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The GO-GN Fellowship reflections report

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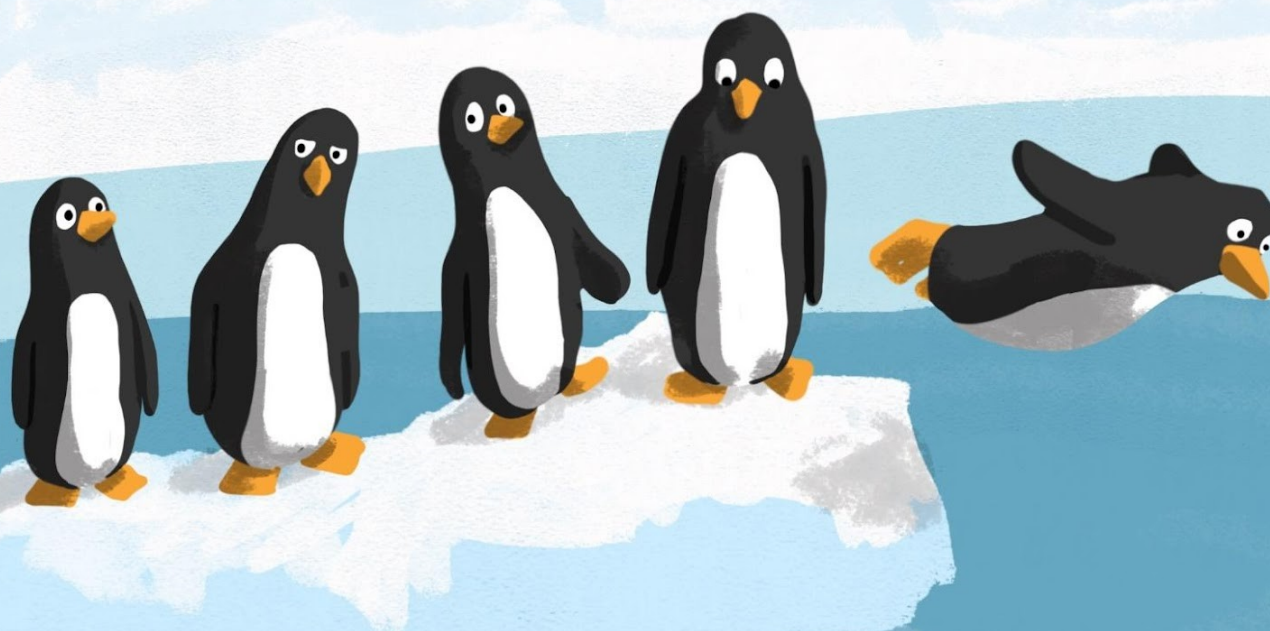
Link(s) to article on publisher's website:

https://go-gn.net/gogn_outputs/fellowship-reflections-report/

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FELLOWSHIP REFLECTIONS



GO-GN

The GO-GN Fellowship Reflections Report

v.1.0

21 November 2022



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Introduction and acknowledgements

In this document, we summarise the experience of the Global OER Graduate Network (GO-GN) fellowship scheme 2020-2022 drawing on the reflections of the nine GO-GN alumni and fellows.

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GO-GN is a network of PhD candidates around the world whose research projects include a focus on Open Education. These doctoral researchers are at the core of the network; around them, over two hundred experts, supervisors, mentors and interested parties connect to form a community of practice that:

- Raises the profile of research into Open Education
- Offers support for those conducting PhD research in this area
- Develops openness as a process of research

GO-GN is currently funded through the OER programme of [The William and Flora Hewlett Foundation](#) and administered by the [Open Education Research Hub](#) from the [Institute of Educational Technology](#) at The Open University, UK

Suggested citation: Iniesto, F., Pitt, B., Weller, M., Farrow, R., Cronin, C., Funk, J., Lambert, S., Nerantzi, C., Paskevicius, M., Pete, J., Roberts, V., Rodés, V. and Vladimirschi, V. (2022). *The GO-GN Fellowship reflections report*. Global OER Graduate Network https://go-gn.net/gogn_outputs/fellowship-reflections-report

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Foreword from Martin Weller, Director of GO-GN

GO-GN was initially created to support Doctoral students during their research. While that still remains the primary purpose of the network, as it has grown over the years we have sought to find ways of including, and helping, alumni and post-doctoral researchers from the network also. When we were devising the proposal for this period of GO-GN funding to submit to the Hewlett Foundation, we wanted to make this kind of support more structured. The GO-GN team decided upon a series of funded fellowships, two to three per year, which would support GO-GN alumni in undertaking a small piece of independent, relevant research.



The scope for this research was quite broad. It could provide an opportunity to extend doctoral research, to begin a piece of new research that may lead to further funding, or to explore ways of expanding the GO-GN network itself. It is often difficult for newly qualified post-doctoral researchers to claim a piece of independent research, and it is an entry on a CV that is always useful as careers progress and change.

We were delighted with the range of the nine research proposals we funded over the three years of this grant. They address many different aspects of OER and OEP, and have a truly international reach, which has always been one of the GO-GN principles. This report sets out the findings of these diverse projects and also details the experience of the incredible researchers who undertook this work. As such it is useful for anyone interested in the broad Open Education field, but also for those who wish to find ways to support post-doctoral research, as our approach is also set out clearly.

I hope you find plenty in this report to appreciate, think over, and enjoy.

The GO-GN fellowship scheme

The GO-GN Fellowship scheme launched in 2020 for three years (2020-2022). The motivation for the scheme was to provide support for, and formal recognition of, members after they have formally finished their doctoral studies. The Fellowship scheme provides visibility and a way for alumni to share their expertise in the network.



The scheme aimed to encourage and recognise mentoring, content production, and network activity for alumni. Therefore, the scheme intended to foster connections to other networks, promote GO-GN at strategic events and incorporate the outputs of the [GO-GN Equity, Diversity, and Inclusion \(EDI\)](#) project to encourage applications from the Global South. In that sense the scheme was built on what has worked well previously in recruiting researchers to collaborate with GO-GN but expanded upon this, providing a means to keep alumni involved and recognise their work. The fellowship scheme provided a means of expanding support and increasing the reputation of the Network.

The scheme included a financial award and the fellows and their work were promoted on the [GO-GN website](#). Initially, the scheme launch had to be delayed and reorganised due to the Covid-19 pandemic, to acknowledge that travelling for network promotion and face-to-face research could be limited. Therefore, suggested activities fellows could submit proposals for included:

- Undertaking a piece of targeted OER/OEP-related research
- Producing an overview of OER activity in a region
- Strategic events identification
- Fostering connections to other networks
- Promotion of GO-GN at face-to-face conferences and online events
- New GO-GN members' recruitment.

During the fellowship, there were a number of regular check-in points with fellows to discuss progress and see if any support was needed. These included: (1) a kick-off meeting at the start, (2) a midterm meeting and (3) an end of the fellowship meeting. Fellows provided three blog posts for the GO-GN website and the production of an output review report at the end of the fellowship (included in this publication).

Fellowships lasted for six months and there were three cohorts. It was a competitive process open to GO-GN alumni (within three years after completing their doctorate) to

apply. The application form, reviewed by the GO-GN team, included aspects around two main areas:

- **Postdoctoral background.** The applicant should detail the research after the doctorate, networks and research groups they have collaborated with, current role and connection with networks to expand GO-GN.
- **Fellowship.** Provide a summary of the fellowship idea, main actions to prioritise during the fellowship, a timeline with those actions and a preliminary budget.

For the [2020 call for participation](#) there were five applicants, four in [2021](#) and three in [2022](#). Applicants selected were invited to an interview with the team. The complete list of fellows successfully appointed during the scheme is as follows:

[First cohort \(2020\)](#)

1. **Jo Funk.** Lecturer, Cultural Knowledges at College of Indigenous Futures, Education and Arts, CDU. Australia.
2. **Judith Pete.** Lecturer and Africa Region Coordinator for Service Learning, Tangaza University College of Catholic University of Eastern Africa. Kenya.
3. **Chrissi Nerantzi.** Reader in Academic CPD at Manchester Metropolitan University. The UK and Assistant Professor in Education, School of Education, University of Leeds, UK.
4. **Virginia Rodes.** Associate Professor Universidad de la República. Uruguay.

[Second cohort \(2021\)](#)

5. **Sarah Lambert.** Honorary Fellow. Deakin University. Australia.
6. **Verena Roberts.** Adjunct Assistant Professor/ Sessional Instructor (UCalgary) and Instructional Designer (TRU). The University of Calgary, Thompson Rivers University. Canada.

[Third cohort \(2022\)](#)

7. **Michael Paskevicius.** Assistant Professor. The University of Victoria. Canada.
8. **Viviane Vladimirschi.** Independent Researcher, Educational Consultant and Instructional Designer. E-Connection. Brazil.
9. **Catherine Cronin.** Open educator and open researcher. Independent. Ireland

Africa, North and South America, Europe and Oceania were represented. Three (33%) of the fellows were from the Global South (as specified in the call for participation following the EDI guidelines). Fellows presented their proposal in a webinar and results at a conference sponsored by GO-GN. Fellows were also invited to give feedback in a webinar and share experiences and ideas with the next cohort in the format of a round table. All fellows were interviewed at the end of the scheme to capture their impressions and experiences of the fellowship.

The target audience for the report is doctoral students and early career researchers as well as researchers and practitioners in Open Education thinking about applying for a fellowship scheme similar to the one detailed in this document.

Introducing the GO-GN fellows

In this section, the fellows introduce their fellowship's original proposal using their words.



Johanna Funk: *“This fellowship offers structure and support to continue my post-doc research plans, with application to systematically inform larger pedagogical reviews and innovation both in the University and other organisations across my existing networks that want to recover from Covid-19 and online learning pivots with a sense of cultural capability. Using criteria and general information available from students and staff, I will create a developmental Evaluation of learning and OEP in core Humanities Curriculum units. This can identify the best ways to parcel OEP into foundational curriculum and unit learning design and have it*

impact students in a whole-of-university approach. This enables some humanities-based skills to be embedded via OEP in units which students across the university will take and enable them to apply it to their field of study specifically.”

Judith Pete: *“In my role as the Africa Regional Coordinator to Service-Learning project at our university, I have an opportunity to interact and connect with many students, faculty, experts and researchers in different capacities at different universities within Africa region and beyond. With such an opportunity, I would wish to promote GO-GN at different levels in my interaction with the proposed 20 universities in Africa and eventually to the world. This will involve interactions in seminars and conferences (after Covid-19) and through online events under my coordination. The first face-to-face interaction was in August (Argentina) and October (Rome). I am also a member of the UNESCO UNITWIN program for Africa and the 2022 meeting took place in South Korea. I am committed to taking advantage of Post -Covid Vibes through these opportunities to marketing and recruiting members. From the DEI-project suggestions, a project which I coordinated, I am aware of some of the barriers to candidates willing to join the network. I can use that background to turn around the approach to various candidates from the region and recruit them to the network.”*





Chrissi Nerantzi: *"I would love to combine my passion for Open Education, creativity and storytelling and create a collaborative open picture book about Open Education to be shared across the world and raise awareness of the values of Open Education to the next generation and their families and careers. I would like us to explore their potential to spread the benefits of Open Education for all through creating an open collaborative picture book about Open Education that can be used by individuals and groups to raise awareness and responsibility about Open Education and the benefits it can bring to create a better future for all."*

Virginia Rodés: *"Schools in Uruguay were in a privileged situation to face the pandemic, due to the investment in infrastructure and national capacities made in the last 15 years. Although Uruguay has no laws, recommendations or approved national policies regarding Open Education, there are ongoing policy design initiatives that lay the groundwork for their realization in the near future, and there is also a number of national OER repositories oriented to K12 education. During the Covid-19 pivot, this repository showed an increase in the use and adoption by K12 teachers. The Fellowship proposal is aimed at investigating the experiences of teachers from two public primary schools in Uruguay in relation to the creation, use and reuse of OER and national repositories during the Covid-19 emergency, identifying the drivers that led to an increase in the adoption in this particular scenario."*



Sarah Lambert: *"I would like to do a targeted piece of research about OER awareness and acceptance with the Business discipline, with a project at its core to plan a revision of one of the OpenStacks Business foundations texts following the Open Stack's DEI principles. One of the outcomes of the Australian Open Textbook as Social Justice project was the identification of different types of uptakes in different disciplines, Business has huge student enrolments but is not generally open to open textbooks. Individual academics with personal interest felt worn down by conservative colleagues – they wanted a more visible group effort on OER texts before they'd stick their necks out. Improvements in that area are increasing use of OER would impact a high number of students. They also are needing a pretty big uplift in removing gender inequality from curriculum and teaching*

culture so focussing on revising a business text to remediate sexism in the lack of female examples seems timely.”

Verena Roberts: *“My fellowship idea is to develop and expand upon the OLDI Framework (from my EdD research) by 1) starting a collection of all current and past Open Education podcasts, 2) collecting open resources that describe the podcasting process and 3) creating our own OEP podcast series. Podcasts can represent a more accessible, equitable and multi-literacy focused OER option for all learners. For example, the collection of the podcasts could include the Multiplying K12 OER podcasts, the Terry Green – Gettin’Air podcast, The Collection of podcasts created for the 25 Years of EdTech and any other OEP/OER podcast specific content in ANY language. The collection would include resources on how to make and record podcasts and any CC licensing metadata and steps that need to be considered for any learning environments (K-12 – Higher Education). In addition to curating the open podcast collection and resources, I want to start a new podcast series that amplifies student experiences of OEP and its impact in their lives.”*



Michael Paskevicius: *The goal of this project is to identify and develop a framework for digital literacies in relation to open access resources, open copyright models, networked learning environments, and OERs. I would like to build upon the technological, pedagogical, and content knowledge (TPACK) framework extending the existing model, which identifies the three types of knowledge educators need to combine for successful educational technology integration and consider this in the context of OEPs. For example, what specific pedagogical knowledge is needed in the context of openness, what*

technological knowledge is needed, and so on? As well, it may be necessary to identify new facets of the model to take into account networked technologies, social networks, and learning design repositories.

Viviane Vladimirschi: *“My fellowship idea is to investigate if basic public education teachers who were enrolled in and took a forty-hour Open Online Course on OER offered by the Federal University of Santa Maria, did engage, if at all, and in which ways with OER and OEPs in their emergency remote classes or during their face-to-face classes during this pandemic period. The Federal University of Santa Maria is*



located in the Southern region of Brazil. The course began to be offered in 2016 and is still offered today.”



Catherine Cronin: *“My current research involves widening the lens to consider the broader purpose of higher education, i.e., furthering public good and the wellbeing of all. This fellowship will support research, which is currently in its very early stages, i.e. exploring open knowledge beyond the formal curriculum and beyond mainstream teaching and learning activities. This research will explore sharing/applying Open Education expertise, capabilities and resources with community-focused initiatives in higher education. I am currently engaging with a range of community-focused initiatives in Ireland to understand their*

needs and challenges, and the potential of open resources and/or practices to address these.”

The GO-GN fellows' roadmap

The fellows' proposals exemplified the range of the scheme, with six of them being proposals that continued, at different levels, with conceptual frameworks and methods used in their doctoral research. One fellow focused on network expansion in the Global South. Finally, different approaches were also proposed, for example, developing OER outputs through community co-creation, or the initiation of an open knowledge network.

All fellows presented their research proposals at “fellows research special” sessions, which were regular GO-GN webinar slots dedicated to the scheme. For cohorts two and three the previous cohort also participated in a discussion panel to reflect on their experiences.

Cohort two was divided into two sessions considering the time difference:

1. 14th October 2020. GO-GN mini-seminar. [Meet the fellows:](#) Jo Funk, Judith Pete, Chrissi Nerantzi and Virginia Rodes
2. 9th June 2021. [Fellows Research Special. Session 1.](#) with Verena Roberts, Chrissi Nerantzi and Virginia Rodes.
3. 7th July 2021. [Fellows Research Special. Session 2.](#) with Sarah Lambert, Judith Pete and Jo Funk.
4. 16th March 2022. [Fellows Research Special](#) with Catherine Cronin, Michael Paskevicius, Viviane Vladimirschi and Verena Roberts
5. 21st November 2022. Fellowship reflections launch with Catherine Cronin, Michael Paskevicius and Viviane Vladimirschi



The first cohort presented their results supported by GO-GN (covering their registration) at OER21xDomains conference, the second at OE Global 2021 and the third at OER22 where GO-GN were conference co-chairs:

First cohort



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- Johanna Funk. [Open Practice and Workforce Capabilities](#). OER21xDomains.
- Chrissi Nerantzi, Hélène Pulker, Paola Corti, Verena Roberts, Penny Bentley, Gino Fransman, Bryan Mathers and Ody Frank. [The joys of open collaboration, stories from the GO-GN picture book team](#). OER21xDomains.
- Virginia Rodes. [Emergency, Openness and Agency: Adoption of Open Educational Resources and Repositories in overcoming the educational crisis during Covid-19 pandemic by K12 teachers in Uruguay](#). OER21xDomains.

