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Open Education Practices In Higher Education

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Barriers of OERs

- The report “Beyond OER” (Ehlers et al. 2011) came to the conclusion that OER in HE institutions are in principle available but are not frequently used;
- It reveals 5 main barriers:
 - 1) lack of institutional support
 - 2) lack of technological tools for sharing and adapting resources
 - 3) lack of skills and time of users
 - 4) lack of quality or fitness of OER
 - 5) personal issues like lack of trust and time

Usage of OERs

- The popularity of the concept OER is unbroken today - and even more has reached educational organizations, in particular higher education institutions by providing open education, MOOCs, etc.
- However, also brings forth new challenges, like credentialing and assessment processes for such free forms of learning (Ehlers, 2018)



245 000
Certificates
issued

4 500 000
individuals have
participated in free
online courses within
4 years

Gap

- More general debate in recent literature on the gap between the concept of “giving away knowledge for free” (Ischinger, 2007) and the actual use of free and open resources for teaching and learning;
- A literature screening of the last 6 years of OER research reveals that the challenges associated with OER no longer lie in the availability or accessibility of resources but beyond (Windle et al 2010, Philip et al 2008, Beggan 2009, Conole & Weller 2008,, McGill et al. 2008, Browne 2010, Beetham, Falconer, Littlejohn, 2010, Kahle 2008, Boyle and Cook 2004)

Moving from OER to OEP

- Focus should be extended beyond 'resource access' to innovative 'Open Educational Practices', (OEP) (Ehlers, 2014);
- We define OEP as 'practices which support the (re)use and production of OER through institutional policies, promote innovative pedagogical models, and respect and empower learners as co-producers on their lifelong learning path' (ibid);



OER

OEP

Moving from OER to OEP

- It is important to outline the factors which influence the actual creation, use, sharing and reuse of OER for learners, educational professionals and organizational leaders in one common framework.



One common framework

- In order to facilitate the shift from OER to OEP, it is important to outline all the factors which influence the actual creation, use, sharing and reuse of OER for learners, educational professionals and organizational leaders in one common **framework**
- A framework of this kind would have to be capable of directing stakeholders towards innovative, open education in which OER play the role of improving the quality of learning experiences.

One common framework

- The “Open Educational Quality Initiative”, a European initiative running from 2011 to 2014, has developed such a framework.
- It has been developed to assist the different targeted stakeholder-groups in the field of AE and HE to improve their (re)usage/production of OER and, to foster their OEP
- In this paper we want to make available one of the guidelines of the initiative to a wider audience – the guideline for innovation and quality through open educational practice **for educational professionals**

Developing a basic model of Open Educational Practices

- The creation, use, and re-use of open educational resources, as well as the exploitation of open learning ecologies can be challenging for learners and educators, but also for leaders of educational institutions.
- Policy makers, as well, often need to be made aware of and understand both concepts and can play a strategic role in fostering a rapid uptake of OER and enabling a timely adoption of OEP



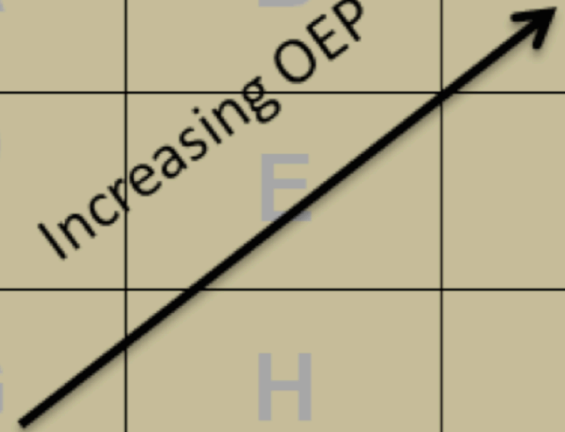
Developing a basic model of Open Educational Practices

- Two matrixes;
- The first one presents the constitutive elements of open educational practice (OEP);
- Second one touches on the diffusion of open educational practice;
- They both allow individuals or organizations to position themselves in a trajectory of OEP and to consider the state-of-affairs of their own OEP landscape.

