



" Open Education - present situation and challenges "

Sandra Kucina Softic, M. Sc. in Digital Education

Assistant Director for Education and User Support,
University Computing Centre University of Zagreb, Croatia

EDEN President
sskucina@srce.hr



Question

- <https://answer garden.ch/1026586>
- **What does open mean to you?**





- Allowing access or view
- Not closed, blocked, or covered
- Freely available or accessible; unrestricted
 - Unfolded or spread out
- **Not concealing one's thoughts or feelings**
- **Not finally settled; still admitting of debate**
 - Admitting customers or visitors (business)
- Allowed to vibrate along its whole length (musical string)



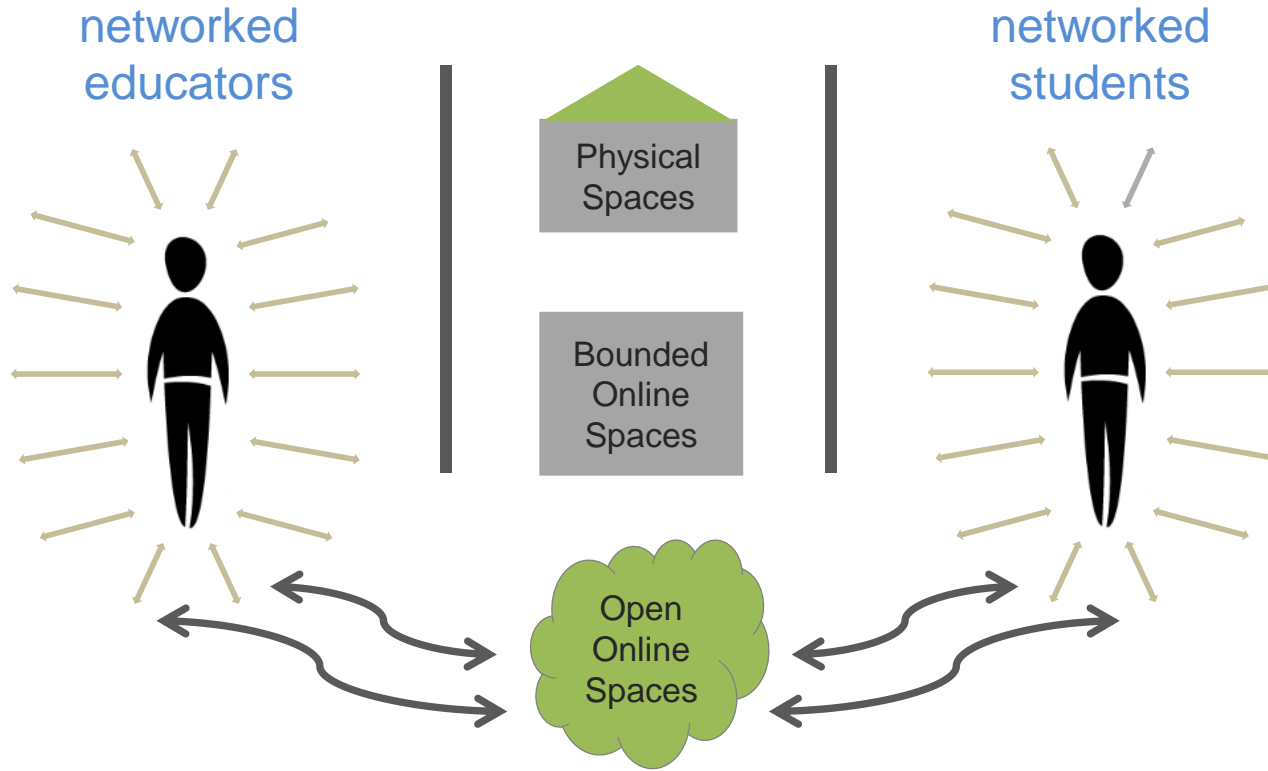


Image: CC BY-SA 2.0 Catherine Cronin, built on original Networked Teacher image by Alec Couros

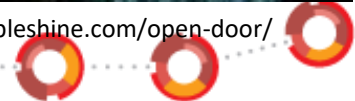


'open' signals a broad, de-centralized constellation of practices that skirt the institutional structures and roles by which formal learning has been organized for generations.

