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Researching the registry

Establishing an open education policy dataset

#OEGlobal19 *Milano*

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A bit of background

Career - HE teaching, library, technology, leading to digital education support / development / advisory work.

Research in open educational practices : OER repositories, Open data as OER, increasingly interested in the openness of practices - what makes practices *open*?

PhD journey - part time - evolution of focus from initial proposal through to current stage.

From practices to policies

Initial idea to investigate the purpose and value of OE Practices according to educators.

Further thinking about why educators might engage or not in open (or digital) practices - *see blog post: 'Of binaries and blends'*.

What about institutions that actually have a successful policy to encourage and support OE? What does this look like, how does it work, can this be remixed and redistributed?

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 level 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.

Research questions [*currently*]

1. How and why are higher education institutions developing open education policies?

Sub-questions:

2. What are the characteristics of existing OE policies?

3. How do policymakers and practitioners perceive institutional OE policies?

4. What is the relationship/interaction between policy and practice?

Unpacking the RQs

How are HEIs constructing the OE space through policy?

What they say OE is, what it is for, who it serves? What the institution aims to achieve, support, enable, and what it is not about, and not for?

Expansive or narrower concepts of OEP?

How do policy makers and stakeholders perceive and shape this agenda?

What does a successful policy look like? For the institution, policy makers, stakeholders?

Phases/Methods *[planned]*

Phase 1

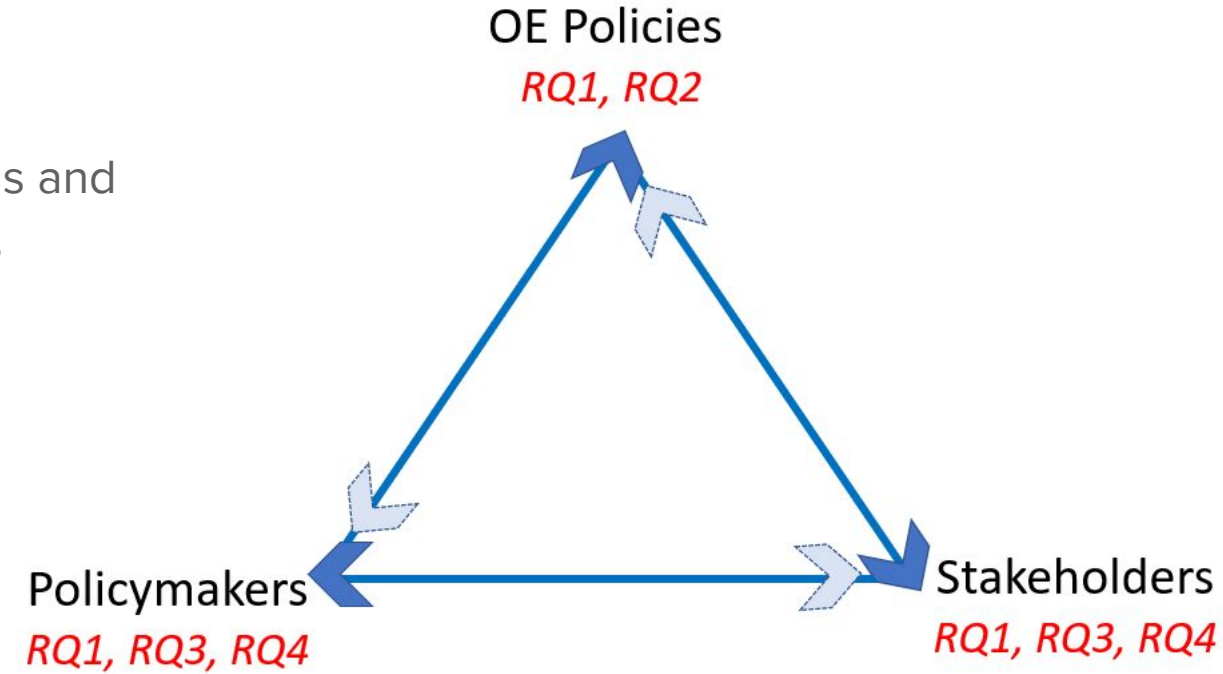
Policy documents - corpus and critical discourse analysis

