Open Educational Practices in public Higher Education in Portugal: from Theory to Practice

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Outline

Problem Statement and Description

Research Questions and Objectives

Research Pertinence
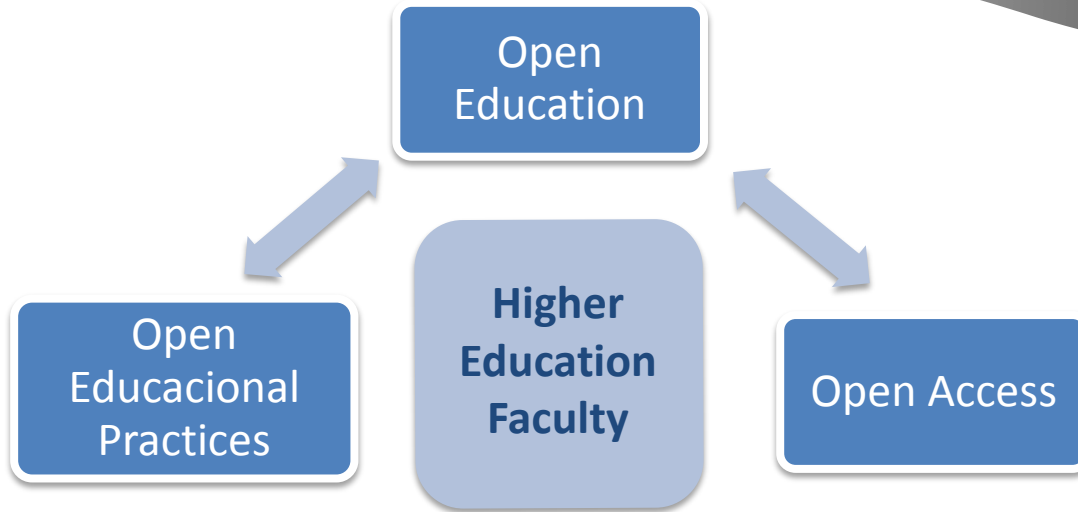
The Portuguese Context

Conceptual Framework

Research Methodology

Innovative Aspects

Timeline

Problem Statement and Description

- Identify and understand the open educational practices, of education and research, of teachers/researchers of public Higher Education Institutions in Portugal.

- Identify and understand the existence of recommendations, initiatives and public support in the development of open educational practices.

Research Questions and Objectives

How are Open Educational Practices (OEP), of education and research, promoted at European and national levels, adopted at institutional level and implemented by teachers/researchers of public Higher Education Institutions (HEIs) in Portugal?

Macro

What are the public guidelines and strategies in place, in terms of open education and open access, at European and national levels, that promote OEP in public HEIs in Portugal?

- Identify the recommendations, initiatives and support of the European Commission and Government of Portugal in the promotion of OEP in public HEIs in Portugal.

How are Open Educational Practices, of education and research, promoted at European and national levels, adopted at institutional level and implemented by teachers/researchers of public Higher Education Institutions (HEIs) in Portugal?

Mezzo

What is the level of openness of the public HEIs in Portugal, concerning open educational practices, of education and research, and how do HEI leaders support the development of open practices?

- Characterise the level of openness of HEIs concerning the promotion of open educational practices in education and research, namely by analysing their initiatives, strategies and types of support.

Research Questions and Objectives

How are Open Educational Practices, of education and research, promoted at European and national levels, adopted at institutional level and implemented by teachers/researchers of public Higher Education Institutions (HEIs) in Portugal?

Micro

What is the level of openness of teachers'/researchers' practices, in the contexts of education and research in public HEIs?

- Identify and characterise the practices of teachers/researchers in their contexts of education and research, by analysing their representations and attitudes towards these practices.

