

4 April 2023 Pre-conference workshops

Access the full programme online <https://altc.alt.ac.uk/oer23/programme/>

| UK time | ID | Session | Presenter(s): | Room |
|---------|-----|--|----------------------------|------------------------------|
| 09:00 | D1 | Welcome chat in Discord (30 min) | Conference Committee | Online |
| 09:30 | | GO-GN Workshop A closed session only for GO-GN delegates | GO-GN Team | Room 203/4 |
| 10:30 | OO1 | Online Orientation 1 (30 min) | OER23 Staff + Kaltura Team | Online |
| 12:00 | | <i>Break</i> | | |
| 12:30 | | <i>Early registration opens in the Atrium</i> | | Atrium, Main Campus building |
| 13:00 | | GO-GN Workshop continues A closed session only for GO-GN delegates | GO-GN Team | Room 203/4 |
| 13:00 | | Pre-Conference Workshops (60 min each) Workshop 1: Enhancing student engagement through Open Pedagogy | Marjon-Baas | Room 202 |
| | | Workshop 2: A bluffer's guide to Visual Thinking | Bryan Mathers | Room 2.09 |
| | | When someone speaks, what do you hear? What do you see? As you might have realised, everyone's ears, eyes and head are different. We distil our own unique meaning from the same words spoken. | | |
| | | We all know the cartoonist's maxim "a picture can say a thousand words, and often many more..." This workshop explores how Visual Thinking can help us listen for ideas in the words of other people. By visualising words we can tune in to ideas and look at them from a different angle. We can harvest meaning. We can communicate and share ideas in a richer way. | | |
| | | Please note: No previous art qualifications are required to be able to enjoy this workshop. This is about ideas - not art. | | |
| | | For the last 10 years, Bryan Mathers (Visual Thinkery) has been tuning into conversations, and creating cartoons and artwork for all sorts of organisations, conjuring pictures where only words exist. He too has no previous art qualifications... | | |
| 15:00 | | <i>Refreshment break</i> | | Corrie refectory (2nd floor) |
| 15:30 | OO2 | Online Orientation 2 (30 min) | OER23 Staff Team | Online |
| 15:30 | | Pre-Conference Workshops (60 min each) Workshop 3: Open Scotland Group | Lorna Campbell, Joe Wilson | Room 202 |
| | | This pre-conference workshop, facilitated by Joe Wilson and Lorna M. Campbell, will reflect on the Open Scotland initiative and discuss ways forward for the open education community. We'll briefly address the history and impact of Open Scotland and explore the role of Open Scotland and the Scottish Open Education Declaration going forward. For more details go to https://openscot.net/ | | |
| | | Workshop 4: UHI Open Education Workshop | UHI Staff | Room 2.09 |
| | | Everyone is welcome to join colleagues from UHI at this open session sharing current work from our host institution. | | |
| 17:00 | | <i>Early registration closes</i> | | Atrium, Main Campus building |
| 17:30 | | Social meet up - everyone welcome | | Atrium, Main Campus building |

5 April - Day 1

Access the full programme online <https://altc.alt.ac.uk/oer23/programme/>

| UK time | ID | Session | Presenter(s): | Room |
|------------------|----|--|--|--|
| 09:00 | D2 | Welcome chat in Discord <i>Registration opens</i> | Conference Committee | Online Atrium, Main Campus building |
| 09:30 | P1 | Opening Plenary: Rikke Toft Nørgård | Co-Chairs, Rikke Toft Nørgård | Online & Lecture Theatre |
| 10:30 | | <i>Short break</i> | | |
| 10:45 | | Parallel Sessions: Celebrating the impact of Open Education and OER (30 min each) | | |
| | 2 | Open Learning: Operationalizing Equity and Democratizing Learning | Jack Rice | Lecture Theatre |
| | 9 | The Strange, Wonderful History of How to Think Like a Computer Scientist | Jeffrey Elkner | Lecture Theatre |
| | 20 | Developing a sustainable open educational resource that enables the public to freely access, learn about and explore a high-resolution digital version of a rare, fragile and expensive 18th-century map of the county of Essex. | Tim Fransen | Room 2.09 |
| | 37 | You reap what you sow: how institutional commitment to open education brings demonstrable long-term and ongoing benefits | Fiona Buckland and Lizzy Garner-Foy | Room 2.09 |
| | 42 | Building OER Expertise and Support Across an Institution: A Train-the-Trainer Approach | Bryan McGeary, Christina Riehman-Murphy and Elizabeth Nelson | Room 202 |
| | 56 | A Holistic Approach to Student Success: Open at the Center | David Tully and Will Cross | Room 202 |
| | 61 | Skills for Prosperity: Using OER to support nationwide change in Kenya | Fereshte Goshtasbpour, Beck Pitt, Rebecca Ferguson, Simon Cross and Denise Whitelock | Room 203/4 |
| | 65 | A Pragmatic Approach to Open Ed Tech: Adopting H5P and Hypothesis | Kate Molloy | Room 203/4 |
| | | Online Parallel Sessions: Celebrating the impact of Open Education and OER (30 min each) | | |
| | 29 | Ukraine librarians setting the stage: advancing OE as a tool for inclusion and overcoming language barriers during the ongoing war | Tetiana Kolesnykova, Paola Corti and Mira Buist-Zhuk | Online |
| | 49 | Impact and iteration: Improving Healthcare Through Clinical Research | John Castledine, Margaret Korosec, Megan Kime and Rachel Young | Online |
| | 39 | Open Learning Champions Programme: Growing and Adapting Using a New Online Module (15 min) | Gemma Burnside and David Johnstone | Online |
| 11:45 | | <i>Short break</i> | | |
| 11:50 | | Parallel Sessions: 15 min shorts | | |
| | 18 | The Cathedral's Ivory Tower and the Open Education Bazaar – A Sober Look at the 10th Anniversary of the MOOC Revolution | Eyal Rabin | Lecture Theatre |
| Cancelled | 47 | Open University of Sudan steps towards OER mainstreaming in Sudan: Acceptance and Barriers in the Context to Higher Education | Rania Edrees Adam Mohammad | Lecture Theatre |
| | 52 | Developing OER services – a needs-based approach | Sascha Eckhold | Lecture Theatre |
| | 14 | Practical approaches to freeing university material stockpiles | Vidminas Vizgirda, Fiona McNeill and Brian Mitchell | Room 2.09 |
| | 74 | Missing the impact of open? Perspectives from Scottish STEM lecturers. | Lucy Beattie | Room 2.09 |
| | 15 | Can the metaverse promote active and social learning for online students? | Shelby Hanna | Room 202 |
| | 30 | Co-Design OER in Rural Colombia through Participatory Curriculum Design | Nicolás Ruiz, Steffany Soache and Gisella Jassir | Room 202 |
| | 66 | Positioning Open Education Practices within Instructional Leadership and Academic Curriculum Courses | Adam Stroud | Room 202 |
| 12:50 | | <i>Long break</i> | | Corrie refectory (2nd floor) |
| 14:00 | | Parallel Sessions: Open Education research and policy around the globe (30 min each) | | |
| | 21 | Student Motivation for Social Annotation | Virginia Clinton-Lisell | Lecture Theatre |
| | 22 | Open Educational Practices Create Conditions for Developing Research Skills in Graduate Education | Verena Roberts and Barbara Brown | Lecture Theatre |

