OEP Guide

Guidelines for Open Educational Practices in Organizations (Vs. 2011)
The "Open Educational Quality Initiative" is an international network to promote innovation and better quality in education and training through the use of open educational resources. It is partly funded by the European Commission. OPAL is initiated through international organizations like UNESCO, ICDE and EFQUEL and a number of Universities like the Open University UK, the Aalto University in Finland, University Duisburg-Essen and the Catholic University in Lisbon, Portugal. It aims at establishing a forum which works to build greater trust in using and promoting open educational resources. The Open Educational Quality Initiative will focus on provision of innovative open educational practices and promote quality, innovation and transparency in higher and adult education. The focus of the OPAL Initiative moves beyond access to open educational resources (OER) to focus on innovation and quality through open educational practices (OEP).

The OPAL Initiating Organizations

The project runs through a time span of around two years (2010-2011) and includes the following partners:

University Duisburg-Essen (Germany)

Coordination

Aalto University (Finland)

The Open University (UK)

European Foundation for Quality in E-Learning (Belgium)

Universidade Católica Portuguesa (Portugal)

International Council for Open and Distance Education – ICDE

UNESCO
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1. Introduction

Many current OER initiatives focus overwhelmingly on access and availability of Open Educational Resources (OER) and not enough on helping individuals and organizations to develop Open Educational Practices (OEP). The Open Educational Quality Initiative (OPAL) is therefore proposing this guideline to improve Open Educational Practices in organizations.

In this document we are going to introduce to you to the concept of Open Educational Practices (OEP) and provide you with a guide on how to improve your practices. The guideline is designed as a maturity model which allows you to position your own organization according to the degree of maturity for each of the individual dimensions we have outlined and described below. In the next section we describe the concept of open educational practices. Afterwards you are presented with three tools to assess the maturity of your organization in relation to its adoption of open educational practices.

2. Defining “Open Educational Practice”

Build on previous research, investigation and consultation we have defined open educational practices as follows: ‘Open Educational Practices (OEP) constitute the range of practices around the creation, use and management of open educational resources with the intent to improve quality and innovate education.’ The diagram below is designed to show different stages of open educational practices. The different fields in the diagram correspond to different stages of openness in the use of educational resources and learning architectures. For example field “H” could relate to “I am sometimes using OER for normal lectures”, field “B” would represent rather “I am using open educational resources in open seminars and learning scenarios”

While there is currently no agreed on classification or definition for “openness” of pedagogical models available, research suggest different aspects of openness or freedom in teaching and learning frameworks. The approach which we adopted to classify pedagogical models/ learning activities regarding their openness follows largely Baumgartner’s (2007) approach: teacher – tutor – coach, where the ‘teacher’ represents pretty much the ‘teaching as knowledge transfer’ paradigm and gradually opens up to arrive at a model of learning as co-creation and social practices in the category ‘coach’. While we are aware that this is a simplification of reality we believe still that it is giving prototypical indication of three different and distinct degrees of openness in learning environments. However, other alternative approaches to classifying learning activities have been taken into account and which come to similar conclusions, like Paavola, Lipponen and Hakkarainen (2004) who suggest learning metaphors along acquisition – partici-

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1 http://cloudworks.ac.uk/cloud/view/3452
open pedagogical models. They encourage dialogue oriented forms of learning or problem based learning (PBL) focusing on dealing with developing “Know how”.

- “High” degrees of freedom and openness in pedagogical models are represented, if objectives of learning as well as methods (e.g. learning pathways) are highly determined and governed by learners. Questions or problems around which learning is ensuing are determined by learners (SRL – self regulated learners⁶), and teachers facilitate through open and experience-oriented methods which accommodate different learning pathways, either through scaffolding and tutorial interactions (ZPD Vygotskian inspired approaches) or contingency tutoring (Woods & Woods strategies of re-enforcement, domain or temporal contingency).


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The Open Educational Practice Maturity Matrix

**Step 1: Positioning your Organization in the OEP Trajectory**

OEP consists essentially of the use of open educational resources in open learning environments/architectures. The following maturity matrix allows for positioning your organization according to the uptake of OEP.

<table>
<thead>
<tr>
<th>Step</th>
<th>Question</th>
<th>Not yet started</th>
<th>Early stages/awareness</th>
<th>Developing/Commitment</th>
<th>Established</th>
<th>Embedded/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To what extent are you using and repurposing OER in your organization?</td>
<td>No use/repurposing of OER takes place.</td>
<td>Individuals are informally starting to use/repurposing OER.</td>
<td>Some departments or teams are using/repurposing OER.</td>
<td>OER are used/repurposed in the whole organization.</td>
<td>The use/repurposing of OER is embedded into the everyday practice within the organization and supported through an OER policy.</td>
</tr>
<tr>
<td>2.</td>
<td>Do you have a process for creating OER in your organization?</td>
<td>No process of creating OER is in place.</td>
<td>Individuals are starting to create OER.</td>
<td>Some departments or teams have created OER.</td>
<td>The organization’s tools for creating OER are largely accepted and used in the organization.</td>
<td>A process for creation of OER is in existence, tools for creation are used and regularly maintained and tool use is supported by a policy.</td>
</tr>
<tr>
<td>3.</td>
<td>To what extent are you sharing OER and open educational practices in your organization?</td>
<td>No OER and experiences are shared.</td>
<td>Individuals are informally starting to use tools for sharing resources or OER.</td>
<td>Some departments or teams have started to use tools for sharing OER and OEP.</td>
<td>The organization’s tools for sharing OER and OEP are accepted and used in the organization.</td>
<td>Tools for sharing OER and OEP are accepted and used organization-wide, and supported through a policy.</td>
</tr>
<tr>
<td>4.</td>
<td>To what extent is your organization working with open learning architectures?</td>
<td>No experience with open learning architectures.</td>
<td>Individuals are starting to use open learning architectures.</td>
<td>Some departments or teams are using open learning architectures.</td>
<td>Open learning architectures are used organization wide.</td>
<td>Open learning architectures are embedded into the organization at all levels; learners are encouraged to choose their own learning objectives and methods for learning and are supported through facilitation and coaching.</td>
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</tbody>
</table>

