OPEN EDUCATIONAL RESOURCES UPTAKE IN ADULT EDUCATION

Guidelines

to implement OER in Adult Education

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The present OERup! guidelines aim to provide a support and practical ideas on how to start or to further implement Open Education, and are targeted both to organisations working in Adult Education (training centers, …) and to individual trainers and consultants who want to include openness in their training provision.

Contents

Introduction

The present document is produced by the OERup! project, an action funded by the Erasmus+ programme of the European Union aiming at promoting and fostering the successful implementation of Open Educational Resources (OER) and Open Educational Practices (OEP) in adult education in Europe in order to widen participation in Open Education.

In the period 2014-2016, OERup! has been working with adult learning institutions, educational professionals as well as decision and policy makers across Europe with the objective to:

- Identify the status quo of OER use in adult learning in Europe;
- Raise awareness of the value of OER and OEP;
- Foster quality frameworks of OER and OEP;
- Improve digital competences of educational professionals to ensure inclusive approaches to OER;
- Set in motion a new culture of Open Education, hence a modern and innovative learning environment;
- Support education institutions and professionals in developing and implementing sustainable OEP.

The present OERup! guidelines aim to provide a support and practical ideas on how to start or to further implement Open Education, and are targeted both to organisations working in Adult Education (training centers, …) and to individual trainers and consultants who want to include openness in their training provision.

The present document is structured as follows:

- Part 1 provides a short background reflection on the importance of Open Education within Adult Education;
- Part 2 provides some guidance on how the change process related to Open Education within organisations could be approached
- Part 3 provides a set of guidelines targeting leaders and managers within adult education institutions;
- Part 4 provides a set of guidelines targeting independent trainers working in adult education, that want to include open approaches within their daily work,
- Part 5 provides an original tool developed by OERup! by adapting the existing Business Model Canvas tool, that could be used to plan a OER project within an adult learning organisation
- Part 6 provides a list of best practices of Open Education within adult education that can serve as inspiration for both managers and trainers that want to embed openness at the organisational and individual level.

In Parts 3 and 4, the Guidelines are structured along two tables. A first table aims to serve as a "self-positioning tool" for readers, that can reach an understanding on where they stand with relation to possible stages of openness. Depending on the level of "Openness readiness" emerging from this

table, a second table is then proposing some recommendations on how to start/ improve/consolidate the production and use of OER, the adoption of open and collaborative learning methods and on how to embed open approaches in the institutional overall strategy.

The guidelines are the result of a collaborative work of the consortium and they are based on the project's lessons learned resulting from the testing phase of the training package, the feedback collected and discussions during the webinars and the discussions with relevant stakeholders during the local and international multiplier events. Further, they build on a number of existing reports in the fields of adult education and open education, listed in the reference section. We are particularly thankful to Alastair Clark from Stirring Learning for the contributions to paragraph 2.

1. Open Education and OER in Adult Education

The research run by OERup! during the project Needs Analysis phase, available at http://www.oerup.eu/about/the-need-analysis/, concluded that the adoption of OER and Open Education approaches within adult learning setting is limited to grassroots cases connected to engaged individual trainers, while implementation of Open Educational Practices or the uptake of Open Educational Resources at institutional level is rarely happening. At this stage, adult learning is clearly behind school and higher education in as far as open approaches are concerned.

On the other hand, the benefits of implementing OER and OEP, as identified in a number of studies focusing on higher education[1], would perfectly fit the adult education area also. These benefits are:

- Radical decrease of cost of training provision;
- Improved quality of educational content;
- Increased access of students;
- Broadened pool of available resources;
- Increased engagement;
- Reduced course start-up delay;
- Elimination of the need for frequent textbook updates;
- Expanded learning and sharing network, beyond formal education.

The OERup! needs analysis also concluded that the reasons for the slow uptake of OER and OEP in adult education deal mainly with a generalised lack of awareness about these approaches, coupled with some scepticism about OER quality and with the difficulty to implement new business models that can cope with openness. Further, the heterogeneity and diversity of adult learning actors demand a strong effort to provide comprehensive guidelines and examples if Open Educational Practices are supposed to be implemented in a sustainable and effective way.