– Bonnie Stewart (2015)



<http://www.happypeopleshine.com/open-door/>



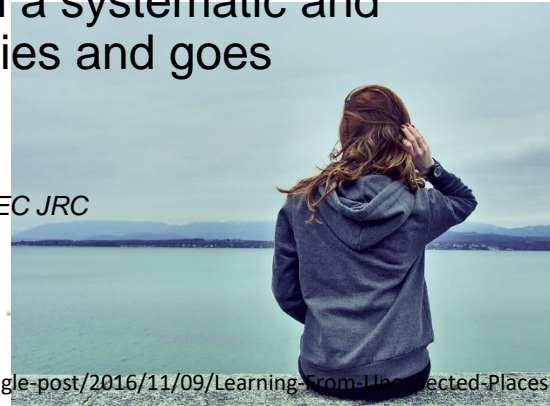
What is Open Education?

- A way of carrying out education, often using digital technologies. Its aim is to widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customisable for all. It offers multiple ways of teaching and learning, building and sharing knowledge. It also provides a variety of access routes to formal and non-formal education, and connects the two.

Opening up Education: A Support Framework for Higher Education Institutions, 2016, EC JRC

- Open Education is approach to modernizing education in a systematic and holistic way, which embraces the use of digital technologies and goes beyond it.

Going Open: Policy Recommendations on Open Education in Europe, 2017, EC JRC



The potential of open education

Increase the quality and the relevance of the educational offer by:

- Using open approaches to teaching and learning via digital technologies (free and open courses, MOOC, OER, flipped classroom...)
- Creating and using open source software and encouraging open standards
- Making research available as open access publications
- Facilitating digital credentials and encouraging personalized learning portfolios
- Recognizing open learning and new ways of issuing and registering verifiable credentials
- Promoting new funding opportunities for universities and diverse carrier paths for lecturers and researchers who are committed to open education
- Including multiple stakeholders in the making of a relevant and transparent higher education sector (ministries, regional authorities, decision makers, headmasters, educators, parents...)



“ Openness is not the opposite of closed-ness, nor is there simply a continuum between the two...

An important question becomes not simply whether education is more or less open, but **what forms of openness are worthwhile and for whom**; openness alone is not an educational virtue.

Richard Edwards (2015)



open \approx **free**

open $>$ **free**

open = **free** + **permissions**



Open educational resources

- any kind of teaching materials – textbooks, syllabi, lesson plans, videos, readings, exams
- Free and unfettered access, and
- Free copyright permissions to engage in the 5R activities



Question

- Go to www.menti.com and use the code 24 44 99
- **Have you used or prepared open education resources (OER) so far?**



The 5Rs

Retain

- Make and own copies

Reuse

- Use in a wide range of ways

Revise

- Adapt, modify, and improve

Remix

- Combine two or more

Redistribute

- Share with others



Copyright Law

- Copyright is legal right that protects the use of your work once your idea has been physically expressed
- Copyright law lays out a framework of rules around how that work can be used. It sets out the rights of the owner, as well as the responsibilities of other people who want to use the work. You can do many things with your copyright work including for example copy, change or sell it, share it online or rent it to someone as well as prevent other people from doing those things
- For your work to be protected by copyright law it needs to be original and tangible
- Copyright protection arises automatically as soon as your work is created
- You have to give permission to each person wanted to use your work



Sharing your work

- If you do not put open licences it means that your work is free but not open to share
- open licences help you to share your work
- Each license offers your work to other people under different terms
- open licences enable anybody use your work to varying degrees, governed by the specific license you choose. The open license makes it very clear what people are (and aren't) allowed to do with your work.



Question?

