

# The European Commission's science and knowledge service

Joint Research Centre

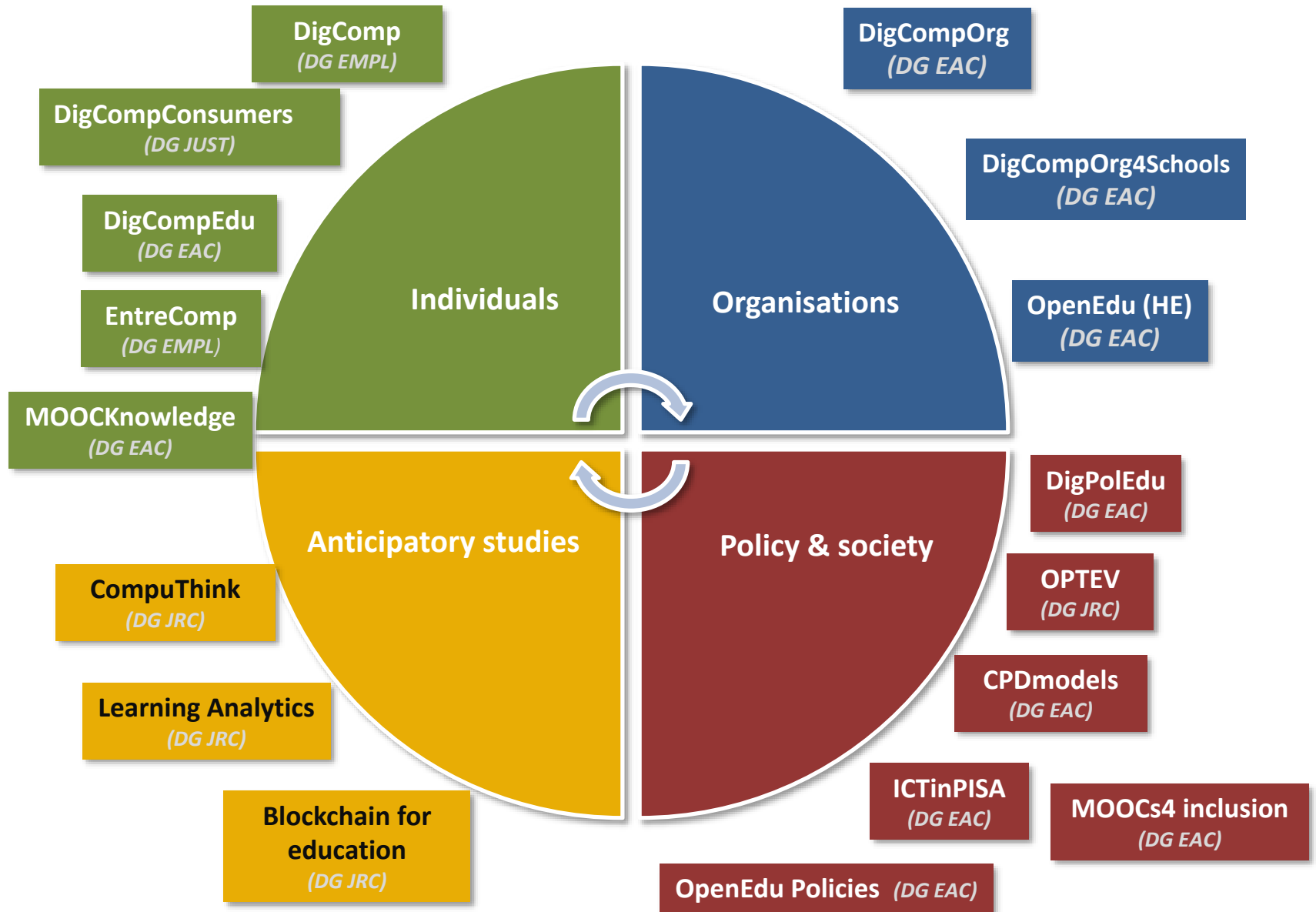
## OER is not enough Why we need an ecosystem for open education

*Andreia Inamorato dos Santos*  
*OER & Languages plenary session*

DG JRC – Directorate Innovation and Growth  
Unit B4 Human Capital and Employment

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**Current JRC research on Digital Age Learning and 21st Century Skills**

# Open Education is in Europe's Agenda

The OpenEdu Project was designed as a response to the European Commission's **Communication** 'Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources'.