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[1] Adapted from McGill, Falconer, Dempster, Littlejohn & Beetham, 2013 and the Hewlett Foundation, 2013.

2. Going Open - the challenge of change

The implementation of an open education policy will involve a significant culture change and over time it will be likely to provoke difficult questions. In particular you may expect to have discussions over intellectual property rights of individuals and the organisation, and for the possibility to be raised of some materials not to be openly licensed as the contents have a marketable value. By using the present guidelines you will be able to anticipate that discussions will arise and treat these as opportunities to maintain the dialogue about openness in your community.

The challenge to develop a culture of Open Education can be taken up within formal institutions, at local or national government level or through an alliance of organisations and even within a community of practice. In all cases there will be a role for champions and leaders (whether or not in formal management positions) to develop a strategy to nurture an open culture which may also (but not necessarily) be supported by institutional changes. There is no single blueprint for the implementation of this change but we recommend that consideration be given to including the following points.

2.1 Developing a common vision - *Why do we care about this?*

The first step has to do with establishing a common understanding of what open education can mean for the organisation and what is

Its underlying philosophy (eg. UNESCO's 2012 Paris OER Declaration), considering the role of Open Educational Resources, Open Educational Practices and the culture shift required to move to openness in education. In particular, it is useful to address the tension identified by Falconer et al (2013): "There is a tension between two key motivations to release OER: altruism and marketization, where 'altruism' is the desire to open access to knowledge worldwide and enhance pedagogy through collaboration; and 'marketisation' is where institutions and individuals want to build a 'brand', and measure success in terms of money and efficiency." It will be quite normal to identify a mixture of pragmatic and idealistic reasons to develop open educational practices. A shared understanding of your vision for 'why this matters' will help to motivate participation in open education and also help to inform specific decisions about presentation, licensing and training.

2.2 Writing a policy document - *Clarifying your approach*

An Open Education policy statement can be a separate document or can be used to support other institutional policy statements; either way the statement will clarify your position with your stakeholders (staff, learners, partners, funders etc.). You may find that by demonstrating your understanding of and commitment to open education you are able to reassure funders that materials that they fund will be widely and freely available. It will be helpful in your document to refer to the 5 Rs of open Educational Resources. These state that with an OER you should be able to re-use retain, revise, remix and redistribute. Whilst not all of your stakeholders may not see a need to engage with all of the Rs initially, it is important that the policy document does cite the OER 'big picture'.

2.3 Training - *Learning how to enter the open world*

In order to develop a culture of openness it is important that steps are taken to share the specific knowledge and skills of open educational practise. This can be through formal structured training as well as less structured mentoring and peer support. There are, of course, many Open Educational Resources about Open Educational Resources and a selection of training materials are included in the Useful Resources section of this document.

2.4 Clarity over rights and licensing of works you produce

The 2013 study into the use of OERs in adult learning across Europe concluded that "There is considerable confusion, even among OER practitioners, and even more among the public, between 'free' and 'open'." Allowing this confusion to exist can lead to poor practices, with either cavalier use of un-licensed material, or wasted opportunities, as risk-averse practitioners avoid perfectly good material because licensing is not clear. Whilst there is no single model for assigning Intellectual Property Rights (IPR) and Licences to works created by teachers and learners it is very important to address the issue in a way that fits the working of your organisation. The most commonly encountered type of Intellectual Property Right is Copyright and an employer may be in a position to claim the copyright of works created by a teacher. However, this can be a contentious area especially where a teacher on a fractional contract creates material to use in different institutions. Work produced by learners themselves may be their copyright. Of course, if you are remixing existing content with a Share Alike licence then you will need to respect that in the licence that you select. The majority of Open Educational Resources are assigned Creative Commons licences and to ensure that others can adapt and re mix your work avoid a licence which forbids derivatives. You may like to consider using an Attribution-ShareAlike 4.0 International Licence - CC BY-SA

2.5 Leading by example - *Demonstrating good practice*

If planning to encourage staff and learners in an institution to recognise and use open resources then clear licensing of organisational resources can play a powerful role in demonstrating good open practice. It really is crucial to practise what you preach!

