



Opening up Education: the OpenEdu Framework

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<https://ec.europa.eu/jrc/open-education>



Joint Research Centre

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The OpenEdu Framework



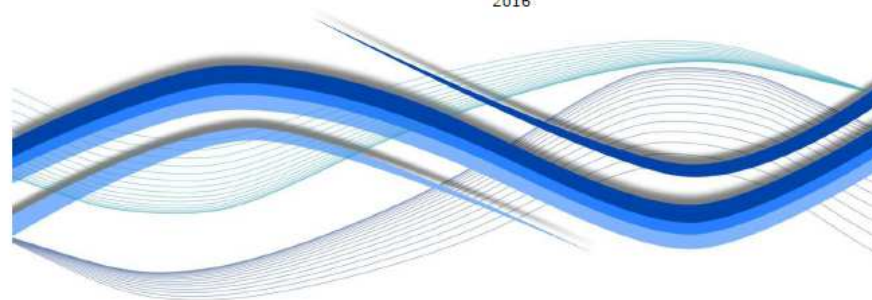
JRC SCIENCE FOR POLICY REPORT

Opening up Education

*A Support Framework for
Higher Education
Institutions*

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It can be downloaded from:
<http://bit.ly/2aFm9x2>



Open Education is in Europe's Agenda

The OpenEdu Project was designed as a response to the European Commission's **Communication** 'Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources'.

The project outcomes also contributes to priority 3 of the 6 new priorities of **E&T2020** :

"Open and innovative education and training, including by fully embracing the digital era"



What is open education?

A mode of realising education, often enabled by digital technologies, aiming to widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customisable for all. It offers multiple ways of teaching and learning, building and sharing knowledge, as well as a variety of access routes to formal and non-formal education, bridging them.

We understand that:

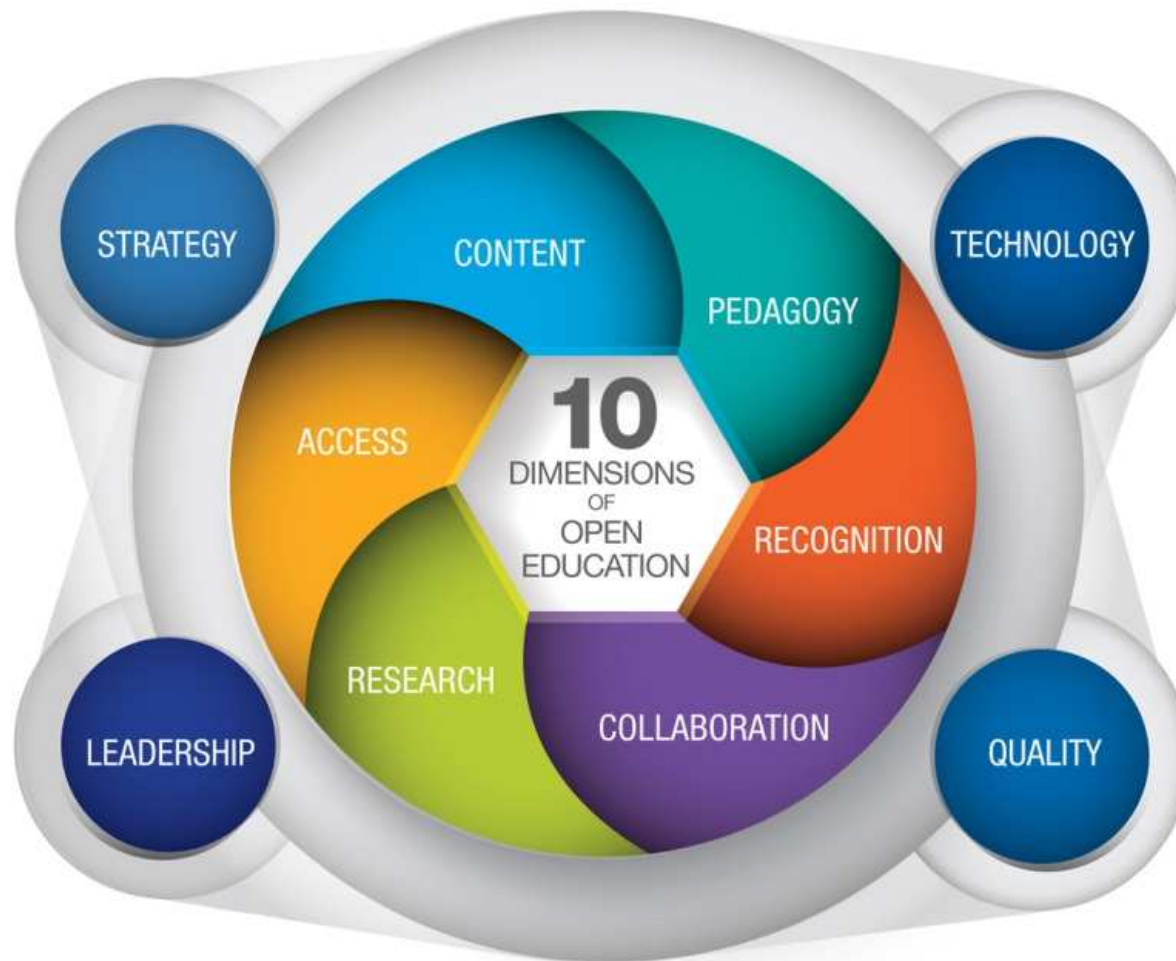
- **Open Education (OE) is not only (or not just) about MOOCs and OER**
- **Open Education is about Opening up Education (OE), modernising and innovating our HE systems in Europe through the use of digital technologies**
- **There is no shared understanding what OE means (at all levels)**
- **Most universities do not seem to have an OE strategy**
- **If there is a strategy, it is usually not embedded within overall institutional strategy**
- **Ad-hoc, arbitrary and experimental activities; and little collaboration and sharing of experiences**

**The lack of transparency and strategy
makes collaboration opportunities less
visible**

The framework was designed to support higher education institutions in Europe to make strategic decisions on open education.

