

# 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**.



<https://it.pinterest.com/pin/545780048568142339/>

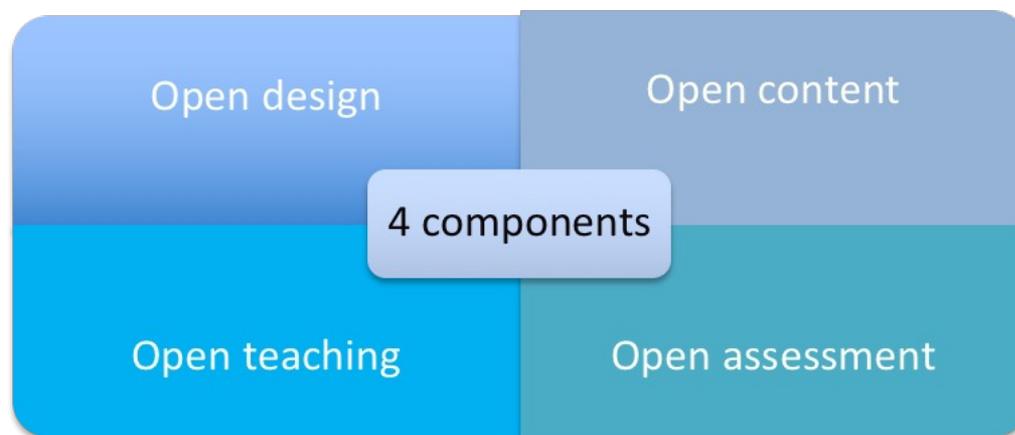
# Starting questions

- 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 **chooses** 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



	Design	Content	Teaching	Assessment
Openness	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...

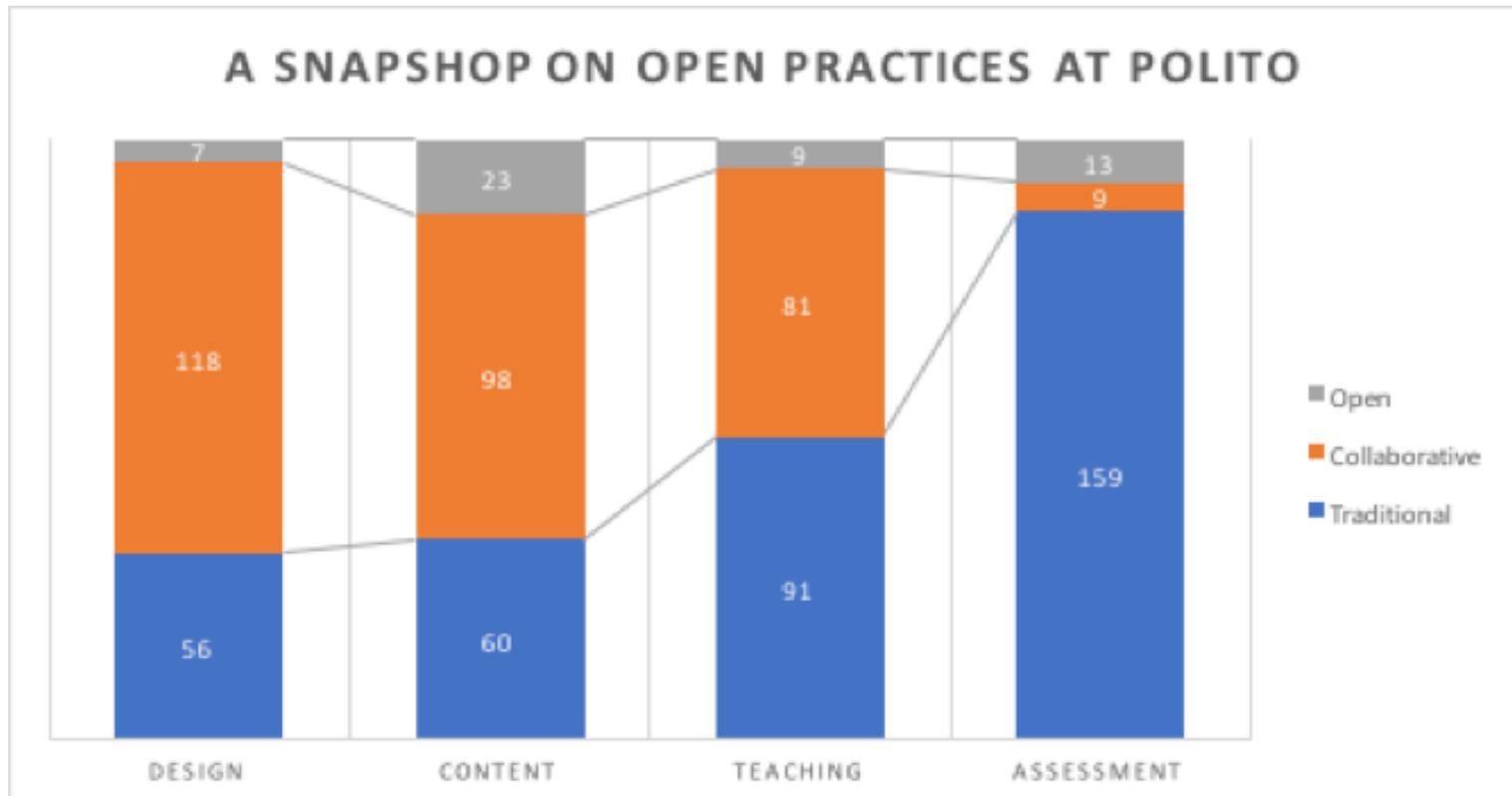
...the teacher is “positioned” in the different columns...