3. Self-assessment questions to position your organisation or yourself as teacher and trainer with respect to OER and Open Education

This table aims to serve as a "self-positioning tool", to allow an understanding on where the organisation or you as teacher and trainer stand with relation to four different stages of "open education readiness", reflected in the columns.

Question for the organisation	Organisations with no experience in OER/OEP	Organisations taking first steps in OER/OEP	Organisations with some experience in OER/OEP	Organisations with established experience in OER/OEP
Q1. How much do you know about Open Educational Resources and Open Education?	We/I know nothing about it.	There are some staff with knowledge about these issues within the organisation.	Many staff in the organisation know about OER and Open Education.	We make sure the majority of staff is up to date on OER and Open Education.
Q2. To what extend are you using and re-purposing OER in your organisation?	Nobody uses OER at all.	Some staff are experimenting with using and re-purposing OER.	Using and re-purposing OER is common in the organisation/ in my daily work.	We recommend and support our staff in using and re-purposing OER, including quality assurance. Concrete supportive mechanisms are in place.
3. Do you or your organisation have experience in using open teaching methods and tools (e.g. blogs, wikis, social networks, …)?	No, typically traditional teaching methods are being used	Some staff are experimenting with open learning and teaching methods and tools.	Some staff are regularly using open learning and teaching methods and tools.	Our organisation promotes and trains our staff in order to apply open learning and teaching methods and tools. New methods and tools are being developed and shared.

Q4. Do you/ does your organisation facilitate idea/practices sharing and collaboration in teaching and learning?	No, sharing and collaborating is not facilitated.	We are aware of some internal sharing among our teaching staff. But individuals only share within their well-known surroundings (friends and colleagues), and on their own initiative.	Our staff share ideas and collaborate both within the organisation and with the external world (through social media, for example).	The organisation requires staff to regularly share their ideas and practices both internally and externally. The organisation/ individuals have established efficient communication routines and frameworks supporting this.
Q5. Does your organisation use open assessment methods (e.g. open badges, peer assessment, etc.)?	No, traditional assessment methods are mostly in use.	We are/ I am experimenting with open assessment practices.	In some courses, open assessment practices are being used.	The organisation makes/ I make sure that open assessment is considered and used for appropriate courses and resources.
Q6. Do you or your organisation have a vision/ on OER and Open Education? Is this vision incorporated in your strategy?	No, there is no vision on this topic.	Yes, different visions are emerging among management, staff, and learners in the organisation.	Management, staff and learners are starting to communicate about a shared vision within the organisation. Individuals have developed a vision for themselves.	Yes, openness is part of the organisations/my mission statement. This statement is communicated openly to the outside and is part of a strategic plan.
Q7. Are you involved in any partnerships or networks in relation to OER and Open Education?	No we are not/I am not. At least we don't know whether individual staff are involved in OER, OEP initiatives, or partnerships.	Some staff are involved in some OER/OEP-related partnerships, based on individual initiative.	The organisation is starting to set up partnerships and joins networks on these issues.	The organization has been initiating, leading and participating in partnerships and networks on these issues.

4. Recommendations to implement OER and Open Education in your organisation

The next table contains recommendations and guidelines to create a favourable environment for OER within your context, or to increase your capacity in using open approach in your training activities. <u>We suggest you focus on the category that corresponds to your organisation, following your "score" in the previous table.</u> Each recommendation is linked either to a resource that will increase your openness capacity or to a good practice that shows how other institutions are actually embedding OER and OEP in their daily work.