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| 31 | The Power of Legislation: Transforming Open Education in the U.S. State of Colorado | Chealsye Bowley and Jaimie Henthorn | Room 2.09 |
| 32 | Considering the Implications and Mechanisms of Scale within Open Education | Tanya Elias | Room 2.09 |
| 34 | International Organisations (IOs): International OER agenda and Governmental OER policies | Igor Lesko, Paquita Perez and Herman van den Bosch | Room 202 |
| 50 | Opening up research through self-archiving practices | Enilda Romero-Hall, Joshua Rosenberg and George Veletsianos | Room 202 |
| 46 | Digital Competence and OER Readiness of Teachers in 3 European Countries | Paulo J. M. Santos and Armin Weinberger | Room 203/4 |
| 45 | Benchmarking OER peer assessment – a comparison study | Armin Weinberger and Paulo J. M. Santos | Room 203/4 |
| Online Parallel Sessions: Open Education research and policy around the globe (30 min each) | | | |
| 5 | Lesson Recordings in Post COVID-19 Higher Education: Teacher Perspectives and Experiences | Noble Po Kan Lo and Alan Wong | Online |
| 62 | Strategies for Open Educational Resources Sustainability | Dilara Arzugül Aksoy and Engin Kurşun | Online |
| 44 | Supporting Ukrainians with OER on OpenLearn | Patrina Law and Jane Roberts | Online |
| 77 | National Policy on Open Educational Resources for Higher Education in Nigeria: Evaluation of Institutional Compliance Rate (15 min) | Olasile Adedoyin | Online |
| 15:00 | <i>Short break</i> | | |
| 15:05 | Workshops: Open Education research and policy around the globe (60 min) | | |
| 48 | Shaping the Knowledge Equity Network | Knowledge Equity Network Team, Antonio Martínez-Arboleda, Chrissi Nerantzi, Nick Sheppard, Stephen Whitfield and Margaret Korosec | Room 2.09 |
| 57 | Do as I say, not as I do: An examination of the value placed by higher education on OA Publishing | Tom Farrelly, Tony Murphy and Eamon Costello | Room 202 |
| 23 | Smart Learning Design - how to support curricular blended learning with open contents and tools | Paola Corti, Daniela Casiraghi, Susanna Sancassani, Valeria Baldoni, Federica Brambilla and Paolo Marengi | Room 203/4 |
| 16:05 | <i>Refreshment break</i> | | |
| 16:20 | G1 | OER23 GASTA! hosted by Tom Farrelly | Lecture Theatre |
| 16:45 | P2 | OER23 Plenary: Anna-Wendy Stevenson | Co-Chairs, Anna-Wendy Stevenson Online & Lecture Theatre |
| 17:30 | <i>End of academic programme Day 1</i> | | |
| 17:30 | Reception hosted by the UHI Learning & Teaching Academy | | |

6 April - Day 2

Access the full programme online <https://altc.alt.ac.uk/oer23/programme/>

| UK time | ID | Session | Presenter(s): | Room |
|------------------|----|--|--|---------------------------------------|
| 09:00 | D3 | Welcome chat in Discord <i>Registration opens</i> | Conference Committee | Online Atrium, Main Campus buildin |
| 09:30 | P3 | Opening Plenary: Dave Cormier | Co-Chairs, Dave Cormier | Online & Lecture Theatre |
| 10:30 | | <i>Short break</i> | | Online |
| 10:45 | | Wildcard Parallel Sessions: 15 min shorts | | |
| | 10 | Co-creating openness and engagement in learning technology in higher education: Research into a university Technology Enabled Learning (TEL) Champion Scheme | Jennifer Crowdy | Lecture Theatre |
| | 11 | Adapting a established community of practice to improve open engagement within the digital technologies sector | Andrew Smith | Lecture Theatre |
| | 43 | Stronger Together – Fostering Higher Education Pedagogy in Finland with Open Educational Resources | Leena Katto and Sari Leinonen | Lecture Theatre |
| | 53 | Research in progress: Learning analytics for critical data literacy: practising openness with student data | Rob Lowney | Lecture Theatre |
| | 55 | Open dialogue about lived experiences in opening the doctorate | Helen DeWaard, Verena Roberts and Leo Havemann | Room 2.09 |
| | 60 | Higher Education for Good: Criticality, resistance and hope | Catherine Cronin | Room 2.09 |
| | 64 | On Finding The Open In TeachMeet | Mags Amond | Room 2.09 |
| | 72 | Warm Spaces: Building support and opening access to the University | Prajakta Girme | Room 2.09 |
| | 73 | Archaeologies of the heart: In search of the practice that cannot be practiced | Eamon Costello, Ruby Isabella Cooney, Nargis Mohammadi and Enda Donlon | Room 202 |
| | 75 | Getting the most out of Open Digital Badges - the story of a Pilot | Delia Georgescu, Tracey Madden and Ellen Groen | Room 202 |
| | 80 | Beyond the exam: alternative assessment toolkit | Joanne Kehoe | Room 202 |
| | | Online Parallel Session: Wildcard (30 min each) | | |
| | 13 | “Read all about it!!” the benefits and challenges of creating a high quality open access blog. | Paul Astles and Catriona Matthews | Online |
| | 82 | How can technology champion Open Education? | Sergei Tugarinov, John Couperthwaite | Online |
| 11:45 | | <i>Short break</i> | | |
| 11:50 | | Parallel Sessions: Wildcard (30 min each) | | |
| | 24 | Understanding OER, Innovation & Business Models | Robert Farrow | Lecture Theatre |
| Cancelled | 26 | Tempered radicals: how to bring change in open education without rocking the boat. | Melissa Highton and Stuart Nicol | Lecture Theatre |
| | 35 | Web 2.0 and Web3 Walk into a Bar.... | Jim Groom | Room 2.09 |
| | 59 | Curriculum Innovation through Hydra Immersive Learning | Dean Whitcombe, Eloise Bullen, Richard Whistance and Charles Hawkins | Room 2.09 |
| | 41 | Incubating Openness at Scale: Cross-Institutional Partnerships for Open Education and Pedagogy | Will Cross, Heather McCullough, David Tully, Michelle Soler and Sam Winemiller | Room 202 |
| | 68 | OER and Ethical Learning Analytics | Cristina Colquhoun, Kathy Essmiller and Holly Reiter | Room 202 |
| | 78 | Using feminist posthuman storytelling to promote activism in FemEdTech/Open Education | Frances Bell and Lou Mycroft | Room 203/4 |
| | 79 | Wikimedia Champions at the University of Leeds | Joanna Brown, Nick Sheppard and Christopher Hassall | Room 203/4 |
| 12:50 | | <i>Long break</i> | | Corrie refectory (2nd floor) |
| 14:00 | | Parallel Sessions: Open Education research and policy around the globe (30 min each) | | |
| | 51 | Talking past each other? Institutional policies and open education | Leo Havemann | Lecture Theatre |
| | 67 | The 'I Poem': Analyzing qualitative data | Bridget Rebek and Kathy Essmiller | Lecture Theatre |
| | 12 | Embedding Open in the B.Ed Curriculum: Open Education Projects in a Time of Enclosure | Bonnie Stewart | Room 2.09 |