The project outcomes also contributes to priority 3 of the 6 new priorities of **E&T2020** :

"Open and innovative education and training, including by fully embracing the digital era"

# OER and Languages

LUL: lesser used languages correspond to about 10% Europe's population

**Language  
as system**

Communities of less used languages often suffer from scarcity of resources, and may not have extensive financial means to keep up with the production and maintenance of such educational resources – therefore, OER is the way to go

Languages provide a window to the world: it enables the sharing of cultures, history, memories, it enables social participation and inclusion – languages enable active citizenship

**Language as  
discourse**



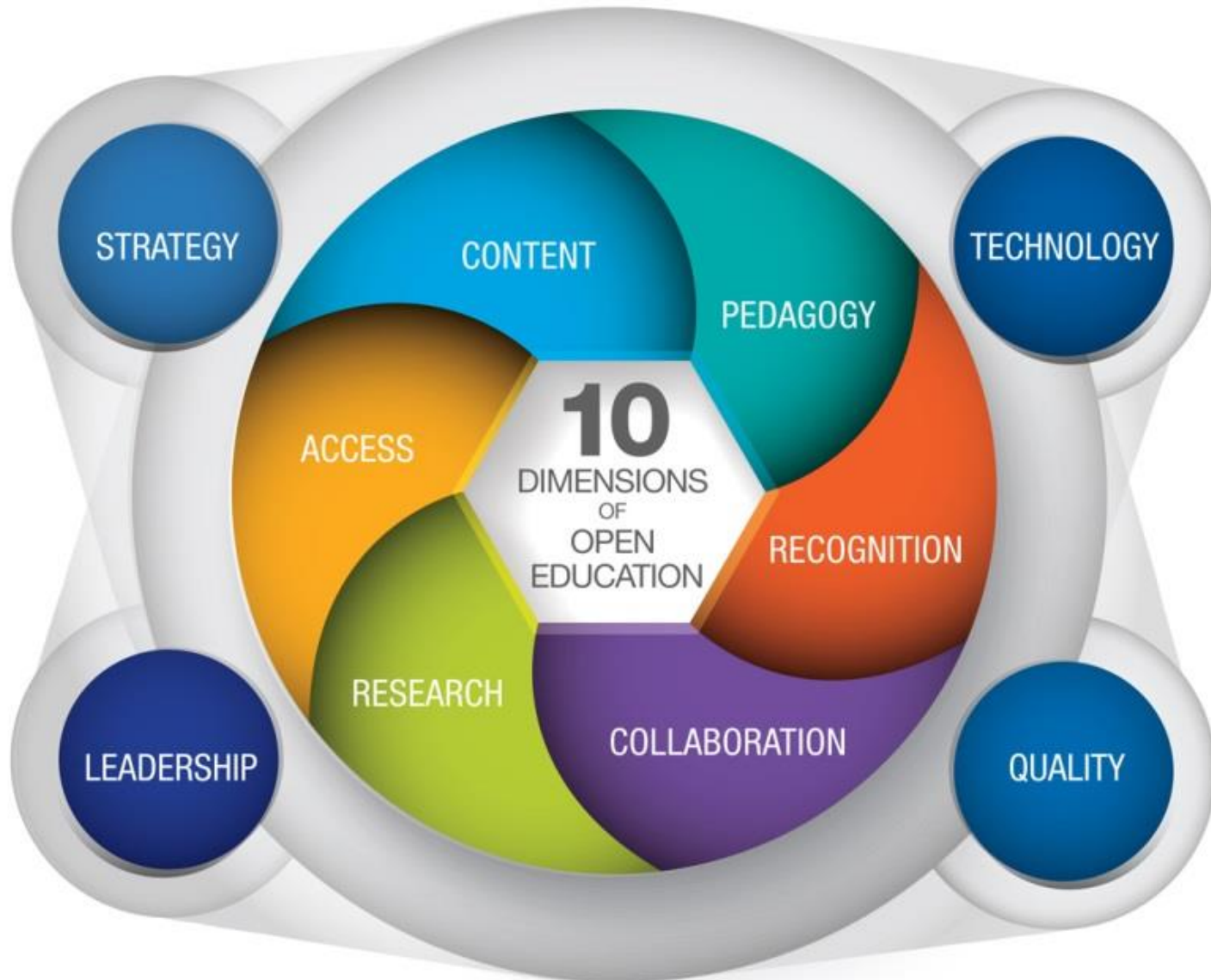
# Language as a system & Language as discourse

Discourse is not only about 'oral communication'. It is not a synonym to a speech. Discourse is about **the way in which** we talk about things, leading to practices. Discourses create practices in one way or another. They are permeated by ideologies.

