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
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

<table>
<thead>
<tr>
<th>Duration (m)</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10</td>
<td>Welcome by a member of the Executive Board, a Dean or director of education</td>
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<tr>
<td>5</td>
<td>Introduction by the coordinator</td>
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<tr>
<td>45</td>
<td>Plenary presentation: what are Open Educational Resources, what is Open Education, and how can it influence higher education?</td>
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<tr>
<td>60</td>
<td>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?</td>
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<td>15</td>
<td>Plenary reporting of results from the groups</td>
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<tr>
<td>60</td>
<td>Second brainstorming session on concrete lines of action. Is there any room for experiments? What projects can be started?</td>
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<tr>
<td>10</td>
<td>Conclusion with feedback on results, and agreements regarding follow-up</td>
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Open Education: perceived opportunities

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

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<th>Improve quality education</th>
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- Cost reduction
- Better use of internal and external knowledge

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<tr>
<th>Improve efficiency</th>
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- Increase visibility
- Regional, national and international profiling
- Useful for informing and (self)orientation future students
- Reaching new target groups
- Attract international students and staff

| Improve visibility and attractiveness |

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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

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

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

- Not for us
- Too early and threatening
- 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 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