Second cohort



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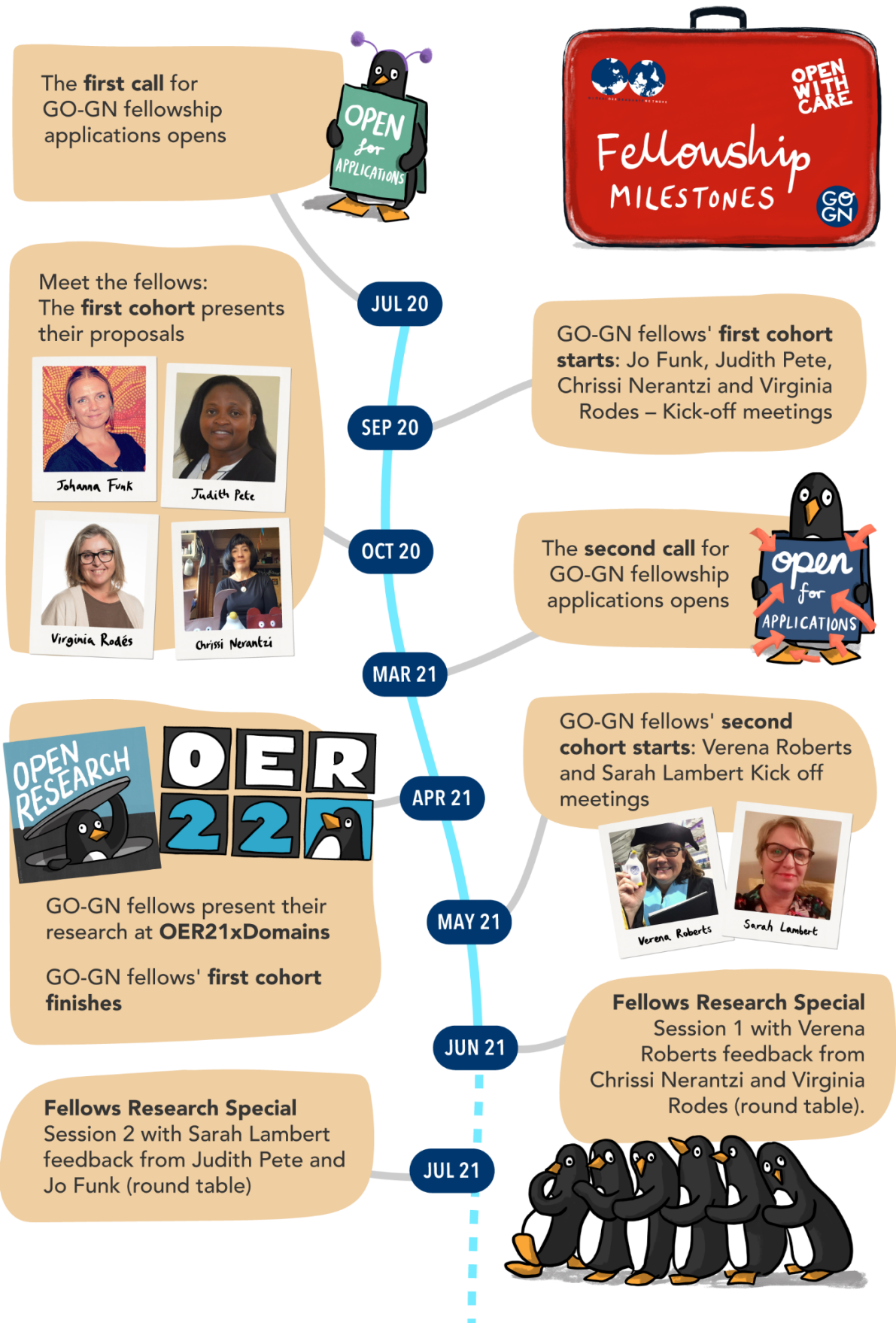
- Sarah Lambert. [Better Textbooks, Better Graduate Outcomes: Diversifying OER texts as part of curriculum renewal](#). OE Global 21.
- Verena Roberts and Nicole Neutzling. [OpenVoices Project: Amplifying Global Perspectives of Open Educational Practices \(OEP\) through Podcasting](#). OE Global 21.

Third cohort



- Catherine Cronin. [Just Knowledge: a community-focused open knowledge project](#). OER22.
 - Michael Paskevicius. [Developing a framework for digital literacies in relation to open educational practices](#). OER22.
 - Viviane Vladimirschi. [Use of OER and of OEPs by Brazilian public basic education teachers during the Covid-19 pandemic: Preliminary Findings](#). OER 22
-

The following visualisation shows the key milestones within the fellowship scheme:



Johanna Funk



Judith Pete



Virginia Rodés



Chrissi Nerantzi



GO-GN fellows present their research at **OER21xDomains**

GO-GN fellows' **first cohort finishes**



Verena Roberts



Sarah Lambert



GO-GN fellows present their research at **OE Global 21**



SEP 21

GO-GN fellows' **second cohort** finishes

NOV 21

The **third call** for GO-GN fellowship applications opens



JAN 22

GO-GN fellows' **third cohort** starts: Catherine Cronin

Viviane Vladimirschi and Michael Paskevicius Kick off meetings

FEB 22



Fellows Research Special. The third cohort presents their proposal while Verena Roberts provides reflections

MAR 22

GO-GN fellows present their research at **OER22**

APR 22

GO-GN fellows' **third cohort** finishes



AUG 22

Launch of GO-GN **Fellowship reflections report** and the third cohort experience **round table**

NOV 22

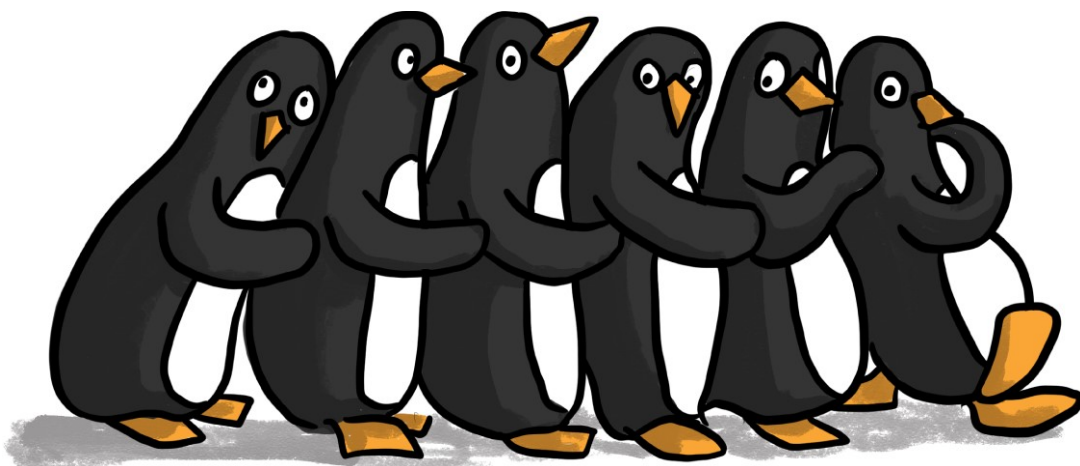


The GO-GN fellows' experiences and reflections

At the end of their fellowship, GO-GN fellows were required to submit a final report. Each report was approximately 2000 words long and focused on fellowship experiences and reflections. Acknowledging there were several types of fellowships, aspects covered in the report varied and fellows responded to a selection of the following suggested questions:

- What was the motivation for your fellowship?
- Summarise the key aspects of your fellowship to contextualise the reader
- Which were your research questions? \ Which methodology \ research methods \ conceptual frameworks have you applied? \ How was your data collection and analysis?
- Which events and resources you have attended \ used to promote the network
- What are the main outcomes and results of the fellowship?
- Which were the key risks (if any) you faced during the fellowship and how did you address them?
- What support did you get from GO-GN (If any)?
- What is the impact of your fellowship on the network and the OE community?

Fellows could include graphics, images, tables, dissemination documents, photos etc. that helped to “visualise” their work. The next subsections include the reports from all the fellows with links to the blog posts produced during their fellowships.



Johanna Funk - OEP in workforce development and cultural studies

Blog posts!



1. [First round results of OEP in Cultural learning and Workforce Capabilities](#)
2. [Second post of OEP in Cultural learning and Workforce Capabilities](#)
3. [Third post of OEP in Cultural learning and Workforce Capabilities](#)

Fellowship Motivation

Being so remotely placed from anyone in Australia, let alone the global network, I've sought to be involved with the open community since 2014. It was later in my PhD that another member suggested I join GO-GN, and it was a game changer for me.

Having completed my thesis whilst employed in a regional university and facing huge cutbacks in the humanities field, I had very little scope to search out a traditional post-doctoral placement or leave the job I was in for such an opportunity. The desire to get out of the 'post-PhD swamp' also influenced this work; my dissertation was well received but did not generate the same kind of evidence this fellowship did. I needed to link my doctoral research to something I could more practically apply in the institutional context. Bridging theoretical to practical, this fellowship was the perfect next step from the PhD research into a higher education teaching setting.

I also noticed that during the onset of Covid-19 and subsequent global 'pivots' to online learning, perspectives of online learning were particularly negative. Our college had just developed a new version of a very large first year class in which 70% of students were online only. It was a perfect opportunity to find out the links between online, openness, cultural studies, and pedagogy to explore students' online learning experience.

Key aspects of the fellowship

I wanted to apply my doctoral principles to the learning community I was curating in a class called 'Cultural Intelligence and Capability'; a large enrolment class (500-1000 students per trimester) for students across the university.

My doctoral findings were three principles concerning OEP with culturally distinct cohorts:

- Growing consent and communication in digital spaces,
- Situated and placed knowledge practice,
- Claiming the cultural interface with different forms of knowledge authority.

I was provoked by the Australian Federal Government 'job ready' funding incentive, and the subsequent doubling of the price of humanities degrees whilst halving those in STEM. I wanted to explore the links between OEP, workforce development, and cultural capabilities. I hoped to further record evidence that the humanities prepare students for the workforce demands they face.

I combined work readiness criteria (see table 1 in Funk (2021 b)), the open practice theory-informed principles from my PhD, and the unit's conceptual content in a developmental evaluation of the unit over three trimesters. I gathered student evaluation surveys from four trimesters (anonymous and voluntary) and student work samples (informed consent obtained) from three trimesters which referred to learning experiences to add to the cycles of evaluation.

Methodology

The research questions were:

1. What is the relationship between OEP/online learning, cultural studies, and work readiness?
2. How do OEP contribute to work readiness?
3. What about the content or teaching supports or obstructs this?

Methodology: I used critical social theory to inform an evaluative enquiry into the ways the three elements (OEP, work readiness and cultural studies concepts) related to each other.

Research methods: my developmental evaluation employed document analysis (digital format in the learning management system), which led to a thematic and sequential analysis. I used NVivo coding software to identify four main codes in the student data.

These codes were identified in a first inductive look at the data in the first term I collected samples, and appeared in various intersections between the three main elements (see figure 1):

- Cultural Concepts from the content / subject material (a)
- Teacher -learner interactions (including OEP and peer interactions designed by teacher) (b)
- Work readiness / workforce development criteria (WFD) (c)
- Ed tech tools and learning design, digital layout (d)
- Negative experiences of any of the above (no positive attribute code was used; anything coded for a, b, c, & d was assumed to be positive)

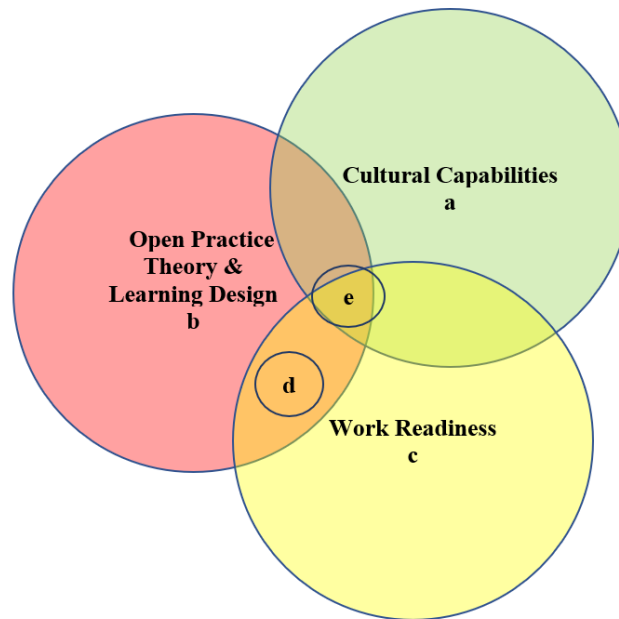


Figure 1. Conceptual Framework: Intersections of three evaluative elements. CC-BY Johanna Funk

Each semester, I used the collated criteria table in (Funk, 2021 b) to evaluate and re-adjust the unit content, and re-design and learning activities. I also collected student evaluations and work samples referring to learning experience. Students were not told ahead of time that I would be using their work for analysis, but their permission was sought when samples were identified as potential data. Many students gave permission to use their work (109 students over three trimesters). Anonymous student evaluation comments were also coded in separate files, ranging in response rates from 11 to 35% over the course of the study.

Data included assessed and scaffolded work as well as anonymous and voluntary student evaluation surveys. The writing sample content was informed by the respective assessment items (relating the conceptual content to their work pathways/ study areas). Additionally, the fact they were being marked on their ability to discuss this influenced this data set. Students' writing identified an increasingly strong relationship between cultural concepts (content) and workforce development. They learned how to be collaborative in the workplace and referring to intercultural interactions, by doing OEP collaboratively.

Students also mentioned tools and layout, often overlapped with commentary about teacher / learner interactions (including the interactions amongst students in peer review dynamics via the discussion board). Work readiness skills (collaboration, teamwork, communication) also appeared when students referred to these two codes.

Student evaluations were anonymous and voluntary; so, commonalities with writing sample comparisons help to triangulate findings. A strong relationship between workforce development and conceptual content knowledge remained evident. Students from outside the humanities referred specifically to the benefits of collaboration with other students and

how this overlapped with the collaborative relations of power in the conceptual content. Since concepts of collaboration, critical thinking and communicative, generative interactions were part of the learning content AND open practice learning design; this may have been a reason for the overlaps.

A main observation has been in the coding overlap between tools and learning design, OEP, and students' positive experience of confronting subject matter and materials. Very rarely do students refer to the content / learning tools without referring to *how they were used* and the positive impact it had on their learning both in the class and beyond.

More in-depth analysis followed the fellowship's reporting phase; namely:

- In depth use of coding software to compare codes with each other and negative attributes support deeper findings in this rich data set
- This deeper analysis helped provide more distinct answers to the research questions:
 - 1. What is the relationship between OEP/online learning, multi-disciplinary first year cultural studies and work readiness?**
 - o A strong positive relationship between OEP in teacher- learner interactions and content was shared in anonymous data. Connections between WFD and content were present to a strong extent in assessed samples. The tools and technology/ online platform had less impact than the quality of affective interactions in students' engagement with the concepts. Some preferences were for face-to-face, which led to a lower rating of ed tech as well.
 - 2. How do OEP contribute to work readiness?**
 - o Many ties were with ed tech use and communication/ information management skills, but others listed time management and delegation skills, and wider understanding of cultural concepts' application due to open scaffolding and peer review across disciplines.
 - 3. What about the content or teaching supports or obstructs this?**
 - o In summary, well scaffolded communication options via the ed tech tools available, and a commitment to establishing a safe space for learning supports OEP and WFD. This included cultural content features of shared power and trust. The student's perceived low relevance of cultural capability to some of their study areas presented obstacles to engagement.

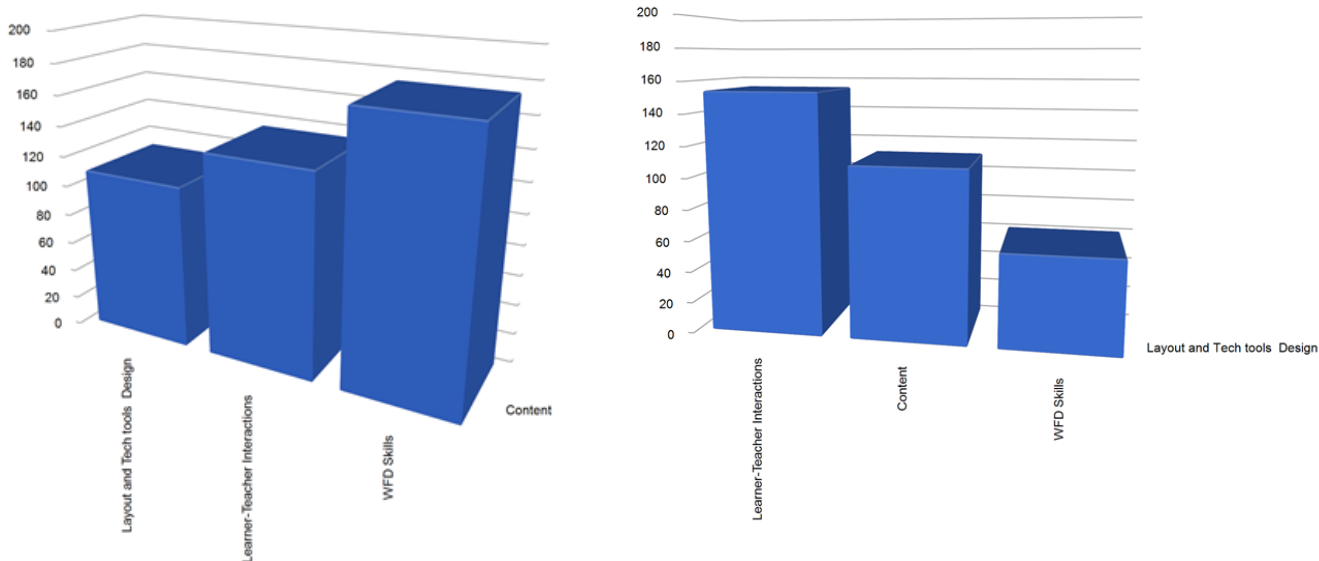


Figure 2 Cultural Concepts and workforce skills have a more prominent relationship than educational technology and Interactions with teaching staff dominating significance when referring to Educational Technology. CC-BY Johanna Funk

Notable quotes selected from all collected data:

“During 2020 and in lockdown, external students could access recorded sessions for both internal and external students. I found this extremely helpful as I was able to get something different from either lecture.”

“builds a sense of understanding and responsibility towards the Indigenous people, to whom this land belongs”

“Very engaging and original content and very hands on in responding to the learners needs. Great range of scaffolded learning to provoke critical thinking and generative collaborative values.”

“The fear of online learning with this cultural border crossing has now faded.”

“I was able to find the courage to speak and ask questions due to the safe space that this unit provided.”

Events attended for network promotion

- OTESSA [2021](#)
- OER21 [presentation](#), GO-GN [Blogs 1,2 & 3](#), and Twitter
- OEP with North Australian Indigenous Workforce Development - [Open Education Global](#)
- [Northern Institute, CDU Webinar](#)
- JIME Learning from Lockdown special edition “Caring in Practice, Caring for Knowledge” (Funk, 2021 a)
- GO-GN Special edition “Open Educational Practice and Workforce Competence in Cultural Studies” (Funk, 2021 b)

Outcomes and results

Immediate impacts were on teaching and learning; the students' input directly informed and revised the unit during the evaluations cycle each semester. This is incredibly powerful and creates a more relational model for me to continue to use and share. Student experience has improved, and this informs my future research, teaching practice, and professional development strategy.

Two more research projects have also been informed by this; one in preparing preservice teachers for working in Indigenous education and one in STEM education for preservice teachers (OER22 [presentation](#)).