Current challenges

Investment in technology: management, administration, LMS, equipment

Traditional educational paradigm

Teacher-centred

Unidirectional transfer of knowledge

✓ New models of distance education
✓ Open education initiatives, namely:
✓ OER and MOOCs: opportunities for pedagogical innovation

Need to change the traditional paradigm

Learners spread across the world

Need to "open up education"

Research Pertinence
Open Education

Knowledge sharing in movement of openness to knowledge

Role of HEI in global knowledge economy

Initiatives and entities across the world

Policy makers at the margin – European and national levels

Opening Up Education – European Commission, 2013

- Public consultation / call for proposals

- 222 responses to questionnaires / 80 organisations

- 25 other documents: publishers, university consortia, public authorities (mainly regional) with recommendations for support

A decade after the OER movement

No major changes in:

- Traditional business model of Higher Education

- Pedagogical practices and educational approaches

  (Wiley & Hilton, 2009; Ehlers, 2011; Mulder, 2011; Conole, 2012; Yuan et al., 2013)

Despite the growing offer of OER, supported by a growing number of initiatives and projects, their use hasn't had the same evolution (Ehlers, 2011)

Why?
- Emphasis on expanding access to digital contents

- Less consideration for the support it may bring to educational practices and to quality and innovation in learning and teaching processes

"Whether OER is driven by 'top-down' institutional systems or 'bottom-up' individualized initiatives, the higher education faculty member is pivotal to creation of the educational substance. Securing the backing and involvement of faculty members is therefore a major priority for institutions involved in OER development." (Albright, 2005:7)

Faculty

Education
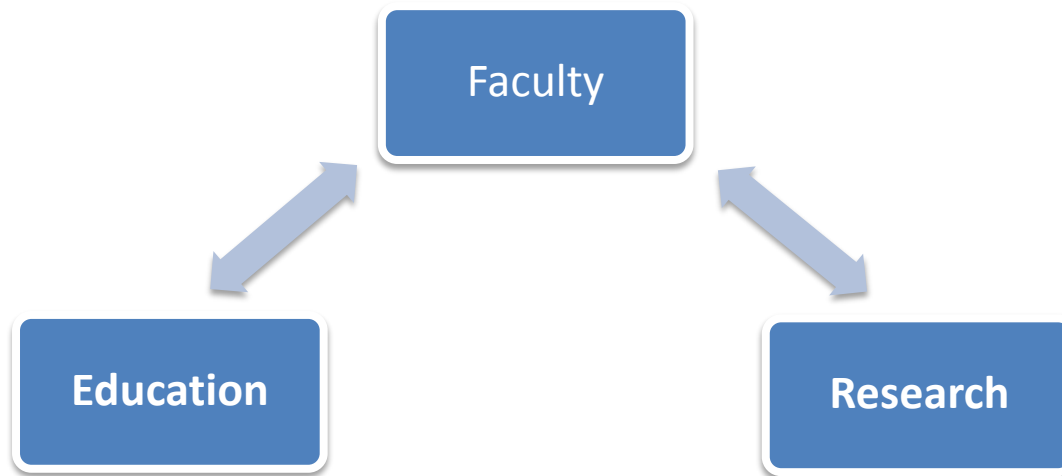
Research

Research – Open Access

European Commission, 2013

- Global tendency of the Open Access movement

  - Focus on European Union and neighbouring countries, together with Brazil, Canada, Japan and USA

  - About 50% of papers openly published in 2011 (almost doubled)

  - More than 40% of peer-reviewed papers and published between 2004-2011 are now freely accessible

Researchers in Portugal and their relationship with open access to scientific production (Documentary Services of University of Minho, 2012)

General knowledge on the concept of open access (97%).

High level of agreement with the principle of open access, regarding the research with public funding (92%).

1249 responses

Significant difference between the positive opinion on adhering to open access principles (more than 90%) and the effective practice of open access (70%).

Significant lack of knowledge regarding policies (institutional and/or European Union) on open access / difference between opinion and knowledge and practice.

Research Pertinence
Conclusions

Drivers
- Understand institutions' and faculty's specific roles
- Analyse their practices, representations and attitudes in the context of these global movements
- Contextualise those practices in a broader perspective

Goals
- Promote a more focused and sustainable effort from all stakeholders
- Promote the paradigm shift

Paula Cardoso   OEP in public Higher Education in Portugal

The Portuguese context

Public Higher Education Institutions

Type of Institution	Higher Education Institutions (HEI)	%	Organic Units (OU)	%
Public Higher Education				
University	16	12,7	100	29,3
Polytechnic	20 (27)*	21,4	94	27,5
TOTAL	36 (43)*	34,1	194	56,8
Public Military Higher Education				
University	5	3,9	5	1,5
Polytechnic	3	2,3	3	0,9
TOTAL	8	6,2	8	2,4
TOTAL PUBLIC	51	**40,3**	202	**59,2**

*There are organic units of polytechnic nature but are part of universities. The values in brackets include the total with these units. The percentage also includes the values in brackets.

