Open Educators Factory : building openness capacity building for HE educators

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Rationale: why the OEF research

The victory of Open Education (Weller 2014)
- Policy: EC, ICDE, UNESCO all agree that OE is the way to go
- Institutions: open initiatives in more and more universities
- >350 institutions offering MOOCs

vs

The power of the Status Quo
- Frontal teaching is often still the norm
- OER are in an eternal "experimentation phase"
- The MOOCs hype is settling down

http://www.freakingnews.com/Snail-Pictures--1603.asp

Why change is so slow? What do we need?

We need a peaceful army of Open Educators

Educators (professors, tutors, lecturers) are the ones who should drive the change towards openness, they must must transform from **agents of resistance** into **agents of change**.

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Starting questions

- What does it mean to be an open educator today?

- How to build openness capacity
  - beyond OER
  - in a full institutional perspective
  - in a sustainable perspective

- Can we map openness capacity across a university?

- Can we build openness capacity starting from this map?

Definition of Open Educator

An Open Educator **choses** to use open approaches, **when possible and appropriate**, with the aim to remove all unnecessary barriers to learning.

He/she works through an **open online identity** and relies on online **social networking** to enrich and implement her work, understanding that collaboration bears a **responsibility** towards the work of others.
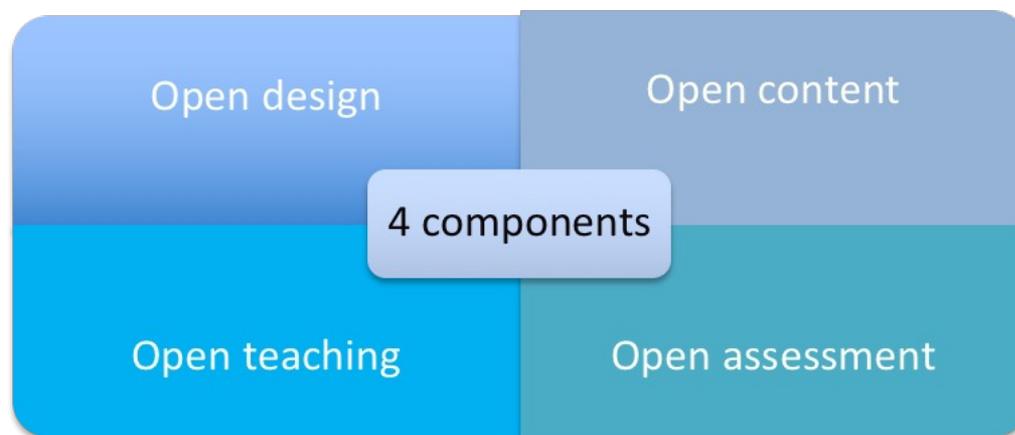
The OEF framework

OPENNESS ↑

Design	Content	Teaching	Assessment
Open designer	OER specialist	Open teacher	Open evaluator
Collaborative designer	OER user	Engaging teacher	Innovative evaluator
Individual designer	New to OER	Traditional teacher	Traditional evaluator

Nascimbeni, Burgos (2016). In search for the Open Educator, IRRODL, 17 (6)

The OEF platform

By filling a short questionnaire…

…the teacher is "positioned" in the different columns…

…receives tailored guidelines…

…and can go back to check his/her progresses.