- Highest impact finding is that confidence in workforce capabilities is strongly linked to cultural capabilities. This relates to my PhD principle 'Situated and placed knowledge practice'
- **OEP related comments were weighted heavier than the use of any technology or tool, centering human interactions rather than technology as a defining factor for improved student experience.** This also relates back to my PhD principle 'Growing consent and communication in digital spaces'
- Links to federal and global trends have helped me articulate my research work into a sustainable career strategy; bridging thesis work with its application to 'national interests'
- I am applying the findings to redevelopment teacher education units
- I deepened my practice within the OEP field, instead of trying to wedge it into general education classes.
- I am well embedded in strategic research partnerships with various other colleagues at my institution, and inter/national education, WFD, and open textbook projects which revolve around student experience and work readiness

Risks and challenges

Covid-19 has intensified and simultaneously distorted outcomes and our ability to access student experience data. It has made us all more isolated and sensitive to interactions (online and on earth!). Bias, ethics, and 'unreliability' of student evaluations can also be an issue in this study. Knowing I was analysing a lot of my own learning design work was an issue. Inside Higher Ed's post's findings (Colleen, 2020) is also indicative of potential for disparity in how student evaluation survey data was to the writing samples, in addition to the purpose of each data set being quite differently developed and responded to. The overly positive student comments in this fellowship, though, contradict the 'Inside HE' post's contention that female academics get more criticism.

Had students' anonymous evaluation comments wanted to promote the positive things they experienced, however, I thought I could not question their motives too much. The student work samples were likely to be more unreliable considering they were being assessed on them. I did try to mitigate this by ensuring students did not know I was using their work or evaluations for research until the end of semester. I am aware of the ethics of *'using'* students' work. I decided to think about the 'what ifs' of NOT using student's work and input to honestly inform the unit. Ethics had cleared my proposal, so I know I had institutional support. I had a responsibility to students, the intuition I work in, and the Fellowship.

Support from GO-GN

Quality 1:1 support, and regular check-ins over the course of the fellowship. Dissemination support via GO-GN website and publication opportunities with JIME. Blogging for GO-GN was useful in offering structure to report regularly and track my own progress; as well as be accountable. Coding discussions with Paco were very helpful to push my analysis up a level: this resulted in more data analysis skills.

Impact in the OE community

Really great discussions in all dissemination events, generating opportunities growing with GO-GN members in reframing Knowledge Authoring, Academic Integrity, National Networks, and Open Textbook pedagogy. Student experience has improved, and this informs my ongoing research, teaching practice, and PD strategy. Finally, sharing with global networks and local colleagues and students in initial teacher education has widened my research reach as well as refined how I can articulate my work with research partners.

Judith Pete - Networking across higher education in Africa

Blog posts!

1. [Networking across higher education in Africa and beyond](#)
2. [Great opportunities and looking beyond March 2021](#)
3. [“SLOW, but Not Giving Up”. A GO-GN Fellowship Challenges in Africa](#)



Fellowship Motivation

My Research Fellowship was about raising the profile of the network and recruiting new members from the region. As alumnae of the network, my primary motivation was my appointment by the university as the Regional Coordinator to the global network on Service learning in 20 Catholic universities across 7 regions in the world. I envisaged face to face interaction and connection in seminars and conferences (after Covid-19) and through online events like symposia/ seminars with students, faculty, researchers, and administrators that could provide as an opportunity to reach out to many people from different parts of the world; raise GO-GN profile and recruit new members. This was also the dream of the late Prof. Fred Mulder, ensuring growth and continuity of the network across various continents. It was also a dream come true on my passion to get engaged and give back to GO-GN after the enormous support and care during my PhD study at Open University in Netherlands.

Key aspects of the fellowship

The first symposium of [Uniservitate](#) (Service-Learning programme) took place in October 29-30, 2020, where I was a panel moderator on “Why a committed and supportive Higher Education today”. I shared the English translated flyers to our planning and coordination teams from all the seven regions. We have also been training members of the African hub – Tanzania, Cameroon, DRC Congo and Uganda. Global virtual approval of all the selected members universities took place in November 2020; Africa region inauguration seminars and symposium took place as well.

The recruitment of hub membership with institutional coordinators facilitated direct link with each university. This was helpful since we developed a regional database for those showing interest to join and a plan on follow up strategies was discussed. The plan to come up with a simple and short questionnaire to inquire why and why not join the network was agreed on but never took shape after realizing the challenges faced by those who had showed interest. The earlier proposed face to face visits were cancelled due to Covid-19 pandemic restrictions and are now rescheduled for July and August 2021. The first trip to Cameroon and Tanzania was scheduled for July 18-24, 2021, whereas that of Uganda and DRC Congo was pending due

to lock down in those countries. The Global forum for Hub Coordinators meeting in Argentina was also postponed to a later unknown date.

The formation of students' service-learning clubs at Tangaza and across all the regions delayed and kicked off on the 16th of July 2021. The tools for raising the profile and recruitment were developed. Thanks to enormous support from GO-GN administration at the OU UK. The flyer was translated in three different languages thus Kiswahili, English and French. The planned hosting inter-institutional virtual meetings with interested candidates or post graduate students from the four universities did not take place due to shifted study plans by the students and universities. Some prominent students shelved their study plans due to job loss and or pay cuts, whereas majority also shifted the focus to health-related concerns.

Events attended for network promotion

The Service-Learning symposia, conferences and virtual inaugural activities provided a good platform for the fellowship activities. I dedicated the first five minutes after introductions to share about GO-GN network, distributed pdf flyers which were translated in English, Kiswahili and French and also shared the link for the network at every meeting and events of service learning at Africa region and globally.

Some of these network promotion events are summarized below:

- August 24, 2020: Official Launching of Universitate Programme (SL) – Global virtual meeting
- August 26-28, 2020: XXIII SL International Conference – CLAYSS (online conference) & launching of training of trainers (August-December 2020)
- September-October: Online Course “Training of Trainers” for Hubs Team Members and Associated Organizations
- October 11-18, 2020: Vatican Global Compact on Education Week (Compact Signature 15/10)
- Global virtual meeting for approving all new applicants - November 27, 2020
- Regional (Africa) virtual inaugural seminars with the all-hub new membership - December 3, 2020
- December 22, 2020: Hub membership constitution –Africa hub formed with 5 universities
- November 23-27, 2020: TUC Service-Learning week: Webinars for students and faculty on SL, Students SL Essay and Challenge events took place.
- January 19 and 26, 2021: Hub membership induction: Signing of Mutual Understanding Agreement and development of action plans for the Africa region
- January 27, 2021: Preparations for Online Course “Training of Trainers” for Hubs Team Members and Associated universities (Cameroon, Kenya, Uganda, DRC Congo and Tanzania).



Figure 3 Photos from several Uniservitate events. CC-BY Judith Pete

Outcomes and results

Opportunities were available. Most People resonated the timeliness of such a network and its impacts to the region, especially with the shifts to online learnings, research, and teachings:

- One PhD student from University of Pretoria in South Africa (a Kenyan) joined as a member.
- Those who had earned PhD were only to join as friends or/and supervisors only.
- Development of GO-GN flyers to different languages like English, French and Kiswahili that can still be used for future referencing and network promotion.
- The promotion has made GO-GN to be known by many regions in the Uniservitate network (Africa, Asia & Oceanic, Latin America & Caribbean, Western Europe – North, Western Europe –South, Central & Eastern Europe and Middle East).
- I am still hopeful that with time, and as Covid-19 pandemic reduces, the shifts will again be to PhD studies and people’s economic status would have improved.

Risks and challenges

Challenges came along the way. I capped off my first ever research fellowship during the Covid-19 Pandemic, which slowed down processes of our activities as a region and as a global network. All the planned face to face regional activities like conferences, seminars, planning and meetings were cancelled due to banned local and international travels. We therefore resorted to virtual connections only.

Three of the candidates who had intentions to consider joining the network differed (postponed) their studies due to hard economic situation in Kenya, as well as in Cameroon, brought about by Corona virus. Two of the candidates lost their jobs and one was under half salary hence they could not raise their fees and research related expenses. During the general elections in Uganda, one of the member universities of the network, we lost touch with two candidates who could not access internet connectivity as this was shut down by the president. Uganda became a country in the dark due to political reasons.

Frequently asked questions were: How did you know about GO-GN? Is GO-GN a University in the UK? Can the network link us with relatively cheap universities for PhD education abroad? Does the network have special support systems for African women pursuing their doctoral studies? The responses to some of these questions seem very obvious but proved complex. That was indeed a challenge for some individuals expected fees for PhD studies from the network.

Others were:

1. Slow movement of events and change of dates of activities due to different institutional calendars
2. Early Christmas break/ holiday for some universities in the region and at the global offices by November 2020.
3. Different time zones and poor internet connections in the region (Uganda's political internet shut down, and Tanzania's poor internet connectivity in the country).
4. Majority who were in the process of doing PhD had interests to join the network, but their research focus areas were not OER or OEP.

Support from GO-GN

There is amazing team at the GO-GN support office at the OU UK. It has been an inspiring moment to work with the GO-GN administration team. Even through the pandemic, the team tirelessly provided the needed support, ensuring my fellowship learnings, processes, through constant updates, follow up meetings, encouraging communications, the development and translation of promotion materials (flyers) in different languages in good time, review and publication of all the blog posts and channelling of the fellowship funds to fellows; A huge thank you to the entire team!



Figure 4 Service Learning moment with Africa Hub students on October 2022. CC-BY Judith Pete

Impact in the OE community

The opportunities, assumptions and challenges faced during the fellowship period could be a good foundation for future OER OEP plans for the region. It would be timely to identify reasons as too many PhD research and studies are not focusing on OER OEP in most countries in Africa and to the Global South as a whole.

Through the fellowship, I learnt that:

- Covid-19 probed universities to go fully online hence the need for OER/ OEP in the region.
- Not much PhD research has focus on OER/ OEP hence few candidates to be recruited.
- I assumed that with such a large global network (Uniservitate), it will be easier to find candidates doing open research. This has not been the case so far.
- I can confidently state that face to face interactions is still key in terms of reaching out to masses for plans like network promotion in our region.

Chrissi Nerantzi - Together, the collaborative open picture book

Chrissi collaborated with other GO-GN alumni and friends such as H  l  ne Pulker, Paola Corti, Penny Bentley, Verena Roberts, Gino Fransman, Ody Frank, Bryan Mathers and Nassi Frank.

Blog posts!



1. [Co-creating an open picture book about open education](#)
2. [Why on earth did I join this project](#)
3. [The seeds in our data basket, reporting findings, no penguins found...](#)
4. [To illustrate or not to illustrate? Bryan mentoring Chrissi for the open picture book, a GO-GN Fellowship project](#)
5. [Our story and our connection to it...](#)
6. [A collaboration like no other, reflections by the team as the GO-GN picture book project is coming to an end](#)

Fellowship Motivation

We live through stories, we are stories. We learn and we teach through stories.

The idea of an open picture book about Open Education popped into my head during the pandemic. A time of extreme turmoil, anxiety but also resourcefulness and inventiveness. Projects like this tickle my curiosity and imagination! They provide a creative challenge, hope and there is an opportunity to work with others, which I enjoy, and create something with others that can be shared more widely and give back to the community, which I love doing and I think is important too.

The GO-GN fellowship and the GO-GN community provided a vehicle to make it happen and I am grateful for this. When I saw the call for fellowships I couldn't resist. Picture book stories are short, snappy, rich and convey important values and messages through text and images, connect us emotionally and can be empowering. Their cross-generational nature has always fascinated me. I loved to translate them many years ago (and they were not easy! Definitely not easy!); read many to my boys when they were little; made many up, such like the ladybird stories, and I also write my own picture book stories for some time now. Recently, I completed an MA in Creative Writing at the University of Salford and am currently on the Golden Egg Picture Book programme. Both courses are helping me further develop my creative writing skills.

We know that ideas don't go anywhere, when they are not shared... so global collaboration was designed-into this project. The story itself is a collaborative creation and the illustrations too. The GO-GN picture book team is H  l  ne Pulker, Penny Bentley, Paola Corti, Verena Roberts, Gino Fransman, Ody Frank and Bryan Mathers. With the first six, we met

through GO-GN, first time in Delft in 2018 during the [OEGlobal Conference](#) there and the GO-GN seminar. I was aware of Bryan's work for some years now (first heard him talking in Berlin at the [Educa](#) in 2015, he didn't know that I was in the audience at the time) and admire his open ethos and artistic flair. We were on a panel together with further colleagues during the ALT Winter Conference in December 2021 and after seeing how he works more closely, I could see that he would be a perfect mentor as at that moment, we definitely needed help.

Ody is my youngest son and at the time of the project was a Six-Form College student on an Animation and Game Design course. In September 2022 he started university and is studying towards a BA (Hons) in Games Art and Design at Norwich University of the Arts. When we were working on the project lived under the same roof, our collaboration happened in the same physical location. It helped to think about his room as a studio. In the past Ody had done some work experience at Manchester Met within the University Teaching Academy where I work, so he was aware of the work I love doing, but we had not worked before on such a big project together. The experience was new to both of us.

So, the single Fellowship became a collaborative project. This of course adds complexity to the process. It does, but also so much joy! And the diversity of individuals from around the world, our trust relationships, commitment to our team goal and the superpowers everybody brought to this project enriched us all, our ideas, the story itself and the illustrations and what we achieved individually and collectively.

From a book about Open Education, soon it became a book about the values of Open Education, thanks also to conversation with colleagues external to the team. This did make more sense; I have to admit.

Outcomes and results

I am very pleased to report that we have been resourceful, inventive, did overcome challenges and were productive, not just in sustaining and growing our professional relationships but also co-created our GO-GN open collaborative picture book about the values of Open Education within the timeframe of this fellowship. In the end I decided to call it "Together" as previous suggestions were too long, I felt.



Figure 5 Together cover. CC-BY Chrissi Nerantzi

The licence we decided to use for our book is the Creative Commons Attribution-Non-commercial International (CC-BY-NC). This license enables others to copy, redistribute this book in any medium or format and remix, transform, and build upon for non-commercial purposes. All remixers have to do is add the attribution and link back to the original work.

Any derivative should be accompanied by appropriate attribution, the format of which we are providing here:

[NEW TITLE] is a derivative of [Together](#) by the GO-GN picture book team is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#). [NEW TITLE] is licensed under CC BY NC by [ADD NAME].

The openly licensed picture book Together can be accessed and downloaded via the [GO-GN website](#) (Nerantzi et al., 2021). While the above version is a PDF and not very easy to be edited... it is not the only way we are making the book available. As it was important for us to find ways to engage readers of all ages not just in the reading of the book but also find ways to interact with it and create opportunities for editing, remixing and creative engagement and interaction. We explored a range of possibilities and produced the following in addition to the above pdf file to enable all this.

These further outputs will be resources that will enable further adaptations of the book via a [Google Slideshare](#) template which has been created for this purpose and will be made available with editing rights for all those who wish to engage with the story in creative ways, edit and add to it. The same template can also be used to create further versions of the book in multiple languages. The Italian version has been provided as an exemplar, kindly created by Paola. It would also be worth considering bilingual versions for language learning.

We have created a [Google spreadsheet](#) for translations that currently holds the text of the story in over 20 languages (April 2021) thanks to team members (Paola, Hélène and Gino) and colleagues from the wider Open Education community. Thank you, Bea, de los Arcos, Martina Emke, Gerasimos Chatzidamianos, Sofia Dopfer and Mary Owens. We are grateful for all these so far and more are planned. Gino supported the translations of multiple languages generously via the [Open Influencers Project at Nelson Mandela University](#).

All book illustrations have been made available within a [Google folder](#) to encourage wider use and playful experimentation. These can be downloaded and used for different projects. A more recent addition is the further development of a [drawing programme Doodlefan](#) made by Nassi Frank, my eldest when he was 15, which is some years ago. Nassi was at the time of the project in his first year undergraduate degree in Engineering at Trinity Hally, Cambridge University. We have made it available so that individuals can use it to engage in creative activities based on the picture book illustrations. Doodlefan doesn't require registration and has a range of simple drawing tools, including a text drawing tool to create personalised versions of an illustration for creative expression and imaginative story making. Doodlefan is available under a Creative Commons licence and the version adapted for "Together" can be accessed at the [GO-GN GitHub](#).

We have been systematic in our approach to share not just our output but also details linked to the process, our collaborative working and important milestones and learning points.

1. The regular GO-GN blogposts linked to the project provided a useful opportunity to capture our reflections on the project and create opportunities for team members to lead if they wished. Reflections have been shared by all team members including our mentor and co-illustrator and designer. In total we wrote five such posts and shared them across GO-GN and the wider Open Educa community via social media. All five posts can be found within the reference list at the end of this report as they also provided valuable information relevant to this report.
2. From the outset, we have used the #GOGNpb hashtag on Twitter to share updates about our project, engage the wider community and promote our project.
3. The picture book has been mentioned as a mini case study in an article about the power of relationships for a submission for a special issue of JIME on GO-GN (Nerantzi, Chatzidamianos, Stathopoulou & Karaouza, 2021).
4. We have been in touch with Annemies Broekgaarden, Head of Public and Education at the Rijksmuseum to inform her about our project and who kindly offered to help us spread the word about it further. We are looking forward to her support. We all met Annemies during the OEGlobal Conference in 2018 in Delft during which she delivered an inspirational keynote about the Rijksmuseum and its open ethos.

5. There is also a “Together” audio book in [English](#)
6. OEGlobal podcasts include [“Open Education through the eyes of a co-created picture book”](#) August 2022 and [“About the award winning Open Picture Book Together”](#) March 2022.
7. Further presentations and conference contributions include “Co-creating open picture books for learning, teaching and research in higher education. A wild idea?” at OER22 in London, “What can we learn from TOGETHER about collaborative learning? Open Education Colloquium”, Nelson Mandela University, South Africa, [“Together: The Values of Open Education. Collaborating Internationally and Creating an Openly Licensed Picture Book. Now what? #GOGNpb”](#) at OEG21 in Nantes and [“Remixing Together! Experience the making of open educational resources in multiple languages. What will you make? An activity part of the Sustainability Strand of the Global Culture Jam programme”](#) organised by Manchester Metropolitan University
8. There are several publications in books that are in print process (Nerantzi & Corti, in print; Pulker & Nerantzi, in print)

Together has been awarded!:

- 2021 OEGlobal [Open Innovation Award](#), an Open Education Award for Excellence
- 2021 UNESCO OER Implementation Award for Excellence, Community Open Education Award, Open Education Global 2021
- 2021 Together, Best Storybook Reading for Children and Adults, Open Education Global Talent Show 2021, at Open Education Global 2021
- 2021 Gino Fransman, member of the team received the OEGlobal [Emerging Leader Award](#)

The team will identify further dissemination activities through their personal and professional networks to also reach young children in schools across the world. The [OE4BW](#) programme will be a useful starting point for this.