Source: DGES, 2014

The Portuguese context

Figure 3.3. Countries with two or more respondents to the OECD questionnaire
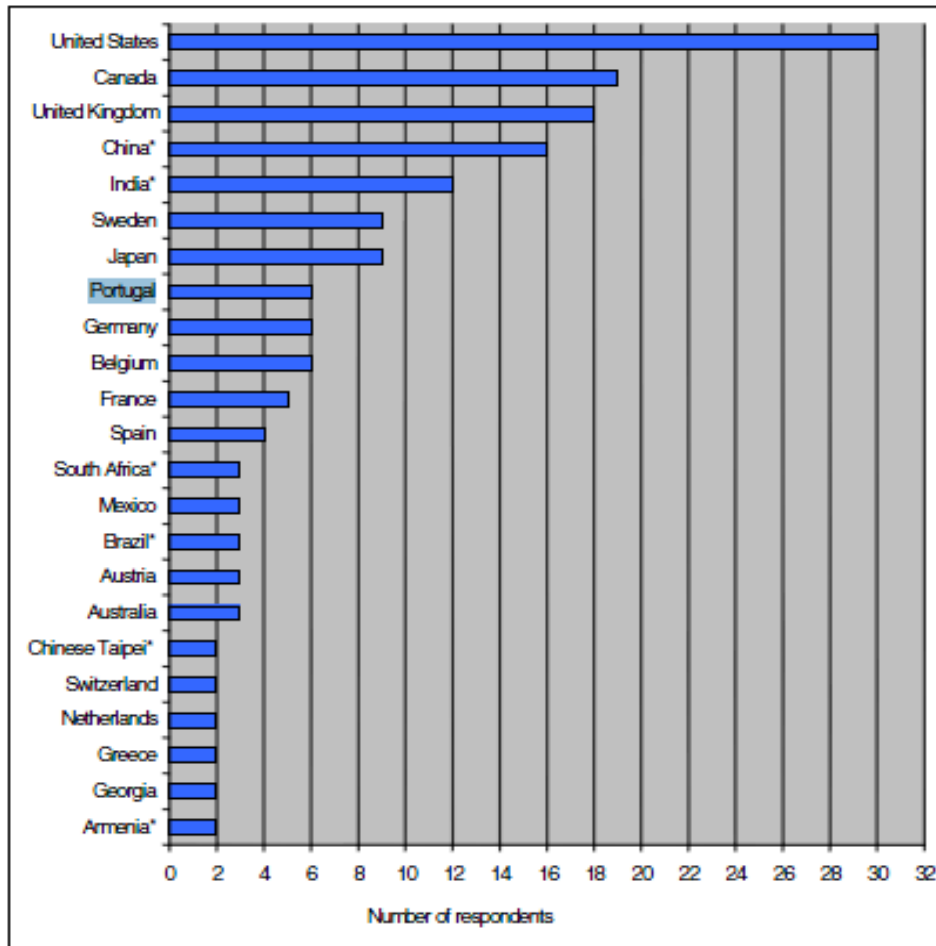
* = Non-OECD countries.

Who is involved in the OER movement?

Source: OECD, 2007.

The Portuguese context

OER Initiatives

- OPAL initiative – Portuguese Catholic University
- Oportunidad Project – University of Lisbon

MOOCs

- **Polytechnic Institute of Santarém** – MOOC on Bullying in School Context (Nov/Dec 2012); MOOC on Inclusion and Access to Technologies (now)

- **Open University of Portugal** - iMOOC on Climate Changes (May-July 2013) - first of the pan-European initiative OpenupEd

- **Ministry of Education and Science** - MOOC on eTwinning (Nov/Dec 2013)