...receives tailored guidelines...

...and goes back to check his/her progresses.

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# Pilot: openness capacity in Politecnico di Torino

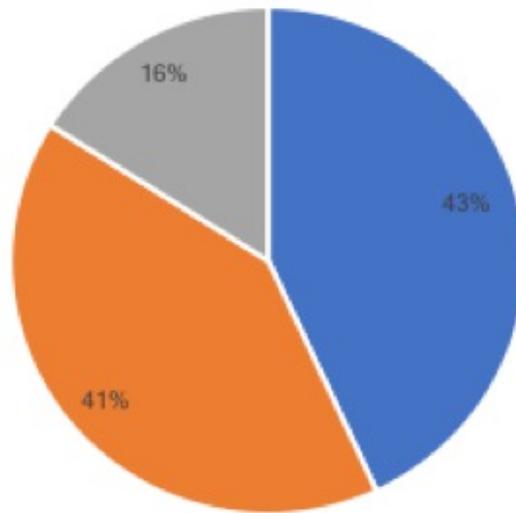


181 replies in total, data available through the OEF platform

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

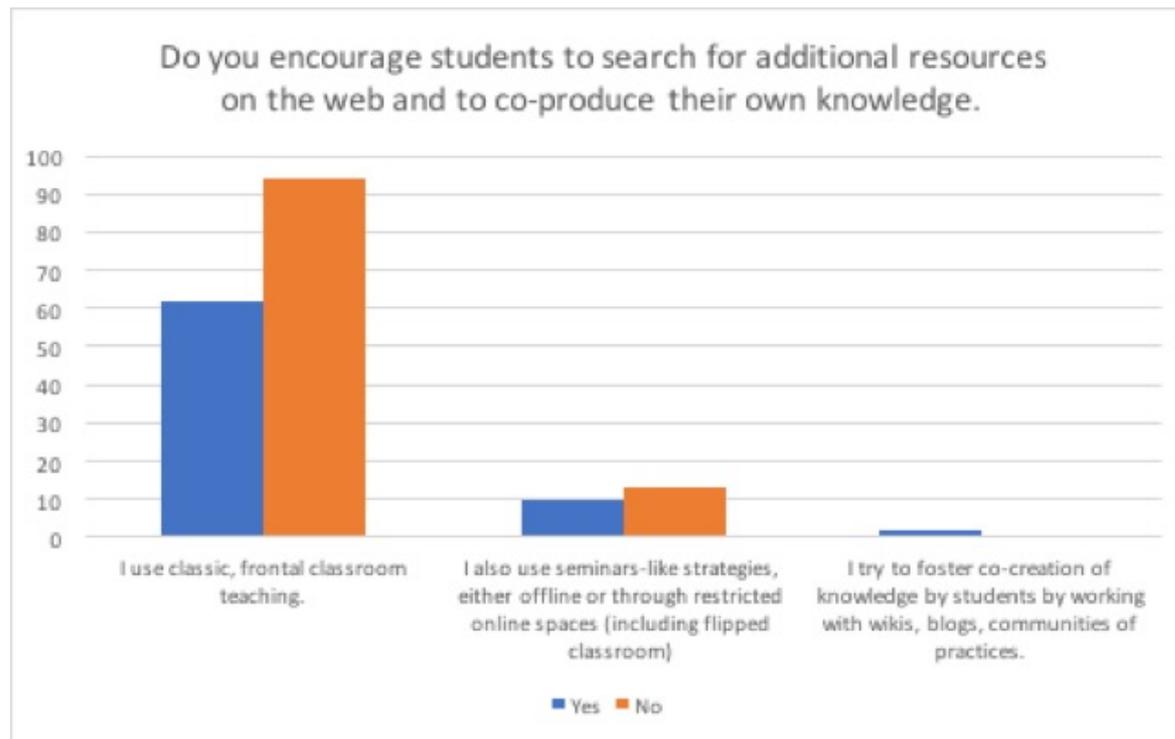