Support from GO-GN

GO-GN supported the idea and helped us to realise our vision through this fellowship. The GO-GN team was there from the beginning and throughout the project as a valuable and valued critical friend and companion. We could ask for advice and guidance when and if needed.

When I submitted my fellowship proposal, I thought that it was just too unusual to be supported. But I was wrong. Maybe it was supported because it was unusual or novel and ambitious perhaps? The GO-GN team was open to something different and had an appetite it seems to support experimentation and uncertainty and take that risk with me. There were

no guarantees that we would be able to bring this project to fruition, but they did trust us and this was an empowering feeling. From the very outset I did not feel alone on this journey.

The GO-GN picture team was transparent about our collaboration and progress and shared our live working space in Google Drive with the GO-GN team so that they could if they wish at any time find out where we are with the project. I knew that I could be open about the challenges and dilemmas we had and reached out when I wanted their advice. The GO-GN team also critiqued a draft of our picture book. This was very much appreciated and helped us make specific improvements. I, personally and the GO-GN picture book team are grateful for GO-GN's support and their trust in this Fellowship project.

The GO-GN picture book project has come to an end, but it is also a new beginning. This collaboration will create further opportunities to work together and explore our creative ideas, activities and lives. The book is a reflection of who we are as individuals, open practitioners and researchers and illustrates our collective values and beliefs. Working with everybody on this project has been a joy and a truly enlightening experience. Thank you Hélène, Paola, Penny, Verena, Gino, Ody, Bryan, Nassi, and all those contributing to our seed survey from the wider open community, our critical readers, peer reviewers, the Rijksmuseum in Amsterdam and the GO-GN team for making this possible and their ongoing support.

The team was delighted that Verena Roberts, member of the "Together" team secured a GO-GN Fellowship after we completed our project.

Virginia Rodes - Investigating the experiences of teachers in primary schools in Uruguay during Covid-19

Blog posts!

1. [Adoption of OERs and Repositories in overcoming the educational crisis during Covid-19 pandemic by K12 teachers in Uruguay](#)
2. [Open Education in K12 in Uruguay during pandemic: achievements and instabilities](#)
3. [OER in Pandemic times: Emergency, Openness and Agency](#)



Fellowship Motivation

The Fellowship proposal was aimed at investigating the experiences of teachers from four public primary schools in Uruguay in relation to the creation, use and reuse of OER and national repositories during the Covid-19 emergency, identifying the drivers that led to an increase in the adoption in this particular scenario.

Although Uruguay has no laws, recommendations or approved national policies regarding Open Education, there are ongoing policy design initiatives that lay the groundwork for their realization in the near future, and there is also a number of national OER repositories oriented to K12 education. During the Covid-19 pivot, these repositories showed an increase in the use and adoption by K12 teachers.

We were able to highlight this in the recent report "Open Education as a game changer - stories from the pandemic" (Szczepaniak et al., 2020). The study presents examples of positive initiatives and changes in education originated as a reaction to the closure of schools during the Covid-19 pandemic in 2020 and which are part of what is known as OEPs and OERs. We participated with my colleague and friend Patricia Díaz contributing with the Uruguayan chapter, focusing mainly on metrics of increasing use of repositories, and conducting interviews with 2 school principals about the particular case of use of the two OER repository and OEP initiatives: [OER Ceibal Repository](#), [Uruguay Educa Repository](#), and the [RedREA](#) OEP initiative. The interviews were focused on the impact of repositories and the integration of OER into practice during Covid-19 crisis.

The narratives of these principals regarding what was happening in these schools and the work being done by the teachers supported by OER and other digital resources was a huge surprise. Aiming to investigate what is related to the agency of teachers in the transformation of the curriculum, the processes of creating and reuse OER, and the sharing practices between colleagues, groups, schools, and how all these processes were taking

place within the framework of a situation of extreme vulnerability of all the educational actors. what emerged led me to think about the need and responsibility to deepen these findings, and I have been fortunate that this can occur within the framework of the GO-GN research fellowship.

We had had a first approach to the adoption of Open Educa K12 teachers, in an exploratory study that we carried out between 2016 and 2017 presented during the IV OER Workshop (Rodés, Pérez, Porta & Suárez, 2017). Some of the findings and trends identified in this preliminary study seem to be deepened in the context of the Covid-19 emergency, accelerating the adoption of OER.

The national health emergency declaration for Covid-19 pandemic took place on March 13, 2020, this coincided with the start of the school year in Uruguay on March 2. Uruguay has an important technological infrastructure and a wide and strong public and free education sector that has allowed the country to continue education. Schools in Uruguay were in a privileged situation to face the pandemic, due to the investment in infrastructure and national capacities made in the last 15 years. This allowed the country to provide educational continuity based on various digital education strategies. However, many children have been left behind, and that social gaps have widened.

In this context I decided to submit a proposal for the first GO-GN Call for Fellowships, with the objective to give an account of the change and deepening of Open Educa during the first year of the Covid-19 pandemic, and the conditions and particularities in which this process has occurred in these four public primary schools in Uruguay.

Key aspects of the fellowship

The GO-GN Fellowship was dedicated to deepening understanding related to the adoption of OERs and Repositories in overcoming the educational crisis during Covid-19 pandemic by K12 teachers in Uruguay.

OERs and Repositories have had a relevant role in overcoming the educational crisis during Covid-19. Findings of our previous study ([Rodés et al, 2017](#)) identify various trends that seemed to be deepened in the context of the Covid-19 emergency, accelerating the adoption of OER by K12 teachers in Uruguay ([Szczepaniak et al, 2020](#)).

During the first pandemic year, due to the shift to Emergency Remote Teaching (ERT) the educational resources of the [Plan Ceibal](#) were the most used by K12 teachers in Uruguay and its learning platform became the 5th most visited site in the country, reaching 88% of students and 90% of teachers in the national public educational system, according to the monitoring carried out by this organization.

Aiming to investigate the teachers' agency of public primary schools in their practices of creating, reuse and sharing resources, and their adoption of those learning platforms, the GO-GN Research Fellowship was dedicated to study how these processes were developed within the situation of extreme vulnerability of the educational communities and their potential to increase the adoption of the open paradigm in educational resources in K12.

Methodology

A qualitative methodology was implemented, based on a Latin American critical conceptual model of the adoption of OER (Rodés and Gewerc, 2021). Individual interviews with school principals and group interviews with teachers, from 3 schools, built the case studies: a school in Montevideo (capital of Uruguay), a school in the metropolitan area, and a school in a province located in the north of the country. This diversity made it possible to provide variability and comparability to the study. Following in Figure 6 the components of the theoretical sampling are shown.



Figure 6 Theoretical sampling. CC-BY Virginia Rodés

Interviews combined Open Education topics and biographical aspects of the experience of ERT during Covid-19 pandemic. The qualitative data collection instrument included the following topics: Integration into practice, Perceptions and attitudes, and Personal impacts. The main open questions linked to these topics can be seen below in Figure 7.

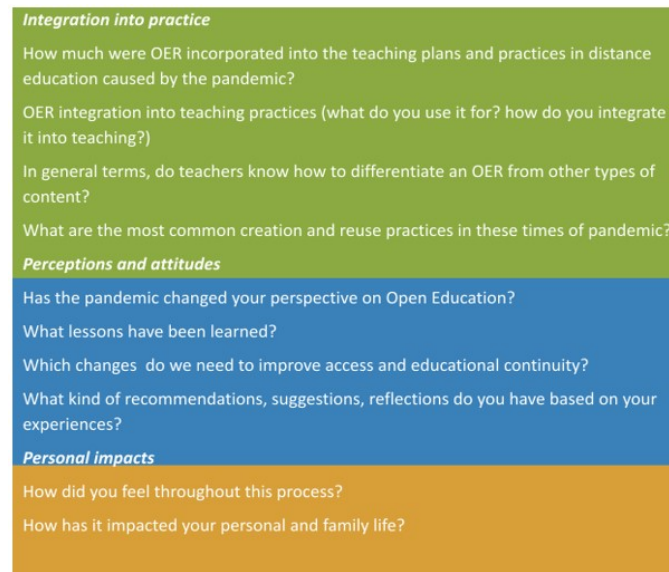


Figure 7 Data collection instruments. CC-BY Virginia Rodes

The individual and group interviews were conducted from May to December of 2020 using open software [BigBlueButton](#), which allowed us to make video calls and to record them automatically. Over 10 hours of recordings were obtained.

To perform the analysis the interviews were transcribed and then studied the resulting texts with the qualitative data analysis software [Maxqda](#). The first stage of the analysis was coding the data, an analytical process through which data is fragmented, conceptualised, and integrated as theory through successive comparison processes (Strauss & Corbin, 1990). The analysis led to developing 280 codes and identifying 1039 text segments from the interviews that were identified through open codification - focusing on the main idea and not on pre-established dimensions.



Figure 8 Data analysis. CC-BY Virginia Rodes

Events attended and network promotion

Activities aiming at promoting the GO-GN network are listed below:

- Fellowships GO-GN Webinar June 9th, 2021
- Contribution to JIME GO-GN special collection: (Rodés & Gewerc, 2021)

- Contribution to the GO-GN Equity, Diversity and Inclusion project 2nd phase: Participation in workshops and results review.
- Contribution to 2021 XVI Latin American Conference on Learning Technologies (LACLO): (Rodés & Iniesto, 2021)

Outcomes and results

Main findings are organized in three categories: Integration into practice, Perceptions and attitudes, and Personal impacts.

Regarding integration into practice, results highlight the evidence of new practices of use of OER currently available in national repositories and educational platforms. Reusing practices involve few adaptations, apart from "inspiration" based reuse. Sharing practices are observed between peers and on a "human scale" in the educational institution or between nearby schools, collaborative practices are valued. There is a general lack of knowledge of the difference between OER and other educational resources available on the Internet.

Creation practices are highlighted, in general involved teaching teams. The leadership role of the school principal is significant, as is the pre-existence of a professional community in which in-service training is shared. Also significant is the role of teachers already trained in ed-tech, to promote and lead the work of other teachers.

Perceptions and attitudes showed many lessons learned in the process of becoming agents in the curriculum change

"Teacher's role is fundamental in the classroom"

"I do not know if authorities became aware of the number of resources created by teachers in these three months"

"An infinite world of possibilities"

"It has a lot to do with our biographies and trajectories as well. At least the fear has been lost, you had to learn [...] and was someone who supported another"

"Returning to the resources, [...] to be able to work, to analyse didactically, to be able to reuse them, to redesign them according to the purpose [...], changing the pedagogical intention, [...] to be able to take advantage of them. To find meaning from that place, and appropriate them".

Meanwhile, powerful representations show the opening to a new paradigm

"But now [the technology] looked for its place by itself"

"Now we are prepared for 2021"

"It was a shared learning"

"It was a community"

"Quite an experience!"

"It was to continue or leave teaching"

These perceptions are influenced by personal impacts, both at the level of their personal identity (emotional impact, the quarantine, uncertainty, tiredness, recognition and personal growth) and their teaching professional identity (relationship with technology, agency, meaning of teaching, professional satisfaction, teaching career, professional development and teacher's trajectory).

Those findings show the relevance of teachers' agency as curriculum changers, and the leadership of those responsible for an educational community. The need to drastically change teaching practices towards the virtual modality generated by the health emergency operated as a driver, making the adoption of OER a need.

A high instability of these transformations is observed in the evolution towards the return to face-to-face education during the data collection process. These instabilities would require the establishment of mechanisms to promote and prioritize the creation, adaptation and sharing of OER, in order to give visibility to the value of these practices and to give sustainability to the learning generated by the Pandemic.

Results were presented in a session of the [OER21xDomains](#) hosted by Joe Wilson. This presentation helped to spread the findings among the global Open Education community. I was invited to present the results of the GO-GN Fellowship in the conference "Research in OERs: some experiences from Uruguay", which I offered as a Keynote of the Uruguayan Virtual Congress of Education and ICT ([CUVETIC](#)) organized by the National Administration of Public Education, August 20, 2021. I think the latter is very relevant as it allowed me to return the results to stakeholders in my country.

Risks and challenges

The main risks faced to carry out the research and the fulfilment of the objectives of the Fellowship were imposed by the Covid-19 pandemic itself, the lock down and the conditions of high demand for work both for the interviewees, teachers and managerial staff, as well as for me as a researcher working in the online education university sector. Both activities saw an increase in the workload, and it was really difficult to arrange the interview schedules and make room for research. These conditions were overcome thanks to the enormous commitment of the teachers and school principals and their willingness to share their experiences and make their voices heard showing the important actions they were carrying out with their students, however, little visualized.

Support from GO-GN

Everything in the GO-GN Fellowship scheme was excellent. At all times I felt supported by the coordination team and encouraged to openly share the progress of my research, in

three blog posts. For someone not used to blogging it was difficult, but it helped me to realize its importance in open research understood as an open work process.

Impact in the OE community

It was very important for me to see the application of the conceptual model, developed in my PhD thesis, applied in another educational context (k12) and in an emergency situation (Covid-19), allowing me to mature my capacity as a researcher in Open Education. It was relevant to achieve an understanding of what has been happening in education in my country during the pandemic, and in particular the potentials to position Open Education as an important issue during these hard times. I believe that the greatest work will be in the possibilities to spread these results among the stakeholders. It was one of the first actions of the [Unesco Chair on Open Education](#) I hold, to disseminate them among teachers, educational authorities and other stakeholders.

Finally, along with thanking this opportunity for funding and visibility as a researcher in Open Education, I would like to highlight the importance of deepening and expanding the impact of the Fellowship scheme towards supporting the consolidation of the research career of the many alumni that GO-GN already groups.

Sarah Lambert - Expanding DEI capacity and navigating career disruption within OE during times of uncertainty

Blog posts!



1. [A diversified foundational open accounting textbook for the Australian context](#)
2. [Can blogging support Open Education advocacy?](#)
3. [Equity, Inclusion and Australian Open Educational Practices](#)

Fellowship Motivation

Maximise the impact of current research and to find collaborations and/or funding sources to enable spin-off related Open Education projects (research and practice). When the call for Fellowships came around, I had spent 18 months working on a major piece of research into open textbooks in the Australian context, taking a social justice approach. Midway through this time, my role was lost as part of a wave of Covid-19 related redundancies. As the project had been part of my role workload, the only way I could complete it was to do so with no remuneration.

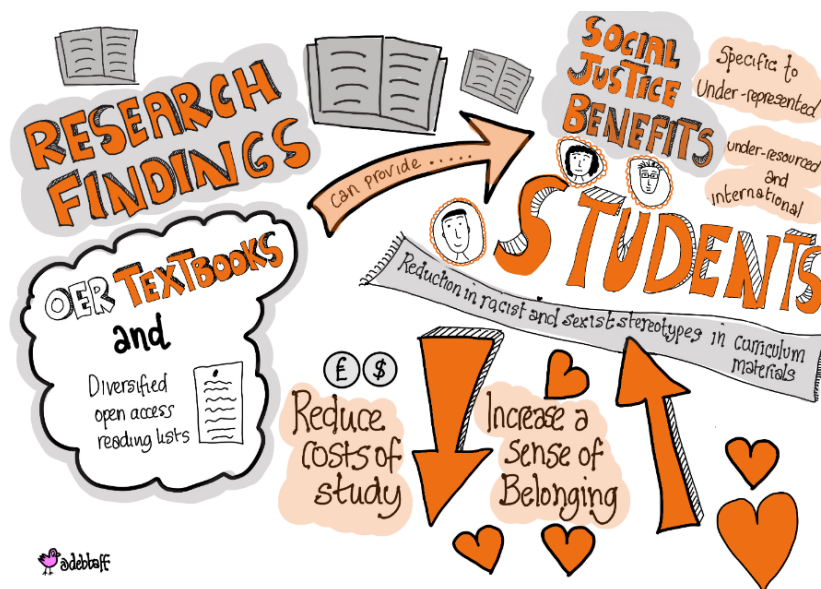


Figure 9 Research Findings Overview from the Australian National Textbook study. CC-BY-SA Sarah Lambert and Deb Baff

After being made redundant, I spent a lot of time trying to work out how I could find a way forward with my research career. At times it was overwhelming, so I focussed on how I could continue with the open textbook work, since there are so many different angles worthy of attention. For example, both the student and staff interview data affirmed the

need for textbooks to be updated in ways that addressed sexist and racist language, stereotypes, and under-representation in many textbooks. In particular, I wanted to be able to put some of the recommendations into action, though the development of a diversified textbook. I felt that something for the Business discipline that took a gender equity approach was particularly needed and would have a huge impact due to the large number of students enrolled in those courses. This became the idea behind my GO-GN Fellowship application.



Figure 10 Reframe OER projects as enabler of digital curriculum transformation linking digital access and social inclusion policies. Recommendation from the Australian National Textbook study. CC-BY-SA Sarah Lambert and Deb Baiff

Key aspects of the fellowship

The Fellowship was a hybrid of two activities underpinned by a commitment to Equity and Diversity in Open Education. Firstly, I spent half the Fellowship period working on the dissemination of the Australian National Open Textbook as Social Justice scoping study - a major research project with potential to catalyse interest in Open Education more broadly within Australasian Higher Education. Secondly, building networks to find a sustainable post-PhD research career pathway including collaborating with Dr. Amanda White at the University of Technology, Sydney on the first Australian undergraduate Accounting Open Textbook localisation project. However, this project was slow to start and (longer planning phase) and so half of the Fellowship time was also spent maximising dissemination of the Open Textbook and Social Justice research project.