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|--------------|----|--|---|--------------------------|
| | 83 | Reclaim Cloud: the ACTUAL Next generation Digital Learning Environment | Jim Groom, Lauren Hanks | Room 2.09 |
| | | Workshops: Wildcard (60 min) | | |
| | 25 | Why not start with simply chatting about big themes? (Re) designing a podcast episode to ignite deep conversations with students and colleagues using audio and visual language | Paola Corti and Chrissi Nerantzi | Room 202 |
| | 81 | Guerrilla EdTech responses to Climate Change: Reframing, Rewilding, Reimagining | Clare Thomson, Frances Bell and Louise Drumm | Room 203/4 |
| 15:00 | | <i>Short break</i> | | |
| 15:05 | | Parallel Sessions: Embedding and supporting Open Education through curriculum design (30 min each) | | |
| | 17 | Taking the Next Step: Opening Up Your Curricula with Open Educational Practices and Pedagogies | Tanya Grosz, Will Cross, Heather Miceli and Lindsey Gumb | Lecture Theatre |
| | 19 | Widening engagement in open, online education: a social justice-oriented learning design model | Gabi Witthaus | Lecture Theatre |
| | 27 | The Intersections of Open Educational Practices and Equity Pedagogy | Jennifer Van Allen and Stacy Katz | Room 2.09 |
| | 33 | Advancing Open Education through the praxis of curriculum design and development: Applying the model of the Digitally Distributed Curriculum | Sheila MacNeill, Keith Smyth and Bill Johnston | Room 2.09 |
| | 40 | Open for Good - Transforming the Curriculum with OER at the University of Edinburgh | Nicol Stuart, Lorna Campbell, Andy Cross, Kay Douglas and Ewan McAndrew | Room 202 |
| | 76 | Designing and implementing an integrated institutional approach for establishing and developing a culture of open educational practice within a distributed tertiary university. | Scott Connor and Keith Smyth | Room 202 |
| | 70 | Universal Design for Learning as the foundation for Open Pedagogy | Carolee Clyne and Surita Jhangiani | Room 203/4 |
| | 63 | More than a Textbook: Librarianship as a Case Study for Building a Community and Opening Up A Discipline | Josh Bolick, Maria Bonn and Will Cross | Room 203/4 |
| | | Online Parallel Sessions: Embedding and supporting Open Education through curriculum design (30 min each) | | |
| | 28 | Using OpenLearn Create to support open curriculum design | Anna Page, Lee Johnson and Caroline Steggles | Online |
| | 69 | Inviting multiple voices, perspectives, and the co-creation of open knowledge using a Prototype Untextbook Platform | Michael Paskevicius, Michelle Harrison and Irwin DeVries | Online |
| 16:05 | | <i>Refreshment break</i> | | |
| 16:20 | P4 | OER23 Closing Plenary: Open Scotland @ 10 (40 min) | Featured Speakers | Online & Lecture Theatre |
| 17:00 | | Thank you from the Conference Co-Chairs | Co-Chairs | |
| 17:00 | | <i>Close</i> | | |

Programme addendum

Session changes and cancellations will be listed here.

| Session ID | Title | Change | |
|------------|---|---|-----------------|
| 47 | Open University of Sudan steps towards OER mainstreaming in Sudan: Acceptance and Barriers in the Context to Higher Education | Rania Edrees Adam Mohammad Session Cancelled | Lecture Theatre |
| 26 | Tempered radicals: how to bring change in open education without rocking the boat. | Melissa Highton and Stuart Nicol | Lecture Theatre |

| ID | Title | Abstract |
|----|---|--|
| 2 | Open Learning: Operationalizing Equity and Democratizing Learning | <p>Higher Education has a long history of providing education that is expensive and inaccessible. The advent of educational technology has provided a window into a future that is more equitable, with a greater capacity to impact a wider audience of learners (Xiao, 2021). Further, online education's adoption of universal design for learning principles has returned educators to the fundamentals of student-centered instructional design (Rao, 2021). The next frontier in this journey is the movement towards Open Learning, which at STFX we are defining as education which is accessible to both students and those without a direct affiliation to the university (non-students).</p> <p>St. Francis Xavier University in Nova Scotia, Canada has a strong reputation as a primarily undergraduate, liberal arts university. In 2023 the launch of STFX Online and its new Open Learning platform will be studied with a view to both the opportunities and constraints provided by Open Learning access and Open Educational Resources. Reflecting on innovative approaches to community engagement is essential as we look to define, measure, and grow the impact of open learning structures. The case study will provide an example of the change management required across campuses to embrace new modalities and access points. Can Open Learning exist within an institutional framework that is rigid and hierarchical? Most of the challenges and opportunities offered by open learning are predictable. The bias towards face-to-face instruction, the reticence to engage with a broader, less prepared student body and the perceived threat to institutional brands and legacy provided risk to be mitigated. However, the true value of open learning we discovered were the connections with community and industry associations that re-engaged with our institution. The future of online learning cannot be a lonely transactional experience, and it our hope that if we build our Open Learning platform with community building principles in my mind, we are off on an exciting journey.</p> <p>Open Learning at STFX, (https://online.stfx.ca/) is seen as a subset of STFX Online. Its launch in January 2023, has ignited conversations around campus, with new ideas for its utilization. Unexpectedly, it has also led to several promising discussions around the use of the platform by mission based organizations in our community and across the country. Several of the early experiments will be demonstrated including: 1. Open Learning as a hub for OER's, providing students across campus, as well as community members, with free access to a suite of resources. 2. Our work with the Coady International Institute. The new Open Learning platform has re-energized Coady (a long-standing partner of STFX), allowing it to dream of new ways to amplify its impact. 3. The creation of a new partnership with Nova Scotia Health, to provide bridging coursework to internationally educated health care professionals around the world, creating pathways for career opportunities and immigration.</p> <p>To engage the audience during the talk, I will invite attendees to ideate and share new target audiences and partnerships, that their institutions could engage through the creation of a similar platform.</p> <p>Xiao, J (2021). "From Equality to Equity to Justice: Should Online Education be the New Normal in Education?" In Handbook of Research on Emerging Pedagogies for the Future of Education: Trauma Informed Care and Pandemic Pedagogy (pp 1-15) IGI Global.</p> <p>Rao, K (2021). "Inclusive Instructional Design: Applying UDL to Online Learning." The Journal of Applied Instructional Design, 10 (1). https://dx.doi.org/10.51869/101/kr</p> <p>Theme 1: Celebrating the impact of Open Education and OER</p> |

- 5 Lesson Recordings in Post COVID-19 Higher Education: Teacher Perspectives and Experiences
- For educators in Hong Kong's higher education systems, the post-Covid-19 transformation from in-person to hybridised classroom environments has dramatically altered the nature of teacher responsibilities. From traditional, face-to-face lectures and tutorials to a combined on and offline solution, the role of recorded lessons in supporting student learning outcomes is increasingly important to meeting various needs and learner goals. This study has critically explored the challenges and opportunities affecting teacher inclusion of recorded lectures in English language learning experiences. Through a conceptual review of prior literature, key advantages such as knowledge reinforcement, student engagement, and asynchronous reviewing were identified as positive contributions from recorded lessons. However, the additional workload, the variation in student attention, and the inconsistent skills and practices required for teacher accommodation of recorded lessons create challenges and potential inadequacies in the delivered content. To assess such experiences, a comparative review of the perspectives of 40 educators from 8 distinct higher education institutions in Hong Kong was conducted. This thematic analysis revealed that the gap between expected student benefits and educator observations has a dilutive effect on the overall advantages of recorded lessons. At the same time, the ability to support a broader range of student learning needs and the asynchronous nature of such experiences were identified as core benefits that continue to be supported through various in-classroom strategies. Improved technological support that transfers responsibility for student access and lesson posting away from individual educators to a formal support team was identified as an essential antecedent to future recorded lessons. Further, teacher training and development with various creative virtual tools is an important support procedure that will ensure that these educators have the competency and resources to achieve desirable outcomes in their recorded content. Ultimately, the feedback suggested that whilst these teachers would prefer face-to-face classes, their openness to virtual and recorded lessons creates opportunities for supporting these resources in the future. By developing concurrent video streams that can be provided to students for later review, it is predicted that learners can address their own gaps and deficiencies in the learning process, allowing them to overcome attention gaps or focus issues through review and reinforcement. Ultimately, the recorded lesson can also be combined with various in-classroom activities to assist in the reinforcement of English language learning such as group work and speaking exercises that transfer the position of primacy away from the lesson itself and towards the active mastery and demonstration of the concepts that are being learned.

Hollingsworth, H., & Clarke, D. (2017). Video as a tool for focusing teacher self-reflection: Supporting and provoking teacher learning. *Journal of Math Teacher Education*, 20, 457-475. <https://doi.org/10.1007/s10857-017-9380-4>.

Istemic, A. (2021). Online learning under Covid-19: Re-examining the prominence of video-based and text-based feedback. *Education Tech Research Development*, 69, 117-121. <https://doi.org/10.1007/s11423-021-09955-w>.

Jonker, J., & Pennink, B.J.W. (2010). *The essence of research methodology: A concise guide for Master and PhD students in Management Science*. Springer Verlag.