- **Polytechnic Institute of Leiria** –14 courses (UP2U, iTunesU)
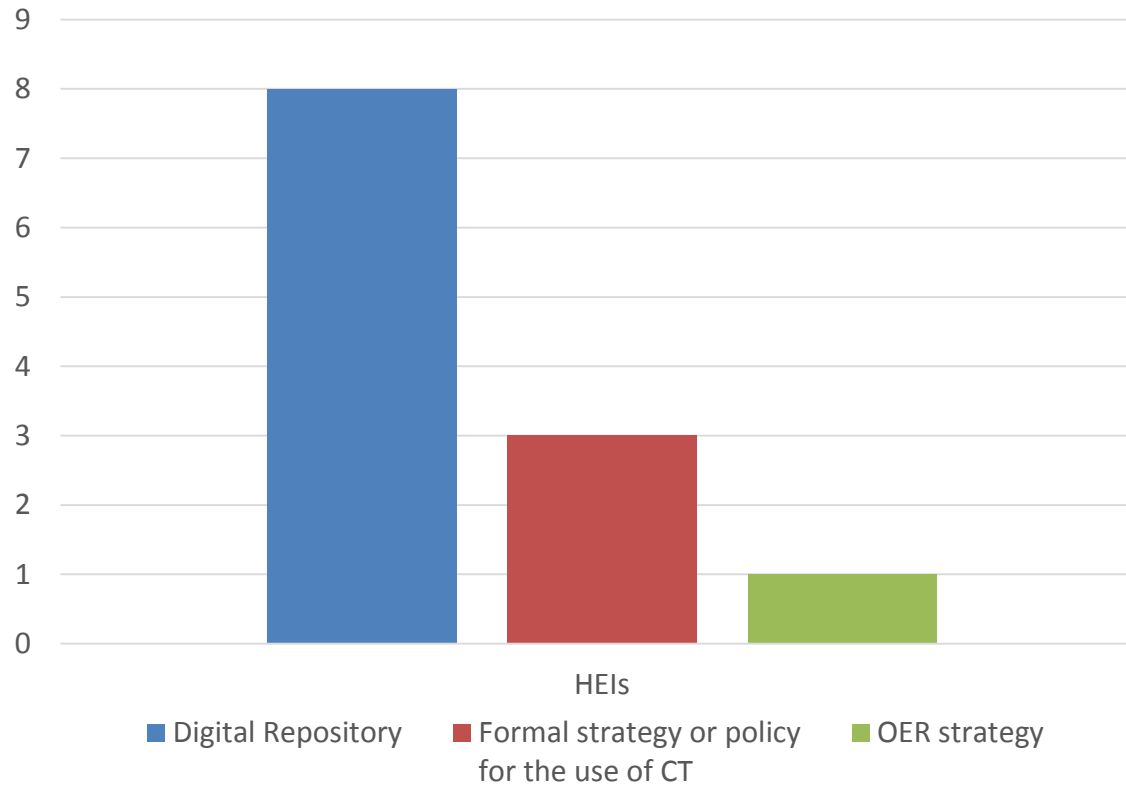
TRACER project (2011-2014)

- The use of Communication Technologies (CT) in the Portuguese public Higher Education Institutions – University of Aveiro

- Low response rate – 9/35 HEI representatives and 185 faculty members

TRACER project

Institutional perspective

TRACER project

Institutional perspective

- OER was the only area of concern not mentioned by any HEI representative

- Availability of OER
  - Many times – 1
  - Sometimes – 5
  - Never – 3   ➡ Lack of policy that regulates OER production