**Discourse creates practice = Practice creates discourse**



# OpenEdu Framework



# Content dimension - sample



## CORE DIMENSION 2

### CONTENT

#### Definition

CONTENT refers to materials for teaching and learning and research outputs in digital format which are free of charge and available to all.

#### Rationale

Content in open education encompasses texts of all sorts, textbooks, course materials, pictures, games, podcasts, video lectures, software, data, research papers and outputs, and any other type of educational material that conveys information which can be used for teaching and learning. It can be open licensed, in the public domain or copyrighted but must be 'gratis' and accessible by everyone without restrictions.

#### 2 components

### Open educational resources (OER) | free of charge content

#### OER

OER constitute a key component of open education. The two main characteristics of OER are that they are "libre" (openly-licensed content) and at the same time "gratis"(free of charge). There are different types *OER* (e.g. fully licensed or partially licensed). Public domain content can also be placed in this category. Using OER for teaching and learning reduces the possibility that users infringe copyright. At the same time OER grants greater permissions in the use of content, such as adaptation, translation, remix, reuse and redistribution, depending on the type of license applied to the content.

OER range from individual learning objects (e.g. a picture with a specific teaching purpose) to full courses (e.g. a MOOC or an open (libre and gratis) online course).

#### Free-of-charge content

Free-of-charge content refers to content that is made available digitally and 'gratis' but remains copyrighted. Though users do not pay to access it, they cannot reuse, adapt or share it without seeking permission from the copyright holder.

Free-of-charge content ranges from individual learning objects to full courses (e.g. a MOOC or an open (gratis) online course). Whenever appropriate, free-of-charge content should be fully licensed as OER, thereby granting users greater permissions in handling the content.



## Transversal Dimensions

### Descriptors

#### OER

<p>Strategy</p>	<p>The institution:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> has a policy on the production and use of free-of-charge content.</li> <li><input type="checkbox"/> uses, produces and offers OER in order to improve its content production mechanisms.</li> <li><input type="checkbox"/> produces, uses and offers OER in the form of MOOCs and/or open (libre and gratis) online courses.</li> <li><input type="checkbox"/> offers information sessions and/or support materials on different types of open licenses.</li> <li><input type="checkbox"/> produces, uses and offers OER as a visibility mechanism to attract students and increase its reputation.</li> <li><input type="checkbox"/> collaborates with other institutions in the production/remix/reuse/redistribution of OER.</li> <li><input type="checkbox"/> encourages staff members to produce, use and share OER.</li> <li><input type="checkbox"/> encourages its students to use OER.</li> <li><input type="checkbox"/> encourages its students to produce and share OER.</li> <li><input type="checkbox"/> Other. Please specify.</li> </ul>
<p>Technology</p>	<p>The institution:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explores different digital tools to create and make available meaningful content and with appropriate granularity.</li> <li><input type="checkbox"/> seeks to use audiovisual resources to enhance the content produced.</li> <li><input type="checkbox"/> automatically monitors when the content was created and when it will need updating (e.g. every 2 years).</li> <li><input type="checkbox"/> allows content users to revise and remix content on the institutional platform on which it is offered</li> <li><input type="checkbox"/> allows users to create, remix and share content on the institutional platform.</li> <li><input type="checkbox"/> seeks to tag content appropriately to increase its findability.</li> <li><input type="checkbox"/> places its content on interoperable platforms (e.g. IMS Common cartridge compliant etc.).</li> <li><input type="checkbox"/> Other. Please specify.</li> </ul>
<p>Quality</p>	<p>The institution:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> has a quality check mechanism in place for its content production (both OER and free-of-charge content).</li> <li><input type="checkbox"/> supports and encourages staff members to develop meaningful assessments for its open education offers.</li> <li><input type="checkbox"/> makes informed decisions on the different types of robustness of assessment for open education (see OpenCred model).</li> <li><input type="checkbox"/> informs its open learners of what sorts of accreditation they may/may not get for studying with a given content.</li> <li><input type="checkbox"/> has guidelines on different OER and free-of-charge content granularity.</li> <li><input type="checkbox"/> encourages quality checks via social mechanisms by enabling user feedback on OER/ free of charge content.</li> <li><input type="checkbox"/> Other. Please specify.</li> </ul>