Kang, Y. (2014). Post MOOC era of online education: An analysis of SPOC. *Educational Research of Tsinghua University*, 1, 85-93. An Analysis on SPOC: Post-MOOC Era of Online Education (oriprobe.com).

Khan, S., Kambris, M.E.K., & Alfalahi, H. (2022). Perspectives of university students and faculty on remote education experiences during Covid-19: A qualitative study. *Education and Information Technologies*, 22, 4141-4169. <https://doi.org/10.1007/s10639-021-10784-w>.

Laster-Loftus, A., & Cooper, L.J. (2019). The role of instructional videos in psychology schools' course success. *Journal of Educators Online*, 16(2), 1-9, ERIC - EJ1223975 - The Role of Instructional Videos in Psychology Students' Course Success, *Journal of Educators Online*, 2019-Jul.

Theme 2: Open Education research and policy around the globe

9 The Strange,
Wonderful History of
How to Think Like a
Computer Scientist

In 1999 Allen Downey released *How to Think Like a Computer Scientist*, an introductory computer science text book, under the GNU Public License. Later that year, Jeff Elkner, a high school computer science teacher, adapted Allen's original Java version of the text to use Python as the programming language. In the preface to *Think Python: How to Think Like a Computer Scientist*, Allen says that after receiving the remixed version, "I had the unusual experience of learning Python by reading my own book." (Downey 2012, v).

This pioneering example of OER, launched three years before the term open educational resources was coined at UNESCO's 2002 Forum on Open Courseware (Wikipedia 2022), led to numerous remixes, both into other programming languages and other natural languages, and it continues to generate remixes twenty-four years later.

The majority of the remixes use Python as the programming language, and indeed the use of the book grew along with the increasing popularity of Python as a programming language for teaching introductory programming, allowing *How to Think Like a Computer Scientist: Learning with Python* to play an active part in the growth of Python in CS education.

One major remix in particular, Charles Severance's *Python for Everybody: Exploring Data Using Python 3*, now provides educators with a complete video series to accompany the book, and is available in several natural languages, including Spanish, Italian, Portuguese, Polish, and German, with several other translations in process. In the first paragraph of the preface, Charles says that,

It is quite natural for academics who are continuously told to "publish or perish" to want to always create something from scratch that is their own fresh creation. This book is an experiment in not starting from scratch, but instead "remixing" the book titled *Think Python: How to Think Like a Computer Scientist* written by Allen B. Downey, Jeff Elkner, and others. (Severance 2016, iii).

This talk will share the early history of the project told by one of its early participants. It will then describe some of the many remixes that developed from it over the last quarter century, and reflect on what lessons may be found in its history that are of use to OER practitioners today.

Downey, Allen. (2012). *Think Python: How to Think Like a Computer Scientist*. Sebastopol, CA: O'Reilly Media, Inc.

Severance, Charles (2016). *Python for Everybody: Exploring Data Using Python 3*.

Wikipedia contributors. (2022, December 2). Open educational resources. In Wikipedia, The Free Encyclopedia. Retrieved 14:38, December 22, 2022, from https://en.wikipedia.org/w/index.php?title=Open_educational_resources&oldid=1125137361

Theme 1: Celebrating the impact of Open Education and OER

- 10 Co-creating openness and engagement in learning technology in higher education: Research into a university Technology Enabled Learning (TEL) Champion Scheme
- Technology Enabled Learning (TEL) has the potential to transform higher education by offering new ways for students to learn and engage with studies and extra-curricular pursuits. Scholars such as Cronin (2017:2-3) and Lee (2021:112-113) concur, arguing that higher education is gradually shifting to a state of openness with TEL where students can 'learn collaboratively anytime, anywhere', go beyond dominant discourses in society, and creative models of pedagogy. However, the successful implementation of TEL often requires a culture shift within institutions, which can be challenging to achieve. This includes ongoing conflicts between openness and keeping pace with global technological progress, and conflicts of interest within institutions (Cronin, 2017:12-14; Lee, 2021). This paper reflects on the initial findings and theoretical underpinning of a 'TEL Champion Scheme' created at a high profile university, which aims to demonstrate a solution to achieving openness using a 'co-creation' model of curriculum design similar to Cronin's Four Dimensions of Open Educational Practices (OEP). Rather than being pre-termined in content and structure, the extra-curricular activity is co-developed by a PhD student with a technological background and staff having an equal role in the development of the scheme, with students inputting throughout the academic year.

The TEL Champion Scheme aims to promote the use of TEL within the institution by providing support to students in developing their understanding of technology, developing and sharing current, up-to-date good practice alongside seminars that focus on a particular theme of technology. The university students that take part have to create a digital portfolio website, which can be academic, employment or entrepreneur-based. The methodology for this paper follows a mixed-methods approach. As of the time of this abstract submission, there are 12 students of different modes of study, course and background. The data gathered was used to identify key themes and trends, which included OEP aspects of 'connection, community and creativity' (Nerantzi et al., 2021). The findings of the study suggest that the TEL Champion Scheme is already having a positive impact on the adoption and integration of TEL within the institution, with students responding to this OEP with a greater sense of digital identity, digital presence, and sense of social value beyond their 'student role'. However, the study also identifies some challenges and areas for improvement. The TEL Champion Scheme, despite exciting potential, is dependent on the funding, resources and time allocation of a small team including the PhD student co-developer. A significant amount of time and effort on developing the TEL-related activities could be unsustainable in the long term. Some potential ways to overcome these barriers are discussed.

Overall, the paper will suggest that the TEL Champion Scheme has the potential to be a successful approach to promote more widely to other higher education institutions by using an OEP through extra-curricular means. The findings of this paper so far have implications for other institutions considering implementing a TEL Champion Scheme, and provide insights into how to maximise openness and engagement in learning technology in higher education.

Bovill, C., Jarvis, J., & Smith, K. (eds.) (2020) *Co-creating learning and teaching: towards relationship pedagogy in higher education*. 1st edn. St Albans: Critical Publishing.

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*, 18, (5), 1-21.

Lee, K. (2021) *Openness and innovation in online higher education: a historical review of the two discourses*. *Open learning*, 36, (2), 112-132.

Bracken, S., & Novak, K. (eds.) (2019) *Transforming higher education through universal design for learning: an international perspective*. Abingdon: Routledge.

Nerantzi, C., Chatzidamianos, G., Stathopoulou, H., & Karaouz, E. (2021) *Human Relationships in Higher Education: The Power of Collaboration, Creativity and Openness*. *Journal of Interactive Media in Education*, 1 (1).