Faculty perspective

- 185 responses

  - 80% reported to use OER in educational activities

Open Access in Portugal
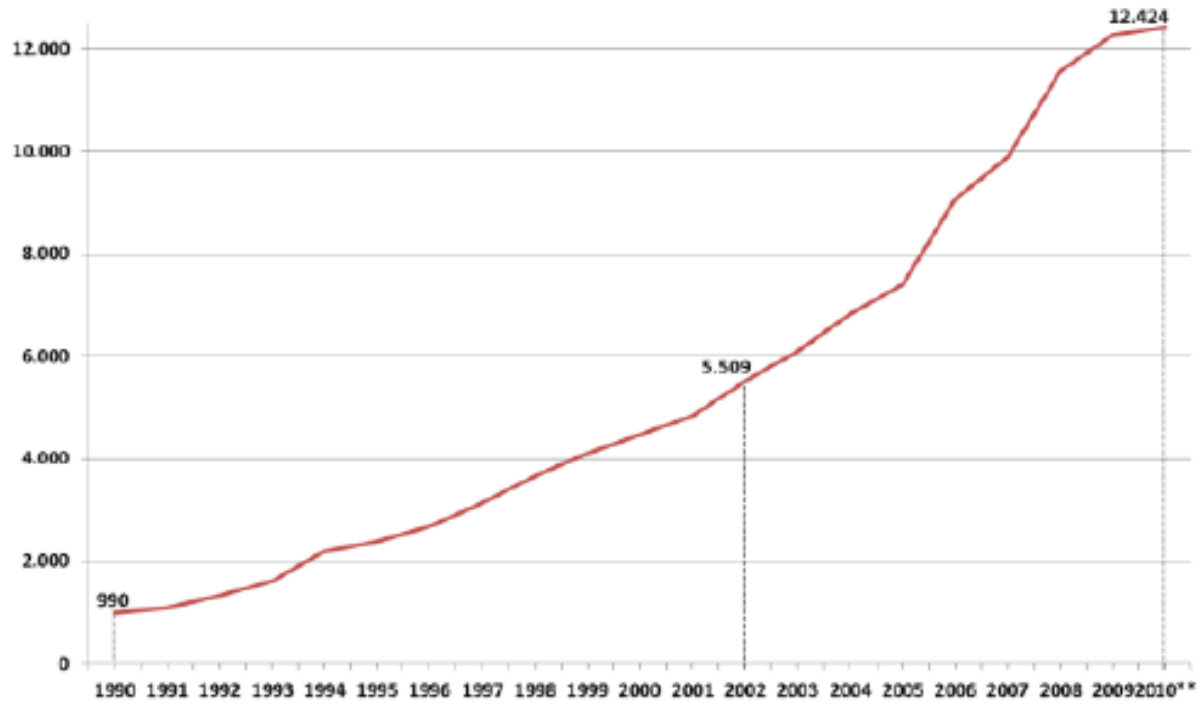
Portuguese scientific production: Evolution in the number of publications between 1990 and 2010 (Saraiva et al, 2012)