Pilot: openness capacity in Politecnico di Torino

A SNAPSHOP ON OPEN PRACTICES AT POLITO
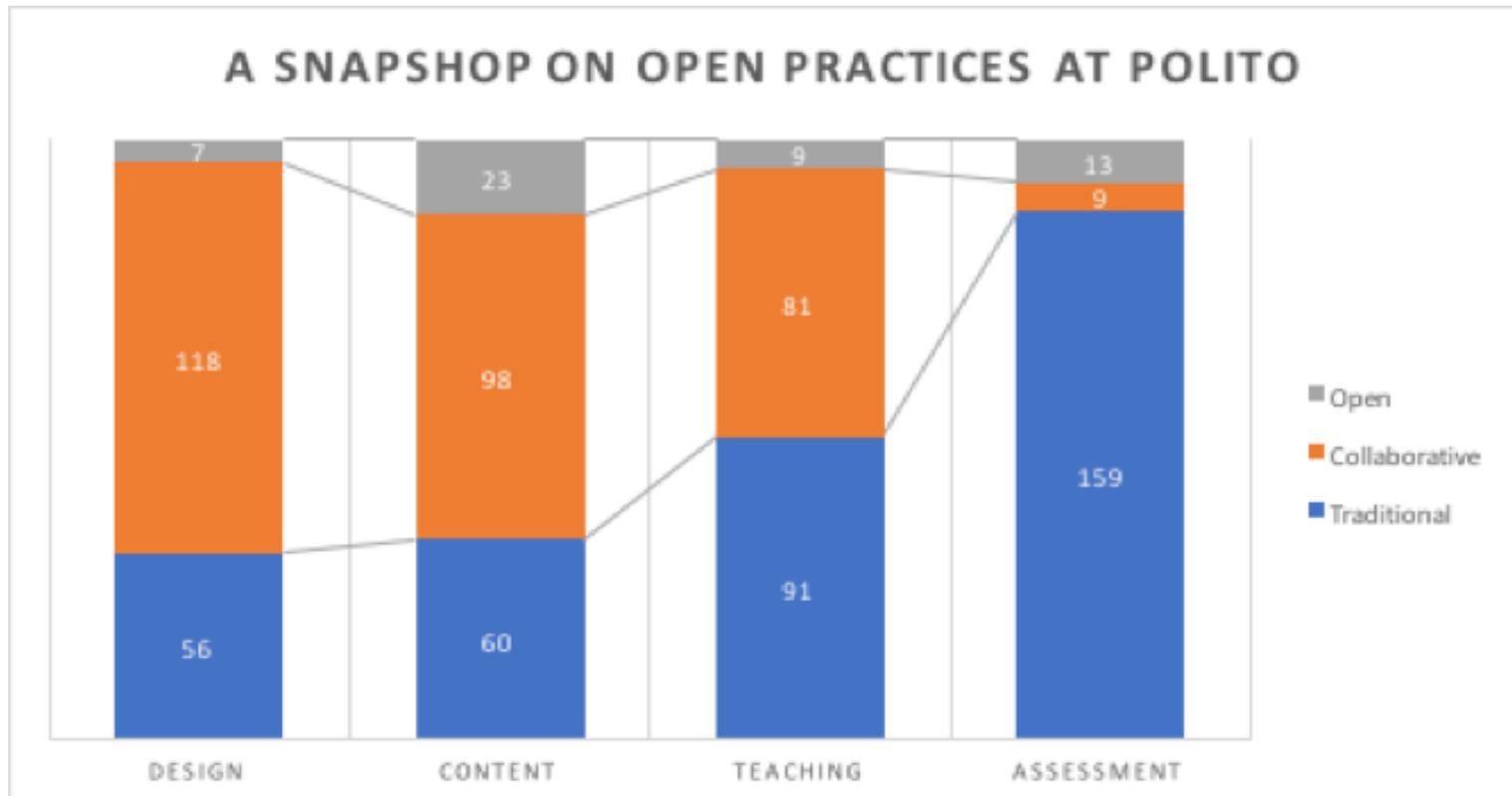
181 replies in total, data available through the OEF platform

Nascimbeni, Burgos, Campbell, Tabacco, *Mapping openness capacities beyond OER: a ase study* (under publication)

Use of OER and licenses

Have you ever been using resources produced by others in your teaching? If so, under which license was this content released?

16%

43%

41%
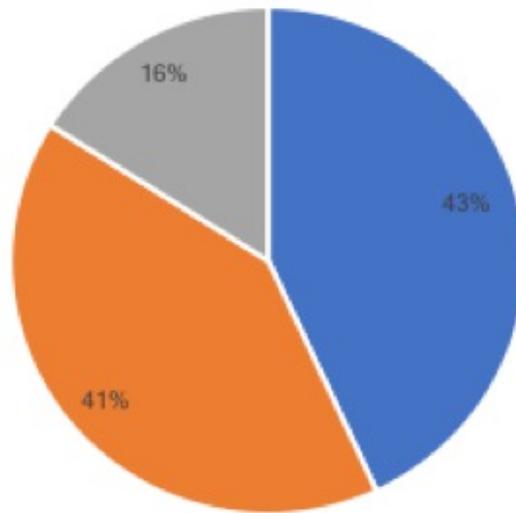
- No, I do not use online content produced by others in my teaching.
- Yes. I am not worried about the license of these resources, since I used it for educational purposes.
- Yes. I only use resources released under an open licence, such as Creative Commons.

