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## Open Education in Europe:

# Overview, integration with Open Science and the Library role.

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# OPEN EDUCATION IN EUROPE

Since Open Education (OE) was identified as a potential solution to some of the challenges in the EU educational systems, there has been a growing interest:

## European Commission:

- **European (Open Edu) framework for OE:** [Opening up Education \(2013\)](#)
- **European Policy Cooperation in Education & Training** ([ET2020](#))

## OE community:

not just a bureaucratic issue, but **a topic of discussion from all over the world:** [OE Global Conference 2018](#), [2<sup>nd</sup> World OER Congress \(2017\)](#) and future ones.

# OPEN EDUCATION IN EUROPE

**10 Core dimensions of OE for Higher Education Institutions (HEIs),** in order to open up the education practices:

- **Basic (6):** access, contents, pedagogy, recognition, collaboration and research  
→ most common practices about **‘what’ opens (or can be opened)**

- **Transversal (4):** strategy, technology, quality and leadership  
→ The spine needed to get the first ones: **the way to open them**



# OPEN EDUCATION POLICIES

OE Policies in the 28 EU states:

1. Policies oriented to the opening of education **through the promotion of OER and OEP**;
2. Policies **related to ICT for learning** with some component of open education;
3. **Integral strategic educational policies** with some component of open education;
4. Policies designed as **national open government plans** with some component of open education.



# OPEN EDUCATION POLICIES

Examples of OE Policies within each of the 4 categories:

1. **Promotion of OER and OEP**: the initiatives of the **French Ministry of Higher Education**, [\*Fun MOOC\*](#) (collaborative platform of online courses) and [\*Opening Up Slovenia\*](#) (research environment in OE by a group of partner institutions: industry, research, education, etc.)
2. **ICT for learning**: the **Portuguese National Policy** [\*Conta-nos uma historia\*](#): application of ICT in learning, encouraging the **use of media in schools** through an **open competition of stories** published by students.
3. **Integral strategic educational policies**: in the **Flanders region in Belgium**, OE policies are not a political objective but are **part of educational policies**, as a tool that contributes to innovation in HE.
4. **National open government plans** the third Greek national plan [\*Greece National Action Plan \(2016-2018\)\*](#) integrates, from a macro-national level, the open dimensions: educational materials, collaboration, research, certification, data and open source.

# OPEN EDUCATION POLICIES

## Examples of OE Institutional policies:

- **2015 - [Glasgow Caledonian University OER Institutional Policy](#)**  
→ 1<sup>st</sup> HEI in the UK and also Scotland
- **2016 - [Open Educational Resources Policy of University of Edinburgh](#).**  
→ Both report the institutional positioning of the OER and guidelines for their use in learning and teaching.
- **2017 - [Open Education Policy of the International University of La Rioja \(UNIR\)](#)**  
→ 1<sup>st</sup> Spanish University with a specific Open Education Policy

\* 2006 - Open University of Catalonia (UOC) → an OE initial initiative: OA institutional policy that provided licensed open learning materials to its institutional repository.

# OPEN EDUCATION AND OPEN SCIENCE

Open Science (OCS) is a new way to make science

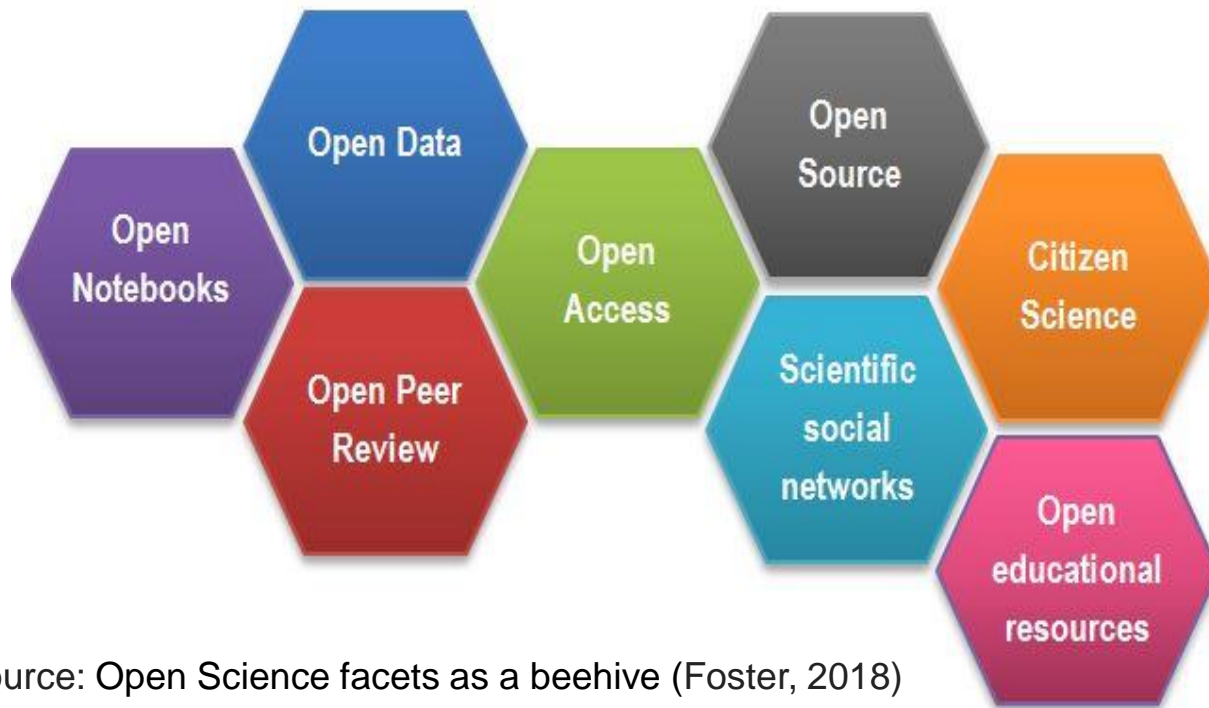
“a new approach to the scientific process based on cooperative work and new ways of disseminating knowledge, improving accessibility to and re-usability of research outputs by using digital technologies and new collaborative tools”. (Comissió Europea, 2018)