The context of Portugal

Open Access in Portugal
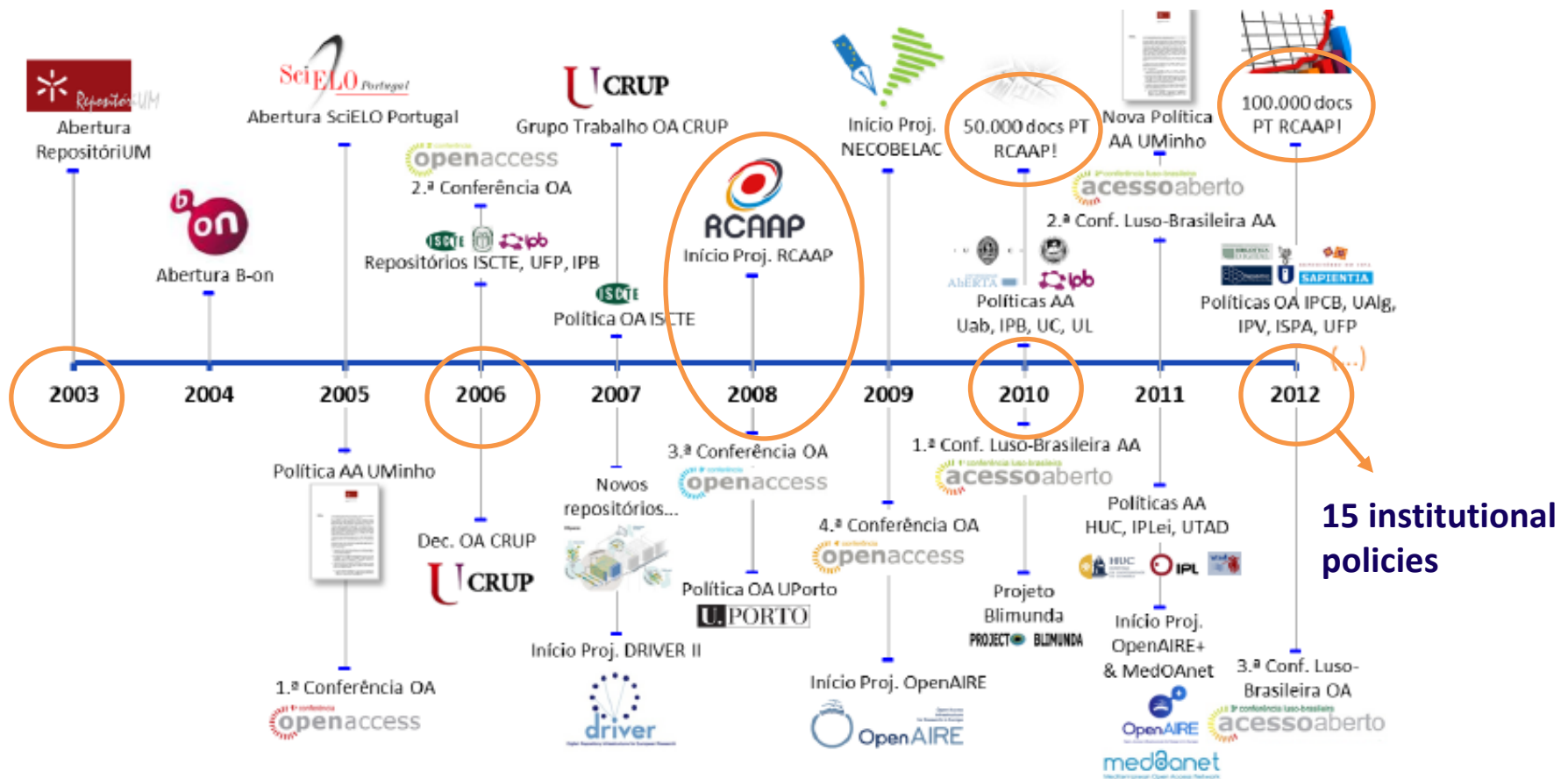
Timeline of Open Access in Portugal (Saraiva et al, 2012)

OEP in public Higher Education in Portugal

The context of Portugal

Open Access in Portugal

País	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Portugal	Número total de revistas na DOAJ por ano										
	0	0	1	1	7	13	22	36	45	56	68
	Número de revistas adicionadas à DOAJ por ano										
	0	0	1	0	6	6	9	14	9	11	12

Number of Portuguese scientific/academic journals in DOAJ
(Saraiva et al, 2012)

Open Access in Portugal

Evolution of repositories in Portugal (Saraiva et al, 2012)

PART I

> **Open Education**

- UNESCO, 2002; Materu, 2004; Brown & Adler, 2008; Peters, 2008; Caswell, Henson, Jensen & Wiley, 2008; Anderson, 2009; Santos, 2012; Peter & Deimann, 2013; European Commission, 2013; Yuan & Powell, 2013.

> **Open and Openness**

- Hylén, 2007; OECD, 2007; Casserly & Smith, 2008; Peters, 2008; Gourley & Lane, 2009; Wiley & Hilton, 2009; Wiley, 2010; Daniel, 2011; Downes, 2011; Burgos-Aguilar & Mortera-Gutierrez, 2011; Veletsianos & Kimmons, 2012; Weller, 2012.

Conceptual Framework

PART I

Open Educational Resources

- Albright, 2005; Atkins, Brown & Hammond, 2007; Wiley, 2007; Declaration, C. T. O. E., 2007; D'Antoni, 2009; Schuwer & Mulder, 2009; Llorens, Bayona, Gómez & Sanguino, 2010; Piedra et al, 2010; Bates, 2011; Downes, 2011; Mulder, 2011; Bateman, Lane & Moon, 2012; Conole, 2012; Creative Commons, 2012; Santos, Cobo & Costa, 2012; UNESCO, 2012.

Open Educational Practices

- Geser, 2007; McAndrew et al., 2009; Conole & Ehlers, 2010; Ehlers, 2011; Camilleri & Ehlers, 2011; ICDE, 2011; OPAL, 2011; Beetham, Falconer, McGill & Littlejohn, 2012; Ferrari & Traina, 2013; Wiley & Hilton, 2012; McGreal, Kinuthia & Marshall (Eds.), 2013.

