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The OE policy registry – An open benchlearning tool

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The open education policy registry

- an open benchlearning tool

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#OER20
#OEpolicies

<https://oer20.oerconf.org/sessions/o-076/>

OER WORLD MAP

 OER POLICY REGISTRY



Open Education
Policy Lab

The [**OER World Map**](#) is a platform that facilitates access to resources and knowledge to promote OEP, acting as a source of information for everyone interested in Open Education.

Its newest component is the [**OE Policy Registry**](#), which aims not just to record current policies but to become a knowledge hub to support the OE community in developing OE policies. The Registry is going to be [**relaunched**](#) soon!

Open for benchlearning

The Policy Registry can support the community by providing a way to locate and 'benchlearn' from existing policies and the people and organisations which have developed them. The registry can enable sharing of policies or policy plans, locating and comparing with other documents, learning about the OE landscape and for those with existing policies, assist with improvement.

what do we mean by
policy?

“A policy can generally be thought of as a **statement of intent** ... that **describes a problem and broadly outlines how the problem will be addressed**. There is no single agreed definition ... For example, the term **‘policy’** may refer to a **proposal, outcome, formal or informal decision, bundle of legislation, or positions implicitly taken**”.

Evans, M. C., & Cvitanovic, C. (2018). An introduction to achieving policy impact for early career researchers. Palgrave Communications, 4(1).

<https://doi.org/10.1057/s41599-018-0144-2>

“Open education policies are **formal regulations** regarding support, funding, adoption, and use of Open Educational Resources (OER) and/or Open Educational Practices (OEP). Such policies are **designed to support the creation, adoption, and sharing of OER and the design and integration of OEP** into programs of study.”

(Educause, [“7 Things You Should Know About... Open Education: Policy”](#))

“OER policies are **laws, rules and courses of action** that facilitate the creation, use or improvement of openly licensed content.” ([Coolidge & Allen, “Advancing OER Through Effective Policy”](#))

Nature and level of policy

The **nature** of a policy can be understood as **carrot, stick or sermon** (Bemelmans-Vidéc, Rist, & Vedung, 1998).

Supranational, national, and institutional **level** policies are attempting different kinds of interventions.

Perhaps useful to think about policy as continuous **process** rather than something that can be frozen or captured into a 'product' like a written policy document?

In this case what to do with such '**policy traces**' as we can find in the registry?

Institutions and policies

OE advocates have highlighted present and future benefits, leading to prominent **supranational policy interventions** (particularly from UNESCO).

These tend to call for increased engagement with OE by states, which should stimulate action at the levels of institutions, systems and individual educators (see [*Fostering Openness in Education: Considerations for Sustainable Policymaking*](#)).

There are some **national** level initiatives.

Within **institutions**, some staff engage in forms of OEP, and some institutions have adopted policies around OE.

