

SUPPORTING OPEN EDUCATION POLICYMAKING

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Agenda

1. Goals
2. Structure of a workshop
3. Results
4. Lessons learned
5. Q&A

GOALS



Imagine

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WHY these workshops?

Motivation:

- Survey 'OER in the Dutch educational landscape' (October 2012).

Goals:

- Facilitate in developing a vision or policy on open education
- Sharing expertise and knowledge

HOW does it look like?

- Emphasis on (1) inform, (2) opinion creation or (3) design.
- One coördinator for all workshops
- Several moderators and speakers
- Tailor-made, based on an intake
- Minimum 10 and maximum 45 participants > mixed group
- Duration: half day

EXAMPLE: questions intake

- What is your **motivation** to organise a workshop?
- Which **goals** do you want to achieve with this workshop?
- What **target groups** do you invite for the workshop?
- Can you formulate the **key questions** to be answered in this workshop?
- What is the **administrative context**?
- What **results** are to be achieved?
- What is the **knowledge of and experience** with OER / open education for the participants?

Example: program

Duration (m)	Activity
10	Welcome by a member of the Executive Board, a Dean or director of education
5	Introduction by the coordinator
45	Plenary presentation: what are Open Educational Resources, what is Open Education, and how can it influence higher education?
60	Interactive brainstorming session in groups on a specific question. E.g.: What is the potential impact of open and online education on the institution itself?
15	Plenary reporting of results from the groups
60	Second brainstorming session on concrete lines of action. Is there any room for experiments? What projects can be started?
10	Conclusion with feedback on results, and agreements regarding follow-up

SOME RESULTS



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Open Education: perceived opportunities

- Increasing quality of learning materials
- Increasing quality of education **Improve quality education**
- Means of innovation of education
- Tool to increase flexibility of the educational program
- Tool for widening the educational offerings

- Cost reduction **Improve efficiency**
- Better use of internal and external knowledge

- Increase visibility **Improve visibility and attractiveness**
- Regional, national and international profiling
- Useful for informing and (self)orientation future students
- Reaching new target groups
- Attract international students and staff

Open Education: perceived threats

- Lack of vision on open and online education
- Not part of the policy of the institution
- Is not part of our mission

Not for us

- Organisation is not prepared
- Openness is threatening
- Fear for loss of identity
- Visibility means increasing vulnerability
- Accreditation can become problematic

Too early and threatening

- How to recoup investment?
- Is there still a position for us?

Financial worries

Open Education: start practicing

- **Start small:**
 - Stimulate use of OER by teachers for enrichment and enlargement
 - Stimulate teachers to take a MOOC or another form of open education
- Organise that teachers curate open resources for their students
- Start sharing resources with colleagues of different institutions
- Cooperate with companies to develop and reuse OER
- Organise hybrid forms of education and a dialogue around open content
- **Facilitate experiments (with time and money)**

Open Education: develop vision and policy

- **Bottom-up** and a **top-down** approach to open and online education.
- Start experimenting to learn from experience
- Create a **vision and policy** on Open Education
- **Professionalisation** of lecturers in the field of open and online education is crucial.
 - The professionalisation process does not happen automatically, but needs to be instigated by the institution
- Open and online education provides opportunities for **collaboration** between institutions,
 - e.g. in matters involving remedial courses (courses that students need to pass in order to take another course) and transitional programmes

Process

- Doing nothing is no option!
- From MOOCs to Open Education

- Approach: combination of bottom-up and top-down.
- Start experiencing and at the same time developing vision and policy
- Develop but also reuse

- Critical factors:
 - Enthusiasm
 - Management backing
 - Financial aspects
 - Scalability
 - Professionalization
 - Facilitating

LESSONS LEARNED



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Lessons learned on the approach

- Structure of workshop is effective
- Intake is efficient for a tailor-made workshop
- Key is involvement of all levels in the institution
- SURF as a neutral body is essential for acceptance
- Positive attitude of both the (voluntary!) organisers as the institution





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