PART II

Public Educational Policies

- Eurydice, 2000; Bargh, Bocock, Scott & Smith, 2000; OECD, 2003; Shattock, 2006; Tuschling & Engemann, 2006; Usher, 2007; Ozga, 2008;   Ball, 2009; Elmore, 2009; Ball, 2010; Teixeira, 2012.

Higher Education Institutions

- Illich, 1971; Gibbons, 1998; Brown, 2001; Laurillard, 2002; Benkler, 2008; Altbach, Reisberg & Cheverie, Boettcher & Buschman, 2009; Rumbley, 2009; Friesen, 2009; Tapscott & Williams, 2010; Daniel, 2011.

PART II

Leadership and Governance

- Bargh, Scott & Smith,1996; Commission of the European Communities, 2000; Kezar & Eckel, 2004; Dunkin, 2005; ETUCE, 2006; Eurydice, 2008; Trakman, 2008; Castells, 2009.

OE and Business Models

- Downes, 2007; OECD, 2007; Lane, 2008; Mattar, 2008; Hylén, 2009; Stacey, 2010; de Langen, 2013.

Conceptual Framework

PART III

> ### Open Access (OA)

- Harnad & Brody, 2004; Kurtz et al., 2005; Swan et al., 2005; Eysenbach, 2006; Houghton & Sheehan, 2006; Harnad et. Al., 2008; Houghton, 2009; Gargouri, Y. et al., 2010; Look & Pinter, 2010; Saraiva & Rodrigues, 2010; Joseph, 2012; Príncipe & Rodrigues, 2012; Suber, 2012; Rodrigues et al., 2013.

> ### OA Initiatives

- Budapest Open Access Initiative, 2002; Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities, 2003; Bethesda Statement on Open Access Publishing, 2003; RCAAP, 2008.

> ### Public Policies and Guidelines

- European Research Council, 2007; OECD, 2007; UNESCO, 2012; European Commission, 2013.

Research Methodology

Data collection instruments and Population/Sample

Documentary research

- European Commission and Government of Portugal Guidelines: open education and open access

