



Open Research Online

Citation

Havemann, Leo; Atenas, Javiera and Nascimbeni, Fabio (2021). A tale of two OEPs? Looking at open educational practices from a policy viewpoint. In: OERxDomains21, 19-27 Apr 2021, Online.

URL

<https://oro.open.ac.uk/81584/>

License

(CC-BY-NC-ND 4.0) Creative Commons: Attribution-Noncommercial-No Derivative Works 4.0

<https://creativecommons.org/licenses/by-nc-nd/4.0/>

Policy

This document has been downloaded from Open Research Online, The Open University's repository of research publications. This version is being made available in accordance with Open Research Online policies available from [Open Research Online \(ORO\) Policies](#)

Versions

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding

A tale of two OEPs?

Looking at open educational practices
from a policy viewpoint

Leo Havemann, Javiera Atenas *and* Fabio Nascimbeni

#OERxDomains21

A tale of two OEPs? Looking at Open Educational Practices from a policy viewpoint

Leo Havemann, Javiera Atenas and Fabio Nascimbeni (session abstract)

This workshop will engage participants in a discussion of the apparent “understanding gap” between the two OEPs of open educational practices and open education policies, with the aim of ensuring the recognition of existing, successful open practices within appropriate open policies. The starting point of the workshop is the recognition of the distance between much open education policy discourse (often focused on OER, as shown for example by the UNESCO 2019 Recommendation on OER), the research communities working to categorise, replicate and promote a range of grassroots open educational practices (OEP), and the rich variety of actual practices undertaken by educators.

OEP, which were initially understood as teaching approaches that are closely connected to the creation and use of OER (Ehlers 2011), are increasingly being defined more widely, taking in aspects other than open content such as inclusive pedagogies (Havemann 2020), sharing-based approaches (Cronin 2017), care-based teaching methods (Bali, Cronin and Jhangiani 2019) and accessibility dynamics (Tlili et al 2020). In order to explore the different way of understanding openness of the Open Education policy community and the OEP research community, the workshop will engage participants in discussing definitions and perspectives and in co-designing a “policy-sensitive” and “policy-relevant” way to look at OEP, which means classifying OEP from a policy point of view.

Furthermore, we will look at key strategies to support the adoption of the principles of OEP within wider policy and strategic environments in the HE sector, such as digital education, e-learning and open access policies, to ensure that open practices are embedded, supported, enabled and rewarded in line with the academic development programmes, career progression criteria and innovation and teaching excellence schemes. We will invite participants to co-create an action plan and a roadmap following the OE policy co-creation recommendations outlined by Atenas, Havemann, Neumann & Stefanelli (2020), using Mentimeter to crowdsource ideas that can be used to draft guidelines for the inclusion of OEP in HE at policy and strategic levels.

Session page

<https://oer21.oerconf.org/a-tale-of-two-oeps-looking-at-open-educational-practices-from-a-policy-viewpoint/>

Recording

<https://www.youtube.com/watch?v=G1N26-MDKwc>

Introduction

- The open education movement, research and the turn to OEP
- The quest for open education policies
- Our research and work with the OER World Map & OE Policy Hub



Mentimeter activity

- **Which global regions have most OE/OER policies?**
- **What is the most common OE / OER policy scope?**
- **What about the key policy elements by region?**

(based on the oepolicyhub.org data)