	Organisations with no experience in OER/OEP striving to take first steps	Organisations taking first steps in OER/OEP striving to gain some experience	Organisations with some experience in OER/OEP striving to establish a sustainable OER strategy
OPEN LICENSES Guidelines on adopting open licenses for your training materials **(Q1)**	Get familiar with the terms in use in the Open Education domain: <u>Link</u> Understand the basics of copyright in education. <u>Link</u>	Get familiar with Creative Commons licenses: <u>Link</u> Establish a responsible for open licensing within the organisation.	Develop an open licensing policy for your institution: <u>Link</u> Organize regular trainings for your staff/yourself to stay updated on developments in the OER world.
OER Guidelines to increase the use of OER **(Q2)**	Explore where to find OER on the web. <u>Link</u>.	Learn about how to create, search and evaluate OER: <u>Link</u> Motivate individual staff to develop and (re)-use OER.	Develop an OER policy for your institution, dealing also with metadata (**Example**) and with quality assurance (**Example 1**, **GP3**)

OPEN EDUCATIONAL PRACTICES Guidelines to introduce Open Education approaches in your activities **(Q3 Q4 Q5)**	Develop an understanding of what is meant by Open Educational Practices. **Link** Get familiar with relevant terms and methods **Link** Find out about colleagues, or people from your networks who already work with open teaching and learning methods and tools, and profit from their experience.	Establish mechanisms within the organisation to support teachers and trainers in the use of OER and in the development of OEP (**GP2**, **GP9**, **GP10**) Encourage Support the use of digital tools for sharing and exchange about OEP (**GP6**) Provide institutional dissemination of the individual initiative to produce OER. Support staff that is interested in this topic and provide time for them to get involved.	Provide incentives to stimulate the transformation of educational scenarios and resources into OEP. Provide incentives to stimulate the exchange of ideas, concerning innovative teaching architectures and tools. Make sure that you/ the majority of your staff/ have the knowledge, skills and confidence to successfully and appropriately create open learning architectures. (**GP4**)
OPEN EDUCATIONAL STRATEGIES Guidelines to embed openness into your strategy **(Q6)**	Get familiar with relevant terms and methods **Link** Learn about what your business strategy and your institutional strategy could look like, when integrating OER and OEP **Link** Read some examples of OER business and policy strategies **Link**	Get an understanding of the debate around open approaches in education **Link** Reflect on your business strategy and your institutional strategy, using the OER project canvas **Link** Follow activities and debates of different networks and initiatives as a guest and identify interesting topics,	Formulate a mission statement including Open Education. Produce a policy/ guidelines for open assessment and open learning architectures (**GP9**) Embed OEP and OER in the organizations business model, making sure that use and re-use of educational resources and open learning

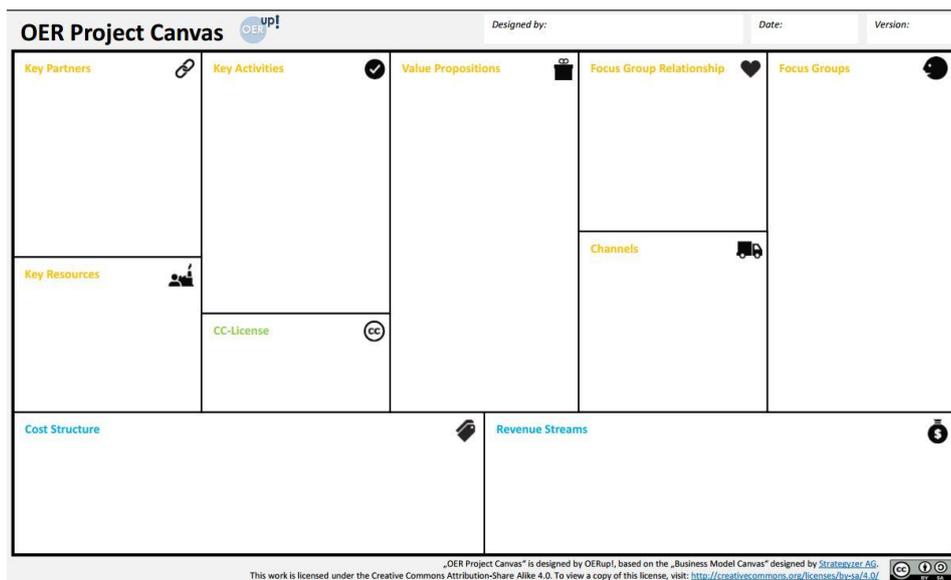| | | players, relevant for your purpose (**Link to the need analysis**). | environments are part of the general services and offerings. (**Example**) |
| | | Define for yourself/discuss with your staff the potential, and opportunities of openness, and sharing in your/ their daily work (**GP12**); (link "open culture" tool and description); (**GP4** , **GP5**) | Define your relevant partners and set up or join useful networks and relationships, using the OER project canvas **Link** |

Needless to say, if your organisation has an established experience in successfully using OER, there is always room for improvement. In OER in particular, it is important to always stay up to date on current developments, as it is a young and fast movement. We recommend you to have a second look at the tips and examples given in the previous tables, and to join our OERup! community on Google+ to stay in contact with colleagues.