Theme 5: Wildcard. Creative practice in relation to openness

- 11 Adapting a established community of practice to improve open engagement within the digital technologies sector
- The situation of learning and associated communities of practice is a long-established paradigm, first explored by Lave (1991), & Wenger (1998) and has been one of the many core tenets of open education – by the creation of diverse open access communities of practice. Examples such as 'Computing At Schools' and 'OER' in their broadest sense in part prove the principle, and practice.
- Within the Cisco NetAcad (www.netacad.com) academic community, there has been a paradigm shift, since 2014, moving from a closed, tiered model to a more open, community led academic resource. Principally led by key academic organisations within the UK. This was triggered because of the post 2008 economic crisis, which by 2014 was having a notable effect on the recruitment of sufficiently capable students and undermining the advanced technical training and development of educators.
- Rather than having a cost based model, we worked with Cisco and other collaborative organisations to create an open scalable model that would be free for all. Removing financial risk and improving support for educators and students.
- This encouraged an iterative approach to remodelling the community of practice, creating greater equality, enabling teachers to be educated in a more flexible equitable format (Howson et al, 2020). Rather than using face-to-face, which lacked scale – the model moved to a hybrid remote learning experience.
- The result is that the community of practice in question moved from approx 3000 digital technology, network engineering and cybersecurity students circa 2014 students to approx 35,000 as of 2022. Where the UK collectively, moved from approx. 22,000 students in 2014 to 55,000+ in 2022 and continues to grow.
- Also, at this time, there were around 100 educators, within the community, affiliated with around 14 education organisations – while UK focussed, the community now has many international participants. At the time of writing, there are 325 educational organisations, with c9000+ educators, from a total of c16,000+ reached.
- The open model, has been adapted, moving into a range of traditional and non-traditional education communities. Supporting gender participation, disability engagement, armed forces veterans, neurodiverse, as well as schools, colleges, apprenticeship providers and higher education amongst others. Supported by open resources, open education and community support that anyone who wishes to engage with the community resource, can do so for free.
- As of 2022, the open community of practice within NetAcad is being further adapted, to encourage some of the community members to become equals and therefore community leaders. Sharing with them some of the 325 organisations, and develop new future education, community, and academic leaders within the same academic domain. With the ambition that divesting opportunity, will encourage further growth and new ideas.
- This short presentation explores how the community was initially remodelled and is still being adapted, the challenges, the opportunities and also the moments where new unexpected opportunities were discovered. As well as how we have been able to link the professional practice of NetAcad to national education in the UK and support students and educators alike.
- Howson, Oliver; Adeliyi, Adeola; Willis, Alistair; Hirst, Tony; Charlton, Patricia; Gooch, Daniel; Rosewell, Jonathan; Richards, Mike; Wermelinger, Michel; Piwek, Paul; Savage, Simon; Lowndes, Charly; Thomas, Elaine and Smith, Andrew (2020). Best Practices in using Technological Infrastructures. The Institute of Coding.
Lave, J. (1991). Situating learning in communities of practice. *Perspectives on socially shared cognition*, 2, 63-82.
Lave, J., & Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*.
- Theme 5: Wildcard. Creative practice in relation to openness

- 12 Embedding Open in the B.Ed Curriculum: Open Education Projects in a Time of Enclosure
- In a world of pervasive digital surveillance and data mining, what does open practice mean for educators? This 30 minute Reflective Practice session raises questions for and about critical open educational practice in a time of proprietary and extractive technologies. It explores two core – and potentially contradictory – patterns of change that intersect in open educational practice (OEP) (Cronin and MacLaren (2018), with particular focus on the conflict experienced by educators who teach OEP as part of their curriculum. One axis of change is the relational, participatory open practices that utilize the infrastructure of the web to engage learners in knowledge abundance (Eye, 1974). The second is the datafication of higher education (Williamson, Bayne, & Shay, 2020), and the resultant enclosure of the platforms on which open practices occur, by data-extractive and even predatory corporate entities.
- The session will examine what it means to teach about OEP using increasingly enclosed and extractive digital platforms, including Learning Management Systems (LMSs), Student Information Systems (SISs), library resource systems, Online Program Management systems (OPMs), cheating detection software, and proctoring and assessment software. It will briefly overview open digital practices and Web 2.0 era projects the presenter engaged in with pre-service teachers over two decades of B.Ed teaching. It will examine how the rise of datafied tools has increasingly troubled the place of open education in the presenter's program and curriculum, as well as in our broader contemporary 'click yes' culture. Finally, the session will highlight two specific and current digital classroom projects that the presenter uses to try to bridge the perceived tensions within contemporary open educational practice. These projects aim to foster open practices and data literacies among pre-service teachers, and to encourage them to see their roles as knowledge workers in a new light.
- The session is designed to raise questions rather than offer answers, and will include participatory digital opportunities while also raising critical questions about the platform(s) on which they occur. It will, in that sense, model the presenter's central approach to the challenges of OEP within an era of enclosure. It will invite participants to consider our mutual – if always differential – responsibility to approach open education with a critical attitude to the complex and often potential harmful digital ecosystems on which OEP relies, while still aiming to foster spaces for participatory learning, open sharing, and change.
- Cronin, C., and MacLaren, I. (2018), "Conceptualizing OEP: A review of theoretical and empirical literature in open educational practices," *Open Praxis*, Vol. 10, No. 2, pp. 127-143. <https://doi.org/10.5944/openpraxis.10.2.825>
- Eye, G. G. (1974), "As far as eye can see: Knowledge abundance in an environment of scarcity," *The Journal of Educational Research*, Vol. 67, No. 10, pp. 445-447. <https://doi.org/10.1080/00220671.1974.10884676>
- Williamson, B., Bayne, S., and Shay, S. (2020), "The datafication of teaching in higher education: Critical issues and perspectives," *Teaching in Higher Education*, Vol. 25, No. 4, pp. 351-365. <https://doi.org/10.1080/13562517.2020.1748811>

Theme 4: Embedding and supporting Open Education through curriculum design

- 13 "Read all about it!!" the benefits and challenges of creating a high quality open access blog.
- At the Open University there is a very active, open access, blog. The blog is used to disseminate examples of best practice within learning design and share resources that are freely available to use, for all, on a creative commons license. This abstract is going to explore two themes in relation to our use of the blog. Theme 1, how we use the blog to create and develop a community of practice. Theme 2, how the blog is managed and updated to keep it current.

Creating and developing a community of practice related to the blog is a continuous task. Through discussions with colleagues and regular 'calls for submissions' we manage to collate and create a thriving community of interested parties who contribute to the blog. Cross-departmental and multi-author collaboration on these posts support multi-disciplinary understanding and breaks down silos of knowledge (Dunleavy, 2014). Outside of this 'contributing community' the blog has a diverse audience who may visit for a variety of reasons and understanding those is something that we must grapple with to maintain a flourishing network. One way we expand the blogs community is by sharing our blog on the team twitter account. This helps to drive discussion and reach a wider, cross-institutional audience. Many institutions transitioned towards learning at a distance during the pandemic and there is a growing bank of evidence related to the benefit of accessing high quality evidence-based resources and information to upskill and advantage the recipient (Taylor et.al, 2020).

Updating and maintaining the currency of the blog is vital to ensure that those accessing and using the open resources can be confident that they are in keeping with a current knowledge base. The blog site is not just a blog, but also a multi-faceted page with an evidence-based resource bank and archive of practice. It helps to promote an evidence-based approach to practice sharing and create opportunities for 'collaborative knowledge construction' (Korhonen et.al. 2019). Encouraging the reader to collaborate with their peers (Scoles, Christie and Morris, 2020) and develop their own thoughts is a vital tool to empowering them to develop, along with those they interact with. Each blog post contains an element of something that the reader can take away and use in their own practice. This may be something physical like a resource to use and adapt for their own context. It could be a way to reflect on a particular issue and develop discussions with their peers and the community of practice we are trying to foster. The community of practice therefore turns full circle and informs future contributions to the blog, supporting the evolution of the resources and ensuring the currency of information for those visiting the site.

In the presentation we will expand on the context of the blog and explore the benefits and challenges of creating a high quality, open blog in relation to the two themes introduced.

- 1) Christie, H., Scoles, J., Morris, N., (2020) 'Beyond analytics: the impact of the Teaching matters blog on learning and teaching', Building resilient learning communities: Using evidence to support student success, Online, 3-5 November. Available at: <https://www.enhancementthemes.ac.uk/docs/ethemes/conference/beyond-analytics-the-impact-of-teaching-matters-blog-on-learning-and-teaching.pdf> (Accessed: 3 January 2023).
- 2) Dunleavy, P. (2014) 'Shorter, better, faster, free: Blogging changes the nature of academic research, not just how it is communicated', LSE Impact Blog, 28 December. Available at: <https://blogs.lse.ac.uk/impactofsocialsciences/2014/12/28/shorter-better-faster-free/> (Accessed: 3 January 2023).
- 3) Korhonen, AM., Ruhalahti, S., and Veermans, M., (2019) The online learning process and scaffolding in student teachers' personal learning environments, *Education and Information Technologies*, 24, 755–779
- 4) Taylor, D., Grant, J., Hamdy, H., Grant, L., Marei, H., and Venkatramana, M., (2020) Transformation to learning from a distance [version 1], *MedEdPublish* , 9, 76

Theme 5: Wildcard. Creative practice in relation to openness

- 14 Practical approaches to freeing university material stockpiles Over more than a decade, many courses at the University of Edinburgh have amassed stockpiles of digital materials, accessible only by current and previous students. In a new initiative funded by a Principal's Teaching Award Scheme grant, we assembled a team of students and course staff from the School of Informatics to experiment with approaches to publishing old resources openly.