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

We believe that OEP can be supported through strategic planning. This second part of the OEP guideline helps you to better understand the strategy within your own context. This section is designed to analyze your strategic environment in relation to relevant dimensions of open educational practice strategy of your organization.

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<tr>
<td>1.</td>
<td>Is a vision for OEP shared across organization?</td>
<td>Management, staff and learners do not share a common vision.</td>
<td>Different visions are emerging between management, staff and learners in the organization.</td>
<td>Management, staff and learners are starting to communicate about a shared vision for open educational practices within the organization.</td>
<td>Management, staff and learners share a clear and detailed vision of how OEP will develop in the next few years and how it relates clearly and closely to the organization’s overall mission and aims, in particular innovation.</td>
<td>A vision for the development of OEP is shared with partners, clients, contractors and the community at large.</td>
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Step 3: Implementing and Promoting OEP

The following section contains dimensions which are important to create a favorable environment for OEP within your context.

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</thead>
<tbody>
<tr>
<td>1. Is an IPR, DRM and copyright regulation for OER in use?</td>
<td>No IPR frameworks/concepts are used to support use/re-use of OER.</td>
<td>Some individuals are informally developing OER and share them under free licenses.</td>
<td>Some departments and teams are using free licenses for sharing OER.</td>
<td>Educational resources are published under free licenses and practice, understanding and knowledge of how to use such licenses exists.</td>
</tr>
<tr>
<td>2. Is there a motivational framework for OEP in existence (e.g. incentives)?</td>
<td>There are no incentives for OEP.</td>
<td>Individuals are motivated to develop and (re-)use OER and use open learning architectures.</td>
<td>Motivation to develop and (re-)use OER and open educational practices on a department or team level is simulated through incentives.</td>
<td>Incentives to stimulate the transformation of educational scenarios and resources into OEP exist on an organizational level.</td>
</tr>
<tr>
<td>3. Are OEP used?</td>
<td>There is no use of OEP.</td>
<td>OEP are applied in a few courses.</td>
<td>The use of OEP means the organization is now offering a small number of new courses, using more flexible and innovative delivery methods and OER.</td>
<td>OEP is an established reality organization wide.</td>
</tr>
<tr>
<td>4. Do you have tools to support sharing and exchanging information about open educational practices?</td>
<td>No tools for supporting the sharing of open educational practices (e.g. social networks, blogs, etc.) exist.</td>
<td>Individuals are starting to use tools for sharing open educational practices (e.g. social networks, blogs, etc.).</td>
<td>Teams, departments and learners are adopting tools for sharing and exchange of information about educational practices (e.g. social networks, blogs, etc.).</td>
<td>Use of digital tools to support sharing and exchange of information about OEP are a widespread reality on an organizational level.</td>
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</tr>
<tr>
<td>5. Do you apply quality concepts to OEP?</td>
<td>No quality, evaluation or assessment models for OEP exist within the organization.</td>
<td>Individuals are applying quality concepts for some elements of OEP (e.g., quality guides for OER, assessment models for open learning.)</td>
<td>The organization has started to apply quality concepts for some elements of OEP (e.g., quality guides for OER, assessment models for open learning.)</td>
<td>Specific quality concepts for OEP are applied organization-wide.</td>
</tr>
<tr>
<td>6. What level of knowledge and skills do teachers have in relation to open learning architectures and OEP?</td>
<td>Teachers have little or no understanding of open learning architectures.</td>
<td>A small number of teachers have sufficient knowledge to apply OEP.</td>
<td>Knowledge and skills to create open learning architectures within the organization’s educational programs are beginning to diffuse from a handful of to teaching staff more generally.</td>
<td>A significant number of teachers across the whole organization have the skills and confidence to successfully create open learning architectures.</td>
</tr>
<tr>
<td>7. Level of digital literacy skills</td>
<td>Teachers have little or no digital literacy.</td>
<td>A small number of teachers are beginning to develop digital literacy.</td>
<td>Digital literacy is increasing as a skill among teachers within the organization’s educational programs</td>
<td>The level of digital literacy among teachers is constantly improving.</td>
</tr>
<tr>
<td>8. Are support mechanisms in place to support the development of OEP?</td>
<td>There are no support mechanisms to support teachers in the development of OEP.</td>
<td>A small number of teachers are starting to informally assist each other in the development of OEP.</td>
<td>Support processes to develop OEP are starting to be provided at the team and department level.</td>
<td>There are support mechanisms within the organization to support teachers in the development of OEP.</td>
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8 For digital literacy skills see report: Confronting the Challenges of Participatory Culture: Media Education for the 21st Century at http://digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF
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