Menti.com Voting Code
2633 1717



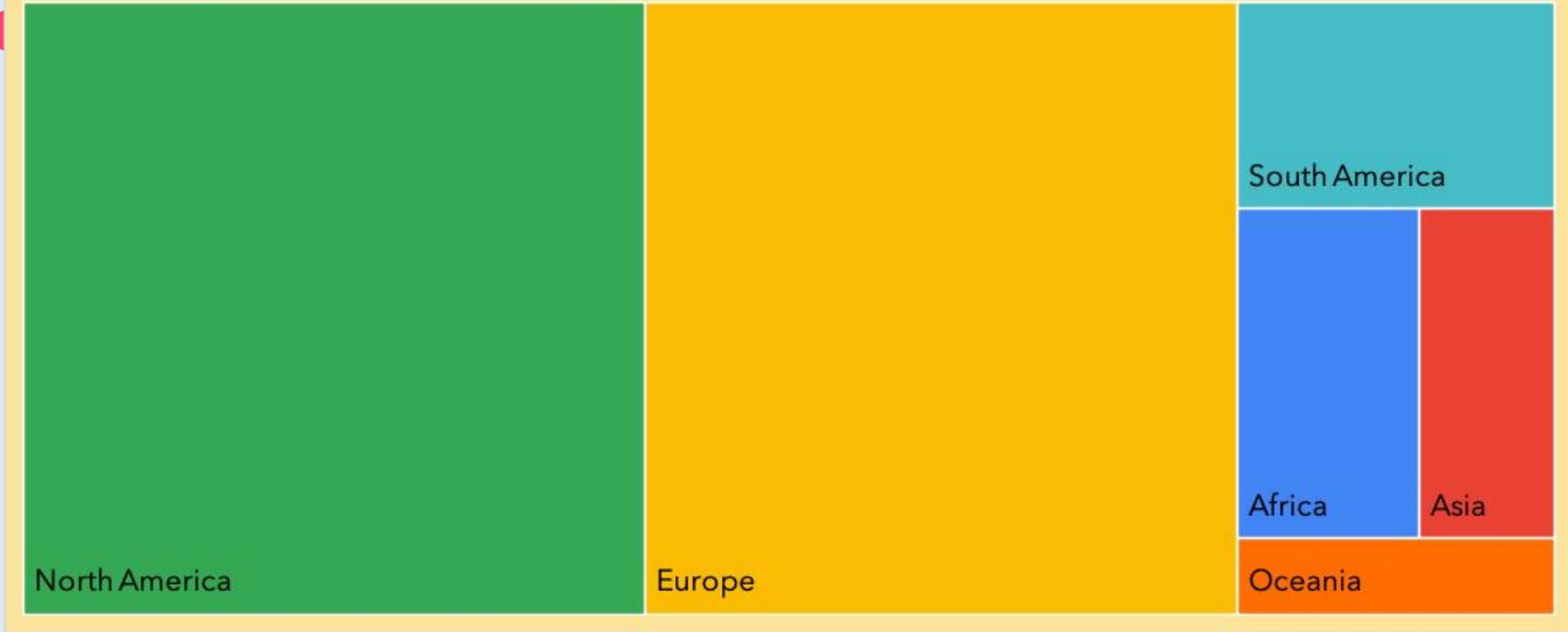
Which world region has the most OE or OER policies?

[As voted...]



The data says....