Phase 2

Stakeholder survey

Phase 3

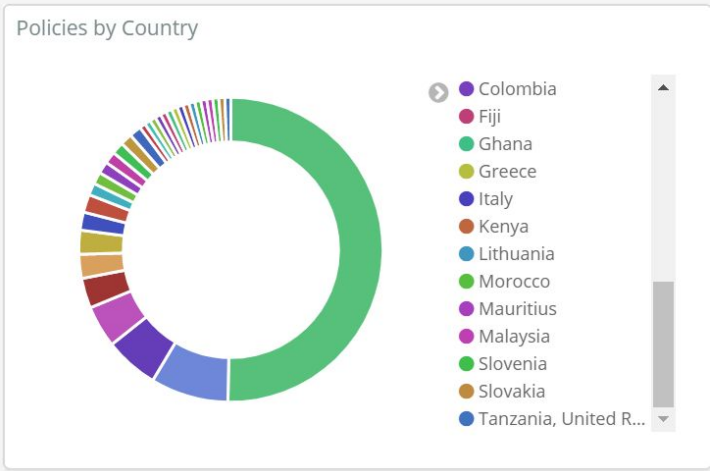
Policymaker interviews



But where to find these policies??

... In the [OER Policy Registry](#) of course!

170
Policies



Wait...

First i needed to figure something out - what actually is 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.” (*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, 2017”*)

Nature and level of policy

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

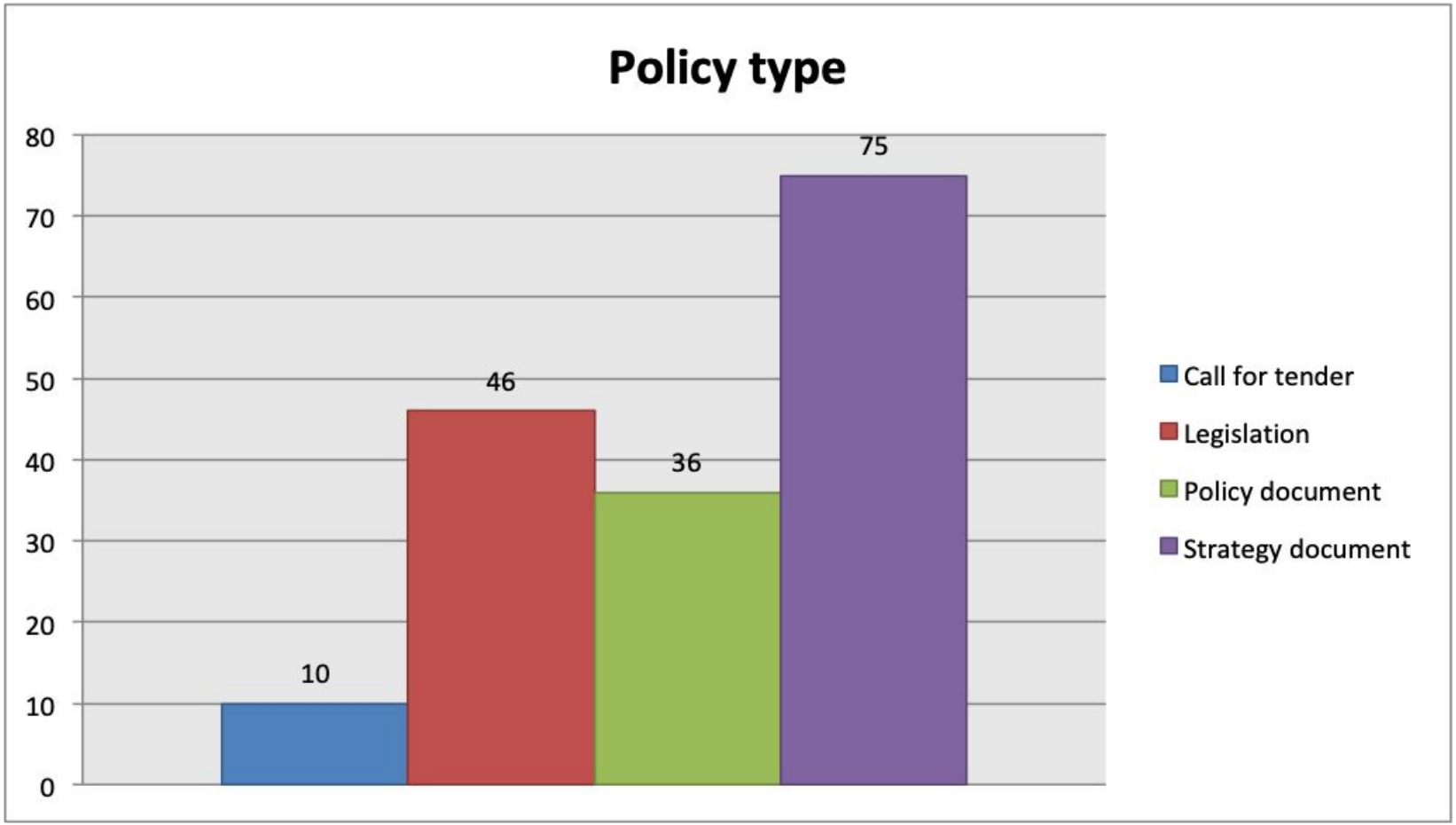
Supranational, national, and institutional **level** policies are attempting different kinds of interventions.