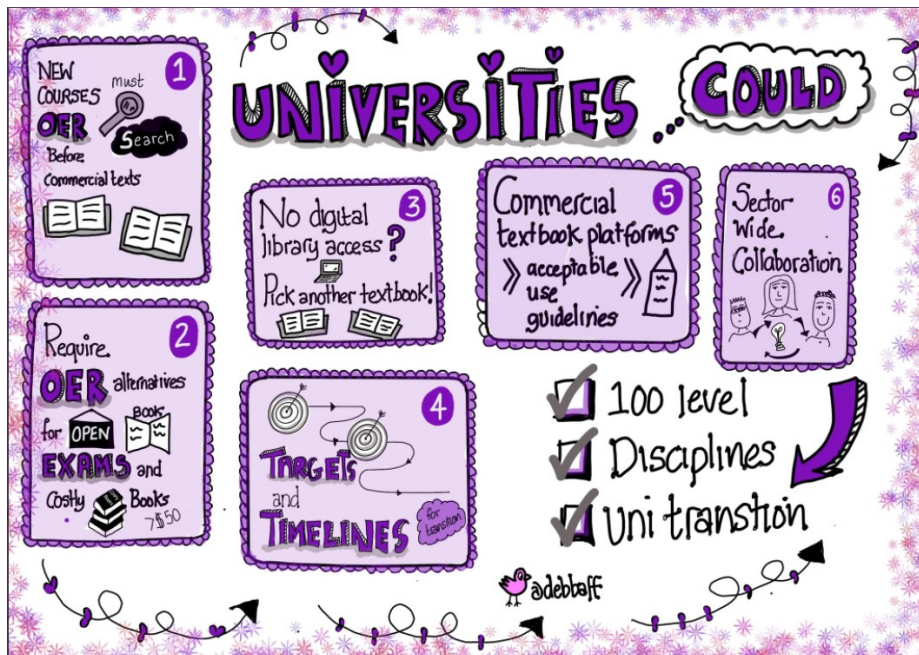


Figure 11: Institutional Policy Recommendations from the Australian National Textbook study. CC-BY-SA Sarah Lambert and Deb Baff

Outcomes and results

Part 1: Open Education research dissemination

From mid-June 2021 I began a dissemination campaign for the [Open Textbook as Social Justice research project](#). I focussed on weekly blog posting to give insight into the different data sets and different findings from the perspective of staff, students and those in different teaching disciplines. I tweeted a few short updates direct to Twitter to let people know that I was soon to begin regular more detailed blog updates. Then I began weekly blog posting from 27th June. I tweeted and emailed all subscribers weekly when each post was published on the website (our email distribution list is at about 220 people.) I also revised the static pages on the website (research team and plan, references and resources etc) so they were up to date. The aim was to build awareness and momentum ahead of the official release of the final report. We are still waiting for the funder to release the report as I write this report. So, the website is now a key resource about findings.

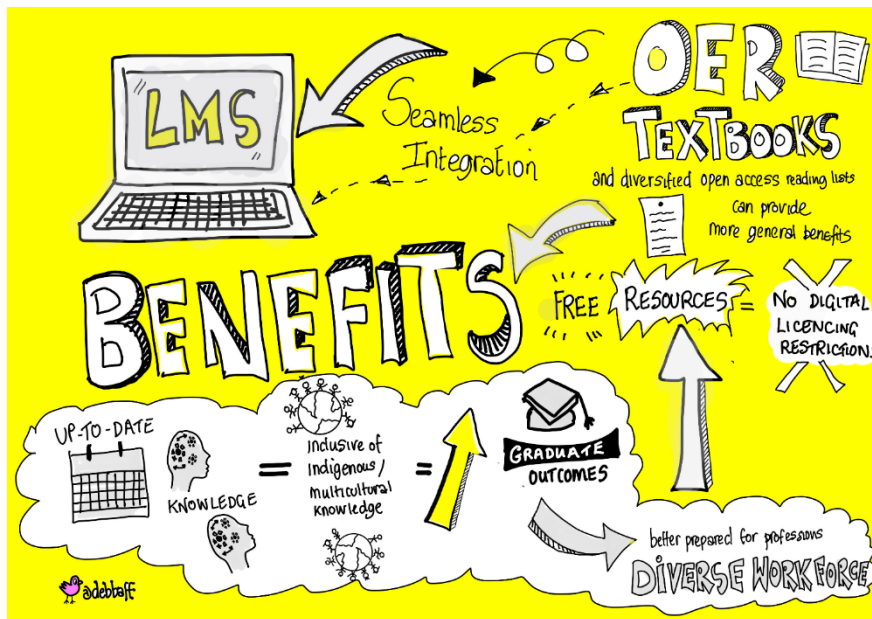


Figure 12: Institutional Strategic Benefits of Diversified Open Textbooks from the Australian National Textbook study. CC-BY-SA Sarah Lambert and Deb Baff

The blog postings and related Twitter posts were keenly followed, liked and shared leading to an uptick in awareness of open textbooks and Open Education more broadly. There was quite a degree of sharing of posts within and across different Universities as staff used their own networks to share and comment. I also submitted a proposal to OEGlobal21 conference which was accepted. I was [one of many GO-GN member presenters](#), and I ended up delivering a pre-recorded presentation format so that attendees could access it in any time zone: [Better Textbooks, Better Graduate Outcomes: Diversifying OER texts as part of curriculum renewal](#).

Another significant dissemination event was the high-profile CRADLE research seminar. This gave me the chance to engage fellow GO-GN alumni Deb Baff to do a series of 'sketchnote' type illustrations to explain the recommendations of my [Australian National Textbook study](#). These were then incorporated into [CRADLE seminar presentation of the findings](#). As there has been a major delay in the public release of the final report, it was excellent to get as many of the interim findings and recommendations out to the sector while there was still so much interest in the topic. The drawings really helped make the findings simple and impactful to a very wide Higher Education audience, most of whom had no background or understanding of Open Education. But they also worked really well with the existing Open Education network, who shared them via Twitter and their own blogs.

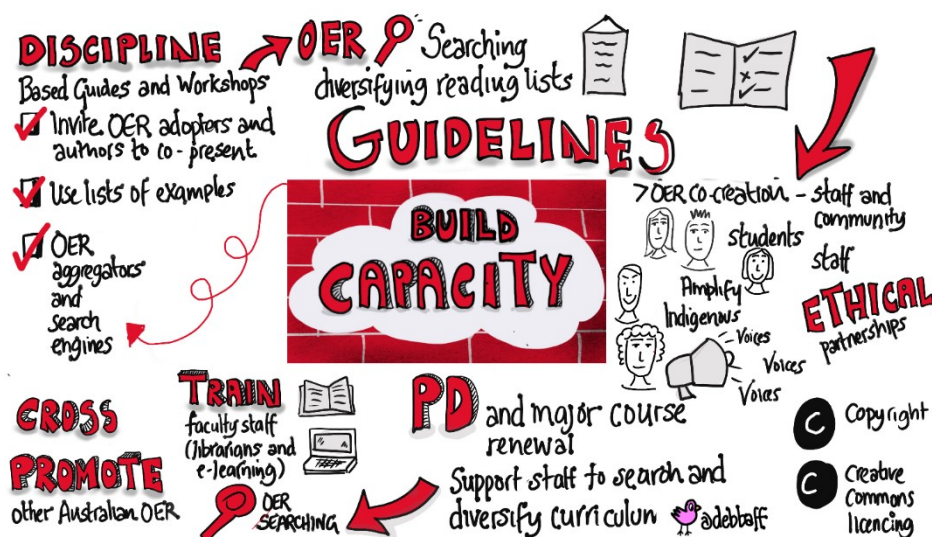


Figure 13. Recommendations to Build Institutional Capacity from the Australian National Textbook study. CC-BY-SA Sarah Lambert and Deb Baff

I produced three blog posts during the Fellowship for GO-GN. One of these investigated the impact of the weekly blogging and social media dissemination campaign for the Open Textbook as Social Justice research project by analysing the Google Analytics reports of the website. The blog post reflected on how others can use open blogging to support other types of Open Education advocacy. For example, one insight that the analysis revealed was that I thought that the website was a useful resource in both during times of intensive weekly blogging – and also in times of blogging dormancy. Even when not posting regularly, there were visitors coming to the site from a mix of local or overseas locations, looking at the static website information such as research team, community of open textbook practitioners, research plan and references.

The intensive weekly posts had a much larger and also a quite different type and pattern of readership. Readers were from a local emerging community of practice – and they were not skimming but reading the whole blog post and also explored links – reading time (time on page averages) varied from 4 – 6 minutes and sometimes even over 8 minutes. Posts with snappy research summaries and those that interviewed academics about their practice were very popular. Guest posts from other organisations boosted readership and Twitter followers. Listing events on a local educational-technology OER focussed newsletter has also I think helped gained wider readership.

When combined with email and personal feedback, I feel that the blogging (website) has been effective to inform and build interest within a growing local community of practice made up of people from library, equity and educational technology professionals. I have heard from local Open Education advocates that they use the blog content to assist them in their advocacy roles with a range of different stakeholders. The short nuggets, targeted

posts to particular audiences combined with evidence based seems to be a useful combination. See [GO-GN Blog post 2 for more information on the Google Analytics results.](#)

Part 2: New Australian Accounting Open Textbook project

Around the time I was firming up the focus of the Fellowship, I received an offer from National Teaching Award winner Amanda White (University of Technology, Sydney) for a part time research/project assistance contract to work on a local open textbook project. I was really happy to have found a way to keep the open textbook momentum going and put the findings and recommendations into action. Amanda planned to build 2 large 100 level open textbooks for the Australian accounting curriculum, incorporating gender equity, indigenous and Asian/Eastern knowledges as part of the process to modify the American text for local needs. There is to be a student partnership element, and an action research element. I'll be focussing on the diversity and research aspects.

As 2021 draws to an end I'm grateful for the support I've received from the GO-GN network to develop my current and future research projects to progress equity and inclusion within OEPs. I'm continuing to work with Amanda White from the University of Technology, Sydney as she develops an Australian version of an open textbook for 2 accounting subjects. Amanda is wanting to localise the text and at the same time help students come to grips with a new graduate attribute – social responsibility and indigenous knowledge recognition. We met with another GO-GN alumni, Jo Funk to help Amanda navigate a way into indigenous knowledge recognition in her textbook, in a way that is suitable to the accounting profession and doesn't overwhelm the many international students. This is a work in progress – something that both Amanda and I continue to discuss.

We have developed and then received research ethics approval which will help us collect data on this project – from students who will act as peer-reviewers of the new/edited chapters of the modified textbook, and from the next round of students who will use it to support their class/online learning. We will also be able to use data from our own reflections as educators via a collaborative ethnographic digital process of textual and audio notes. The research will ask students about their use, experience and the impact of the free/open textbook and if we the way we've integrated content relating to social responsibility and indigenous knowledge has helped them to feel more prepared for socially and culturally responsible conversations in future workplaces. I hope the research work we do also helps illuminate the open textbook journey for academics who want to do better with various kinds of updating the content including indigenous knowledge recognition – but are not too sure how to go about it.

Risks and challenges

The major risks were due to the fact that the Higher Education and related research funding had been severely constrained by Covid-19 related cuts. I feared I would not find paid employment, nor a way to continue with my research which had gained momentum and found to be useful by the Open Education community. The moral, practical and financial support provided by the Fellowship helped shore up my optimism and provided me with a path forward to continue with my research.

Impact in the OE community

I feel that both the Open Textbook as Social Justice website (and related resources) and the outputs of the spin-off accounting textbook localisation and DEI project will continue to have a positive impact on the Open Education community, particularly by expanding knowledge and practice of how to use open textbooks as ways to develop more inclusive and culturally representative Higher Education Curriculum. I hope it will also provide a model for moving forward with Open Education collaboratively in times of employment precarity and uncertainty and will be part of the expanding GO-GN commitment to Equity and Diversity in its outputs and processes. Lastly, I think that the insights I developed on how to use open access blogging for Open Education advocacy might also empower others to expand their Open Education impact.

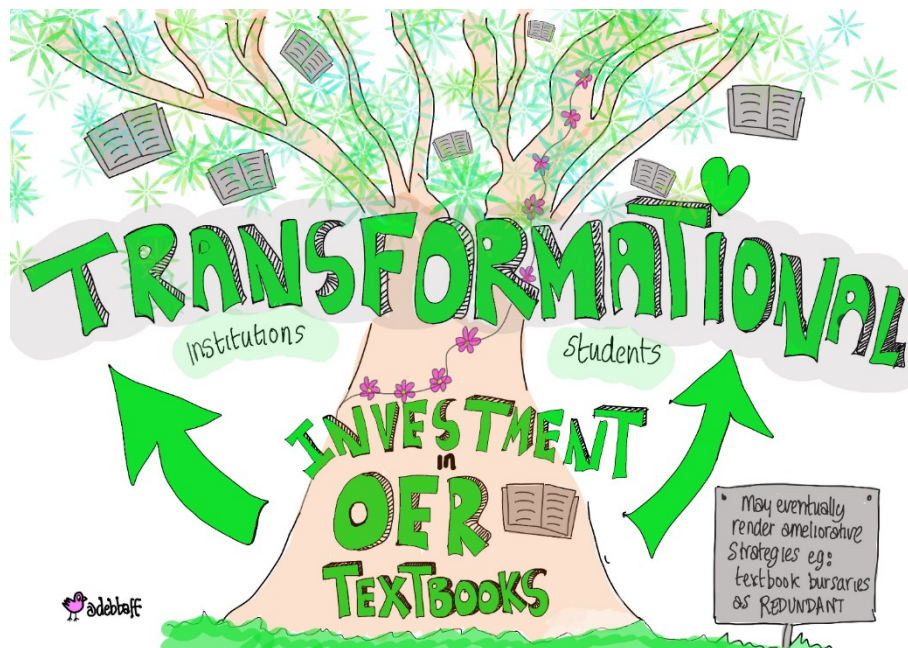


Figure 14. Open Textbooks as a Transformational Social Justice Strategy from the Australian National Textbook study. CC-BY-SA Sarah Lambert and Deb Baff

Verena Roberts - The Open Podcast Project - “Into the Open” Podcast Series

Verena Roberts collaborated with Nicole Neutzling and additional support from Heather Van Streun.

Blog posts!

1. [Surveying the Open Podcast Landscape and Finding our Niche: Blog #1 for the Open Podcasting Project.](#)
2. [Finding Our Open Podcasting Voices: Blog #2-A for the Open Podcasting Project.](#)
3. [The Process of creating a podcast, don't make the same mistakes I did: Blog #2-B for the Open Podcasting Project.](#)
4. [Introducing the “Into the Open” Podcast Series.](#)



Fellowship Motivation

Since completing my EdD dissertation research, I have been working on extending my professional experience and research focus from a K-12 (secondary school) specific context. Instead, I wanted to explore how I could expand the use of the Open Learning Design Intervention (OLDI) framework that came out of my dissertation research as a learning designer and educator in different educational contexts.

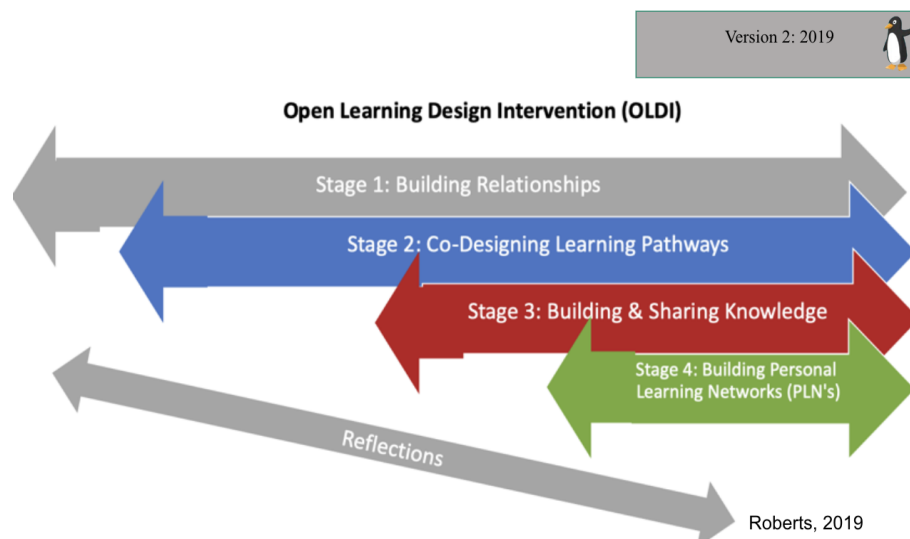


Figure 15. Open Learning Design Intervention Framework Roberts (2019). CC-BY Verena Roberts

In the year before the fellowship, I had participated in post-doctoral teaching, research, and scholarship including SoTL research that explored instructors' co-designing learning

practices and students' co-designing learning experiences while developing a collaborative OER called an open pressbook. Graduate Education students collaboratively co-designed an open pressbook for the Ethics and Technology course in the Werklund School of Education's MEd Interdisciplinary degree pathway.

1. [Ethical Use of Technology in Digital Learning Environments: Graduate Student Perspectives, Volume 1](#)
2. [Ethical Use of Technology in Digital Learning Environments: Graduate Student Perspectives, Volume 2](#)

For this fellowship, I wondered if I could highlight student perceptions and experiences of my intentional open course design and use of OEPs in grad courses. While the SoTL research focused on the open learning design from an instructor's perspective, this project could focus on the student perspective lens of experiencing OEPs. The GO-GN fellowship opportunity presented itself as an opportunity to expand upon a collaborative instructor and student-centred perspective of my current SoTL research interests.

Key aspects of the fellowship

The Into the Open Podcast GO-GN Fellowship in Context. The [Open Podcast Project](#) provided:

- an opportunity to encourage multiple voices in sharing their perspectives on the podcasting creation process,
- a collection of recommended open podcasting software and hardware links and resources,
- a collection of potential ideas for podcasting in learning design as digital content and/or student activities and,
- links, resources and suggestions to support building open podcast learning communities and networking,
- a 7-part podcast series that explores a graduate student's perspective of learning in a course using OEPs; and
- an OER library digital collection of digital artifacts hosted by Thompson Rivers University.

The podcast series was co-designed by a graduate Open Education student at the Werklund School of Education and hopeful PhD (Nicole Neutzling), another former graduate student Heather Van Streun and me. The collection includes resources on how to make and record podcasts and any CC licensing metadata and steps that need to be considered for any learning environments (K-12 - Higher Education). The collection of current podcasts and the creation of the new podcast series supported the research of my graduate student, Nicole Neutzling. The first podcast was an overview of how the project emerged from a student

perspective and how our research team developed to complete the project ([Introducing the Into the Open Podcast Series](#)).

We produced three artifacts for each podcast, the [podcasts themselves](#), [editable transcripts](#) and [WordArts](#) to highlight the key themes and ideas.

Methodology

We approached this fellowship as a research project and did not choose to focus on specific data collection and research. Instead, we created the possibilities for future research.. The project can be described in stages.