- Go to <https://answergarden.ch/1028358>
- **What are obstacles to publish work as open?**





puts the “open” in
OER



most freedom



least freedom



OER



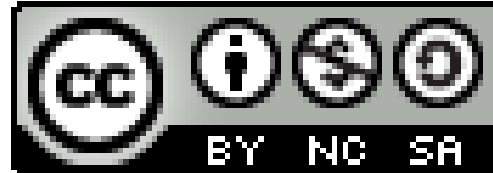
Not OER



Question

Go to menti.com and use the code 24 44 99

What this licence mean?





"Purple Orchid" by Rameshng is licensed under CC BY-SA 2.0

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Ownership of ideas

If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.

—George Bernard Shaw

In the knowledge and information-based economies of the 21st century, the wealth and prosperity of nations are based on the precious resource of ideas. The ownership of ideas is in part regulated by copyright. The system of copyright evolved in an era when the expenses needed to print, distribute and sell a book were significant. In a digital world where ideas can be distributed freely and duplicated at the press of a button, we are witnessing unprecedented opportunities to widen access to high-quality educational resources for all learners of the world. Nonetheless, there is still much work to be done to realise the potential of digitally available curriculum materials for our national education systems.

Today, the process for capitalizing - either financially or socially - on innovation and creativity is staggering under the strain of a digital revolution of a speed and scale never seen before. At a time when many of their most valuable assets can be shared and exchanged easily, businesses and governments [are] scrambling to redef[ine] who owns what.

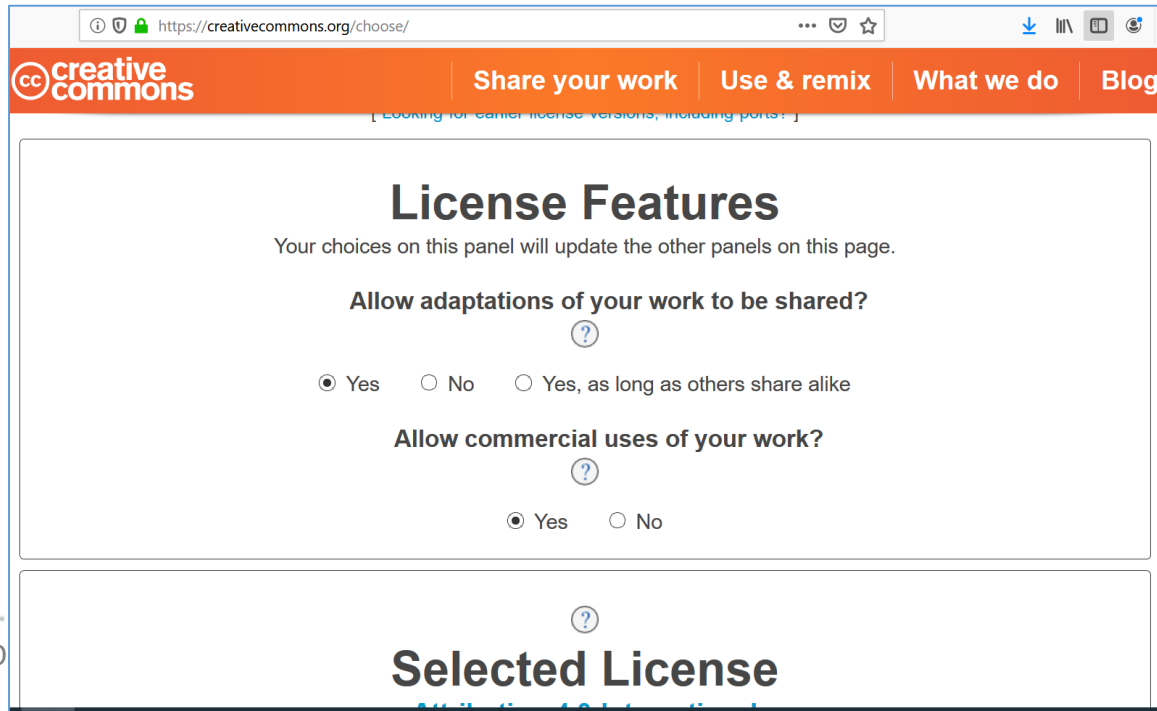
—James Kanter, New York Times, 2009⁷¹

This sub-section on the ownership of ideas sets the context for our global mission to return to the core business of education, which is to share knowledge freely.