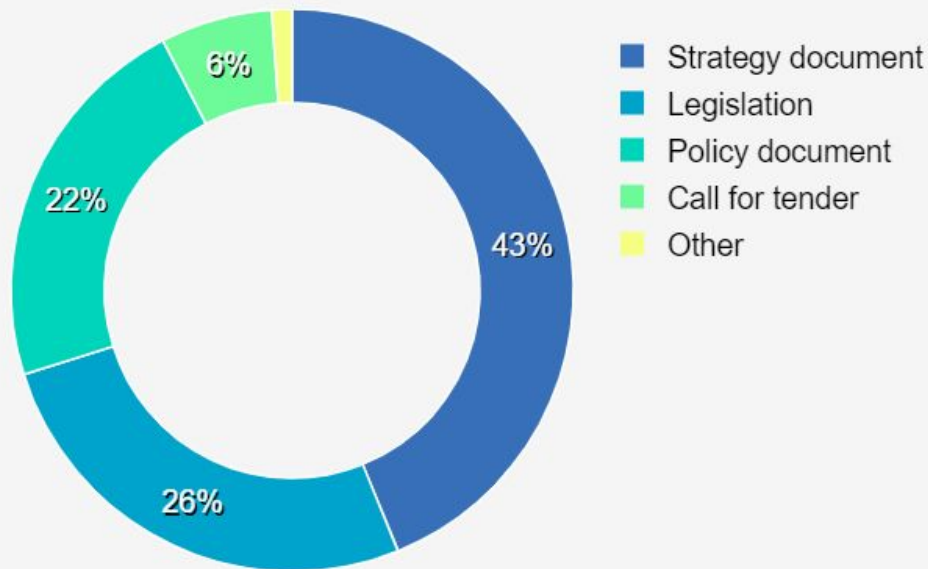
Consequences for the Registry

What should be collected is **not completely clear**.
Currently the registry focusses on **policy documents**. It
might be necessary to focus more on the **related activities**
(projects, services) in the future. The OER World Map
provides an ideal environment for this.