Open pedagogies

Do you encourage students to search for additional resources on the web and to co-produce their own knowledge.

Open assessment

How do you assess your students? (socia media use in teching)
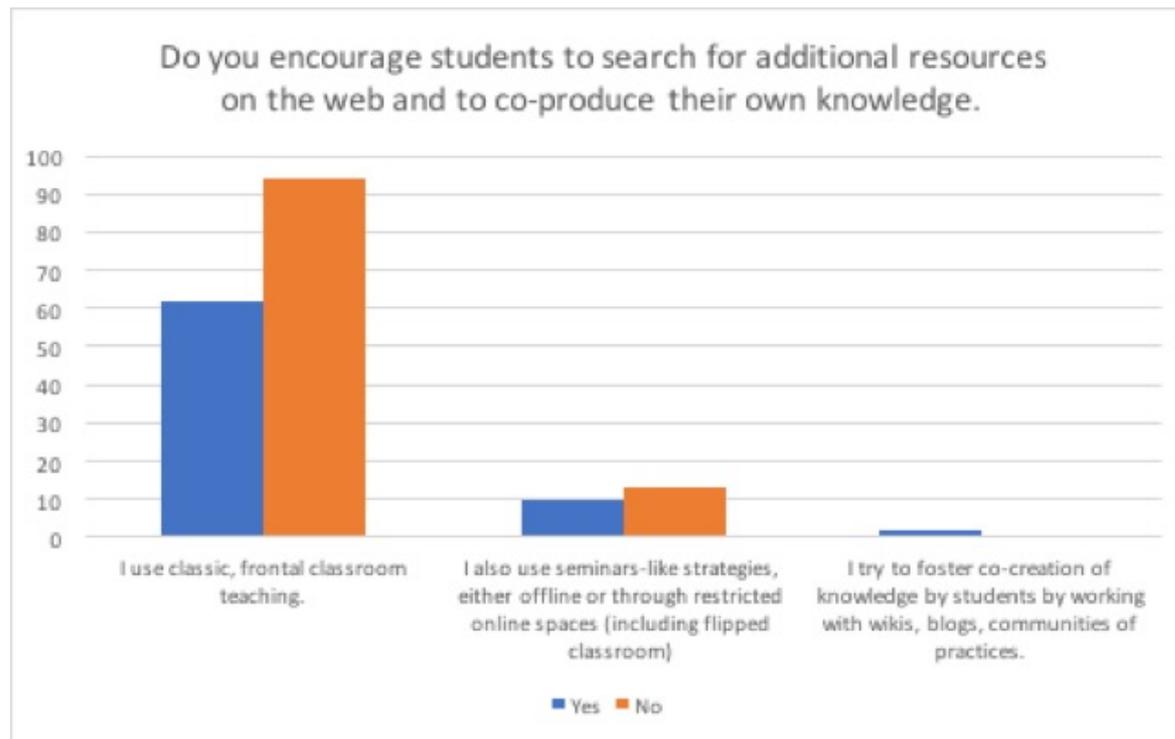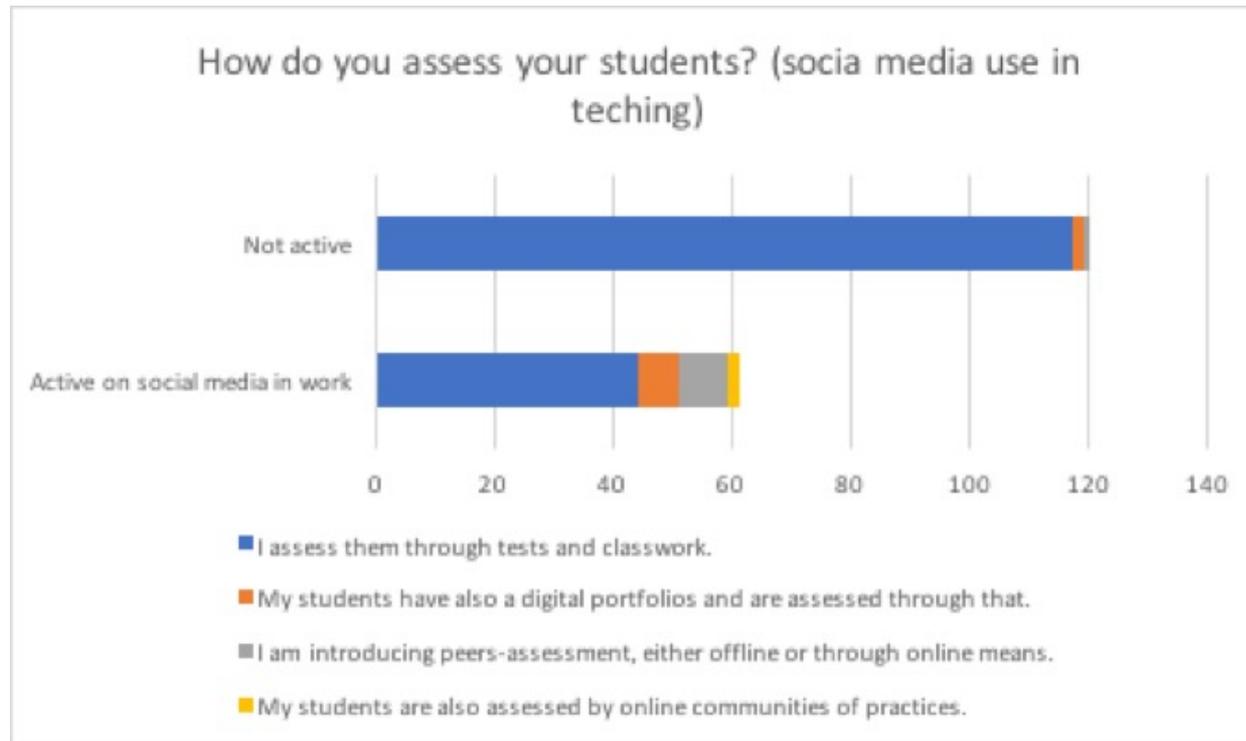
Two main findings