POLICIES BY REGION



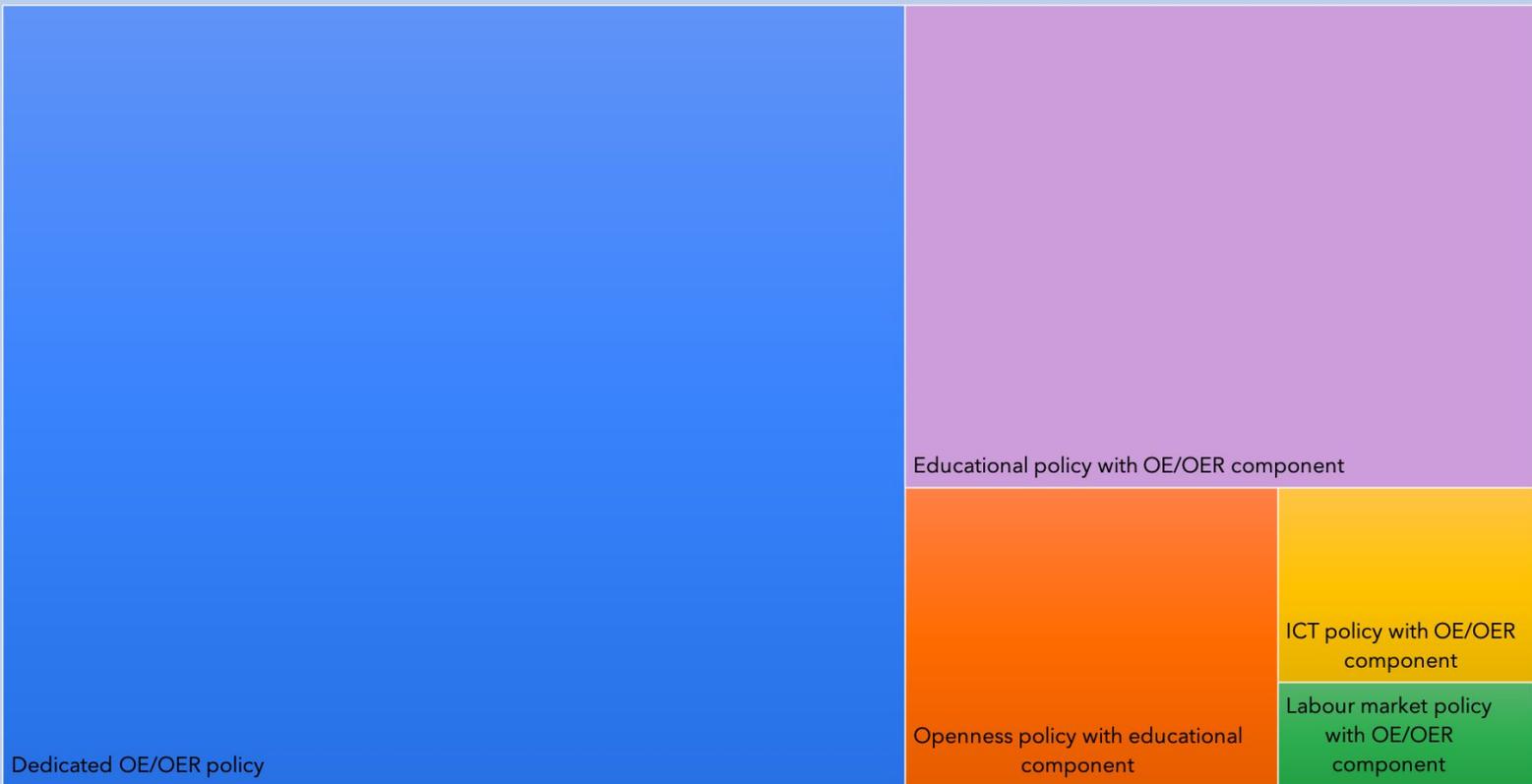
Policy scope - which are most prevalent

[As voted...]



The data says....

POLICY SCOPE



Dedicated OE/OER policy

Educational policy with OE/OER component

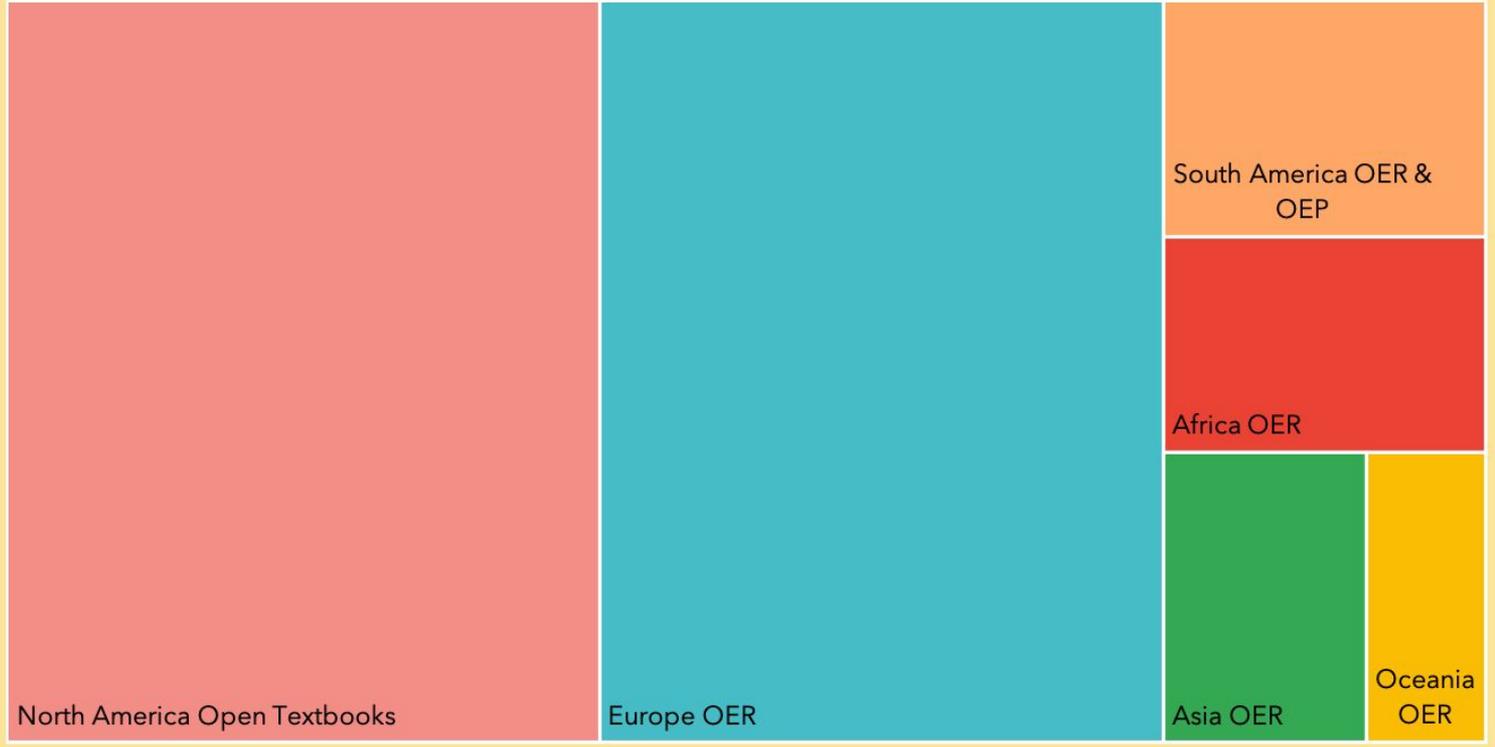
Openness policy with educational component