The Open Educational Resources movement highlights many benefits of making learning materials public, notably: avoiding re-inventing the wheel between courses with common goals; increasing access to education for more diverse audiences, raising the profile of our university, staff, and students; and enhancing teaching and learning (Farrow and Crnko, 2022). However, as evidenced in research through limited awareness and use of OER in Scotland (De Los Arcos and Pitt, 2016) and anecdotally by the stockpiles of private resources, we are not currently making effective use of open sharing.

Universities in the United States have many well-known successful initiatives like MIT OpenCourseWare, MERLOT, and edX which offer inspiring examples of open publishing, but they are all high-maintenance projects, that require dedicated staff and resources to manage. In Europe, there have been several projects one after another funded by the European Union, such as the European Schoolnet Learning Resource Exchange (2008-2012), Open Discovery Space (2012-2015), and X5GON (2017-2020). In the UK, some popular initiatives are OpenLearn (from the Open University) and EdShare (from the University of Southampton). There have also been hundreds of other decentralised initiatives around the world, some of which are indexed in the OER Value Proposition Database (Farrell et al. 2022). However, few of these solutions are ready for off-the-shelf use and their users still struggle with issues such as problematic copyright, reusability concerns, difficulty of finding high-quality materials, and others (De Los Arcos, Farrow, R. Pitt, Perryman, et al. 2015; Meng et al. 2020; Perifanou and Economides 2022).

Our project goal is to try and compare ways of publishing materials online openly that would balance discoverability and ease of use for the public with ease of maintenance and ways of tracking public engagement for the course staff. The research plan includes stakeholder engagement with focus groups and a review of existing materials for accessibility, suitability for diverse audiences, and copyright issues before publishing. After piloting several approaches and evaluating them with stakeholders, interview transcripts will be qualitatively analysed before reflecting on and iteratively developing further progress. The project output will be a comparison report of available technologies, their pros and cons, and practical guidelines for implementing our chosen approach.

Completion of this project will bring us a step closer to our new course assessment strategy, in which students will co-create course materials (and potentially share them openly) as their coursework assessment.

This is an ongoing project, and we would like to share our preliminary findings and a demo in a short session.

De Los Arcos, B and Pitt, R. (2016). Awareness of OER and OEP in Scotland: Survey Findings from the OEPS Project. Open Education Practices in Scotland (OEPS), Edinburgh, (Apr. 25, 2016), 1–12. Retrieved Oct. 30, 2022 from <https://www.slideshare.net/BdelosArcos/awareness-of-oer-and-oep-in-scotland-survey-findings-from-the-oeps-project>

De Los Arcos, B., Farrow, R., Pitt, R., Perryman, L., Weller, M., and McAndrew, P. (2015). OER Research Hub Data 2013-2015: Educators. The Open University. <http://oro.open.ac.uk/47931/>

Farrell, O., O'Regan, M., Whyte, A., Aceto, S., Brown, M., and Brunton, J. (2022). Strategic support for OER value proposition. *Encore+ Policy and Strategy Report (1)*. doi: 10.5281/zenodo.6720310

Farrow, R. and Crnko, M. (2022). A European Ecosystem for Innovation in Learning: Harnessing the Power of OER. *Encore+ Innovation Position Paper (2)*. Retrieved Jan. 6, 2023 from <https://encoreproject.eu/wp-content/uploads/2022/04/ENCORE-Innovation-Position-Paper-2.pdf>

Meng, X., Cui, C., and Wang, X. (2020). Looking Back before We Move Forward: A Systematic Review of Research on Open Educational Resources. *Proceedings - 2020 9th International Conference of Educational Innovation through Technology, EITT 2020*, 92–96. Publisher: Institute of Electrical and Electronics Engineers Inc. ISBN: 9781728191713. doi: 10.1109/EITT50754.2020.00022

Perifanou, M. and Economides, A. (2022). Discoverability of OER: The Case of Language OER. *Smart Innovation, Systems and Technologies*, 249, 55–66. Publisher: Springer, Singapore ISBN: 9789811639296. doi: 10.1007/978-981-16-3930-2_5

Theme 3: Open Education in Scotland - celebrating 10 years of the Scottish Open Education Declaration

15 Can the metaverse promote active and social learning for online students?

I propose a short talk covering explorations at Queen's University Belfast (QUB) in using early metaverse tools in a new online course. The course, a Postgraduate Certificate entitled "Smart Design Thinking" is a new online-only programme offered by the School of the Natural and Built Environment at QUB. We have been exploring creative ways to augment "the six principles of best practice" for online learning which include building a community, utilising online tools for interaction, promoting the exchange of ideas, and creating a student-centred environment (Khan, 2017).

Since October 2022, I have been developing a learning space in Mozilla Hubs, a digital environment that is an early forerunner to the metaverse proper. We don't know what shape the actual unified metaverse will take yet, but we do know that it will likely impact education to the same degree that the internet has (Mystakidis, 2022). We also know that online education currently has many limitations, a lack of student engagement being one of the most persistent (Khan, 2017). For Smart Design Thinking, we would like our students to become active participants and eventually authors of their own space. Mozilla Hubs is one of a few tools that allows this autonomy.

The curriculum design is still in progress, but parts of it will deal with how conflicts in Belfast and other parts of the world have affected urban spaces and physical movement of residents, a concept that is difficult to explore wholly in two dimensions. We recently hosted a trial workshop in Mozilla Hubs in which a group of musicians from Colombia discussed their peace building efforts in Medellín, another city with a long history of conflict. Their process involves creating instruments from recycled materials and they were able to upload 3D models of the instruments in addition to video tutorials and images from Medellín to the Hubs virtual room. Allowing participants to 'walk around' the instruments in virtual space, explore images as if in an art gallery, and speak 'face-to-face' with the musicians' avatars added significant interest to the workshop that a video call could never have replicated.

Open education is particularly likely to be affected, as the metaverse will be open to everyone by necessity (Parisi, 2021). Mozilla Hubs is a free tool at this time and it is already being used by colleagues in New York University among others (Cool, 2022). The appeal of Mozilla Hubs is that it is easy to design a space (no coding and little experience is required) and the spaces are accessible from any device, including older/slower laptops, mobile phones and the latest VR headsets.

I believe that, if used correctly, this technology can greatly enrich the educational experience and engage online learners like never before. The appeal of being in a fantastical, editable space in which you can interact naturally with fellow students and educators is irresistible. We as educational technologists simply must approach this technology with pedagogical awareness and careful consideration.

Cool, M. (2022). Educational Spaces in Hubs. [online] Creator Labs. Available at: <https://hubs.mozilla.com/labs/exhibitions-that-educate/> [Accessed 6 Jan. 2023].

Khan, A. (2017). Active Learning: Engaging Students to Maximize Learning in an Online Course. *Electronic Journal of e-Learning*, [online] 15(2). Available at: https://www.academia.edu/68018167/Active_Learning_Engaging_Students_to_Maximize_Learning_in_an_Online_Course?auto=download&email_work_card=download-paper [Accessed 5 Jan. 2023].

Mystakidis, S. (2022). Metaverse. *Encyclopedia*, 2(1), pp.486–497. doi:10.3390/encyclopedia2010031.

Parisi, T. (2021). The Seven Rules of the Metaverse. [online] *Metaverses*. Available at: <https://medium.com/metaverses/the-seven-rules-of-the-metaverse-7d4e06fa864c>.