## Strategic Planning Template at the end of the report





## JRC SCIENCE FOR POLICY REPORT

### Opening up Education

*A Support Framework for  
Higher Education  
Institutions*

Andreia Inamorato dos Santos  
Yves Punie  
Jonatan Castaño Muñoz

2016



**For each dimension of OE,  
the framework contains:**

- ✓ **Definition**
- ✓ **Rationale**
- ✓ **Components**
  - ❖ **Descriptors**

**In total, >150 descriptors**

# OER is not enough

## Expanding the discourse of OER to open education

The motto “publicly funded educational resources must be publicly available as OER” is important but can be limiting.

# From commitment to action

*'A lot on awareness raising on OER has already been made in Europe'*

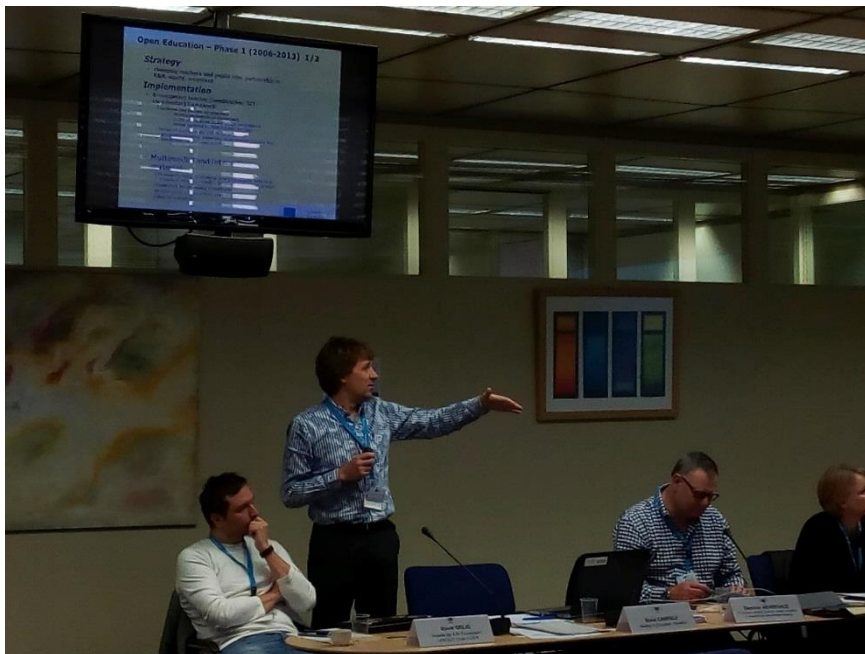
*LangOER Project*

Policies are enablers. They incentivise and promote action

Policies help to set targets and to work around a common agenda

# OpenEdu Policies workshop with policy makers 16-17 Feb 2017





18 Member States  
represented by  
Ministries of  
Education  
discussing policies  
for open education

# In a nutshell: main policy goals

Awareness raising

Open Education ecosystems

Supporting the mainstream of OER

New enabling models of Open Education  
(e.g.innovative funding schemes and  
incentives)