It is a hands-on tool created by the OpenEdu Project as a response to the European Commission's Communication 'Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources'

Opening up education framework



Source: Inamorato dos Santos, A., Punie, Y., Castaño-Muñoz, J. (2016) [Opening up education: a support framework for higher education institutions](#)

What does the framework look like?

Dimensions:

6 core: access, content, pedagogy, recognition, collaboration, technology, research

4 transversal: strategy, leadership, technology, quality



What does the framework look like?

For each dimension of open education, the framework brings:

- ✓ *Dimension definition*
- ✓ *Rationale*
- ✓ *Components*
- ✓ *descriptors*



Opening up education strategic planning template

Content dimension - sample



CORE DIMENSION 2	
CONTENT	
Definition	CONTENT refers to materials for teaching and learning and research outputs in digital format which are free of charge and available to all.
Rationale	Content in open education encompasses texts of all sorts, textbooks, course materials, pictures, games, podcasts, video lectures, software, data, research papers and outputs, and any other type of educational material that conveys information which can be used for teaching and learning. It can be open licensed, in the public domain or copyrighted but must be 'gratis' and accessible by everyone without restrictions.
2 components	Open educational resources (OER) free of charge content
	<p>OER OER constitute a key component of open education. The two main characteristics of OER are that they are "libre" (openly-licensed content) and at the same time "gratis"(free of charge). There are different types <i>OER</i> (e.g. fully licensed or partially licensed). Public domain content can also be placed in this category. Using OER for teaching and learning reduces the possibility that users infringe copyright. At the same time OER grants greater permissions in the use of content, such as adaptation, translation, remix, reuse and redistribution, depending on the type of license applied to the content. OER range from individual learning objects (e.g. a picture with a specific teaching purpose) to full courses (e.g. a MOOC or an open (libre and gratis) online course).</p> <p>Free-of-charge content Free-of-charge content refers to content that is made available digitally and 'gratis' but remains copyrighted. Though users do not pay to access it, they cannot reuse, adapt or share it without seeking permission from the copyright holder. Free-of-charge content ranges from individual learning objects to full courses (e.g. a MOOC or an open (gratis) online course). Whenever appropriate, free-of-charge content should be fully licensed as OER, thereby granting users greater permissions in handling the content.</p>



Content dimension

Transversal Dimensions	
Descriptors	
OER	
Strategy	<p>The institution:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has a policy on the production and use of free-of-charge content. <input type="checkbox"/> uses, produces and offers OER in order to improve its content production mechanisms. <input type="checkbox"/> produces, uses and offers OER in the form of MOOCs and/or open (libre and gratis) online courses. <input type="checkbox"/> offers information sessions and/or support materials on different types of open licenses. <input type="checkbox"/> produces, uses and offers OER as a visibility mechanism to attract students and increase its reputation. <input type="checkbox"/> collaborates with other institutions in the production/remix/reuse/redistribution of OER. <input type="checkbox"/> encourages staff members to produce, use and share OER. <input type="checkbox"/> encourages its students to use OER. <input type="checkbox"/> encourages its students to produce and share OER. <input type="checkbox"/> Other. Please specify.
Technology	<p>The institution:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explores different digital tools to create and make available meaningful content and with appropriate granularity. <input type="checkbox"/> seeks to use audiovisual resources to enhance the content produced. <input type="checkbox"/> automatically monitors when the content was created and when it will need updating (e.g. every 2 years). <input type="checkbox"/> allows content users to revise and remix content on the institutional platform on which it is offered <input type="checkbox"/> allows users to create, remix and share content on the institutional platform. <input type="checkbox"/> seeks to tag content appropriately to increase its findability. <input type="checkbox"/> places its content on interoperable platforms (e.g. IMS Common cartridge compliant etc.). <input type="checkbox"/> Other. Please specify.
Quality	<p>The institution:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has a quality check mechanism in place for its content production (both OER and free-of-charge content). <input type="checkbox"/> supports and encourages staff members to develop meaningful assessments for its open education offers. <input type="checkbox"/> makes informed decisions on the different types of robustness of assessment for open education (see OpenCred model). <input type="checkbox"/> informs its open learners of what sorts of accreditation they may/may not get for studying with a given content. <input type="checkbox"/> has guidelines on different OER and free-of-charge content granularity. <input type="checkbox"/> encourages quality checks via social mechanisms by enabling user feedback on OER/ free of charge content. <input type="checkbox"/> Other. Please specify.



Strategic Planning Template at the end of the report

OpenEdu Policies

OPEN EDUCATION



Thank you



<https://ec.europa.eu/jrc/open-education>

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