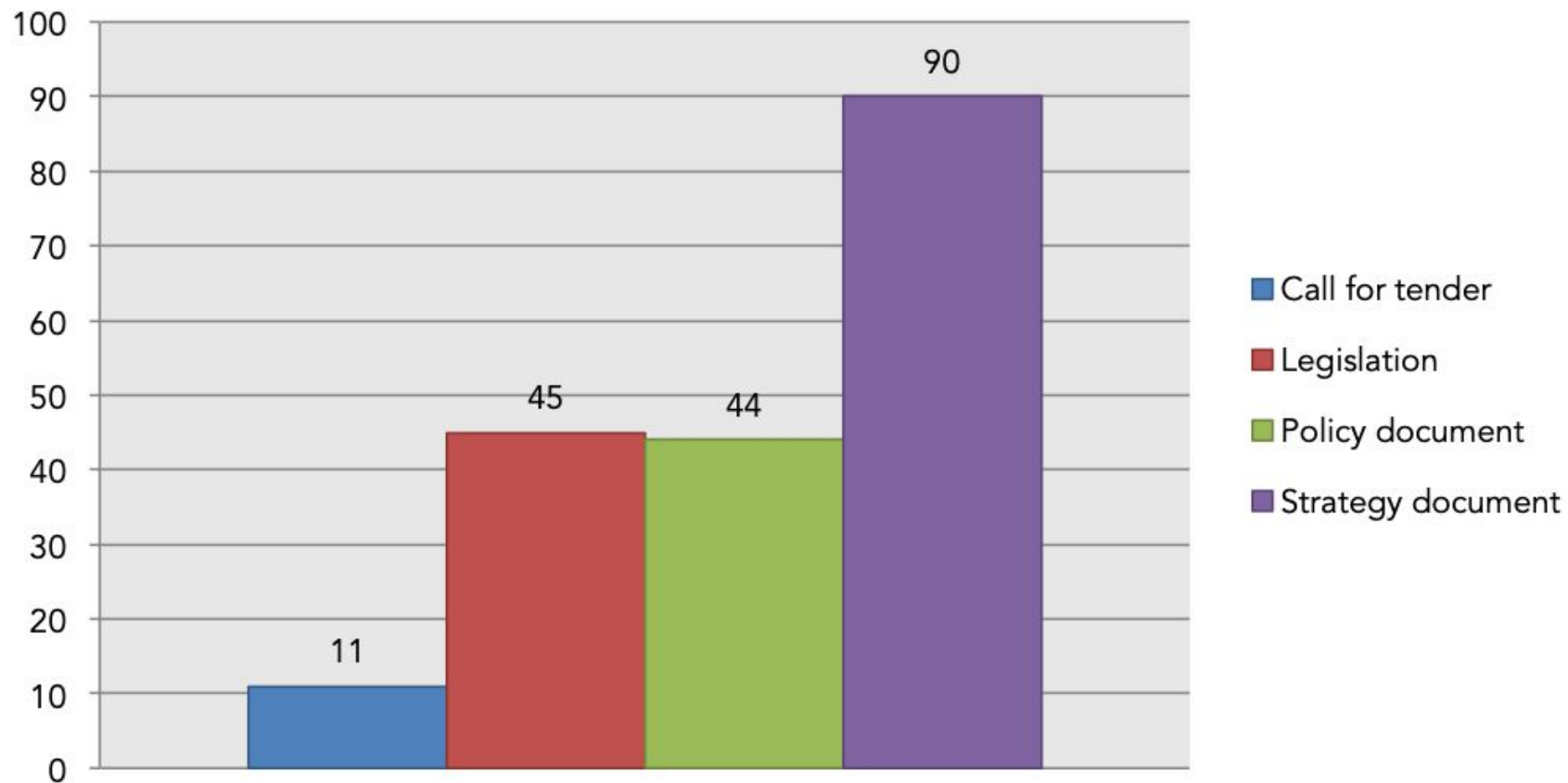
The OE policy registry landscape



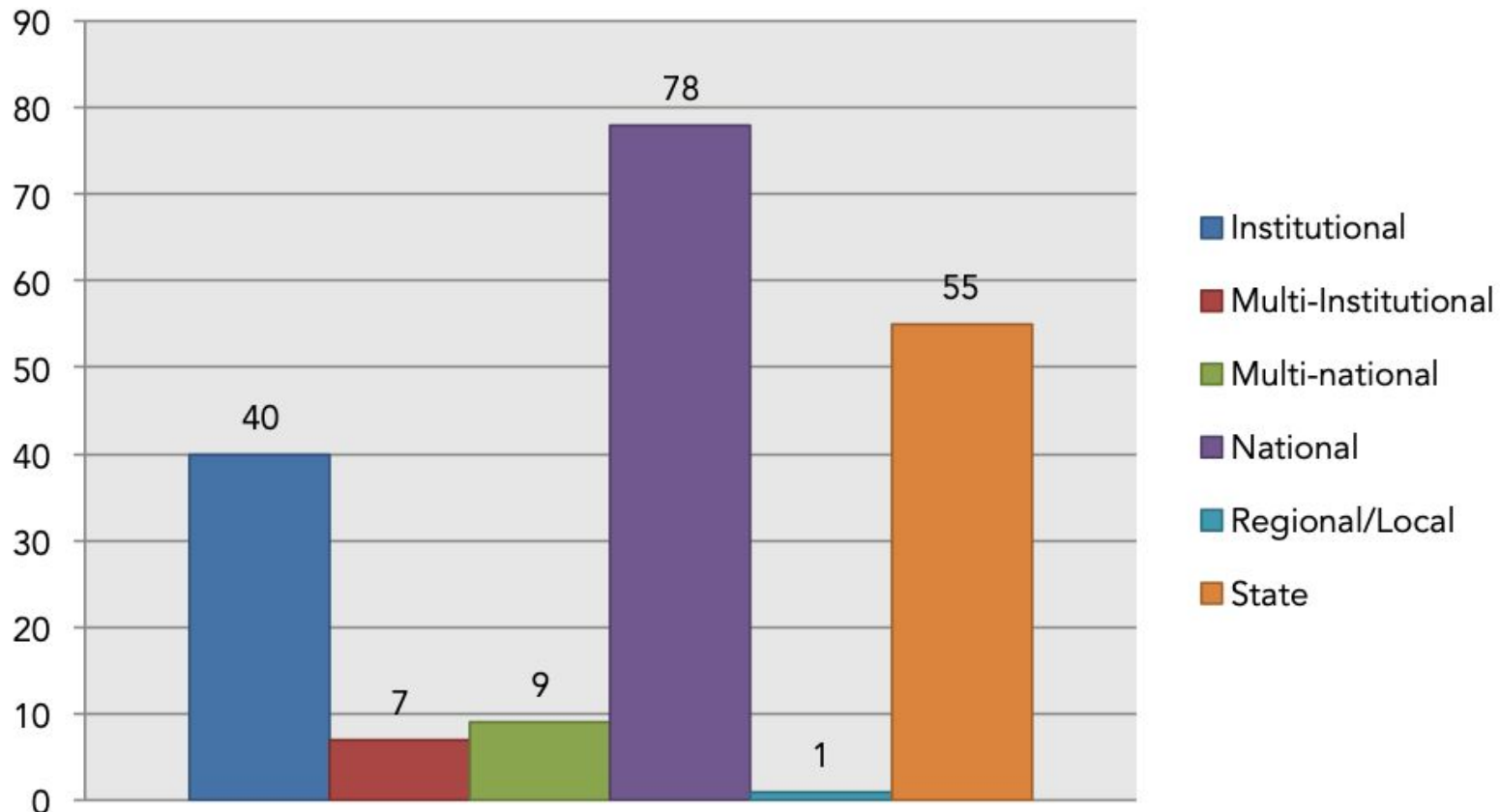
Category



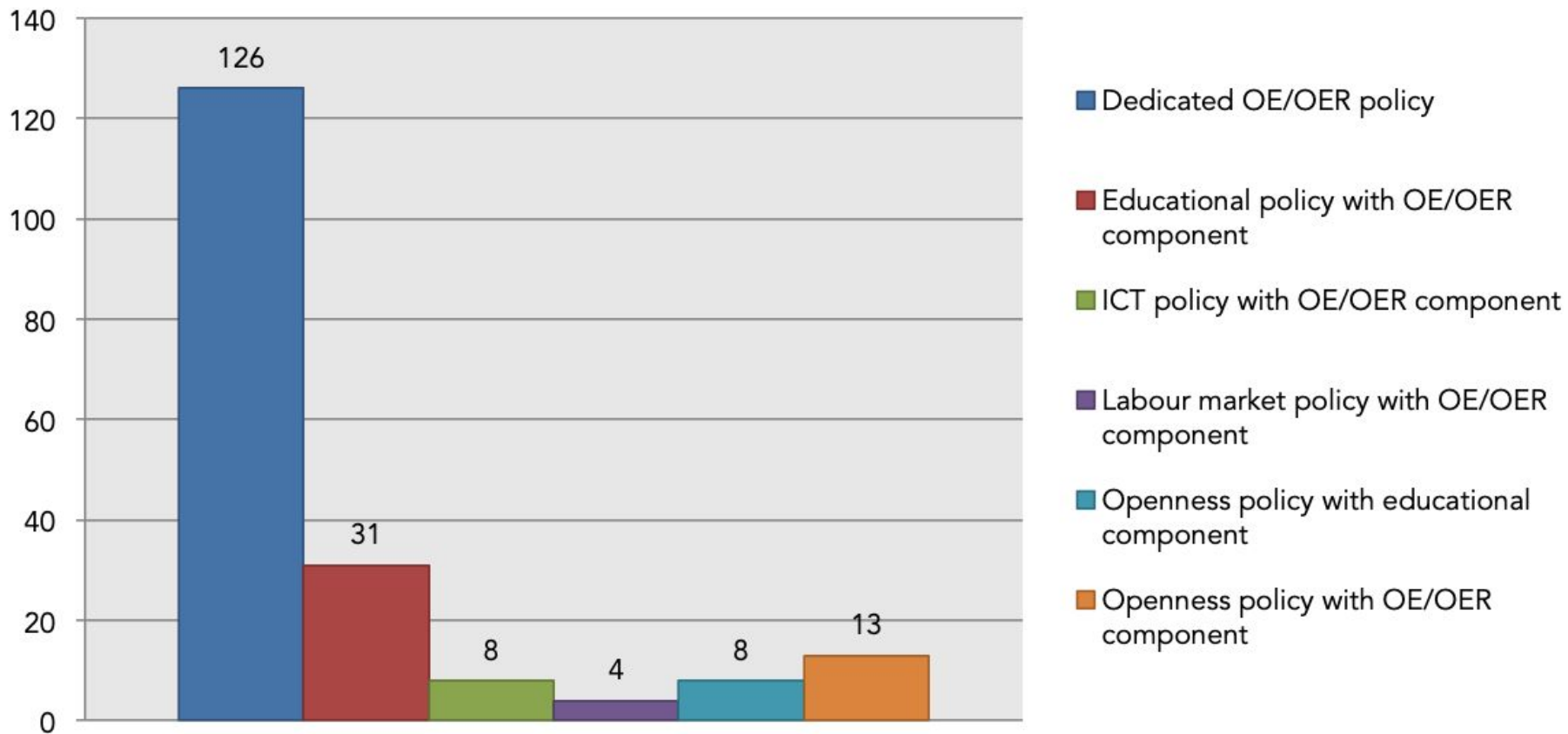
Policies by type



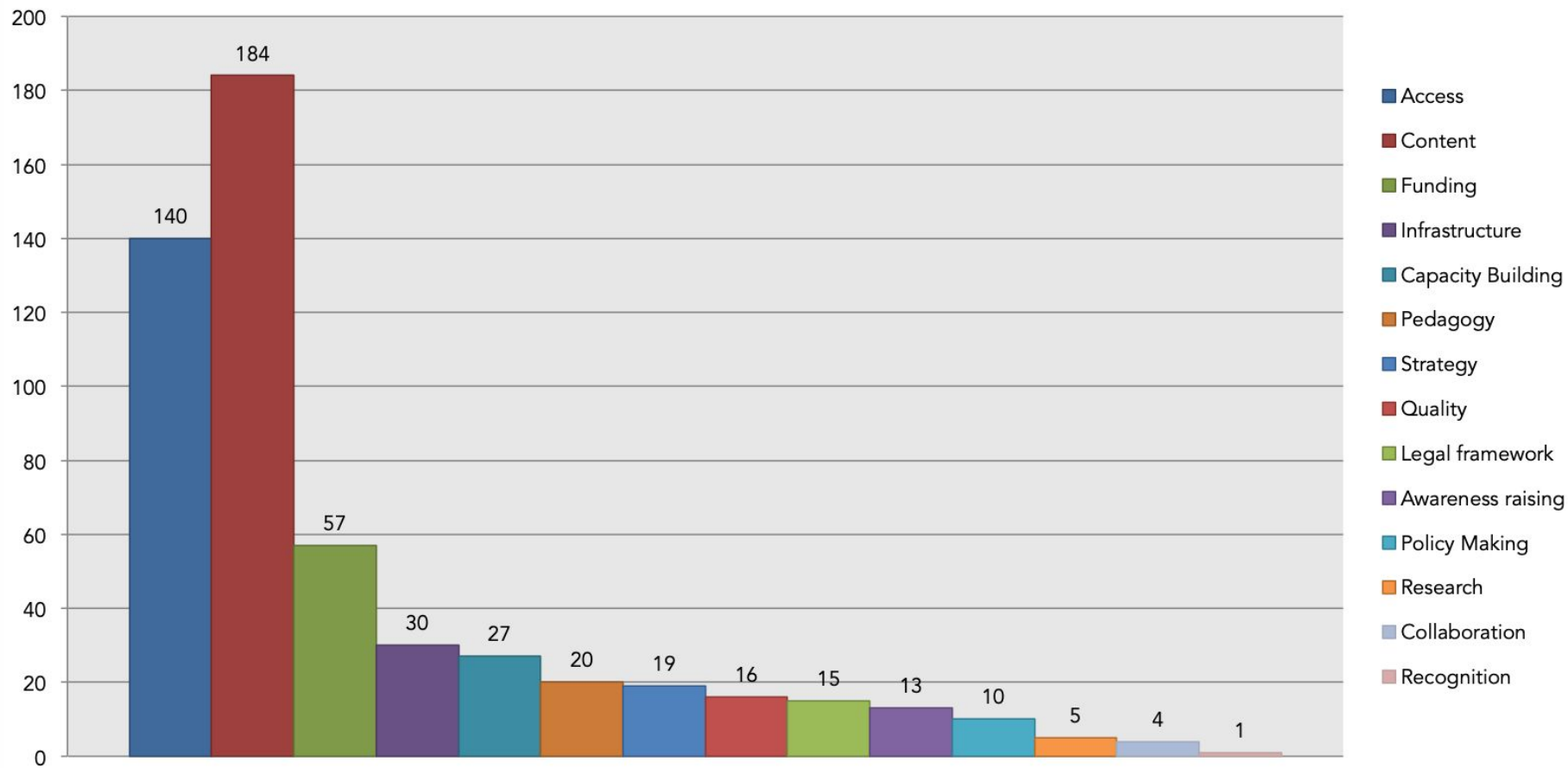
Policy Level



Policy Scope



Policies by focus



Our activities for OE Week

- Open Education Week:
<https://altc.alt.ac.uk/oesig/2020/02/22/open-education-week-2020/>
- Thread:
<https://twitter.com/leohavemann/status/1235153017982406656>
- Blogposts:
<http://femedtech.net/published/putting-practices-in-the-oe-spotlight/>
- Video provocations:
<https://flipgrid.com/f61bc14c>

Next steps - relaunch

- Engage with anyone interested in learning more about OE policy making and provide them with the support they need
- Build a larger dataset of policies for people to explore and research using the registry
- Promote a benchlearning approach to foster the development and update of OE policies
- Conduct research to produce guidelines and good practices in OE policy making
- oerworldmap.wordpress.com/2020/02/19/relaunching-the-open-education-policy-registry/