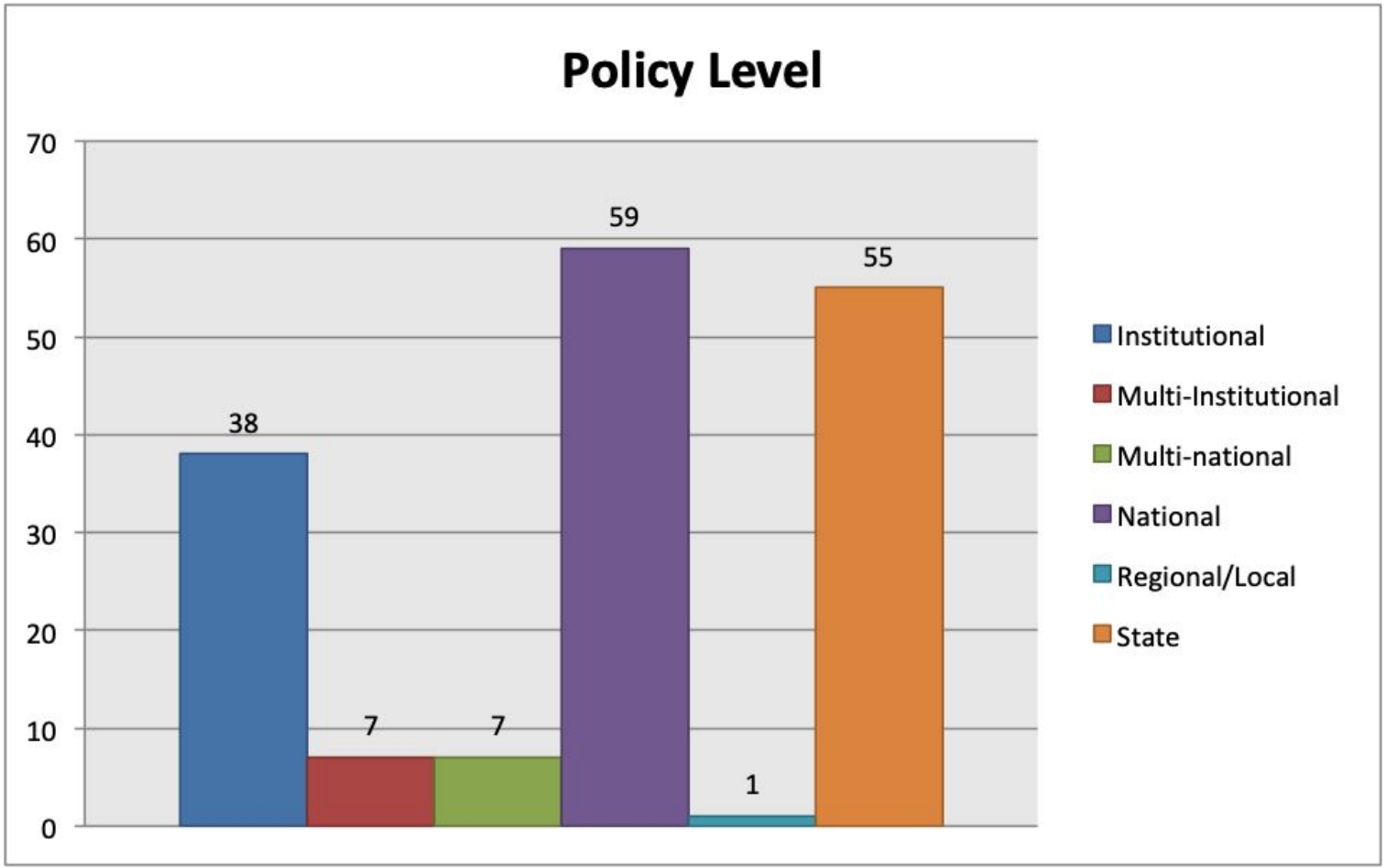
Also - do we need to think about policy as continuous **process** rather than frozen into a ‘product’?