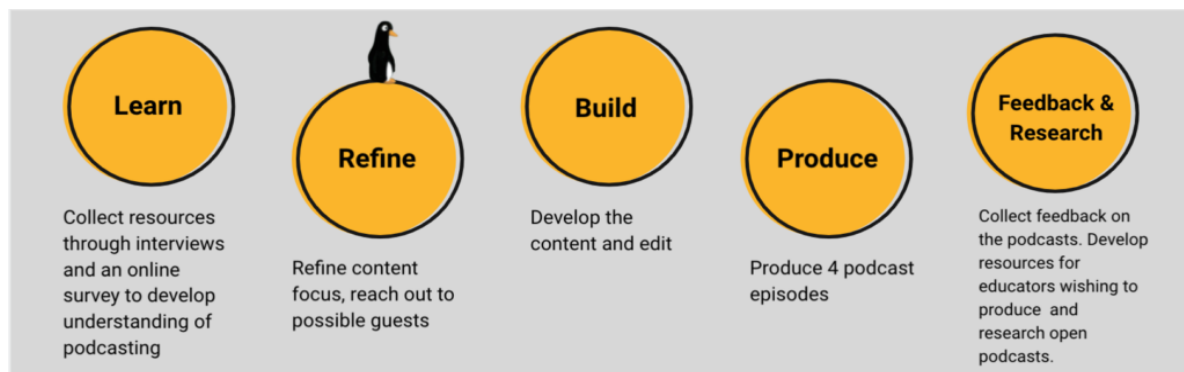


Figure 16. Project stages. CC-BY Verena Roberts

In the figure below, the stages were characterized by an emphasis on the learning process which included external feedback from the GO-GN team and alumni and the open community and reflective blog posts. Internal feedback included collaboration (meetings and collaborative digital artifacts like Google Docs) in order to complete a product (the podcast series).

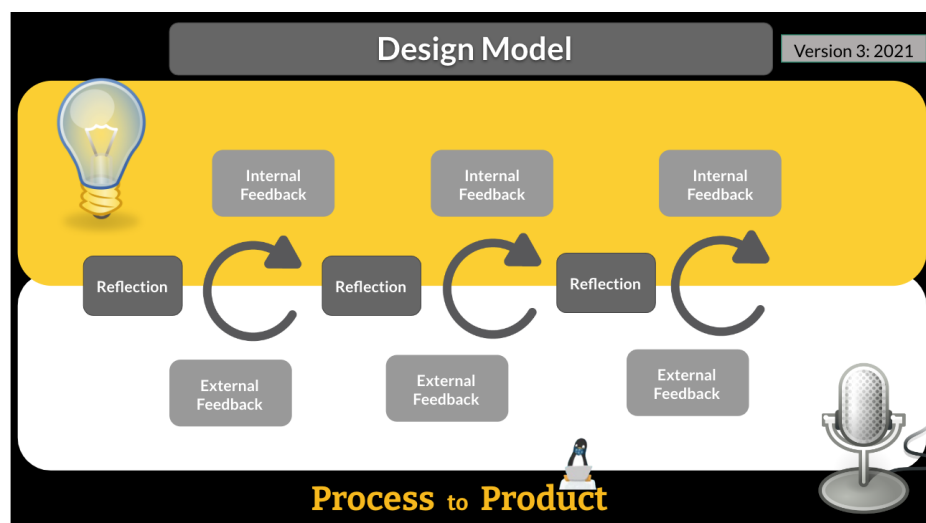


Figure 17. Project design model. CC-BY Verena Roberts

Stage 1: Learn

In this stage we explored and discovered what was currently being offered in the open podcasting landscape by curating and collecting resources, completing interviews, sending out an online survey and clarifying essential inquiry questions. After collecting and finding examples of open podcasts, we created an [open survey](#) that was shared with GO-GN members and the open community that asked for examples of podcasts that describe Open Education in any context. The survey was shared through social media and during our initial GO-GN project presentation. In addition, we collected resources about how to make podcasts, the materials needed to podcast, how to podcast with your students etc. The online survey (11 participants) helped focus our podcast series by giving us some practical podcast details to consider and the collection of resources helped guide the software we used for podcast editing. We summarized the collection of resources in Blog post 1 ([Surveying the Open Podcast Landscape and Finding our Niche: Blog #1 for the Open Podcast Project](#))

Stage 2: Refine

This stage stressed the importance of being more specific and intentional in our project expectations by figuring out which “niche audience” our podcast series could serve and why. Discovering our open learning podcasting niche helped guide our project, personal and professional growth throughout this project. The following blog describes the process we took to find our niche by connecting literature, our online survey data and personal learning experiences (student perspectives) ([Finding our Open Podcasting Voices: Blog #2A for the Open Podcast Project](#))

Stage 3: Build

In this stage we created the podcasts and organized the content to edit. In order to figure out what our podcasts topics would cover, we spent time reviewing the current literature on OEPs, by meeting and collaboratively compared the research themes to Nicole and Heather’s experiences with Open Education. We then created a list of possible podcasts topics. In the first podcast, we introduced ourselves, why we are doing the series and briefly highlight the four themes that emerged as a result of stage 3 in our project process.

Table 1 Podcast topics

Podcast Topics:
<ul style="list-style-type: none"> ● Sharing is Caring - Why Share?
<ul style="list-style-type: none"> ● Together We are Better - How do we support Networked Learning and Knowledge Building

-
- Navigating & Negotiating Open networks - What is the importance of Digital Literacy & Fluency when considering OEP?
-
- What Goes Around Comes Around. What are the possible ripple effects of OEP to student learning?
Reputation?
Open For Whom?
Reciprocity?
-

The podcast interview process included:

1. Booking the interview time with the guest
2. Creating questions ahead of time and checking the questions with the research team
3. Sending the questions to the podcast guest(s) ahead of time
4. Recording the interview
5. Uploading the recording into our Google Folder

Stage 4: Editing and Producing the podcasts

Stage four was completely devoted to editing and publishing the podcasts. The parts of this stage included:

1. Nicole editing the original podcast to a more succinct version. More information about Nicole's "how to create a podcast process" can be found in the next blog post ([The Process of creating a podcast, don't make the same mistakes I did: Blog #2B for the Open Podcast project](#))
2. Creating transcripts of the draft podcasts
3. Sending the podcasts to the guests to be checked
4. Making any edits or changes to the draft podcasts/ transcripts
5. Uploading the final transcripts and podcasts into a shared google folder.
6. Upload all digital artefacts into the TRU Library Repository (to ensure all metadata can be found in any OER Repository)

The collection of our digital artifacts has been added into the [Thompson Rivers University Library OER Repository - TRU Space](#).

Stage 5: Feedback and Research.

In this stage, we completed the podcasting OER resources collection, research connections and data analysis, webinars, presentations (knowledge mobilization) and sharing on social media platforms. Part of this stage included sharing our final project blog post with the GO-GN community ([Introducing the Into the Open Podcast Series](#))

As a result of the fellowship, I am now in a position to examine the transcripts as data and potentially code them for common themes in order to publish a case study that considers a student perspective of experiencing OEPs in a graduate course. The following images are word cloud representations that highlight the key words from:



Figure 18. Word Cloud from Transcript 1. CC-BY Verena Roberts

Events attended and network promotion

Knowledge mobilization and OER Creation. Throughout the Open Podcast project, we presented at a variety of conferences (like [OEGlobal](#) and [OERCamp](#)), we were podcast guests and we shared our digital artifacts in OER collections and libraries.

Some of the examples of our knowledge mobilization are:

1. One of the recordings from the project is included in the Open Pedagogy Talks recordings:
[Into the Open: Podcasting as a Medium for Open Networking, Co-designing, and Knowledge Building](#) -University of Alberta, Open Pedagogy Talks
2. We were also guest speakers for the OEGlobal podcast series.
[OEG Voices 030: Nicole Neutzling and Verena Roberts on the Into the Open Podcast](#)
3. The collection of our digital artifacts has been added into the Thompson Rivers University Library OER Repository - TRU Space:
[Into the Open Podcast Series](#)

Outcomes and results

This fellowship has multiple professional and personal purposes. It helped to support and expand upon research already being completed at the University of Calgary. It provided the opportunity for me to expand upon my findings and framework from my dissertation research in authentic and meaningful ways. It highlights OEP as an essential research area

for exploration in the GO-GN community. It provides a model for alternative OER (not text based) and amplifies the potential for multi-literacies by using podcasts as an OER example for others. Most importantly, it gives me an opportunity to continue to mentor and support a future member of GO-GN as she considers and begins her open research journey as a master's student considering her PhD.

Risks and challenges

Some of the risks of the project included the fact that we had to complete a digital product, an actual podcast series, in a timely fashion. The organization and time required to connect with guests, record the initial podcasts and edit them, proved to be beyond what we expected. However, due to the dedication and support of my team member - former graduate students, the "product" part of my project has exceeded expectations. We aimed for 4 podcasts, and we produced 7.

Working with graduate students is also a risk because they have different accountability and priorities. We did not anticipate forest fires, moving, childcare, medical emergencies and other human and environmental issues. No matter what project you are working on, you need to develop contingency plans to deal with outside risks. Developing relationships with my research team helped to ensure strong communication and strategies to complete the project.

Working with a former graduate student and now colleague (Nicole) who completed most of the podcasts was scary for me because I felt like she was doing some of the "learning" I wanted to do for myself. In retrospect, being able to observe her process and learn with her, now gives me the opportunity to review the data (the transcripts from the podcasts) and write up a case study about OEP that expands learning beyond formal learning expectations.

Support from GO-GN

The idea for the open podcast project and potential expand upon my current SoTL research, was initiated by my participation in an earlier GO-GN fellowship lead by Chrissi Nerantzi. Chrissi's facilitation throughout the previous GO-GN fellowship encouraged me to amplify the potential for a more creative student-centred approach when considering the perspectives of OEPs.

In addition to Chrissi's original project inspiration, I also connected and chatted with Chrissi throughout the project with questions and concerns. I was also able to connect with current GO-GN members and alumni. Most importantly, I had check-in meetings and blog posts as part of my fellowship requirements. These check-ins ensured that I had the opportunity to ask for help and guidance when I needed it. I was also encouraged to speak on GO-GN panels and present my project at a variety of conferences which helped to build awareness about my project across my campus and with others in my professional network more easily

It is also important to mention Professor Martin Weller gave an open webinar on the Potential of Open Research in Higher Education, hosted by Thompson Rivers University. This was an essential element to building awareness about open research on my campus and to share my fellowship project artifacts to a wider audience.

Impact in the OE community

Creating the podcasts built upon the community by connecting with open educators who might not have been directly connected with GO-GN before. This included many of the initial "learning about podcast" interviews (Stephen Hurley, Tim Carson, Terry Greene, Alan Levine for example). Within my immediate TRU (University) community - completing the Fellowship helped me lead the Open Research Community of Practice (CoP). The CoP started at the same time as my fellowship and completing the fellowship while working on the CoP built my confidence in open research and helped me support expanding open research opportunities at my university. Including podcasts guests that were connected to the original course that Nicole "became aware of open learning" about - ensured we had multiple perspectives and data collection about a common focus area (the #edtechethics course). In addition, completing the project with a former students (Nicole, Heather and Joel) helped connect other students and support sharing the ideas and resources with former students and their institutions and school districts (especially K-12).

Michael Paskevicius - Identifying the foundational values and principles for OE to introduce future teachers to the practice of openness

Blog posts!



1. [Initial Fellowship Idea: Exploring the foundations of open education for new and emerging K-12 teachers](#)
2. [An Invitation for Feedback: What are the pedagogical, technological, and content values and principles we most need to share with new K-12 educators?](#)
3. [Finale: Reflecting on starting with 'openness in mind' for future research and teaching](#)

Fellowship Motivation

In 2016, when I joined the GO-GN network, my PhD project was still taking shape, and I benefited tremendously from the support of the team and conversations with scholars around the world. Since graduating from my PhD program, I have been seeking ways to continue collaborating and engaging with the GO-GN team and global network of scholars. It has been challenging to find concrete inroads while starting a new position combined with the onset and continuation of the Covid-19 pandemic. In normal times we may have had a chance to connect at conferences or other meetings. I was hopeful that a fellowship might provide an opportunity to connect in a more intentional way and continue contributing to research on OEPs.

Since graduating, I am very fortunate to have obtained a faculty position at the University of Victoria in British Columbia, Canada. I work as an Assistant Professor in the Department of Curriculum and Instruction in our Faculty of Education. In this role I support future and current educators in the use of technology for supporting teaching and learning. OEPs guide this work and I seek to share and develop the literacies of open practices to teachers. I am finding that awareness of Open Education, open licensing, and open practices are still emerging in the context of teacher education and professional development, especially at the K-12 level. It was this gap that motivated the project to investigate the values and principles most important for early career open educators.

Key aspects of the Fellowship

Through the fellowship I was interested in identifying some of the foundational values and principles for Open Education in order to best determine how to introduce future teachers to the field and practice of openness in teaching and learning. Beyond recognizing and using

openly licensed content, I would like to explore the types of new or emergent pedagogical practices as well as considerations around technology integration that aligns with Open Education principles.

Previous research has suggested that the use of OER by teacher candidates may be an effective alternative to traditional resources used by K-12 teachers to enhance both student and teacher agency (DeBarger, 2019). This speaks to the need for a greater awareness of OER among K-12 teachers. At the same time, scholars have argued that “teacher educators are well-positioned to evolve future use of open practices within the K-12 curriculum” (Allen & Katz, 2019, p. 318). These practices may involve pedagogical approaches, assessment design, and technology use that is driven by openness in teaching and learning.

I believe that many of the values that inspire the Open Education movement have the potential to connect with prominent themes in teacher education programs such as accessibility, community engagement, inquiry-driven learning, multimodality, developing a growth mindset, collaboration, mindfulness, and multiculturalism. I would like to explore these through the lens of open technologies, open content, and open pedagogy. The goal would be to identify some of the values, principles, and/or skills required for getting started in Open Education that could be shared with new or early career teachers.

Methodology

The main focus of the fellowship involved an initial literature review followed by a survey into the main qualities of OEP. My initial idea was to build upon the technological, pedagogical, and content knowledge (TPACK) model developed by Mishra & Koelher (2009), as this encompasses technology, pedagogy, and content while also exploring the intersection of each of these together. However, I recognize there is a tension in being too prescriptive about identifying foundations in a space of so much complexity and nuance. This was identified in my OER22 proposal as well as during the Fellows Research Special seminar. I also recognize there has been lots of work done in articulating digital literacies for educators as well as in exploring the notion of OEPs through frameworks by many in the GO-GN network and beyond. Thus, I became less wed to the TPACK model, but will keep it in mind as the data emerges, to see if there might be any synergies identified in the findings.

I designed a short survey to research the main principles and/or values of OEP that we can engage new teachers with, by inviting Open Education practitioners around the world to share their thoughts and perspectives. The survey asked open practitioners to identify the principles and values most important to OEPs in the areas of pedagogy, technology, and content, as well as creating space for principles and values identified outside of these three categories. The survey requires an ethics review at my institution prior to going live that was completed in April 2022.

My goal was to invite participation from Open Education practitioners around the world, leveraging the GO-GN network to find and attract respondents. I also used social networks to promote the survey widely and shared the work through conference presentations to promote the work further.

Events attended and network promotion

At the beginning of the fellowship, we were invited to share each project with past GO-GN fellows and other members of GO-GN. At the time, my idea was still largely unrefined, and this initial presentation really helped to enhance the proposal among a safe and considerate audience. The feedback provided was thoughtful and kind, yet rigorous and critical. Several plans changed as a result of this feedback and even my choice of language and terms used were more carefully considered based on the feedback.

We were also encouraged to present at OER22 with regard to our projects, and that opportunity, again, provided significant chances for feedback and refinement. I provided a [pre-recorded presentation](#), and participated in the Discord for the conference where feedback and questions were posed. Through these interactions I met several new contacts who shared a passion for increasing awareness about Open Education in K-12 contexts. I have plans to present alongside at least one of these new contacts about Open Education in K-12 in the near future.

Outcomes and results

Throughout the fellowship I've been able to identify some allies and individuals who have similar interests in bringing Open Education into teacher training programs. I hope to develop these relationships further. Open Education in K-12 has been identified as an area of priority by some folks in the Open Education community.

Based on the limited survey results to date, I can offer a sneak peek into some of the main keywords in the areas of open technology, open pedagogy, and open content that have been collected so far:

- Technological values and principles – ethical, private, equitable, accessible, open source, pedagogy focused, critically reviewed, interoperable.
- Pedagogical values and principles – care, equity, learner autonomy, choice, transparent, participatory, valued outputs, authentic, contributing to global knowledge, power sharing.
- Content/curriculum values and principles – content that supports open learning, democratically constructed, values both expert and beginner, collaboratively created and curated, student involved, relevant, useful, practical.

I hope that once I close the survey at the end of September, I will be able to share the results of this survey and even publish a paper that looks at Open Education and teacher training programs. Perhaps once published this will open up more doors for partnerships and collaboration. Presently there is not very much in the way of literature specifically around sharing Open Education with new K-12 teachers. However, much can be found regarding technology integration in teacher education programs, so I believe this work could make a valuable contribution.



Figure 19. Word Cloud of Survey Responses as of August 2022. CC-BY Michael Paskevicius

It has been great to reconnect with the GO-GN network. My ‘fellow’ fellows and I have had several conversations throughout this process supporting one another. We have even talked about trying to write something together, as each one of our projects sought to identify the ways that Open Education might support in less developed areas; Catherine with NGOs, Viviane and I and the area of K-12 education.

This fellowship has really provided me with an opportunity to carefully consider Open Education in the context of teacher education. This is where I now have an opportunity to make change and inform my own teaching based on the feedback from the global Open Education community. I very much believe that if we encourage K-12 teachers to work with openness in mind, and provide them with the tools to source, edit, design, and build meaningful learning experiences in their classrooms, their contributions to teaching materials, teaching and learning strategies, and assessment activities can be more readily available to others, collaboratively created, and the projects they engage learners with can be all the more interesting. I will continue to encourage new teachers to design with ‘openness in mind’ informed by the principles and values shared by the community through the survey I conducted as part of the fellowship.

Risks and challenges

I'm not done a lot of work with surveys in the past. However, I certainly have learned that they are not easily done, in terms of getting responses. The survey was promoted widely at

the OER22 and OTESSA conferences, via social media, and through the GO-GN mailing list, yet I still didn't manage to get many responses. It may be that the area of interest is too niche, or that there are not many teacher educators thinking about embedding Open Education in their programming. I don't necessarily see this as a failure, and in fact may well reflect a gap in the area.

