teaching, research and support activities

Introduction

What is open education?

What are open teaching & learning practices?

What are OER? ▾

How do I find and use open resources? ▾

Why Go Open?

Downloadable resources

References



The Go Open project is a collaborative project based in Dublin City University (DCU) and comprises team members from DCU Library, Open Education Unit and the Digital Learning Design Unit. The project aims to support the DCU Community to engage with open education practices in their teaching, research and support activities. The Go Open Project is funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education and DCU's Teaching Enhancement Unit through the SATLE 19 fund.

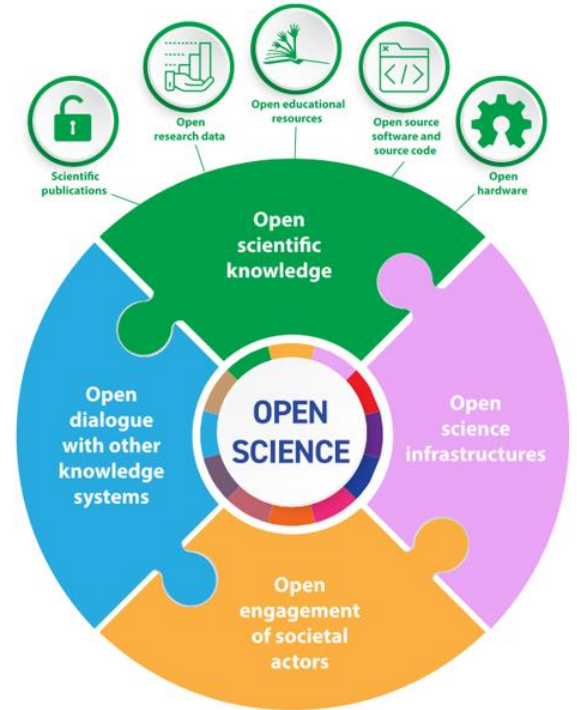
The Go Open logo was designed by Aleksandra Shornikova from the DCU Digital Learning Design Unit.



<https://dcu.libguides.com/GoOpen>

Examples of success..what can we learn?

1. Open textbook movement in USA and Canada...clear argument...Cost, Access, Digital...advocacy movement
2. Open science movement in Europe...breaking power of publishers, public funded research should be free..collaboration between libraries and scholars.....€€€€ ?





European Network for Catalysing
Open Resources in Education

Website

For further and updated information
about this project please see:

www.encoreproject.eu

Contacts

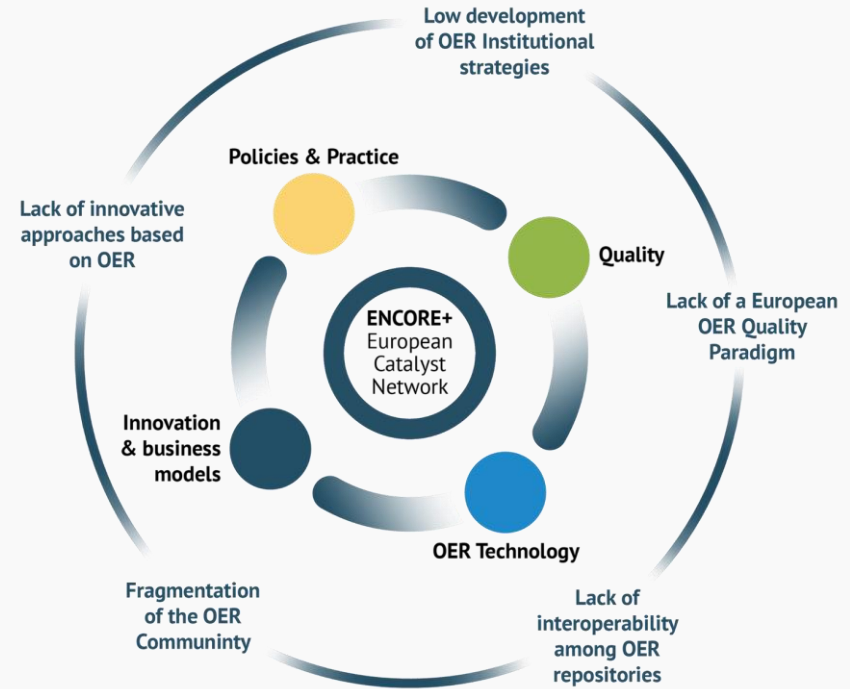
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Project partners:



About Encore+

- ENCORE+ responds to the priorities of opening up and modernising the European education and training sector through a coordinated European OER ecosystem.
- ENCORE+ uses “Circles” to describe the key stakeholders who contribute to the European OER ecosystem of tomorrow.
- Our four Circles: technology; policy/strategy; quality and innovation.



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