Views on the ownership of ideas in a digital world

Share your work

- <https://creativecommons.org/choose/>



The screenshot shows the Creative Commons license selection page. The browser address bar displays <https://creativecommons.org/choose/>. The page header includes the Creative Commons logo and navigation links: "Share your work", "Use & remix", "What we do", and "Blog". Below the header, there is a sub-header "[Looking for earlier license versions, including ports?]". The main content area is titled "License Features" and contains the following text: "Your choices on this panel will update the other panels on this page." Below this, there are two sections of questions:

Allow adaptations of your work to be shared? (with a help icon ?)

Yes No Yes, as long as others share alike

Allow commercial uses of your work? (with a help icon ?)

Yes No

At the bottom of the visible section, there is a question mark icon (?) and the heading "Selected License".

The Power of Open Educational Resources

- Improved access to textbooks
 - Improved quality of student learning and learning materials
 - Improved teacher professional practice
 - Improved access to resources in local languages but also world wide
 - Cost savings for learning
 - Support for lifelong learning
 - Cultural diversity
-
- The use of open licences ensures that teaching and learning materials are rich not only in terms of quality of the content but also in terms of the possibility for the materials to be retained, reused, remixed and redistributed



Open Education Practices (OEP)

- Collaborative practices which include the creation, use and reuse of OER and pedagogical practices employing participatory technologies, peer learning, knowledge creation and sharing, and empowerment of learners. (Cronin, 2016)



But still, why are educators reluctant in use of OER?

- Need more information about OER (recognizing benefits, awareness)
- Need training in production and re-use of OER (teachers' CPD)
- Need more support in preparation of their own materials as OER (technical, financial)
- Need more support in reorganization of their teaching to be more open (pedagogical)
- Need support on institutional level (policies, mechanism for OER QA)
- Need infrastructure to work on (tools, repositories)
- Need recognition and rewording for their work



Common issues in open educational practices we are dealing with

- Different cultures of openness
- Legal and contractual issues
- Technical and data management issues
- Cultural inertia/cultural change
- Roles, responsibilities and rewards





Foresight

The Knowledge Future: Intelligent policy choices for Europe 2050

A report to the European Commission



On this basis, I have set my priorities to be Open Innovation, Open Science, and Open to the World.



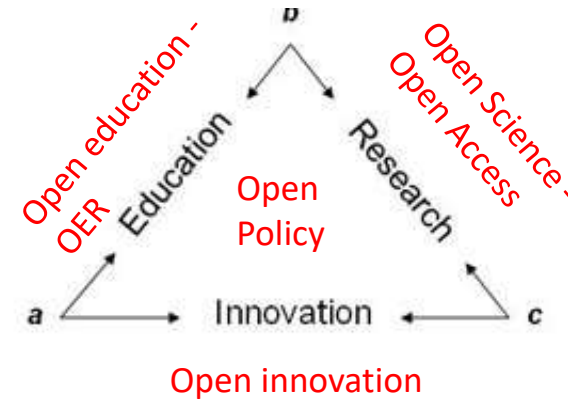
ec.europa.eu/research/pdf/publications/knowledge_future_2050.pdf