5. How to develop your OER project

When you are intending to start and implement any project, your very first step should be to describe, structure, question, challenge, and pivot your project idea. When it comes to OER, this idea could be anything from the creation of an organisational OER strategy, developing a new business plan including OER, creating OER content, or developing an Open teaching methodology.

For this purpose, OERup! has adapted and redesigned the strategic and entrepreneurial Business Model Canvas Methodology (by strategyzer.com), and created the "OER Project Canvas". This canvas is made-up of 10 boxes, which help you to structure your idea, to connect its elements with each ther, to brainstorm, and to ask the right questions that challenge your idea.

Fill in the canvas on your own, print it off, hang it on the wall and brainstorm with friends and colleagues, or share it digitally with a relevant online community. Whatever you do, try to share your canvas at some point with an external eye, and see if you can explain your idea well, or if there is something you haven't considered yet.

Find the right question for each box in "OER Project Canvas step by step" and some useful tricks how to use the Canvas in "OER Project Canvas rules"

Where to find the Canvas:

- Download the OER Project Canvas
  http://www.oerup.eu/fileadmin/_oerup/dokumente/OER_Project_Canvas.pdf
- Use the sharable version of the Business Model Canvas (created by "Canvanizer") and adapt for the OER Project Canvas version: https://canvanizer.com/choose/business-model-canvases

- Create your Business Model Canvas on google docs: https://canvanizer.com/faq/how-to-create-business-model-canvas-with-ms-word-or-google-docs

Watch the webinar recording: **Business Model Canvas** (video copyright by **strategyzer**)

6. Examples of good practices

GP1. ALISON, Ireland

ALISON is a global social enterprise dedicated to providing free certified education and workplace training skills to any individual, anywhere, anytime, on any subject over the web. It provides free online learning resource for basic and essential workplace skills. ALISON provides high-quality, engaging, interactive multimedia courseware for certification and standards-based learning.

Why is this a good practice:

Because of its impact (some 600,000 people all over the world have graduated from free certificate and diploma courses on ALISON with more 10,000 sharing their stories of empowerment and success) and of its outreach (it is based on a global community of adult learners and employers).

www.alison.com

GP2. WB-WEB, Germany
DIE - Deutsches Institut für Erwachsenenbildung (German Institute for Adult Education)
Bertelsmann Foundation

wb-web is an online portal designed for the professionalization of teachers, trainers, and mentors in adult education. The news section informs about trends, discussions, research, studies and publications concerning adult education. So called "Wissensbausteine" (knowledge elements) provides content on the topics field of work, consulting/mentoring, teaching/learning, interaction, methods, media, and diagnosis. Furthermore, there is teaching material for the preparation, implementation and analysis of educational events

Why is this a good practice:

All content on this portal is released under cc-by-sa 3.0 de. The portal provides general information about OER, as well as practical instructions and checklists, which enables other people to produce OER. wb-web has been initiated by a public funded national institute and a private foundation, who partner up with several important players of adult education in Germany **(click!)**.

wb-web.de

GP3. Cogneon Wiki, Germany
Cogneon GmbH (Cogneon Ltd.)

Cogneon is a company, providing consultancy on knowledge management in organisations. The Cogneon wiki started off as a company intranet, only accessible to employees, used as an encyclopaedia in the topic knowledge management/ knowledge work for companies and institutions. After an inspirational event (called Cogneon Knowledge Jam) in 2005, they decided to open up the companies pool of knowledge to their customers and partners in 2006, and finally in 2011, the Cogneon wiki was openly accessible to the public.