# Use of OER and licenses

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

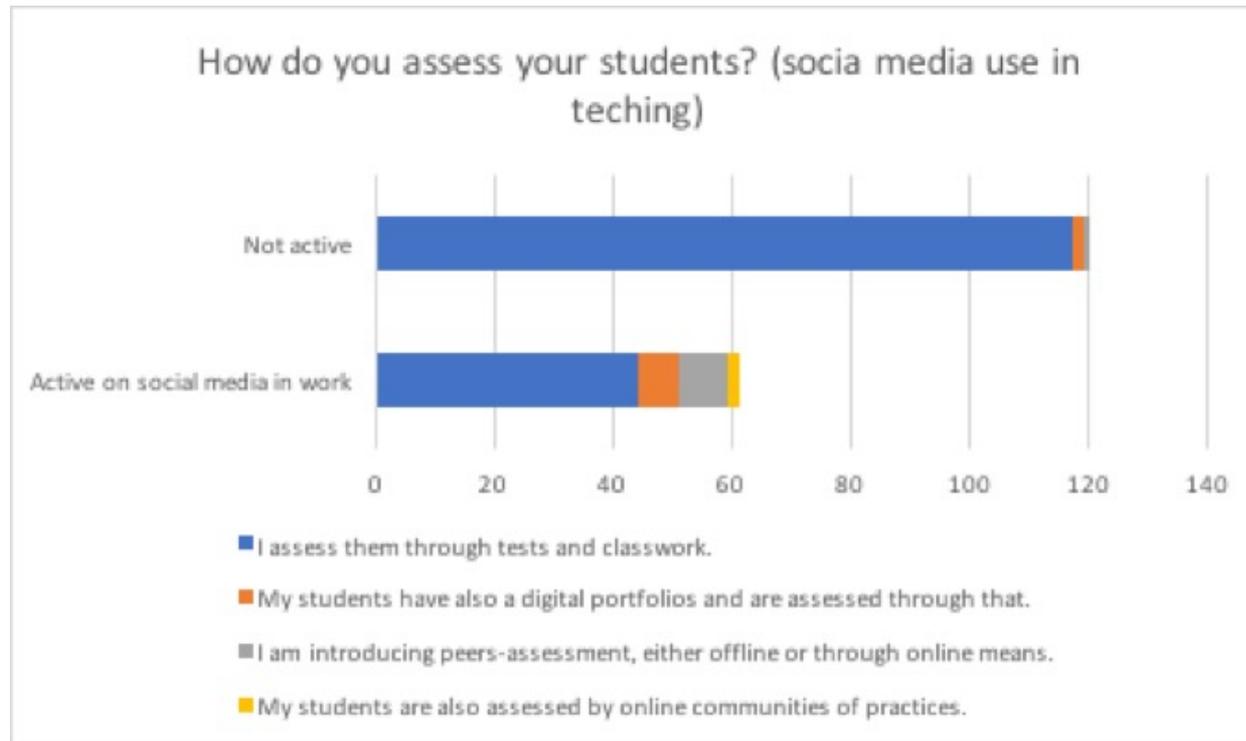


- No, I do not use online content produced by others in my teaching.
- Yes. I am not worried about the license of these resources, since I used it for educational purposes.
- Yes. I only use resources released under an open license, such as Creative Commons.