ICT policy with OE/OER component

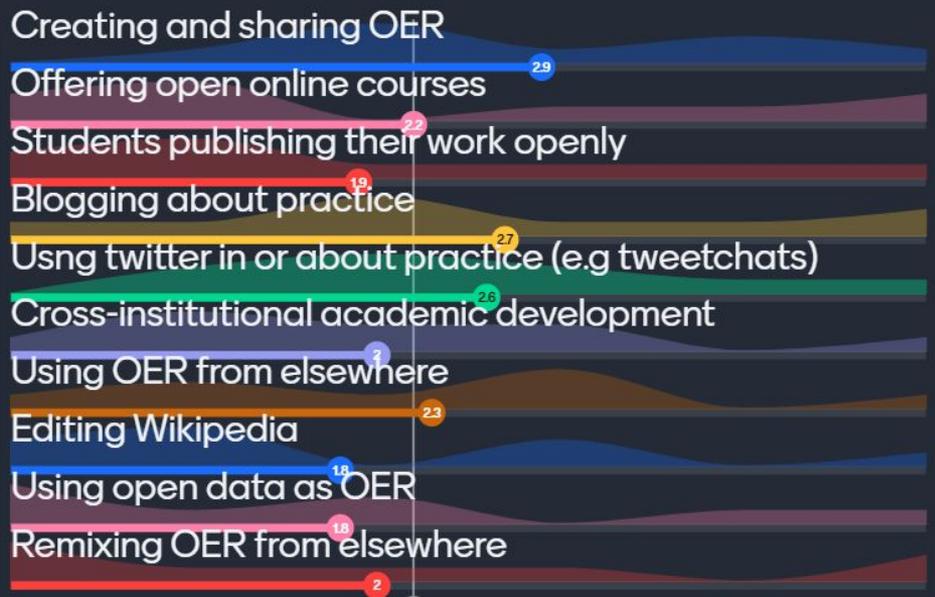
Labour market policy with OE/OER component



KEY POLICY ELEMENT BY REGION



How popular are these open educational practices in your organisation?



To what extent does your organisation have policy OR support in place for...





Mind the gap

- OE policies are still thin on the ground
 - OE policies where existing tend to be OER-focused
 - OEP include practices that relate to OER but also a wider range of practices
- 

How do we get OE into policy?

Discussion/chat

- Where should OEP be sitting: in dedicated institutional OER policy, or other policies/strategies (digital learning, education)
- Which practices should be included in policies - any that should not be?

Menti.com code: 2633 1717



Take the OE policy co-creation toolkit home



Here you can get some resources, a timeline, a roadmap, a SWOT and a canvas





Some relevant readings ;)



Havemann, L., Atenas, J., & Neumann, J., (2020). The Open Education policy registry: An open benchlearning tool. OE Policy Working Papers. <http://doi.org/10.5281/zenodo.3738418>

Atenas, J., Havemann, L., Nascimbeni, F., Villar-Onrubia, D. & Orlic, D. (2019). Fostering Openness in Education: Considerations for Sustainable Policy-Making. <https://openpraxis.org/index.php/OpenPraxis/article/view/947>

Atenas, J., & Havemann, L.. (2021). A review of the OE policy landscape and OE Policy Lab update. <http://doi.org/10.5281/zenodo.4441190>