Contribute and participate!

If you know of an open education or related *policy, strategy, or similar*, please fill in this form so we can include it in the Policy Registry.

So if your country, region, state, or institution has one, **put it on the map**, simply **add it here** (or send us an email or tweet).

Thank you!

*Questions, comments, policies, suggestions,
counter-arguments, sympathies gratefully received...*

*Tweets - especially to flag a **policy** - to: [@oerworldmap](https://twitter.com/oerworldmap)*

Mails to flag policies to: info@oerworldmap.org

*If interested in knowing more or participating in **research** contact:
leo.havemann@open.ac.uk / [@leohavemann](https://twitter.com/leohavemann)*

*With thanks to all our OER World Map/Policy Registry & OE Policy Lab
co-conspirators.*



Session abstract: The OER World Map platform facilitates access to materials and knowledge to promote OEP, acting as a source of information for everyone interested in Open Education. One of its newest developments is the OE Policy Registry, which aims not only to record the current policies in open education but to become the knowledge hub to support the wider OE community in developing OE policies, helping them to locate and bench-learn from existing policies and the people and organisations which have developed and promoted them.

Much discussion of the need for open education policy has occurred at the supranational level. In some cases, nations and subnational governments have taken up the challenge of incorporating policy to enable open resources and practices into education policymaking agendas. What is less clear, and less straightforward to investigate, is the extent to which individual institutions are developing policies to support openness.

This session reports on the current state of OE policies internationally, based on the OE Policy Registry dataset. Through engagement with the data held in the Policy Registry it has been possible to collect and examine a wide range of policy documents and sketch some key features of the OE policy landscape. Further auditing of this dataset is needed, in order that the registry can be used effectively to support policy benchlearning by OE advocates, researchers and policymakers.

The session will cover the initial findings of a research project conducted using this dataset, and additionally, inputs gained during a series of workshops designed to support OE policy co-creation. We will present key features of the OE Policy Registry to support

- OE advocates seeking to support and enhance practice through policy
- Policymakers at institutional and governmental levels
- Researchers interested in OE policy

For these user groups, several different use-cases are addressed and presented:

- Policymakers can showcase and find good practice policy exemplars, which they can adapt and reuse within their context.
- OER advocates and advocacy networks can connect with each other, so that they can exchange experiences and cooperate in joint projects.
- Researchers can collect data on policy activities in different educational sectors and geographical areas, gaining a deeper understanding of the functioning of OE ecosystems and develop strategies for mainstreaming.