Poll, K., Widen, J. and Weller, S. (2014). Six Instructional Best Practices for Online Engagement and Retention. [online] *www.semanticscholar.org*. Available at: <https://www.semanticscholar.org/paper/Six-Instructional-Best-Practices-for-Online-and-Poll-Widen/a5d72710eb4235e1b6161a3bd8dc7cd4376677c2> [Accessed 5 Jan. 2023].

Theme 4: Embedding and supporting Open Education through curriculum design

- 17 Taking the Next Step: Opening Up Your Curricula with Open Educational Practices and Pedagogies
- Open Educational Practices (OEP), as embodied in values and practices such as learner-driven control of student work, critical understanding of and engagement with technology and privacy, and inclusive learning, are at the heart of open education. (Bali, Cronin, and Jhangiani, 2021). OEP can help transform curricula in order to make the promise of OER real and meaningful for faculty and students. These practices also center the values of inclusion and equity at the heart of the open movement. But no one can do this work alone. OEP particularly benefits from deep collaboration between subject experts (often faculty instructors) and functional experts (often librarians). As scholars such as Gumb and Miceli (2020) describe, this combination of expertise maximizes the impact of open courses to improve student learning in the subject and get the most out of “open concepts” such as copyright and open licenses, student privacy, and student agency.

In order to support broad engagement with OEP and develop a robust community of practice across disciplines in North America, the Open Education Network (OEN) has developed a Certificate program (<https://open.umn.edu/oen/certificate-in-oep>) that launched in the fall of 2022. This program, funded by the Institute of Museum and Library Services (RE-250023-OLS-21), offered fifteen pairs of participants from a common institution a deep introduction to the fundamentals of OEP. Each pair then worked together to create and implement a personalized action plan for their own curriculum redesign in the following semester. The first cohort has completed their training and is currently collaborating to teach new courses that have been transformed by their work in the Certificate.

This Reflective Practice Session introduces OEP and presents lessons from the experiences of the first cohort of participants. Attendees at this session will explore OEP as reflected in the growing body of literature around open practices and pedagogies (Clinton-Lisell, 2021) and consider how it might apply in their own open education work. This session will also provide a broad overview of training and professional development in this area, grounded in the Certificate but also connecting other training programs and resources such as the Open Pedagogy Notebook (<https://openpedagogy.org/>) and Open Pedagogy Project Roadmap (<https://oeproadmap.psu.edu/>). Attendees will leave with a deeper understanding of OEP and a set of well-developed models and case studies for curriculum design and development grounded in the literature and latest approaches to programmatic support. Armed with this information, they will be prepared to develop a local training program that can help prepare open educators to implement OEP in their own curriculum.

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), p.10. DOI: <http://doi.org/10.5334/jime.565>
 Gumb, L. and Miceli, H. (2020) Library Support for Scaffolding OER-enabled Pedagogy in a General Education Science Course in Clifton, A. *Open Pedagogy Approaches: Faculty, Library, and Student Collaborations*. <https://milnepublishing.geneseo.edu/openpedagogyapproaches/>
 Clinton-Lisell, V. (2021). Open Pedagogy: A Systematic Review of Empirical Findings. *Journal of Learning Development*, 8 (2) <https://jld.org/index.php/ejl4d/article/view/511/621>

Theme 4: Embedding and supporting Open Education through curriculum design

- 18 The Cathedral's Ivory Tower and the Open Education Bazaar – A Sober Look at the 10th Anniversary of the MOOC Revolution
- The year 2022 concludes a decade of MOOCs (Jordan and Goshtasbpour, 2022). Given the great popularity of these courses, attracting more than 220 million users in more than 19,000 courses around the globe (Shah, 2021), we ask how the spread of MOOCs affected the relationship between higher education institutions (HEIs) and open educational resource providers. We answer this question by analysing the case of CampusIL, the Israeli national MOOC provider. We investigate its relationship with HEIs in Israel using the metaphor of the cathedral and the bazaar (Raymond, 1999).

The emergence of the MOOC movement and its evolution was accompanied by many speculations. Some speculated that MOOCs, as free services that promote the use of open education resources, will transform the educational system and replace most HEIs (Weller, 2015). Those who supported this replacement narrative speculated that supplying higher education via digital means, such as the Internet, will reduce its price to zero since shifting to digital means reduces the costs of communication, storage, and processing at exponential rates (Rifkin, 2014). Another speculation was that MOOCs will drive the unbundling of the higher education system into separate entities, each performing only some of the roles performed by HEIs (Macfarlane, 2011). These three speculations were based on the assumption that the MOOC movement will alter the basic business model of the higher education system (Author, et al., 2020). To critically examine those speculations, Author, et al., (2020) used Raymond's (1999) metaphor of the cathedral and the bazaar, a metaphor which contrasted traditional commercial software development (the cathedral) with open-source software development (the bazaar). Author, et al., (2020) borrowed this metaphor and analogized this relationship with the relationship between "cathedral-type" business models in traditional higher education (e.g. universities) and "bazaar-type" business models in open education (e.g. open educational resource publishers). Author, et al., (2020), claimed that taking the lessons learned from the software industry's evolution propose an alternative narrative of interdependence and mutual innovative catalysis and predicted that higher education ecosystems will be based on synergistic relationships between organizations that represent many gradations on the continuum between "cathedral-type" and "bazaar-type" organizations. The authors claimed that "cathedral-type" business models in traditional higher education (e.g. universities) and "bazaar-type" organizations should be seen as opposite sides of a continuum of business models.

To validate those predictions, we studied an Israeli case study. We investigated the role of CampusIL, the national initiative for digital learning in Israel. Using MOOCs, CampusIL allows wide audiences to develop and advance as life-long learners. It offers over 400 open and free digital courses, served to over 700,000 registered learners. The courses on the site were produced by academic institutions and government ministries. This study aims to explore the relationship between the Israeli universities (the cathedrals) which provide the knowledge and the experts to create the MOOCs, and CampusIL (the bazaar) that produces and distributes the courses, thus enabling the spread of knowledge that was "locked" in the ivory towers before the emergence of MOOCs.

Jordan, K. and Goshtasbpour, F. (2022) 'JIME Virtual Special Collection – 2012 to 2022: The Decade of the MOOC', *Journal of Interactive Media in Education*, 2022(1), pp. 1–14. doi: 10.5334/JIME.757/METRICS/.

Macfarlane, B. (2011) 'The Morphing of Academic Practice: Unbundling and the Rise of the Para-academic', *Higher Education Quarterly*, 65(1), pp. 59–73. doi: 10.1111/j.1468-2273.2010.00467.x.

Raymond, E. (1999) *The Cathedral and the Bazaar: Musings on Linux and Open Source by an accidental revolutionary*, Sebastopol, CA.: O'Reilly. Available at: <http://www.springerlink.com/index/pdf/10.1007/s12130-999-1026-0> (Accessed: 7 June 2017).

Rifkin, J. (2014) *The zero marginal cost society: The internet of things, the collaborative commons, and the eclipse of capitalism*.

Shah, D. (2021) 'By The Numbers: MOOCs in 2021 — Class Central', in. Available at: <https://www.classcentral.com/report/mooc-stats-2021/> (Accessed: 13 November 2022).

Weller, M. (2015) 'MOOCs and the Silicon Valley Narrative', *Journal of Interactive Media in Education*, 2015(1). doi: 10.5334/jime.am.

Theme 1: Celebrating the impact of Open Education and OER

- 19 Widening engagement in open, online education: a social justice-oriented learning design model This paper presents a model for fostering online engagement in open, online learning, with a particular focus on engaging students from underserved groups, since it has long been recognised that the people who benefit most from open, online education tend to be relatively privileged in socio-economic terms, and that the promise of open education for widening participation in higher education has not yet been achieved. For institutions, organisations or course teams that wish to reach out and engage disadvantaged groups, there is limited guidance available, partly because of the difficulty of conducting empirical research with hard-to-reach audiences. However, one sector in which there is an emerging body of such research is the refugee and asylum seeker community, where a small number of open online initiatives have been trialled and evaluated in recent years (e.g., Author, 2018; Zlatkin-Troitschanskaia et al., 2021).