Questionnaire survey

- Leaders/Representatives of public HEIs
- Teachers/researchers of public HEIs

Intentional sampling

Focus group

- Representatives of public HEIs
- Teachers/researchers of public HEIs
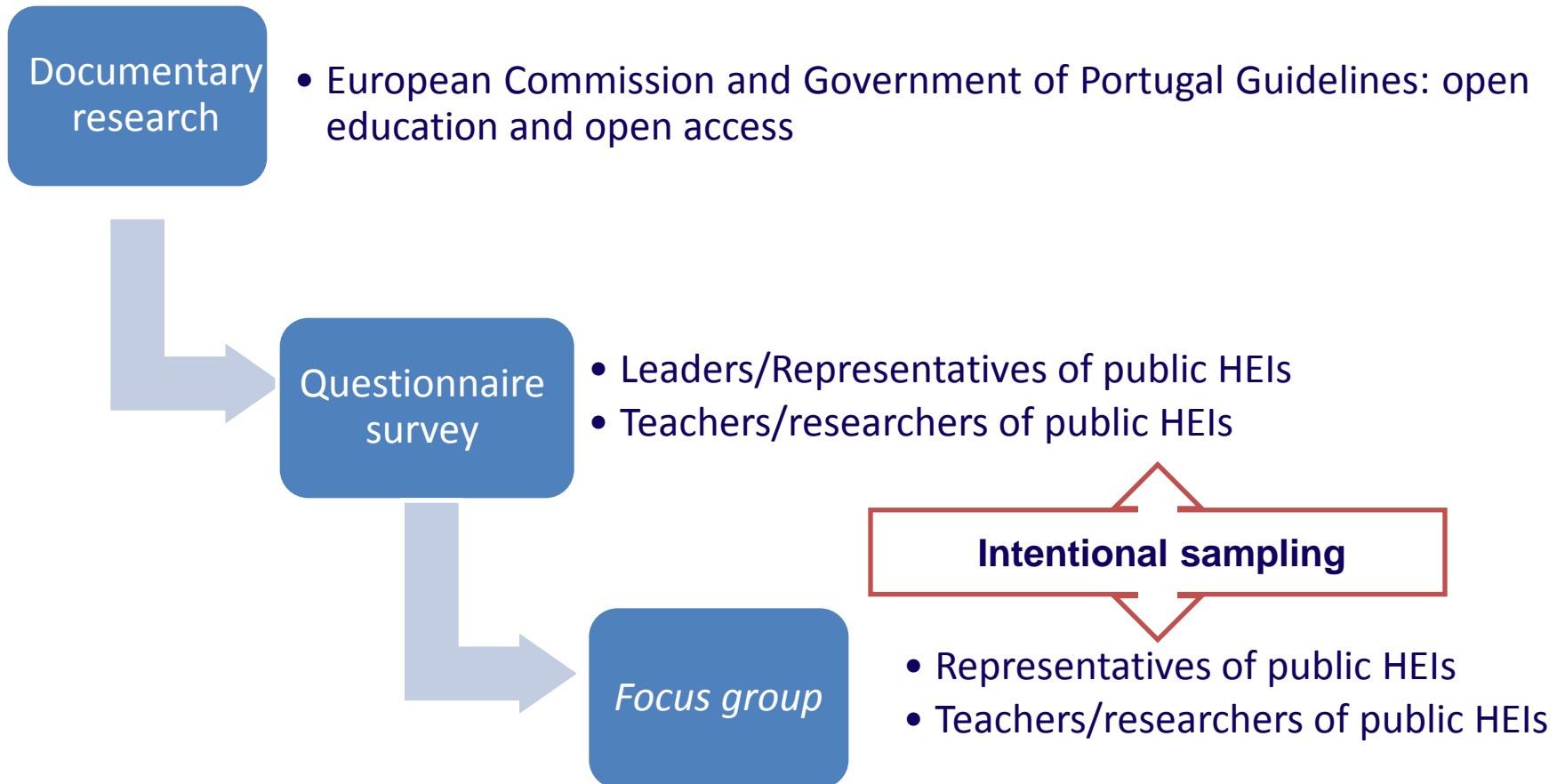
Data analysis

QUALITATIVE

- Documentary research
- Questionnaires (open questions)
- *Focus groups*

QUANTITATIVE

- Questionnaires (closed questions)

Research Methodology

Open Educational Practices	⟷	Questionnaire Survey	⟷	Open Access and Research

Use of OER and OEP in Higher Education and Adult Learning Institutions
Open Educational Quality Initiative

- Research the impact of OER and OEP on changing learning scenarios and educational institutions

- Analyse the strategies of policy makers and institutional leaders to support OEP in their regions and institutions

Researchers in Portugal and their relation with open access to scientific production
Documentation Services, University of Minho

- Enquire Portuguese researchers on open access, to identify and characterise their:
    - opinions
    - attitudes
    - practices

Innovative aspects

Need for research on Open Educational Practices in the perspective of a framed and integrative context of public guidelines and institutional context.

Need to complement existing research on the current situation of Portuguese HEI in the global movement of openness to knowledge.

Lack of research that simultaneously analyses open practices of education and research of Higher Education teachers/researchers.

Timeline

Task	2013		2014													2015						
Month	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1st Stage																					
Literature review	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■					
Theoretical framework writing	■	■	■					■	■	■				■	■	■					
Methodology writing		■	■	■					■	■				■	■	■					
Data collection - documentary research			■																		
Data analysis of documentary research			■	■																	
2nd Stage																					
Questionnaire definition and validation				■	■																
Questionnaire pre-test and improvement					■	■															
Data collection - questionnaire							■	■													
Data analysis of questionnaire								■	■												
Discussion of the results									■	■											
3rd Stage																					
Definition of *focus groups* participants											■										
Script for *focus groups* definition and validation											■										
Creation of conditions for *focus groups*											■										
Data collection - *focus groups*												■	■								
Data analysis of *focus groups*													■	■							
Discussion of the results															■	■					
4th Stage																					
Writing the conclusions																		■	■	■	
Writing the final dissertation text																			■	■	■

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THANK YOU

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