# Open pedagogies



# Open assessment



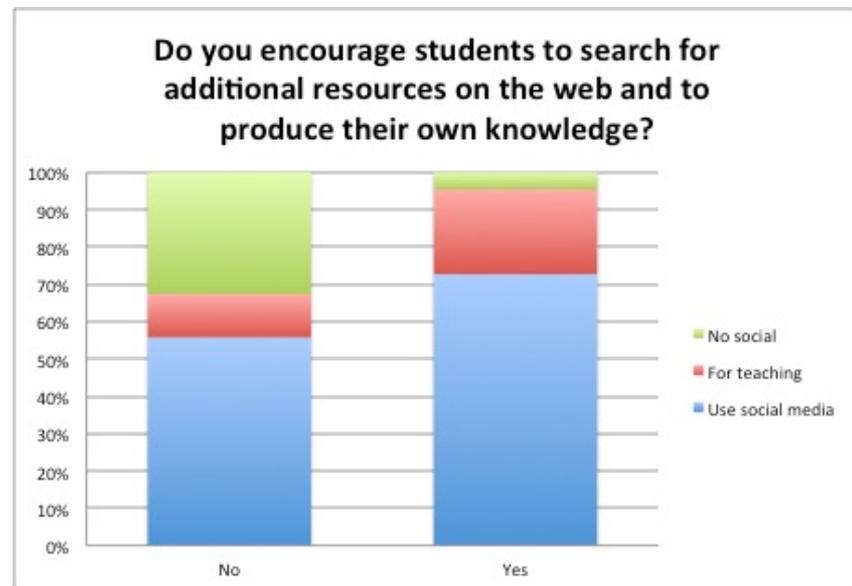
# Two main findings

Openness has many “entry points”

The relation between  
Openness and Collaboration  
is clear



JRC, 2016



# Building openness capacity from within

unir **OE** research

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## Your university results

In the following table you can see how the staff of your institution positions with respect to Open Education in different areas: Open Learning Design, Open Content, Open Teaching and Open Assessment. The higher in each column, the more "open" an educator is. This allows you to understand who are the "best performers" in terms of openness and who need to develop basic or advanced competences in the field.

Institution: Politecnico di Torino (183)

A. Open Learning Design	B. Open Content	C. Open teaching	D. Open Assessment
<b>A3. Open designer</b> Total: 7	<b>B3. OER expert</b> Total: 22	<b>C3. Open teacher</b> Total: 8	<b>D3. Open evaluator</b> Total: 13
<b>A2. Collaborative design</b> Total: 116	<b>B2. OER novice</b> Total: 100	<b>C2. OER novice</b> Total: 80	<b>D2. Innovative evaluator</b> Total: 7
 Angioletta Voghera Assistant/Associate Professor			

# 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

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Open Educational Content

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## Research/open educators factory

< Research

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### Project background

The Open Educators Factory (OEF) project stems from the assumption that true progress in terms of openness in higher education (as well as in other educational sectors) requires a major cultural change in the mindset of all stakeholders from public policy makers to institutional leaders, to teachers and researchers, to students and parents. As suggested by Martin Weller in his *The Battle for Open O*, this cultural change is gradually happening, but not at the pace that would be needed to make sure that any potential learner can access quality education following his or her preferences in a meaningful way.

OEF believes that the cornerstones for this cultural change to happen are educators. University educators (meant as professors, lecturers and tutors) represent in fact the biggest "resistance" to the Open Education revolution – mainly because they typically fear that their role might be undermined by open approaches and because they do not have a full understanding of the potential of Open Education – and at the same time are the ones that could contribute the most to the adoption of Open Education practices from a genuine bottom up perspective. The idea is that if teachers would drive the Open Education change, even in times when generalised budget cuts are undermining the Higher Education sector development and modernisation, the whole process would be more

[http://wikieducator.org/Research/open\\_educators\\_factory](http://wikieducator.org/Research/open_educators_factory)

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

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