Promoting Open Educational Practices

Research & evidence on Open Education

# From commitment to action

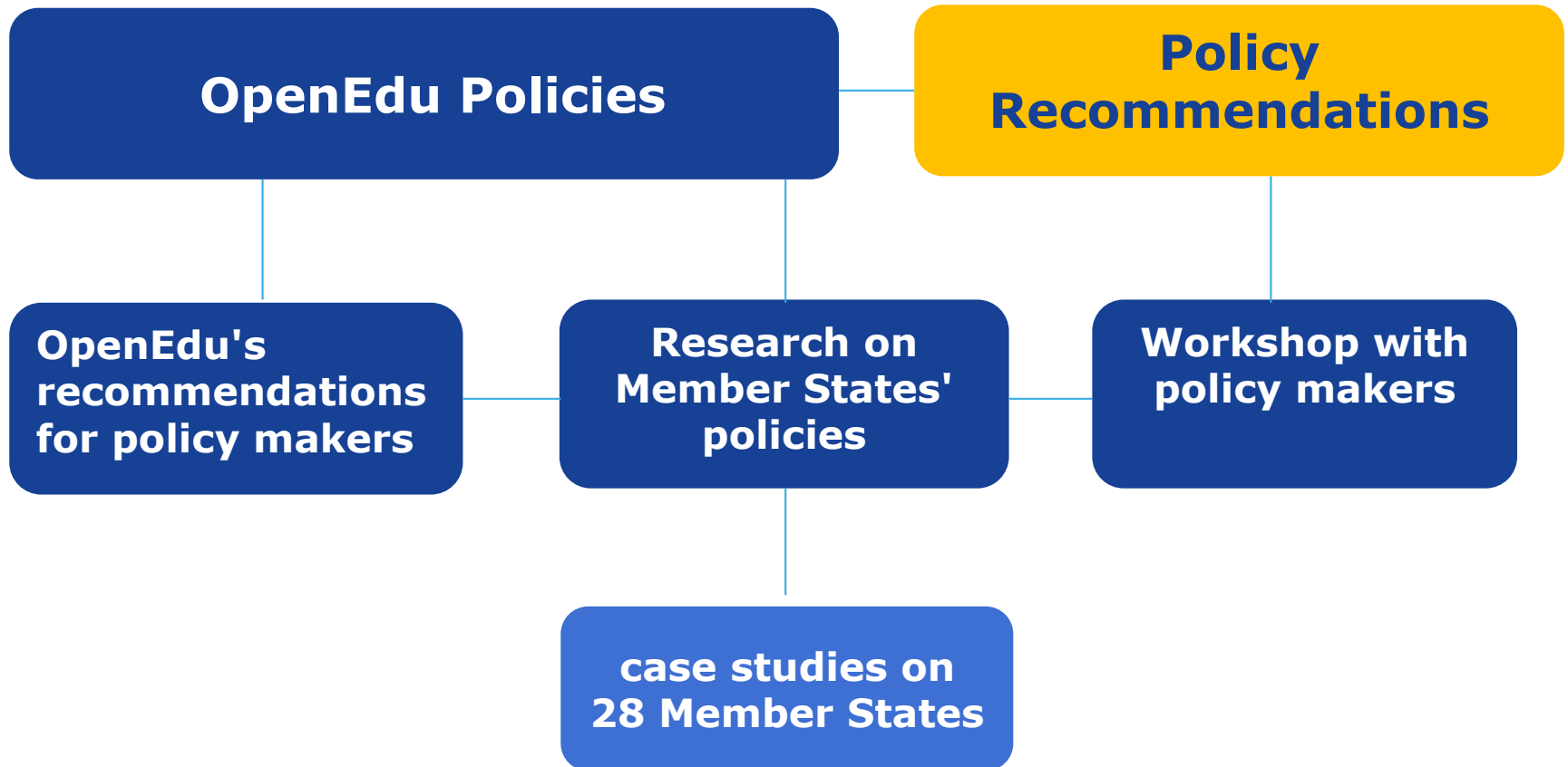
Developments on open education and OER are happening, besides the lack of (direct) policies ✓

But... these are not enough, not scalable, not sustainable...

Meaningful and feasible policy recommendations on OER and languages are available ✓

**Our task is to identify what's necessary to putting policy recommendations into practice**

# Research design





# OpenEdu Policies (ongoing)

*Aims at facilitating the understanding of what policies for open education are in place across the EU at **national and regional levels**.*

## Team:

JRC: Andreia Inamorato and Yves Punie

UNIR: Fabio Nascimbeni, Paul Bacsich, Javiera Atenas, Stefania Aceto and Daniel Burgos

<https://ec.europa.eu/jrc/en/open-education>

# OpenEdu Recommendations for policy makers

Stakeholders at European, national and regional levels should explore ways in which to support opening up education

Policy makers should seek dialogue amongst themselves to join efforts and form a common vision for opening up education

# Thank you



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