Principle 1: An open knowledge system in Europe

Principle 2: Flexibility and experimentation in innovation

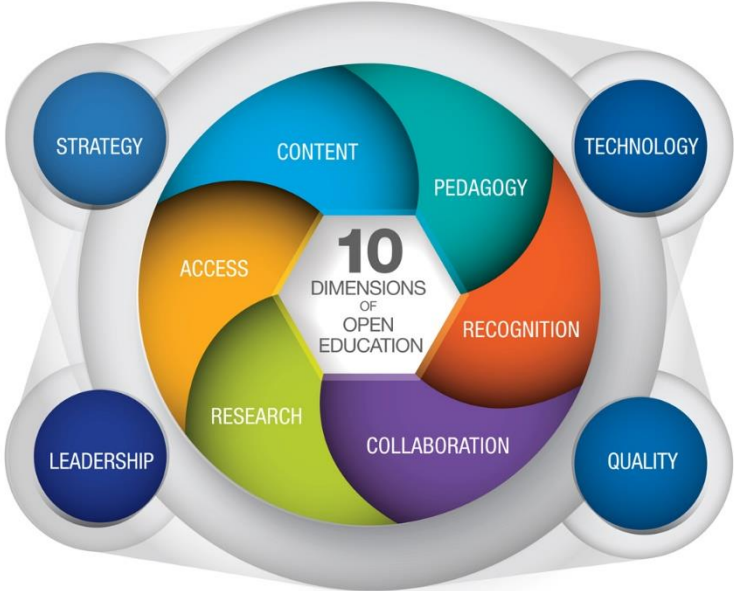
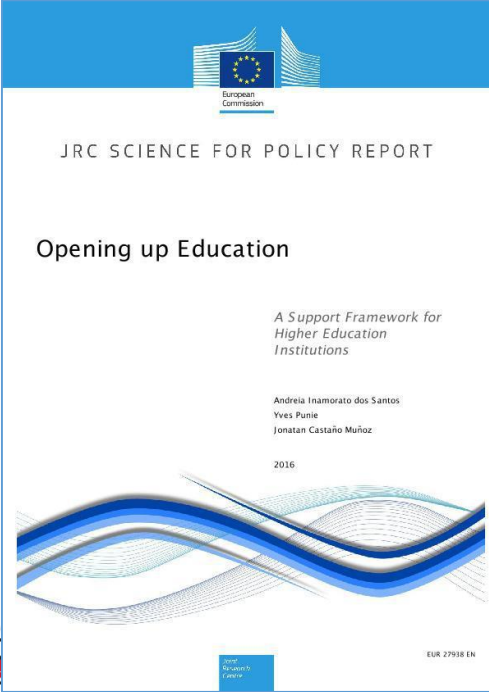
Principle 3: European-level cooperation

The Knowledge Triangle and Open



Carlos MOEDAS
Commissioner for Research
Science and Innovation
European Commission

Open Edu Framework



Access

- Removing or lowering economic, technological, geographical and institutional barriers that may obstruct the doorway to knowledge
- Creating the enabling conditions for anyone to study and learn, formally or non-formally, with or without digital technologies
- Access to open programmes
- Access to open courses
- access to content
- Access to transversal level – making content easily understood by all



Content

- OER
 - increase access to education by enabling educational materials to be freely shared, adapted and reused without the infringement and copyright



Pedagogy

- OEP
- make a range of different teaching and learning approaches more transparent, shareable and visible
- Refers to specific teaching and learning practices that not only use OER but are also open to change, adaptations and collaboration
- Associated with the formal recognition of open learning certificates and credentials



Recognition

- It is a process, usually carried out by an accredited institutions, of issuing a certificates, diploma and title which has a formal values even if the learning has taken place non-formally
- It is a process of formally accepting credentials, a certificate, a diploma or title issued by a third party institution



Collaboration

- Facilitating the exchange of practices and resources, as well as as the co-sharing of strategies and initiatives, with a view to improving teaching, learning, education services and research



Research

- Open science, open access, open data
- Removing barriers to accessing data and research outputs
- Open science: approach to scientific processes based on cooperation and new ways of disseminating scientific knowledge by using digital technologies and collaborative tools
- Open access: online access, free of charge to peer-reviewed scientific content with limited copyright and licencing restrictions
- Open data: data that can be used free of charge, reused and redistributed, subject only to the requirement of its open licence



Strategy

- Having a strategy for open education means creating a unique and valuable position on openness involving different sets of activities



Technology

- Free and open software and standards which facilitate open educational practices
- Enabler of all the other dimensions of openness when based on open standards and open source technologies which are interoperable with other platforms and services
- Open document standards: software norms which give users the permission to create copy and to distribute and use documents freely or at low cost
- Open software: free of charge and the source code used to create the program is also made available free of charge to view, edit and redistribute