Developing a basic model of Open Educational Practices

		OER Usage		
		Low No OER (re-) usage	Medium OER (re-)usage or creation	High OER (re-)usage and creation
Learning Architecture	High Social practices, Collaboration, Sharing (Reflection in action), • „open“ objectives • „open“ methods	A	B	C
	Medium Dialog, Procedures, Rules (Know-how) • „closed“ objectives • „open“ methods	D	E	F
	Low Knowledge transmission (Know that) • „closed“ objectives • „closed“ methods	G	H	I

Increasing OEP



The extent to which openness in the related context is applied to the use of resources (free for use = OER usage) and the extent to which openness is inherent in learning scenarios and pedagogies (freedom of choosing and using learning models)

Matrix 1 - Constitutive Elements of OEP

Developing a basic model of Open Educational Practices

- OEP essentially represent a collaborative practice in which resources are shared by making them openly available, and pedagogical practices are employed which rely on social interaction, knowledge creation, peer-learning and shared learning practices.



Developing a basic model of Open Educational Practices

- Once an individual or an organization has understood the constitutive elements and principles of OEP which were addressed in the first matrix, they can move on and analyze the diffusion of OEPs within their specific context

Developing a basic model of Open Educational Practices

		Degree of involvement of others into the OEP		
		Low Low degree of sharing/collaboration	Medium Medium degree of sharing/collaboration	High High degree of sharing/collaboration
Individual Freedom to practice open education	High Advanced degree of OEP embedded into learning/teaching	A	B	C
	Medium Some islands of OEP	D	E	F
	Low Little or no OEP	G	H	I

Trajectory of OEP (indicated by an arrow pointing from G towards C)

Matrix deals with the question how the OEP is socially embedded, and whether others are involved in OEP as well.

Matrix 2 - Diffusion of OEP

Research and Development of the Guidelines for open Educational Practices

- The guidelines have been developed on basis of a large-scale desk-research on OEPs,
- Analysing mainly institutions on how they deal with OERs European context (UK, Ireland, Holland, Germany, Austria, Switzerland, Finland, Estonia, Portugal) but also abroad (Brazil, North America)
- Through the desk-research over 60 case studies could be extracted, describing common but also context-specific OEPs

Research and Development of the Guidelines for open Educational Practices

- Developed standardized questionnaire implemented in an online-survey (to get a clearer picture particularly on barriers against using OER)
- The distribution of the survey was done through networks from institutions like Aalto University, EFQUEL, ICDE, OUUK, UCP, UDE, and UNESCO. This way, more than **20.000** potential respondents from all stakeholder groups were reached



Research and Development of the Guidelines for open Educational Practices

- By joining the data from both surveys, the desk-research and the questionnaire, it was possible to build a validated dimensional model for OEP

The Open Educational Practice Maturity Matrix for Educational Professionals

- We found there were different levels of maturity a user's can have in each dimension and, depending on the level of maturity, they do different things with OERs in different intensities.
- As a consequence, the 'Maturity Matrix' was built.
- A table that opposes the OEP dimensions on the one axis and the level of maturity on the other axis.

Step 1: Positioning your Organization in the OEP Trajectory

	Not yet started	Early stages/ awareness	Developing/ Commitment	Established	Embedded/ Advanced
1. What is your level of expertise in terms of OER?	No knowledge or experience	Some awareness	Knowledge of existing OER initiatives	Good understanding	Expert knowledge
2. To what extent are you using OER?	No use	A little use	Use regularly to support my teaching	Not only use but repurposing of OER	Significant use and repurposing
3. To what extent are you sharing OER and practices?	Not sharing at all	Small amount of sharing	Significant sharing	Regular sharing of both OER and associated practices	Sharing of innovative practices on the creation and use of OER
4. To what extent are you using technologies for the creation and repurposing of OER?	No use of technologies	A little use	Significant use	Regular and innovative use of technologies to create and share OER	Cutting edge development and use of technologies