Anyone is free to read, download and reuse the articles and pages (the license is cc-by). Suggestions for new articles and pages can be sent to Cogneon Wiki, where chosen editors make the final decision

Why is this a good practice:

For them, the step by step process, made it easier to handle the implications of openness for everyone involved (learning by doing). The Cogneon Wiki, just like Wikipedia, is based on the Open-Source-Software Mediawiki. There are many technical features, such as collection, ConfirmEdit, Cite, EmpedVideo, Image Video, Semantic Mediawiki, Mobile Frontend etc. in order to increase the accessibility and the quality of the articles.

Cogneon has defined quality criteria, where they differentiate between "all pages", and "pages worth reading" **(click!)**

wiki.cogneon.de

GP4. IchMOOC, Germany
Volkshochschule Bremen + Volkshochschule Hamburg

The ichMOOC is a course about "the digital me" of 4 weeks duration. All material is released as CC-BY.

Many 'Volkshochschulen' (community colleges in Germany) offer a great variety of courses where social networking is taught. Most of these courses however focus on technical questions "how do I register?" or "where do I look for the privacy policies". The ichMooc is now supposed to close the gap and finally talk about what is just as important: digital identity.

Why is this a good practice:

The creation of the ichMooc is a cooperation between two community colleges that partnered up with the University of Applied Sciences Lübeck, which makes it a nice example of collaborative work between higher and adult education.

In terms of Open Educational Practises, the ichMOOC follows an open blended-learning format, including videos, forums, and face-to-face meetings, called MOOCbars. The choice of creating a MOOC

was useful in two ways: for the colleges as useful marketing tool, and for the students who were able to join freely from home. As the content of this course targets also people who are not yet comfortable in the www, the MOOCbars have been created, where they could meet in person, and ask questions and discuss topics they didn't dare writing online. These face to face meetings took place three times in different locations all over Germany at the same date and the same time. **(click!)**

bit.ly/IchMooc

GP5. WerdeDigital, Austria
Institut zur Förderung digitaler Mediennutzung

WerdeDigital.at presents a series of webinars on digitization in our everyday life. Further the initiative creates and publishes Guidelines as ebook or PDF as well as Dossiers in a blog. License in use: CC-BY-SA

Why is this a good practice:

In order to reach more people and gain their attention for open webinars, WerdeDigital.at cooperates with open TV channels, who broadcast the webinars in their programme. In addition, the webinars are presented at face-to-face events in different locations.

werdedigital.at

GP6. CoScience, Germany
TIP - Leibnitz Information Centre for Science and Technology University Library

The handbook 'CoScience - Gemeinsam forschen und publizieren mit dem Netz' is a knowledge and education resource which has been developed shortly before and during the CeBIT 2014 (a global fair for digital business in Hannover) within the framework of a Book Sprint on a collaborative platform, called handbuch.io.

Working scientifically becomes more and more digital, multi-media, collaborative, networked, as well as interdisciplinary and transdisciplinary. Therefore this handbook describes upcoming good practices easy to read, and provides tips to newcomers in the world of science.

Why is this a good practice:

This handbook was developed in the sense of collaboration and sharing knowledge right from the beginning, as several co-authors joined together in a Book Sprint session. After the first version was released, the handbook was presented, discussed, and revised live at the CeBIT 2014, which forms a great platform for the scientific community, industry experts, and the public.

The handbook is released as a 'living book' in a dynamic version, which is constantly being revised, improved, and expanded. All readers are able to contribute through comments directly in the text online. The platform handbuch.io is based on open source software.

In addition, there is a stable version released to ease references and quotations. A Digital Object Identifier (DOI) is added to the whole book, as well as individual chapters. If there are substantial changes deriving from the dynamic version of the handbook, new versions of the stable version are being released.

Version 1.0 (html), Mai 2014

Version 1.0 (PDF)

Version 2.0 (html), April 2015

In addition to these versions of the platform, the authors of this book created a series of seven online videos, where they explain as experts individual chapters.

License: CC-BY 4.0 international

handbuch.io/w/Handbuch_CoScience

GP7. The wicked Mu, Germany
LMU - Ludwig Maximilian University Munich

"The Wicked Mu" is a podcast as well as a regular audio- and video broadcasting programme, produced by LMU students for students. The podcast provides in-depth information and explanations useful for the math and physics studies. Lecturers are being interviewed on different topics and give advice for exercise sheets. Students introduce their bachelor and master thesis.