As I write this final report, I still have not received as many completed responses as I had hoped for. With that said, the contributions I do have are very rich, and I am very grateful to those that submitted. You can sense a passion for Open Education in teacher education and professional development throughout the responses. I really hope to receive a few more responses before the end of September, at which time I will close off the survey. In any case, I hope to still prepare a literature review and use the responses received to share the project widely through an open access publication.

Support from GO-GN

From the initial meetings to discuss the project through to now, I have felt well supported by the GO-GN team through the feedback offered on the project, assistance with promoting the survey, and support with organizing and planning for presentations. GO-GN also provided support in making the fellowship more visible and open from the start, which I feel has benefited the project greatly. In the beginning, I have to admit that this was uncomfortable in a project with such a short duration. There is a sense of vulnerability in putting your research ideas out there in the world early on. What if it does not make sense, what if I missed something important, what if my ideas get scooped? The reasons to not share early are many. However, I really feel that I experienced gains in the quality of this project, and certainly in my own experience along the way, through constant iteration and open feedback.

Impact in the OE community

I will be further promoting the survey in an attempt to get more responses. I then hope to write up the results and further present the findings through conference presentations and a published manuscript. This work will continue beyond the timeframe of the fellowship, and I am happy that the work was incubated through my time as a fellow.

Additionally, the learnings from the fellowship will become part of my practice as a teacher educator. I frequently teach a technology integration course with teacher candidates and try to build OEPs into the curriculum. It would be great if I could share the model informed by this research, with students directly and get some of their perspectives as well. I've also developed an interest in understanding how teacher candidates might value or interpret openness in their early training and practice. So, there may be an additional thread to this research to explore teacher candidates' perspectives on openness in an education technology course.

The fellowship has been a great opportunity to merge my interest in Open Education with my new role as a teacher educator. I'm really interested in providing teacher candidates with practical advice and guidance on using educational technology and I believe that coming at it with an Open Education lens can be a useful way for teachers to think through the ways in which technology is brought into the classroom.

Viviane Vladimirschi - Impact of the Covid-19 pandemic on Brazilian public school teachers

Blog posts!

1. [Use of OER and OEP by Brazilian Public School Teachers during the Pandemic: Preliminary Findings and Future Plans](#)
2. [Use of OER and OEP by Brazilian Public School Teachers during the Pandemic: Update and Workshop Findings](#)
3. [Use of OER and OEP by Brazilian Public School Teachers during the Pandemic: Final Reflections and Guidelines](#)



Fellowship Motivation

The motivation of my fellowship was twofold. First, to understand the impact of the Covid-19 pandemic on Brazilian public school teachers. This included investigating: the challenges they faced; how they overcame these challenges; technologies and pedagogical practices used during this period and if and how teachers who had received prior professional development on the use of OER and OEPs did indeed resort to their use and which ways, to cite a few. Second, to develop guidelines aimed at improving educational practices and collaborative work focused on better coping with times of crisis and/or hybrid learning in the Brazilian public K-12 sector and assess if these guidelines could further validate and add to findings from my doctoral dissertation. I am very happy to report that the guidelines generated by this fellowship did indeed validate some of the findings of my dissertation.

Methodology

To achieve the outcome of the study, fifteen potential participants were invited to participate in the study. Criteria for inclusion for participants were to be a K-12 teacher and possess prior familiarity with OER. However, only six teachers volunteered to participate in forty-five-to-sixty-minute online interviews.

The online interviews were conducted in Portuguese. Recorded interviews were transcribed and translated into English, and transcripts were imported into the NVivo software for qualitative analysis. Interview questions were developed from scratch and were structured around questions regarding participants' demographic data (grade, subject, years teaching, location, skills & knowledge with emergency remote teaching (ERT), who participants resorted to help with ERT; technology, instructional material & pedagogical practices used

to deliver ERT; main obstacles faced; how student engagement & learning was assessed; use of OER; use of OEPs; participants' plan to use OER & OEPs in F2F classes and lessons learned.

Subsequently, participants were invited to participate in one and a half hours online workshop aimed at presenting preliminary findings from the online interviews. This one and a half hours online workshop was aimed at validating preliminary findings and comprised focus group questions geared towards extracting more data that could better inform the development of guidelines aimed at improving educational practices and collaborative work focused on better coping with times of crisis and/or hybrid learning in the Brazilian public K-12 sector, which was the main goal of this study. The online workshop was held on May 13, 2022, with five participants located in different regions of Brazil, who had also participated in the online interviews. Recruitment for participants to participate in the one and a half hours workshop was contingent on their previous participation in the online interviews. That is, all six teachers who had participated in the online interviews were invited to participate in the one and a half hours online workshop. This was because it was important for this researcher during this phase to validate preliminary findings and to collect additional data. However, out of six participants in the study, only five participants agreed to participate in the one and a half hours online workshop. Participants' main role was to provide this researcher with feedback and additional data so as to ensure transparent, unbiased and collaborative discussions in order to substantiate final findings.

Focus group discussions were intended to be a process of reflection where collaboratively as educators we think carefully about how and what we have done so far in dealing with ERT during times of crisis, what could be improved, how the use of OER and OEPs had a positive impact and/or played an important role in teachers' pedagogical practices and recommendations and/or suggestions in regards to integrating the use of OER and OEPs in teacher professional development programs.

During the online workshop, this researcher presented data from the preliminary findings in segments and subsequently provided discussion questions based on these findings enabling participants to validate and expand on them. Focus group discussions were structured around the following questions:

- Discussion 1 - Preliminary findings: What are your thoughts on these findings? Would you add anything else to these findings that you think is important?
- Discussion 2 – If you could have done anything different in your pedagogical practices during the use of ERT, what would it be?
- Discussion 3 – Do you think the use of OER had a positive impact and/or played an important role in your pedagogical practices and on your students?
- Discussion 4 –What are your recommendations and/or suggestions for integrating the use of OER and OEPs in teacher professional development programs?

Focus group discussions were transcribed, and the transcripts were imported into qualitative analysis software (NVivo). Data analysis comprised examining responses to the questions in the focus groups and verifying whether there were any patterns or trends across the dataset. It is important to note that there are some limitations to this study. The first limitation is the sample size. Thus, the findings of this study do not lead to generalizable theory and are transferable only to the extent that the participants are representative of Brazilian K-12 public school teachers that have prior knowledge of OER and that have used OER in the context of ERT. Another limitation to this study was the lack of coder inter-rater reliability. However, this shortcoming was made up by sharing preliminary findings with teachers. In qualitative data analysis this is also known as member checking. Thus, validity and trustworthiness of all data were ensured through triangulation of all data collected, and strategies were adopted to assess the validity of qualitative findings by using rich, thick description and member checking.

Events attended and network promotion

Preliminary findings were presented on April 28, 2022, at OER 22 ([the presentation slides](#) are available). Preliminary findings of the study were also posted on the GO-GN website via blog posts and were subsequently translated into Portuguese to be shared with participants during the one and a half hours online workshop, which is addressed below (translated slides into [Portuguese](#) shared with participants).

Outcomes and results

The main outcome of the fellowship are guidelines aimed at improving educational practices and collaborative work focused on better coping with times of crisis and/or hybrid learning in the Brazilian public K-12 sector, which may be useful in other contexts, K-12 or other, as well as in other countries.

- As the use of email, mobile phones and Google class apps were used as Information and Communication Technologies (ICTs) during ERT and both students and teachers now feel more comfortable and confident using these technologies, hybrid or blended learning approaches should be consistently integrated into face-to-face classes. As one participant noted, “the teacher who doesn't know how to use these digital resources will become obsolete”.
- Digital resources and OER should be incorporated in lessons to complement traditional classes, which are mainly based on the use of textbooks.
- Digital resources and OER should be created using active methodologies to foster student engagement, motivation, and learning.
- Teacher mediation to teach students how to use technology for pedagogical uses continues to be crucial.

- Sharing of knowledge, instructional material and innovative pedagogical practices should be encouraged by school management. To achieve this, school management could set up Google Docs or use other open-source software sharing systems where teachers have an opportunity to share innovations with school management and colleagues and obtain feedback. The idea would be to build a shared, centralized idea bank.
- Teachers who already have experience using OER should oversee the delivery of teacher professional development programs. This training could be delivered during teachers' weekly meetings, which are aimed at planning, discussing, and establishing goals for improving the delivery of instruction at school.
- Teachers who participate in OER training programs and then go on to using, creating, and sharing them could be provided with incentives such as open badges, awards or small stipends.
- School OER mentors and trainers should provide clear examples of how OER can be integrated in a Math or a Science class, for instance, in addition to providing the step-by-step creation of an OER and the use of licenses. Upon completion of training, teachers who participated in the professional development program should be able to present an artifact (i.e., an OER). The "learning by doing" approach mentioned by participants in their recommendations and/or suggestions for integrating the use of OER and OEPs in teacher professional development programs appears to be very effective (Vladimirschi, 2018).
- Have OER teacher trainers or teachers who have received training on OER use and keep records of best practices. Wikis could be used to this end. Best practices could be disseminated and shared with other schools of the public-school network.
- OER experts, on a voluntary basis, could help oversee these OER professional development programs to ensure teachers are using and attributing CC licenses correctly.
- Reflection on practice, lessons learnt during the pandemic, innovations made by teachers during ERT should be critical components of teacher professional development programs and/or teachers' weekly meetings to enable not only new ideas to bloom but to also promote collaborative and cooperative work in the post-pandemic era. These components could also help build a culture of collaboration.

The guidelines presented above are a work in progress and do not attempt to encompass all problems and challenges faced during the use of ERT. Nor do they address problems such as lack of adequate school infrastructure, access to WI-FI connectivity and digital exclusion in schools as these are primarily governmental issues. However, they are evidence-based and present some plausible easy to implement solutions, which could ensure that innovative actions practiced during ERT are now shared and implemented in the face-to-face environment. The silver lining to the pandemic is the disruption to the education system providing a unique moment to revitalize it with enabling support from ICTs, OER, OEPs and

blended learning. Ultimately, innovation must be aimed at improving learning outcomes, which is central to the Brazilian K-12 public school sector.

Below is a Word Cloud that illustrates and summarizes participants' responses regarding their use of OER and OEPs during ERT. The original direct quotes can be found in the third [blog post](#).

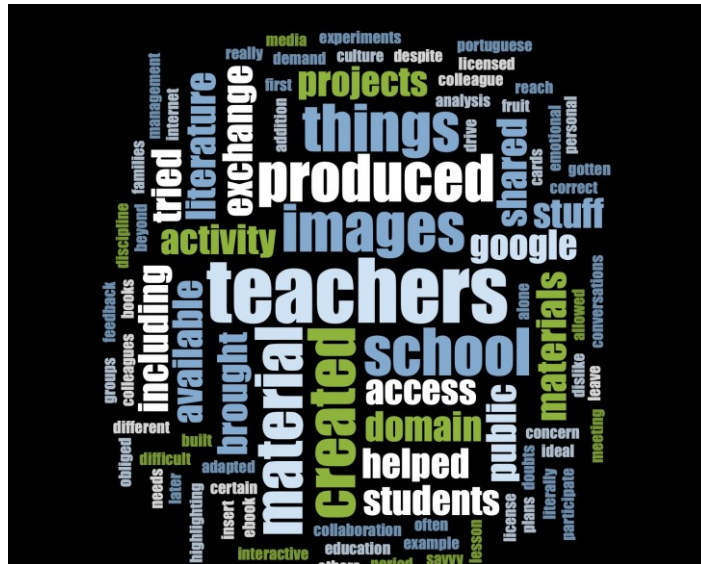


Figure 20. Word Cloud with participants' responses. CC-BY Viviane Vladimirsch

Risks and challenges

The key risk I faced during the fellowship was finding more than six volunteers to participate in the study. I posted the invitation to participate in the study in all existing social media channels and offered to help teachers with OER creation and licensing but unfortunately these measures proved to be unsuccessful. With less time constraints I may have been more successful recruiting participants for this study.

Support from GO-GN

GO-GN provided me with invaluable feedback throughout the fellowship in addition to visibility and funding as an open researcher in Open Education. There were also opportunities for rich exchanges and learning from and with other fellowship colleagues.

Impact in the OE community

As da Silva (2020) notes:

the Covid-19 pandemic brought to the educational scenario a habit that was not common to most teachers: the production of teaching material. With the migration of classroom environment to the digital school environment, many were forced to produce their own teaching material as a means of facilitating student learning without the physical presence of teachers (Abstract).

Further, in the context of OER and OEP particularly during the pandemic within the Brazilian basic education system, very little research has given guidance as to how or how successfully they have been used. Data from this study shows that the pandemic created invaluable opportunities for teachers to innovate their pedagogical practices and become active agents for change, not just in implementing technological innovations but also in creating and using OER to deliver lessons. Data also revealed that participants plan to continue using OER in their lessons and may now have more opportunities to disseminate OER in their schools and to their peers. The pandemic, which forcefully made teachers resort to using ICTs for teaching purposes, advanced the notion that the future of education tends to be more hybrid. This study thereby adds to the extant literature. Additionally, other findings derived from this study such as how teachers used OER and OEPs during ERT and their recommendations and/or suggestions for integrating the use OER and OEPs in teacher professional development programs may be helpful to inform future training endeavours for the OE community and OE researchers and practitioners, particularly in developing countries. I plan to publish this study in a journal, and it would be a plus if I managed to publish the results of this study together with other GO-GN alumni.

Catherine Cronin - Just Knowledge project

Blog posts!



1. [Just Knowledge, my GO-GN Fellowship 2022 research project](#)
2. [Just Knowledge research partner: Green Sod Ireland & biodiversity](#)
3. [Just Knowledge research partner: Galway Traveller Movement & community mapping project](#)

Fellowship Motivation

This final report describes the aims, outcomes, and impact of the GO-GN fellowship research project 'Just Knowledge' (a full longer version of this report is [available](#) in my blog). Just Knowledge was an exploratory, community-focused, open knowledge research project undertaken in Galway, Ireland, between March and September 2022. Just Knowledge sought to partner with community organisations in order to understand and support their open knowledge practices. The motivation was to make visible vital knowledge (e.g. educational resources, expertise, histories) being shared in and across local communities and help to build open capabilities in community organisations, where needed.

Key aspects of the fellowship

The aim of Just Knowledge was to work with community-based knowledge initiatives to: (i) understand their current aims and challenges, (ii) study their use of digital and open approaches to accomplish those aims, and (iii) together explore ideas for context-appropriate, equity-focused, open approaches to knowledge sharing.

The simplest definition of open knowledge is knowledge that is free to access, use, modify and share, thus unlocking its social value and potential for action and impact (Colmer & Stanley, 2015; Open Knowledge Foundation, n.d.). However, simply opening knowledge is no guarantee of producing social value or of ensuring equity (Bali et al., 2020; Cronin, 2017). Therefore, rather than leading with a goal of openness, Just Knowledge was guided by three core ideals: justice, equity and openness. To ensure this, the underlying principles of the project were drawn from *Data Feminism*, an approach to data ethics informed by intersectional feminism (D'Ignazio & Klein, 2020a, 2020b). These seven principles are: Examine power; Challenge power; Elevate emotion and embodiment; Rethink binaries and hierarchies; Embrace pluralism; Consider context; and Make labour visible.

Guided by this approach, three community organisations/initiatives were invited to be research partners in the Just Knowledge project. This partnership approach included

building reciprocal relationships, co-learning, collaboration, challenging power and sharing decision-making.

Methodology

The Just Knowledge research objective was to engage with community partners to understand their aims, challenges, and current digital/open approaches, and to work together to develop context-appropriate, equity-focused, open approaches to knowledge sharing. Prior to engaging with each partner, I developed the following list of guiding questions to prompt our initial discussions:

1. What community does your organisation/project serve/support?
2. What is the aim of your organisation/project?
3. What knowledge is being shared; who has access to that knowledge?
4. How are you currently sharing this knowledge?
5. What additional knowledge or data would you like to share?
6. Are there any potential new audiences with whom you'd like to share?
7. Are there any restrictions you believe should be in place with respect to what you are sharing, or with whom?
8. How do you make decisions regarding what and how to share, in the context of your organisation's values?
9. In relation to knowledge sharing, what challenges do you experience now, and what challenges do you anticipate in the future?
10. How were these challenges exacerbated, if at all, during the pandemic?

These questions were helpful in identifying each partner's aims and challenges, as well as building relationships of trust, an important foundation for ensuring a mutually beneficial partnership approach.

Outcomes and results

Just Knowledge partnered with three community organisations: the Galway Traveller Movement, Green Sod Ireland, and Swift Conservation Ireland. The process of finding research partners was facilitated by contacting university-based initiatives that have established relationships with community organisations, i.e. the [Community Knowledge Initiative](#) at NUI Galway and [Sustainability in the Community](#) network at Atlantic Technological University. The partners and respective outcomes are described below.

Galway Traveller Movement: Open mapping project

Partner: The [Galway Traveller Movement](#) (GTM) is an independent charitable organisation – a partnership of Travellers and non-Travellers— working to achieve full equality, social

justice and human rights for members of the Traveller community in Galway and meaningful participation of Travellers in social, economic, political and cultural life.

Project: The GTM/Just Knowledge project was part of a larger GTM community mapping project 'Reimagining Life on the Road', documenting Traveller heritage. The first phase of work was completed in 2019, producing a physical (oil cloth) map showing 42 traditional camping sites. The 2022 project with Just Knowledge aimed to convert this from a physical to a digital map, incorporate additional metadata, and consider broader issues related to digital mapping, open sharing, and archiving of community knowledge, particularly for marginalised communities.

Outcomes: Together, the project team explored ideas for creating a context-appropriate, equity-focused digital map which could be shared publicly. We created a "proof of concept" open online map (using Google maps, see Figure 21) showing 51 locations of traditional Traveller camping sites in Galway, including associated metadata (e.g. photographs, audio stories).