Openness has many "entry points"

JRC, 2016

The relation between Openness and Collaboration is clear

Do you encourage students to search for additional resources on the web and to produce their own knowledge?

Legend:
- No social
- For teaching
- Use social media
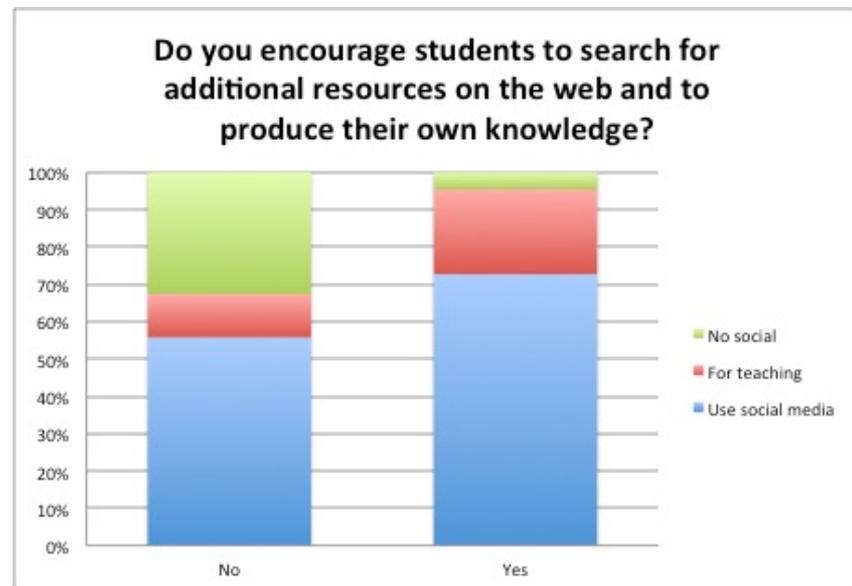
Building openness capacity from within

Future of the project

1. **Foster the use** the OEF platform: the more data we get, the more useful the tool will be for the community

2. **Translate** the platform into other languages (RU, CH)

3. **Next phase**: qualitative research on relation between Openness and Collaboration, investigating the impact of Open Culture (sharing) on teaching practices: *"If you cannot convince teachers to be open, teach them how to network"*

This is an open research project

http://wikieducator.org/Research/open_educators_factory

http://rd.unir.net/pub/oef

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