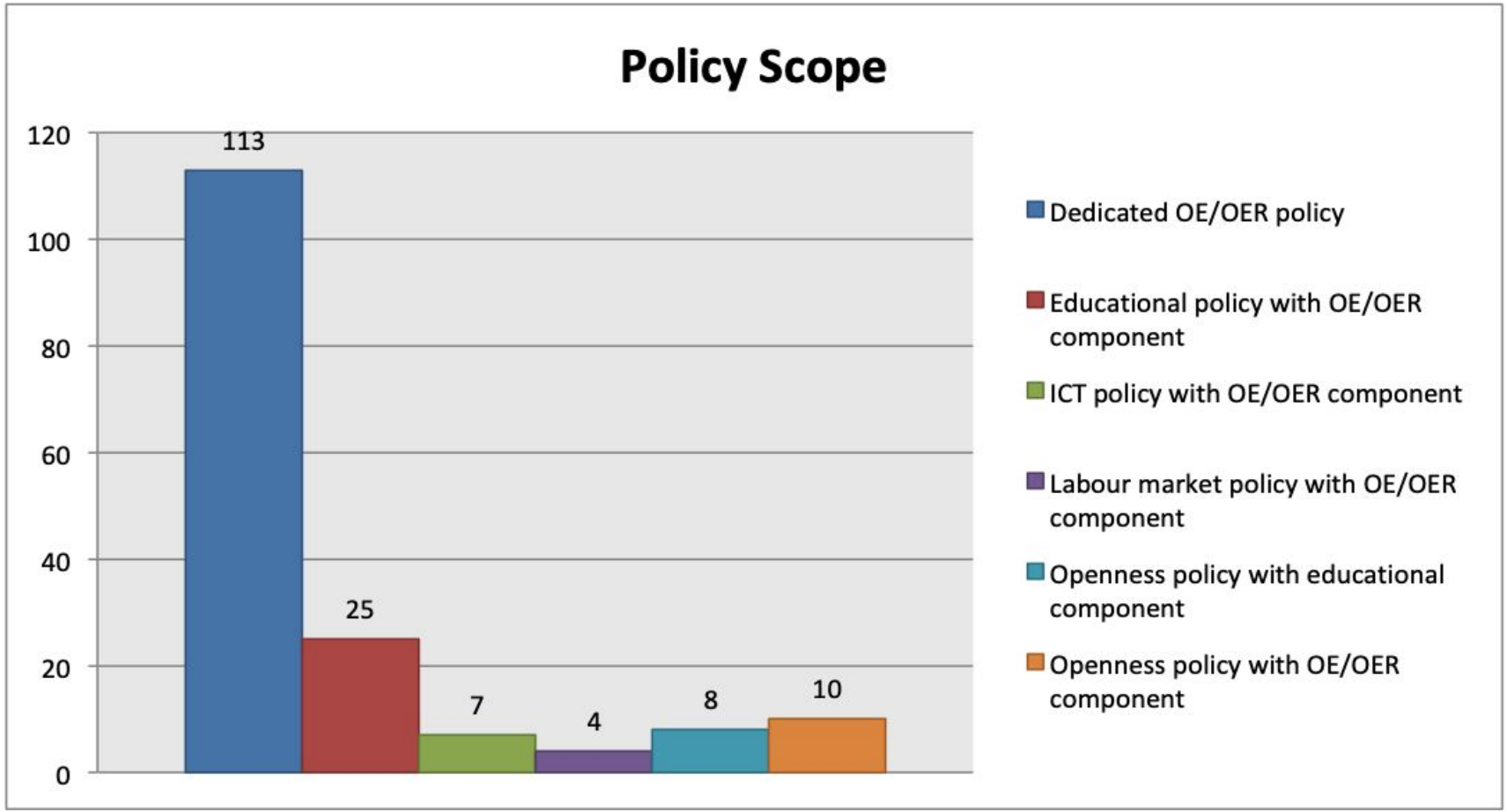
In this case what to do with such ‘**policy traces**’ as we can find in the registry?