Why is this a good practice:

"The Wicked Mu" is a good example of open content creation from students for students.

Website **(click!)**

Facebook **(click!)**

Twitter **(click!)**

GP8. The collaborative digital project, Spain
Open University of Catalonia (UOC)

The collaborative digital project: methodological basis for the acquisition of ICT competences at the UOC, is a wiki format resource to introduce students on Project-based learning and how it is applied in the ICT Competences subject. Organized by stages, it also provides specific guidelines to develop the Digital project in groups.

Use: To be used by students of the ICT competences subject: a common subject at the first course of all the UOC's programs.

Transformation: Students learn from an Open Resource how to use and quote open resources. In addition, this resource provides strategies to collaborate on the net.

Why is this a good practice:

This resource has a high impact due to it is used by approximately 4000 UOC students each year. This resource is based on a long trajectory in this subject. It was originally created in 1995 under a Copy Right license to be reformulated in 2012 under a Creative Commons License.

Authors: Maria Pérez-Mateo, Montse Guitert, Teresa Romeu, Marc Romero

http://367298.uoc.wikispaces.net/?javascriptDisabled=false / Available in Catalan and Spanish

GP9. Training course creation, Spain
Open University of Catalonia as member of the OportUnidad Project

Course designed for Open culture promotion by developing OEP and sharing among colleagues. The course is learner-centred, i.e. the participant is in charge of his/her learning process having a participative and active role. The methodology objective is fostering participants' performance of actions towards changes at the institutional level.

The achievement of the above competencies results from conducting five activities

1. Understanding OER and OEP
2. Analysis of Own Teaching Practice
3. OER Adoption
4. Openness and Collaboration
5. Conclusion and Projection

The course activities balance individual and collaborative peer work. Transversally to the five activities, an individual log collects students' answers to guiding questions, following a SWOT (Strengths, Weaknesses, Opportunities, and Threats) structure. According to the above outlined activities, participants can adapt the development of activities to their own needs along a personalized itinerary.

The course is entirely online on a platform including tools for the development of each activity.

Follow-up strategies: The approach of the course emphasises the activity of the participants rather than the role of the tutor, i.e. the design aims to encourage participants' autonomous learning. The role of the tutor involves guiding and facilitating the learning process, as well as motivating and accompanying participants. The tutor orientates the development of learning activities by presenting,

monitoring and assessing (validation of evidence templates). The tutor also acts as a catalyst and motivator.

Why is this a good practice:

This course conceives university faculty as change agents within universities. Therefore, the course includes activities oriented towards open education and supports actions in this regard affecting people and organizations. The course design and approach foster its replication; even as a training strategy within the institutions of participants.

http://openaccess.uoc.edu/webapps/o2/handle/10609/26161

GP10. Institutional Policy of Open Access, Spain
Open Access Institutional Policy at the Universitat Oberta de Catalunya (Open University of Catalonia, UOC)

To promote the dissemination of open-access science in keeping with the recommendations of the Council of the European University Association and the Berlin Declaration, signed by the Universitat Oberta de Catalunya (Open University of Catalonia, UOC) on 2 June 2006, the UOC's Governing Council adopted an institutional policy of open access. This policy, also known as the 'Institutional Mandate', requires UOC researchers (faculty, researchers and fellows) to publish in open access by depositing their work in the UOC's institutional repository, O2.

Expected results: Set of Open Educational Resources: the UOC's Open Repository (O2) includes journal articles, preliminary editions (preprints), conference papers, communications at congresses, research report, working papers, teaching materials, final degree projects, dissertations, proceedings of UOC, inaugural lectures, etc.

Why is this a good practice:

Institutional repositories are part of the paradigm shift which represents the Open Access movement in scientific communication: allowing free access to scientific, technical and academic literature and increasing the impact and visibility of the work of researchers and academic and scientific institutions.