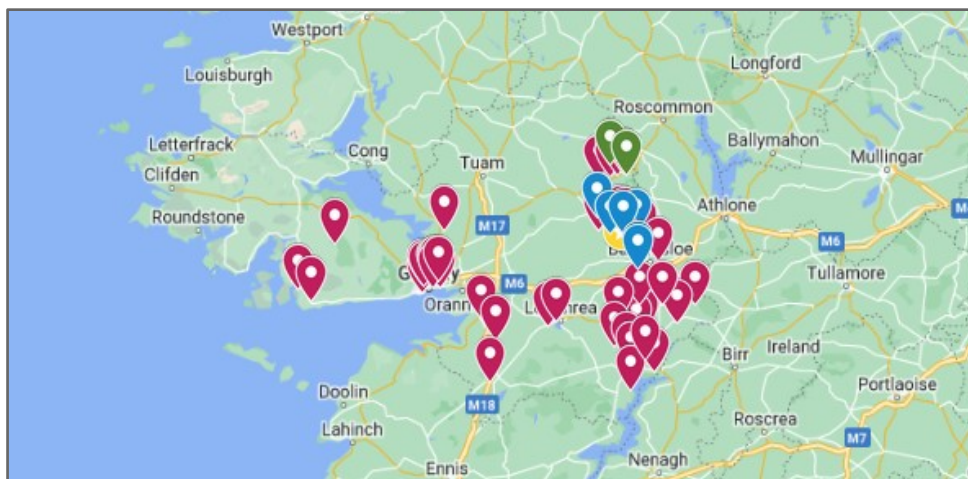


Figure 21. Zoomed-out image of 'Reimagining Life on the Road' map, showing locations of 51 traditional Traveller camping sites. CC-BY Catherine Cronin

I worked closely with the [GTM team](#) to consider important issues such as copyright and open licensing, consent for open publishing, and long-term archiving of open maps and data. The collective decision was to publish a public, but not open access, map. The copyright will be held by GTM and the GTM team will continue to gather data and develop the map as a living resource. The digital map was shared publicly at the [Irish Travellers/Mincéirs and the State 1922-2022 Conference](#) in September 2022, and the Misleór Festival of Nomadic Cultures in October 2022.

Green Sod Ireland: Openly licensed course

Partner: [Green Sod Ireland](#) is a registered charity and land trust working to protect and conserve Irish land and its biodiversity for the sake of nature and people. Its vision is an Ireland where ecosystems both thrive and flourish. Green Sod Ireland focuses its efforts in three areas: protecting land, [ecological education](#), and community engagement.

Project: Prior to March 2020, all Green Sod Ireland education initiatives were offered on-site and in-person at schools. Covid-19 changed all of this, however. [The Green Sod Ireland/Just Knowledge project](#) considered the potential of openly licensing one existing course in order to reach wider communities of teachers and students, within and beyond Ireland.

Outcomes: ‘The Story of the Universe’ course fosters an understanding in children—through the medium of drama—of our place in the Universe and how all life is interconnected. After exploring the various Creative Commons licensing options, a CC BY-NC-SA licence was chosen for this course. The existing classroom-based lesson was adapted to create an online, openly-licensed lesson pack, which was published in October 2022. In an accompanying [blog post](#) to announce the publication of this new resource, Green Sod Ireland notes: “By sharing these lesson materials openly, Green Sod Ireland is acting in support of [UNESCO’s 2020 Call for Joint Action](#) by the global education community.”

Swift Conservation Ireland: Openly licensed publications

Partner: [Swift Conservation Ireland](#) is a volunteer-led initiative providing advice and information about conservation actions for Swifts across Ireland. The Common Swift is a [Red-listed](#) bird of conservation concern in Ireland, due to loss of traditional nest sites (i.e. old buildings). Recovery of the Swift population is helped by providing permanent nest sites where they can breed.

Project: Swift Conservation Ireland has developed and published a guide: [Building Nest Boxes for the Swift: Guidance on Best Practice](#) that they make available to builders in Ireland and to the broader Swift conservation network in Europe. The project with Just Knowledge explored openly licensing this guide to facilitate adaptation (including translation to other languages) and sharing of the resource across all regions where Swifts migrate to nest.

Outcomes: After collaboratively exploring the various open licensing options for existing publications, it was decided to use a CC BY-NC-SA licence for the guide. Detailed discussions were held about how best to release the booklet as an OER. Presently, the Swift Nest Box guide is being adapted by the designer in preparation for publication on the Swift Conservation Ireland website.

Risks and challenges

Just Knowledge was designed to engage with and support the current objectives of community-based organisations re sharing knowledge. My aim was to partner with equity-focused initiatives, particularly those working with marginalised communities, in keeping with the aims of Just Knowledge as well as the overall EDI ethos of GO-GN. This meant (a) finding such organisations, and (b) finding individuals within these organisations who had the capacity to collaborate for six months in 2022. Considerable risks, from the start, were that such organisations might not be found, might take some time to locate, and/or might not have the capacity to participate in Just Knowledge. The two latter risks were encountered, and managed, although it took nearly three months to reach the goal of three partner organisations.

Support from GO-GN

Support from the GO-GN team at the OU was crucial to the initiation, progress and successful completion of the Just Knowledge project. Likewise, Just Knowledge was useful in promoting the GO-GN network. The initial [Introducing GO-GN Fellows 2022](#) webinar in March was an opportunity to share [initial plans for the project](#) and to obtain valuable feedback. I regularly shared posts about Just Knowledge in the [GO-GN Fellowship blog series](#) and cross-posted these on [my own blog](#). In addition, with sponsorship from GO-GN I participated in OER22 in April where I shared information about [Just Knowledge](#) and invited feedback from the wider Open Education community. I collated all feedback from the OER22 session in a post on my blog: [Just Knowledge: Sharing Indigenous knowledge and Indigenous maps](#).

Impact in the OE community

I invited each community partner to share their own feedback about our collaborative work, excerpts below.

Galway Traveller Movement:

“The researcher's work is informed by Data Feminism an approach to data ethics which really compliments GTM's own approach which include principles of examining and challenging power.”

“Prior to our meeting with the researcher we would have had limited understanding of Open Education/open university. It was an additional benefit to be introduced to the concept and broaden our horizons in relation to sharing of knowledge...There is an opportunity to embed justice and equity in all future initiatives.”

Green Sod Ireland:

“Voluntary/Community groups are often far removed from researchers/Universities. We now understand more about working digitally and securely. Catherine showed us how we can achieve a much greater impact online, compared to the immense work involved in traditional publication. She encouraged our creativity and supported us to do what we have wanted to do for a long time but didn't know how.”

“We don't know who and in what small or big ways someone will benefit from what has taken place between Green Sod Ireland and Dr. Catherine Cronin and the Open University and for that we are very grateful.”

Swift Conservation Ireland:

“It was beneficial to learn about the open access and Creative Commons as I wasn't aware of this and it fits in with the type of voluntary conservation work I do.”

“All voluntary organisations who are producing guidance and literature would benefit from this.”

Most research in open education, open access and open knowledge is focused on higher education. The value of this work is undeniable, but attention should also be paid to the vital knowledge developed and shared by community organisations, often the lifeblood of local communities. Such knowledge is, by definition, attentive to local needs and priorities. In our present time of multiple and intersecting crises - e.g. deepening inequality, climate and ecological emergency, austerity, rising authoritarianism - it is vital to support knowledge sharing among and between local communities, as well as to strengthen connections between communities and HEIs.

Community organisations already share knowledge in digital ways, increasingly so in the ‘post’-pandemic context. Most community organisations and initiatives operate with severely limited resources and therefore engage in knowledge and education work with little or no support. There is an opportunity for existing community engagement initiatives (university-based and otherwise) to include support for open knowledge sharing - recognising, of course, the extreme resource constraints on these units already.

Although this was a small and exploratory research project, the findings suggest that community organisations can benefit greatly from support for open knowledge. The findings also suggest that such engagement re open knowledge/open publishing is most fruitful when connected to existing knowledge (e.g. publications, courses and other resources) that community organisations are already sharing. Such work requires time, trust, and ideally, a true partnership approach.

The GO-GN fellowship scheme experience

All fellows and the GO-GN team attended a kick-off, a midterm and an end-of-fellowship meeting. A feedback survey was completed as part of the midterm and end-of-fellowship meetings. Surveys were completed by fellows a few days before the meeting so the GO-GN team could prepare for the session. In all meetings at least two members of the team were present.

In both surveys, fellows were asked to identify (1) achievements, (2) risks, (3) impact, (4) support needed from GO-GN and (5) lessons learnt, in the final survey extra questions were included to prompt (6) dissemination (7) next steps after the fellowship. In the mid-term survey on a five-point Likert scale, six fellows strongly agreed and three agreed they felt supported by GO-GN, while four strongly agreed and five agreed were satisfied with their fellowship so far.



In the final survey seven fellows strongly agreed and two agreed that GO-GN had supported them over the fellowship, six strongly agreed and three agreed that they were satisfied with how the fellowship had finished.

At the end of the scheme, during July, August and September 2022, fellows were invited to participate in a 30-minute interview which covered two main topics: (1) the fellowship experience and (2) their views as GO-GN members. The first topic (fellowship experience) covered the following questions:

- What worked well during your fellowship? What could have been improved?
- What was the biggest takeaway from your fellowship?
- Were there any challenges? How did you overcome these?
- How did GO-GN support you during the fellowship?
- Has having a GO-GN fellowship benefitted you and your work in any way?
- What advice would you give to anyone considering a GO-GN fellowship?

 <p>Johanna Funk</p>  <p>Global OER Graduate Network Fellowship</p> <p>July 2022</p>	 <p>Judith Pete</p>  <p>Global OER Graduate Network Fellowship</p> <p>July 2022</p>	 <p>Chrissi Nerantzi</p>  <p>Global OER Graduate Network Fellowship</p> <p>July 2022</p>
<p>Johanna's interview</p>	<p>Judith's Interview</p>	<p>Chrissi's interview</p>
 <p>Virginia Rodés</p>  <p>Global OER Graduate Network Fellowship</p> <p>July 2022</p>	 <p>Sarah Lambert</p>  <p>Global OER Graduate Network Fellowship</p> <p>September 2022</p>	 <p>Verena Roberts</p>  <p>Global OER Graduate Network Fellowship</p> <p>July 2022</p>
<p>Virginia's interview</p>	<p>Sarah's interview</p>	<p>Verena's interview</p>
 <p>Michael Paskerisius</p>  <p>Global OER Graduate Network Fellowship</p> <p>August 2022</p>	 <p>Viviane Vladimirovici</p>  <p>Global OER Graduate Network Fellowship</p> <p>August 2022</p>	 <p>Catherine Grinin</p>  <p>Global OER Graduate Network Fellowship</p> <p>August 2022</p>
<p>Michael's interview</p>	<p>Viviane's interview</p>	<p>Catherine's interview</p>

Analysing the data from both surveys and the interviews it seems clear fellows suffered from the uncertainty of the Covid-19 pandemic. It affected their research, including complexities in finding participants but ultimately received good feedback from those involved:

"I think the main risks were in the possibility of conducting the interviews. It took me a lot of work and required a lot of insistence to do them, and the teachers attended the interviews during their working hours at the school." (Midterm survey)

"Amazing engagement with the current rhetoric around pedagogy and student engagement in culturally charged issues. I'm finding many students appreciate the design and interactions they afford." (Final survey)

The fellowship was an opportunity for career development during times of uncertainty:

"Because I just finished my PhD the year beforehand, I was feeling I should have a post-doc lined up, nothing was going on and there was Covid. There was anything available, the fellowship came along as a really helpful boost." (Interview)

“The fellowship came at a very challenging time we had been through Covid and there was a lot of redundancy and uncertainty, it was very important that we come together and found ways for Open Educaon to progress and to maintain hopeful about what could be achieved within HE so for me the fellowship enabled me to stay connected to the network internationally at the time where I was feeling very isolated.” (Interview)

In some cases, the research plan had to be redesigned because of an underestimation of the amount of work and the limitation of six months to hold the fellowship:

“The path of my fellowship has been somewhat different than outlined in my application, but very productive.” (Final survey)

“It has been a real struggle and at some point, the task seemed to be too big and unrealistic.” (Final survey)

“My research project was a new project, it wasn’t something I had started before my fellowship began, the six months timeframe was somewhat short for my project (...) I think being able to have a slightly longer time to do my particular project would have been better.” (Interview)

While several fellows decided to involve more researchers in the team:

“I turned my fellowship into a collaborative project, and I was very happy that I did because it enriched the experience in the journey but also the output, the diversity of ideas helped and being open, there were disagreements, but they were used in a constructive way to learn from each other” (Interview)

But even with time constraints, the fellowship scheme was proven to offer flexibility as well as a good opportunity to learn how to apply different research methods:

“I think having a better flexibility as well the touch zones, having the blogposts that worked as a diary, that was helpful to keep accountable to a broader audience but also the team was very flexible with me, taking a bit more time to collect more data and add to my analysis, that was very helpful to me.” (Interview)

“Another thing that worked well, is the support being able to reach out and for more skilled development support I didn’t get during my PhD, when you are doing your PhD, you focus on one methodology and one kind of analysis and I was using a new analysis I haven’t used before, this was helpful to get my head around another form of analysis.” (Interview)

Sharing the fellowship proposal in the webinars within the GO-GN community and disseminating at conferences was considered a good experience:

“The fellowship was a great opportunity to reconnect with the GO-GN network and share the fellowship idea early on through an online session where we could present our half-cooked ideas and get tremendous feedback from the group, which is not something common in other contexts. We presented at a conference and also got tremendous feedback from an even broader community.” (Interview)

“The fellowship brought the structure that enabled me to connect, I’d be thinking about who in the network would be useful to touch base with and to consider (...). Being kind of pushed to put in an application for OEG I may not have done otherwise, ended up being a positive experience with a pre-recorded session I was proud of.” (Interview)

Regarding impact, fellows considered their fellowship outputs to be useful for policymaking, supporting teachers and being more in touch with other alumni:

“I think the fellowship will have a significant impact. It will give visibility to the enormous work that teachers have done, and relevance to their voice seldom heard in the story of educational continuity during Covid-19.” (Final survey)

“It was done during the pandemic when everyone was busy, so that was a challenge, everyone who was involved said that it was an oasis of happiness during these difficult times. I felt that I learnt a lot and it created new areas for exploration working together.” (Interview)

As well as having an impact on their careers by improving their CV and practice:

“If you read my CV now and before are two different things, in this University even though I have not been promoted I am holding the research of the year at the University.” (Interview)

“It has given me a lot more practice on talking about what I do and elevating the pitch, through the fellowship the ability to gather evidence to keep centring student voices and to make that part of an open practice has helped to articulate the value of that a lot”. (Interview)

While lessons learnt involved understanding the value and improvement of OEPs:

“I always seek to publish open access but have been less open about sharing the early stages of a project. Through the fellowship, I've seen how sharing those initial research ideas, sketches, and plans can be formative and beneficial. Getting feedback from a larger population in the early stages of a project can improve the process.”
(Final survey)

Collaboration with stakeholders has not ended with the fellowship and fellows anticipate continuing their research in Open Educaon:

“Throughout the fellowship, I've been able to identify some allies and individuals who have similar interests in bringing Open Educaon into teacher training programs. I hope to develop these relationships further.” (Final survey)

“Flexible collaborative working practices provide a valuable breathing space, enable diverse voices to be heard and create room for inclusion, invention and imaginative thinking, problem-solving and expression.” (Final survey)

In terms of support, the flexibility of the schema, critical feedback and having multiple conversations was reported as helpful:

“I appreciate the flexibility of GO-GN as the projects evolved. I have never had the support of a Fellowship before, so I wasn't totally clear what was expected. It exceeded my expectations.” (Final survey)

“The support from GO-GN was multifaceted and very important, I engaged in different types of community work, but I have never been an Open Education professional. (...) As a GO-GN fellow, I can share the work we are doing together with this network as an Open Education researcher.” (Interview)

“GO-GN was there through the process, we had critical conversations, we had the opportunity to share the thoughts and the product at different stages, and we got very critical feedback, but this is exactly what we needed.” (Interview)



Fellows suggested and encouraged to apply for a similar fellowship scheme in the future for GO-GN recently graduated alumni:

“The fellowship is so broad and applies to recent graduates, graduates from a few years ago, small projects, larger projects, single projects, and collaborative projects, so my advice is please considered it if you are a GO-GN graduate or soon-to-be graduate cause it is for anyone to further their work in the area of Open Education”
(Interview)

“I am not exaggerating when I say it was one the greatest honours that I have received in my career, I think the leadership of GO-GN and its construction of Open Education at a global level focusing on doctoral students is very important and be part of this is an excellent experience for any researcher in Open Education.”
(Interview)

One of the reasons can be that the network is supportive of fellows and their proposals even if they are varied or were not in the original call:

“Go for it, if you are considering it you probably already know the network well, one thing I’ve always talked about with GO-GN members is how isolating is doing doctoral research in your home institution, (...). If you know all that you can do a fellowship and have so great support and motivation and to reconnect with the network, the fellowship is a great place to participate and look for other opportunities to give back to the network.” (Interview)

The fellowship also allows for creativity and different research in a research-funded project:

“One, work with others, and reach out to the network not to only get support but turn it into a collaborative fellowship where you can achieve more, the second one is to be bold and try something wacky, something different and something new, cause GO-GN is supportive of these ideas. Try to make normal connections, connect the things that don’t seem to connect naturally, and that’s where I think the discoveries are made and new ideas are generated and that concept links nicely with what a PhD is.” (Interview)

“I’d tell them like any research you go with an idea but you may not get the answer to what you think you are looking for, and that is OK, the fellowship is an opportunity to explore things that you want to do, it is more like your dissertation because it is not restricted by outside forces, you get to choose what direction you want to go in so it is a really good opportunity to do something you are passionate about.” (Interview)

In general, all feedback has been positive, and the fellowships have been a supportive experience for alumni careers. Some improvements to consider for the future are that the six-month duration and one call per year have limitations in the scheme; a more flexible programme could be implemented in the future with a more agile approach. As well, the fellowship scheme has worked with recognised alumni with experience and who are well-established in the field. Other types of scholarship that could be considered include assisting members and alumni in different types of research (including doctoral), attendance at conferences, or work on GO-GN outcomes such as future research-focused handbooks.

In general terms key aspects of success for a schema like this are (1) providing support with regular contact and meetings with the team; (2) allowing the presentation of the fellowship proposal to members and at conferences. (3) facilitating new and innovative ideas and openly sharing those with other members to get critical but friendly feedback.

The GO-GN fellowship scheme has been proven as a learning experience for all including not only fellows but the GO-GN team. We would conclude that if you have any ideas or proposals about research in the area of Open Education, or other activities that might be considered suitable for a fellowship, do not hesitate to [contact the team](#) to see how to make that idea a reality.

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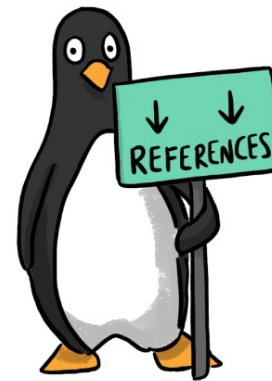
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