Step 2: Creating a Vision of Openness and a Strategy for OEP in an Organization

	Not yet started	Early stages/ awareness	Developing/ Commitment	Established	Embedded/ Advanced
1. Do you have vision for how to use OER in your teaching?	No vision	An emerging vision of how to use OER in teaching	A good understanding of how to use OER in teaching	A well-developed vision for use of OER in teaching	An innovative and applied vision for use of OER in teaching
2. Are OEP embedded in your practice?	No use of OER	Some use of OER	Regular use of OER in teaching	Significant use of OER in teaching	Sustained and innovative use of OER in teaching
3. What types of pedagogical approaches are you using with your OER?	No use of OER	Some use of OER, to supported mainly didactic pedagogical approaches	Range of different pedagogical approaches in the use of OER to support different forms of learning	Advanced pedagogical approaches in the use of OER including constructivist and socially situated approaches	Innovative and varied pedagogical approaches to the use of OER
4. Are you involved in any partnerships and/or networks to exchange with other educational professionals about OEP?	No partnerships within the organization or with other colleagues exist with regard to OEP.	Informal links between colleagues and/or teams in relation to OEP exist within my organization.	I have established links between colleagues within our organization to exchange about OEP. We even begin to develop a small number of OEP partnership-projects.	Within my professional context we have now several ongoing and successful partnerships and/or alliances with colleagues to exchange and support the use of OEP.	There are social networks and partnerships to share, co-create and exchange experience and practices on OEP with colleagues.
5. Do you perceive OEP as relevant across the organization?	I do not view OEPs as relevant to my professional context.	I view OEP as relevant to some extent.	Apart from me we have some teams and groups within the organization which start to view OEP as	Me and my colleagues across the entire organization perceive OEP as relevant and desired practices.	OEPs are perceived as a relevant part of the organizations professional work and are communicated as such to

Step 3: Implementing and Promoting OEP

	Not yet started	Early stages/ awareness	Developing/Commitment	Established	Embedded /Advanced
1. How aware are you of IPR, DRM and copyright regulations for the use of OER?	No knowledge or experience	Some awareness	Basic understanding	Good understanding	Expert knowledge
2. Is there a motivational framework for OEP in existence (e.g. incentives)?	There are no incentives for OEP.	Individuals are motivated to develop and (re-)use OER and use open learning architectures.	Motivation to develop and (re-)use OER and open educational practices on a department or team level is simulated through incentives.	Incentives to stimulate the transformation of educational scenarios and resources into OEP exist on an organizational level.	OEP is supported through an organization-wide motivation framework.
3. Are OEP used?	There is no use of OEP.	OEP are applied in a few courses.	The use of OEP means that we now offer a small number of new courses, using more flexible and innovative delivery methods and OER.	OEP is an established reality organization wide.	OEP are embedded into the organization's culture and are a subject to regular reflection.

Step 3: Implementing and Promoting OEP

	Not yet started	Early stages/ awareness	Developing / Commitment	Established	Embedded /Advanced
4. Do you have tools to support sharing and exchanging information about open educational practices?	No tools for supporting the sharing of open educational practices (e.g. social networks, blogs, etc.) exist.	I am starting to use tools for sharing open educational practices (e.g. social networks, blogs, etc.).	Together with colleagues we are adopting tools for sharing and exchange of information about educational practices (e.g. social networks, blogs, etc.).	Use of digital tools to support sharing and exchange about OEP are a widespread reality amongst me and my colleagues.	The use of digital tools which support sharing and exchange of information about OEP are embedded into my everyday work as an educational professional.
5. Do you have quality processes in place for your OER?	No quality processes in place	Limited amount of quality control	Good level of quality control	Robust quality processes in place	Quality processes are shared and validated with peers
6. What level of knowledge and skills do you have in relation to open learning architectures and OEP?	I have little or no understanding of open learning architectures.	Some of my colleagues and me have sufficient knowledge to apply OEP.	Knowledge and skills to apply open learning architectures within the organization's educational programs are beginning to diffuse from a handful of to teaching staff more generally.	A significant number of teachers across the whole organization have the skills and confidence to successfully apply open learning architectures.	The vast majority of teaching staff have the knowledge, skills and confidence to successfully and appropriately apply open learning architectures. New open learning architectures are actively developed within the institution.

Step 3: Implementing and Promoting OEP

	Not yet started	Early stages/ awareness	Developing/ Commitment	Established	Embedded /Advanced
7. What is your level of digital literacy skills	Basic understanding and use of technologies	Some awareness of social and participatory media	Increasing use of innovative technologies to support teaching	Regular and established use of a range of technologies to support teaching	Innovative and cutting edge use of technologies to support teaching
8. Do you receive any support to develop your OEP?	No support	Some basic training is available	Suite of training opportunities	Advanced support for the creation and use of OEP	Expert knowledge and provide support on the creation and use of OEP to peers



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Open and Online Learning for Digitalised and Networked Society

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