Nascimbeni, F., Atenas, J., Basich, P, Aceto, S., Burgos, D. (2017) Policy approaches to Open Education. Case studies from 28 member states <https://ec.europa.eu/jrc/en/publication/policy-approaches-open-education-case-studies-28-eu-member-states-open-education-policies>

Atenas, J., Havemann, L., Neumann, J., & Stefanelli, C.. (2020). OE Policies: Guidelines for co-creation. <http://doi.org/10.5281/zenodo.4281363>

Stefanelli, C., Atenas, J., Nascimbeni, F., Villar-Onrubia, D. (2020). OpenMed project - OE roadmap <https://openmedproject.eu/home/our-roadmap/>



Timeline



Blue is the colour of the clear sky and the deep sea

Red is the colour of danger and courage

Black is the color of ebony and of outer space

Yellow is the color of gold, butter and ripe lemons

White is the color of milk and fresh snow

Blue is the colour of the clear sky and the deep sea

JAN

FEB

MAR

APR

MAY

JUN

JUL

AUG

SEP

OCT

NOV

DEC

Yellow is the color of gold, butter and ripe lemons

White is the color of milk and fresh snow

Blue is the colour of the clear sky and the deep sea

Red is the colour of danger and courage

Black is the color of ebony and of outer space

Yellow is the color of gold, butter and ripe lemons





Roadmap

Map the policies you want to review

1

Identify the key issues your institution is facing

3

Draft, review, rewrite and re-review your policy

5

Encourage the participation of underrepresented groups

2

Open co-creation tables to co-create or update a policy

4

Share your policy with the OE community

6



SWOT Analysis

18

STRENGTHS

WEAKNESSES

S

W

O

T

OPPORTUNITIES

THREATS



Open Education Policy Canvas

Co-Creation Process: Describe key proposed stages/events of your co-creation process.

Context: What are the relevant social/cultural issues at play in the policy environment

Policy design partners; Who needs to be involved in the policy co-creation process?

Implementation: Who is needed to implement the policy? What kinds of support are needed?

Stakeholders: Who will benefit from the policy? Who will be affected by the policy?

Policy opportunities: Who is needed to implement the policy? What kinds of support are needed?

Policy challenges
What challenges or barriers does your policy face?

Policy aims: Which are the key aims of your OE policy?

Risks: What could derail your policy?



Who are we?



Leo Havemann

Open University & UCL
@leohavemann



Javiera Atenas

University of Suffolk
@jatenas



Fabio Nascimbeni

Open Education Italy
@fabionascimbeni

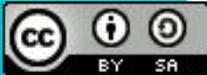
If you have questions or want to talk to us:

Leo Havemann: leo.havemann@open.ac.uk

Javiera Atenas: j.atenas@uos.ac.uk



References / License



A tale of two OEPs? Looking at open educational practices from a policy viewpoint by Leo Havemann, Javiera Atenas, Fabio Nascimbeni is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).



Atenas, J., Havemann, L., Neumann, J. and Stefanelli, C., 2020. Open Education Policies: Guidelines for co-creation. <https://doi.org/10.5281/zenodo.4281363>

Bali, M., Cronin, C. and Jhangiani, R.S., 2020. Framing Open Educational Practices from a Social Justice Perspective. Journal of Interactive Media in Education, 2020(1). <http://doi.org/10.5334/iime.565>

Cronin, C., 2017. Openness and praxis: Exploring the use of open educational practices in higher education. International Review of Research in Open and Distributed Learning: IRRODL, 18(5), pp.15-34. <https://doi.org/10.19173/irrodl.v18i5.3096>

Ehlers, U.D., 2011. Extending the territory: From open educational resources to open educational practices. Journal of Open, Flexible, and Distance Learning, 15(2), pp.1-10. <http://www.uh.cu/static/documents/RDA/From%20Open%20Educational%20Resources.pdf>

Havemann, L., 2020. Open in the evening: openings and closures in an ecology of practices, in Open(ing) Education: Theory and Practice, eds D. Conrad & P. Prinsloo, Brill Sense, Leiden, Netherlands, pp. 329-344. <http://oro.open.ac.uk/69167>

Tlili, A., Nascimbeni, F., Burgos, D., Zhang, X., Huang, R. and Chang, T.W., 2020. The evolution of sustainability models for Open Educational Resources: insights from the literature and experts. Interactive Learning Environments, pp.1-16. <https://doi.org/10.1080/10494820.2020.1839507>