Quality

- Defining quality objectives, practices and standards in open education
- Defining and meeting quality objectives for the analysis and strategic planning of OER, quality standards for the design and implementation of these practices and quality procedures for their realisation and evaluation

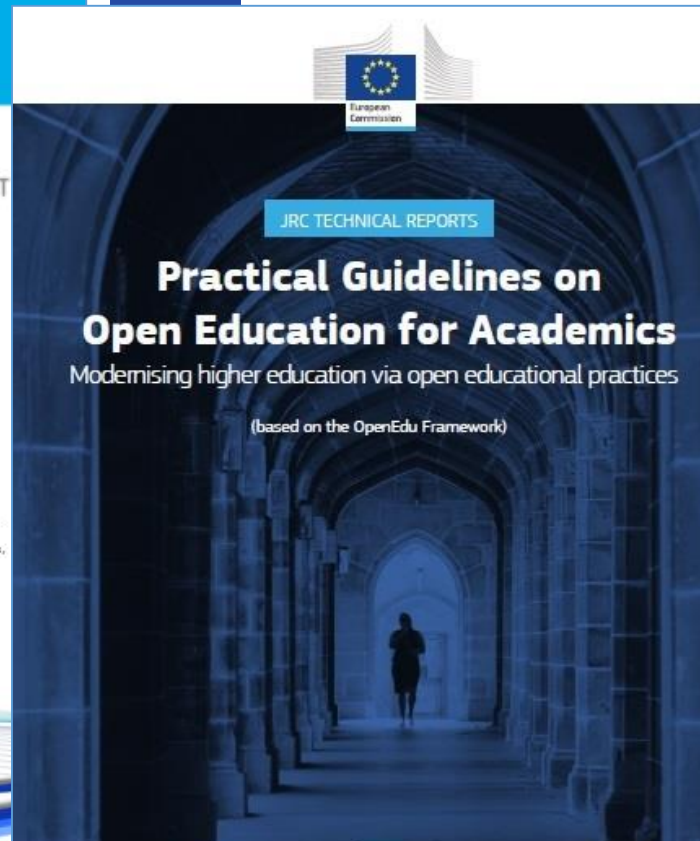


Leadership

- Promotion of OEP using transparent approaches and at the same time turning these practices into institutional policies
- OEP promoted both from top down and from bottom up
- Identifying ambassadors for open education at all levels who will take lead in the different strands of open education in the institution



European policies on open education



Regulation, legislation and funding

Funding for OE initiatives is an important catalyst for change because it prompts strategic thinking followed by practice



Partnerships and collaboration

**‘Going open’ is a process for all involved:
institutions, learners and society**



Why open non formal learning should be recognized?

- Increased variety of learning possibilities available to everyone
 - smaller, shorter in duration
 - flexible pathways to learning
 - accessible affordable learning
- Need for continuous personal development
- Competent and skilled students, workers , citizens
 - Can progress in their work
 - Can get better job
 - Can build better society
- Through recognition of non formal open learning individuals can gain access to programmes offered by educational institutions
- Registered students can be exempted from part of the programme in order to be fast-tracked through their studies



ReOPEN

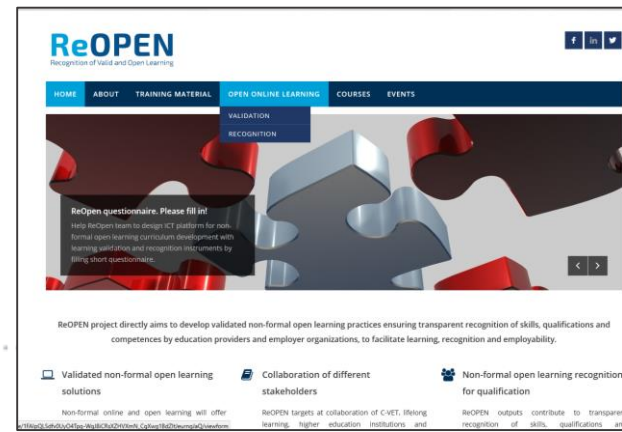
Project ReOPEN Recognition of Valid and Open Learning