Scientific and teaching productions of the UOC therefore became accessible in a free, open, permanent and organized way.

http://openaccess.uoc.edu/webapps/o2/bitstream/10609/4966/8/InstitucionalMandateUOC_eng.pdf

GP11. UniCampus, Romania
eLearning Center of University Politehnica Timisoara (UPT)

Launched in April 2014 by University Politehnica Timisoara, UniCampus is a project supported by the Ministry of Education and developed by the Association of Technical Universities from Romania,

bringing together the country's main polytechnic institutes. The project will offer MOOCs hosted on a version of Moodle platform based on cMOOC methodology.

Why is this a good practice:

The MOOC platform was developed and the first MOOC was piloted in late 2015, having as topic Open Education. The video materials are based on the presentations of experts who participated in the Workshop Opening Up Education, organized by the eLearning Center UPT during the Open Education Week 2015 (click!)

unicampus.ro/ (temporary address: dev.cm.upt.ro/unicampus/)

GP12. Bienvenue à Derby, UK/France
Derby Adult Learning Service

The project aimed to link two groups of adult learners to engage in parallel projects where mutual feedback was used to enhance the final products - a video about Derby and a video about Mauriac. A link was made between the groups and as each group competed a section of video it was created with the partners and feedback provided. Communication was maintained via the Derylearn Moodle platform and through email and a '*visio*-conference' using Skype. The whole project was conducted in the French language so French version of the CC licence was adopted. Humour was an important element in the learning and a particular feature of three sections was the use of dubbing technique to have native French speakers speaking the words mouthed by the Derby based group.

Why is this a good practice:

Creation was in the hands of learners. Through this they developed a range of skills through creation of the material (language, negotiation, presentational)

stirringlearning.wordpress.com/2016/04/07/bienvenue-a-derby/

GP13. OER Schools Project, UK
Leicester City Council, plus all city secondary, SEN and primary schools
The OER Schools project is a local authority led, school owned initiative designed to support school staff in understanding, finding, using and creating openly licensed resources (OER). The project started at the end of 2014, and consists of several specific project strands. These are:

- Blanket permission for local authority school employees at 84 community and voluntary controlled city schools to openly license all learning materials: (click!) (Leicester was the first city/local authority in Europe to do this).
- Support for all city schools – including academies, trusts, and voluntary aided schools – to introduce local school policies to promote school staff education and development in relation to open educational resources: **(click!)**
- The production of OER guidance and staff development materials for school staff: **(click!)**
- First School's OER conference in Europe, focusing on OER in relation to policy, accessibility, and the computing curriculum: **(click!)**
- Local schools network of school based OER champions: **(click!)**

Why is this a good practice:

The approach firmly positions understanding IP and copyright issues, including open licenses and open educational resources, as a key element of school staff digital literacy and practice. The approach taken is underpinned by city wide and school policy, and significant resources and staff development opportunities have been created to help school staff get become confident with issues that are often very new to them. Care has been taken to embed open education practice locally, to develop expertise across the city, and to establish a self-supporting network of practitioners. Additionally, all of the outputs from this initiative have been themselves openly licensed under the most flexible terms, to enable others to make use of and build upon our work. The guidance and development materials have been translated into several languages for use internationally (particularly for the African Virtual University), and have also been adapted for both the FE and HE sectors.

www.digilitleic.com/?page_id=700

7. References

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- The recommendations of the scientific and policy report on practices with OER in adult education in Europe published by IPTS (**link**)
- The 2014 UNESCO Recommendations for Adult Education (**link**)
- The 2015 Eurydice report "Adult Education and Training in Europe: Widening Access to Learning Opportunities" (**link**)
- The 2015 Eurydice report "Adult Education and Training in Europe: Programmes to Raise Achievement in Basic Skills" (**link**)
- The 2011 "Guidelines for Open Educational Practices in Organizations" by the OPAL project (**link**)
- The 2015 report "Overview and Analysis of Practices with Open Educational Resources in Adult Education in Europe" published by the European Parliament (link)

- The wikibook "Open Education Practices: A User Guide for Organisations and Individuals" (**link**)
- The 2012 OLCOS Roadmap "Open Educational Practices and Resources" (**link**)