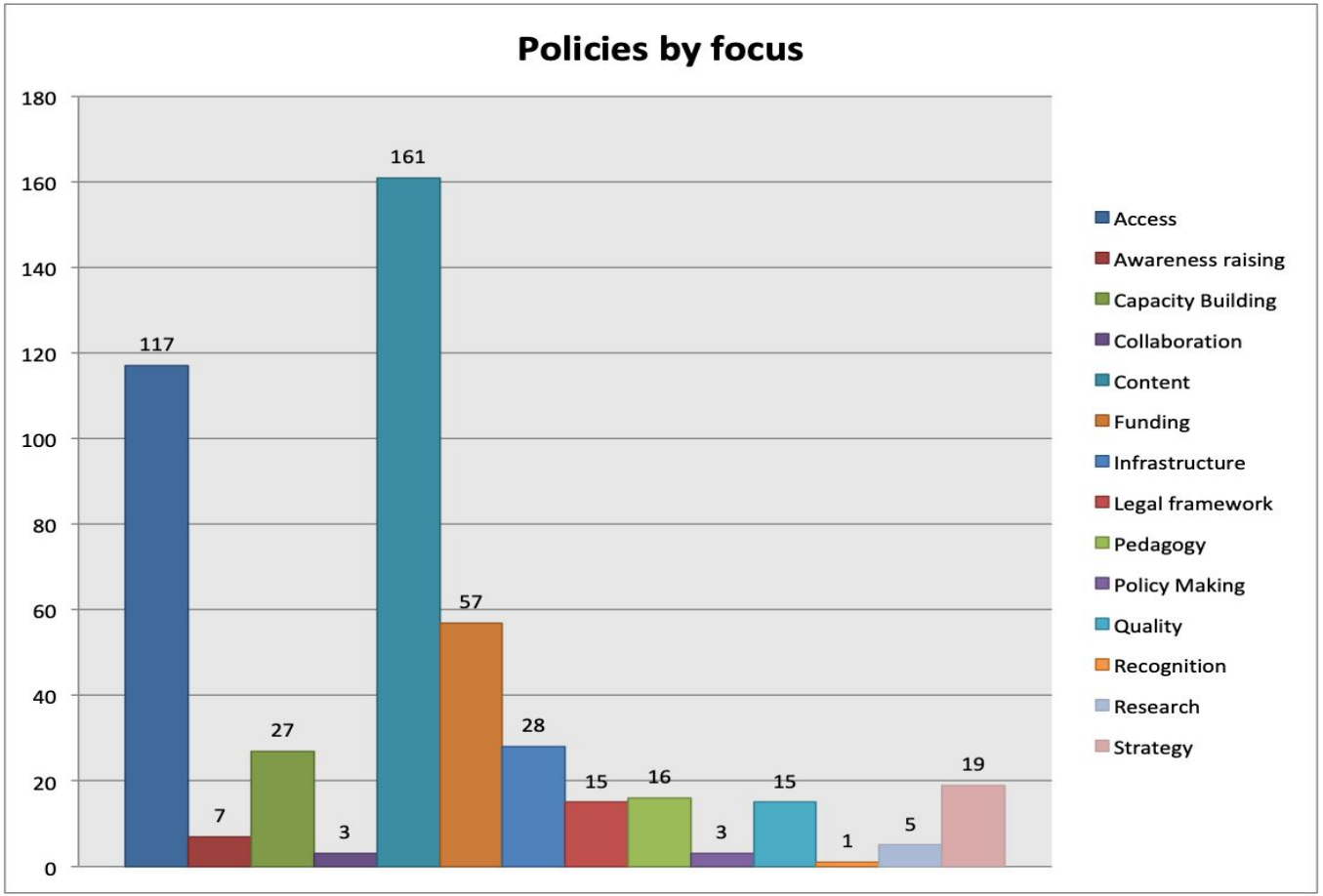
Improve the metadata!

Some findings so far


Policy type
80
70
60
50
40
30
20
10
0
10
46
36
75
Call for tender
Legislation
Policy document
Strategy document


Policy Level
70
60
50
40
30
20
10
0
38
7
7
59
1
55
Institutional
Multi-Institutional
Multi-national
National
Regional/Local
State


Policy Scope
120
100
80
60
40
20
0
113
25
7
4
8
10
Dedicated OE/OER policy
Educational policy with OE/OER component
ICT policy with OE/OER component
Labour market policy with OE/OER component
Openness policy with educational component
Openness policy with OE/OER component


Policies by focus
180
160
140
120
100
80
60
40
20
0
117
7
27
3
161
57
28
15
16
3
15
1
5
19
Access
Awareness raising
Capacity Building
Collaboration
Content
Funding
Infrastructure
Legal framework
Pedagogy
Policy Making
Quality
Recognition
Research
Strategy

Next steps

Selection of data set for analysis.

Explore potential of corpus analysis using software.

CDA of policies.

Hopefully some interesting results!

Then moving on to the humans and looking into specific institutions.

Thanks!

Questions, comments, policies, suggestions, counter-arguments, sympathies gratefully received…

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