<http://reopen.eu>

- Programme is co-funded by the Erasmus + programme of the European Union
- Time frame: **01-11-2016** to **31-10-2018**
- Consortium members:
 - Vytauto Didžiojo universitetas
 - ONECO
 - ESCP Europe Wirtschaftshochschule
 - Q21 - Agentur für Qualifizierungs und Transfermanagement GmbH
 - SRCE - Sveuciliste u Zagrebu Sveucilisni Racunski Centar
 - EDEN - European Distance and e-Learning Network



KU Leuven, October 15, 2019



Aims and objectives

ReOPEN

ReOPEN project aims to develop validated non-formal open learning practices allowing for transparent recognition of skills, qualifications and competences by education providers and employer organizations, to facilitate learning, recognition and employability

The aim will be reached through the following objectives:

1. To design a platform for non-formal open learning curriculum (e.g. MOOC) development with learning validation and recognition instruments ✓
<http://reopen.eu/learn/>
2. To train T&TT at C-VET organizations, companies, HE institutions and adult learning organizations ✓ (created learning materials, organized T&TT)
3. To exploit the new platform and to design non-formal open learning courses for continuous professional staff developing (CPD) applying learning recognition instruments for validated non-formal open learning
4. To establish partnership for future collaboration for non-formal open learning recognition (reviewing curriculum in partner institutions and preparing information on potential recognition of open learning)



How can project results be of value to the community?

ReOPEN

Available training materials:

- **Training material on non-formal open learning curriculum designing**
- **Training material on application of digital badges**
- **Training material on recognition of non-formal open learning results in formal curricular**
- **Web page: <http://reopen.eu/training-material/>**

Design of five non-formal open learning courses for continuous professional staff developing

- **Digital skills (in English)**
- **Introduction to Wireless Network Design (in Croatian)**
- **Language and Society (in English)**
- **Design and Management of European Projects (in Spanish)**
- **Introduction to Animation Creation as a Learning Tool (In Hungarian and English)**
- **Web page: <http://reopen.eu/learn/>**

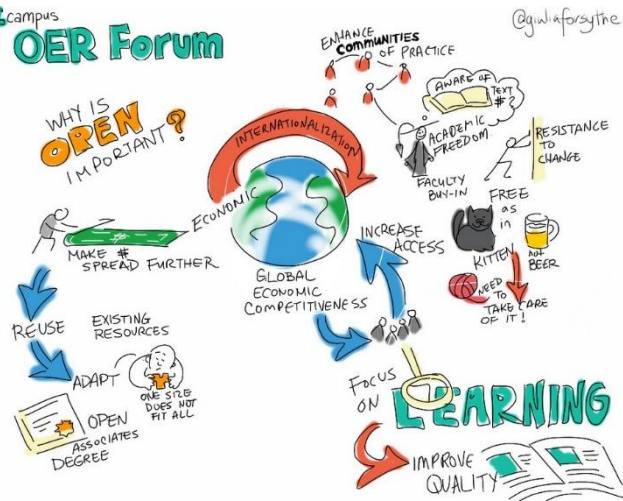
- To train T&TT at C-VET organizations, companies, HE institutions and adult learning organizations
- Training for project members
- Workshops for educators on national level



EDEN Open Education Week

- 2017, 2018, 2019... in March
- Joining the global movement of Open Education Week
- to raise awareness about the movement and its impact on teaching and learning worldwide, the free and open educational opportunities that exist for everyone, everywhere, right now.
- http://www.eden-online.org/eden_conference/open-education-week-2019/
- Topics like:
 - **2019 Education 2030 – Open knowledge, skills, attitudes and values in Europe and the world**
 - **The story of the Open University in Europe and the world**
 - **Ongoing initiatives for Open Education in Europe**
 - **Researching openness – evidence-based approach**
 - **OER quality assessment**





Open...

Not universally experienced
Complex and contextual
Requires digital capability and agency
Both descriptive and aspirational
Critical discourse is essential

„Move from access to equity and justice”
McMillan Cottom, 2015



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