Open Education (OE) is a new way of teaching and learning

→ 1. both movements have a "**kinship**" or **family relationship** and also agree on important aspects as transparency, collaboration and social impact.

# OPEN EDUCATION AND OPEN SCIENCE

**2. OE is one of the elements of OSC, included in the great beehive of OCS and, generally, associated with OER**



Source: Open Science facets as a beehive (Foster, 2018)



# OPEN EDUCATION AND OPEN SCIENCE

**OE doesn't appear in most\* of current OSC Policies and strategies:**

**- Not included in the priority ambitions of OSC according to the OSPP (Open Science Policy Platform), since they are:**

incentives, indicators and research metrics, academic communication, European Open Science Cloud, FAIR data, research integrity and competences and citizen science

**- Not one of the acceleration areas of the Open Science Monitor.** It has planned an initial acceleration of OSC based on 3 major areas:

open access to publications, research data and assessment systems.

\* There are some exceptions (see next slide)

# OPEN EDUCATION AND OPEN SCIENCE

However, although the dominant scenario is concentrated in the process and results of the research, a certain component of open education is also evident:

- **Some OSC Plans** incorporate some specific component of OE. P.e: [Action Plan on Open Science for Tilburg University Strategy 2018-2020](#)
- **OSC includes educational dimensions** from 2 approaches:
  - **Open Skills** that researchers need to achieve to become aware and facilitate OSC
  - **Scientific education related to RRI** (Responsible Research and Innovation), which involves the exchange of results and scientific practices with the general public and has an **impact on education and the learning of science.**

# OPEN EDUCATION AND OPEN SCIENCE

In short, OSC is:

- a much **broader concept** than the acceleration areas marked in its initial phase.
- a **multidimensional phenomenon** that has yet to continue to develop.

Therefore, **open education** and other non-explicit areas will be **discussed later in a more mature later stage.**

# LIBRARY ROLE IN OPEN EDUCATION

Some of the **main influences of the libraries** in the OE context have been:

- Support in the creation of materials with **CC Licenses**
- **Librarian-teaching collaboration in the identification of open content** to do serve in the curricula
- Participation in the **collective production of OER and MOOCs**

# LIBRARY ROLE IN OPEN EDUCATION

Some of the **first actions of the libraries** in favor of the OER and OE have been:

- oriented to their preservation and open diffusion by **OCW platforms and institutional repositories**
- in charge of encouraging the deposit and **creation of OER specific collections.**
- as collaboration in the **creation and use of open textbooks.**

# LIBRARY ROLE IN OPEN EDUCATION

Beyond the OERs and in relation to open science:

- the association of European Libraries of Research **LIBER** has committed itself to **align its activities with those of the European Open Science Cloud (EOSC)**, the main actor in the process of implementing open science in Europe.
- In this sense, the **LIBER Open Science Roadmap 2018-2020**, collects the specific actions that libraries can carry out to lead the OSC

# **LIBRARY ROLE IN OPEN EDUCATION**

**In addition to support in the adoption and creation of OER, training in open competences and practices are others contributions of libraries to the integration of open education in open science.**

**Libraries play a key role and they have a potential opportunity to bring some OE fruits**

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