The online engagement framework presented here was developed as part of a larger study (Author, 2023), and was informed by data gathered from ten students who had received Sanctuary Scholarships to undertake a formal, master's-level distance learning programme offered by a UK university. Theoretically, it is based on an analysis using the capabilities approach, which maps Nussbaum's (2003) "fundamental entitlements" onto Redmond et al.'s (2018) Online Engagement Framework, to show how engagement can "fuel" (Bond et al., 2020) further engagement. The particular value added by the capabilitarian approach is its focus on the capabilities (freedoms or opportunities) required for individuals to achieve the things they value in life. The capabilitarian online engagement model draws from the theoretical literature in this domain to argue that four such capabilities are required for engagement along behavioural, emotional, social and collaborative, and cognitive dimensions: these are educational resilience, emotional health, affiliation and recognition, and knowledge and imagination, respectively. Embedded in each of these capabilities is the recognition that the freedom to engage with online learning in any given dimension is dependent, to some extent, upon structural conditions; this shifts the narrative away from a deficit model of individual lack towards a more holistic understanding of the freedoms that underpin successful engagement. The model also shows how students' ultimate course outcomes are influenced by enablers and constraints that are beyond the control of course providers, and highlights the central role of personal agency in enactments of engagement. Taking all these aspects into account, it is possible for course designers to increase the likelihood of students from underserved groups completing online courses, through the design of appropriate engagement opportunities. The presentation will include examples of the kinds of engagement opportunities that might be helpful for learners in fragile or precarious contexts, and for those experiencing significant intersectional disadvantage, with reference to the literature on refugees in open, online learning environments.

Author (2018)

Author (2023)

Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O., & Kerres, M. (2020). Mapping research in student engagement and educational technology in higher education: A systematic evidence map. *International Journal of Educational Technology in Higher Education*, 17(1), 2. <https://doi.org/10.1186/s41239-019-0176-8>

Nussbaum, M. (2003). Capabilities as Fundamental Entitlements: Sen and Social Justice. *Feminist Economics*, 9(2-3), 33-59. <https://doi.org/10.1080/1354570022000077926>

Redmond, P., Heffernan, A., Abawi, L., Brown, A., & Henderson, R. (2018). An Online Engagement Framework for Higher Education. *Online Learning*, 22(1), 183-204. <https://doi.org/10.24059/olj.v22i1.1175>

Zlatkin-Troitschanskaia, O., Nell-Müller, S., & Happ, R. (Eds.). (2021). *Digital Approaches to Promoting Integration in Higher Education: Opening Universities for Refugees*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-77151-5>

Theme 4: Embedding and supporting Open Education through curriculum design

- 20 Developing a sustainable open educational resource that enables the public to freely access, learn about and explore a high-resolution digital version of a rare, fragile and expensive 18th-century map of the county of Essex.
- The reflective practice session will share insights, experiences, observations, and reflections about the inception of the Digital Map of Essex 1777 (Fransen, 2018), subsequent design iterations, open-source technologies utilised (Agafonkin, 2011) and future developments. Also, the project's scalability, economic sustainability and environmental foundations will be discussed.
- Map of Essex is a green-hosted and financially sustainable open educational resource (OER) that enables the public to freely access, learn about and explore a high-resolution digital version of the Map of the County of Essex 1777 by John Chapman & Peter André.
- Co-created by the presenter with institutional partners and contributors following Agile software development principles to support all modern web browsers, platforms and devices. Map of Essex is utilised in the presenter's teaching practice and by students, teachers, historians, archivists, archaeologists, researchers, consultants and other interested people in educational, heritage and museum sectors.

Local history groups, scholars interested in the extraordinary achievement of pioneering surveyors and mapmakers Chapman and André, as well as public and private sector providers of heritage advice, environmental assessment, planning, design and architectural services, have made use of the resource.

Since its launch (in February 2018), Map of Essex has received over 29,000 unique visits comprising 44,500 sessions. Notably, visits increased during the COVID-19 pandemic reflecting its use to support homeschooling, informal heritage learning and self-directed activities. As a result, Map of Essex was selected as a featured learning resource by Essex 2020, a year-long, county-wide celebration of science, technology, engineering, arts and mathematics (Essex 2020, 2020).

Also, Map of Essex has shared its digital assets with Layers of London, another map-based history website developed by the Institute of Historical Research (2018) at the University of London. Through this partnership, a georeferenced tileset was created for a GPS-enabled version of the map to support field trips (Calvert and Fransen, 2020).

The OER has been very successful, with over 740 unique visitors a month from the county and beyond, and was also nominated and a notable runner-up for the International Society for the History of the Map's inaugural Prize in Map History 2021 (International Society for the History of the Map, 2021).

Additionally, conference attendees will be invited to explore the map and discover a cartographic folly* – the first attendee to submit a screenshot of the cartographic folly will receive a one-off A2 reprint of the associated engraved sheet.

* Cartographic follies are deliberately fictitious entries on maps to help reveal plagiarism or copyright infringement.

Agafonkin, V., 2011. Leaflet. [JavaScript library] Available at: <<https://leafletjs.com/>> [Accessed 8 January 2023].
 Calvert, L., and Fransen, T., 2020. Digital Map of Essex 1777 (GPS version (2)). [online] Available at: <<https://map-of-essex.uk/gps/>> [Accessed 8 January 2023].
 Essex 2020, 2020. Map of Essex 1777. [blog] Available at: <<https://web.archive.org/web/20210125163745/https://www.essex2020.com/resource/map-of-essex-1777/>> [Accessed 8 January 2023].
 Fransen, T., 2018. Digital Map of Essex 1777 (high-resolution version (3)). [online] Available at: <<https://map-of-essex.uk/>> [Accessed 8 January 2023].
 Institute of Historical Research, 2018. Layers of London. [online] Available at: <<https://www.layersoflondon.org/>> [Accessed 8 January 2023].
 International Society for the History of the Map, 2021. ISHMap Prize in Map History 2021. [blog] Available at: <<https://ishmap.wordpress.com/ishmap-prize-in-map-history-2021/>> [Accessed 8 January 2023].

Theme 1: Celebrating the impact of Open Education and OER

- 21 Student Motivation for Social Annotation Social annotation, in which students share comments on learning resources, has been noted as a promising open educational practice (Brown and Croft 2020; Kalir 2020). This is because social annotation affords students opportunities to share their knowledge and experiences with others (Brown and Croft 2020). However, theoretically-grounded inquiry is needed to better understand its role in student learning in the context of existing literature and concepts (Kalir 2020). To address this need, student motivation for social annotation using measures based on self-determination theory was examined in this study. According to self-determination theory, motivation is enhanced when an individual experiences feelings of autonomy, competence, and relatedness during the task (Deci and Ryan 2012). In addition, inherent interest and enjoyment of the task enhances motivation. Motivation, along with social annotation measures (number of annotations, average words per annotation, active reading time) were then examined for associations with course grades.
- College students (N = 39) engaged in social annotation of their open textbook through a semester and reported their motivation for social annotation, quizzes on readings, and individual note taking. In terms of autonomy, students indicated higher levels of choice for social annotation compared to quizzes, but that individual note taking had the most opportunity for choice. Also relevant to autonomy, pressure was rated highest for quizzes and about the same for social annotation and individual note taking. Competence was lowest for quizzes with social annotation and individual note taking being similar in ratings. Relatedness was highest with social annotation with quizzes and individual note taking having similarly low levels of relatedness. Interest and enjoyment was rated more highly with social annotation than quizzes, but there were not reliable differences between social annotation and individual note taking.
- Motivation for social annotation as social annotation measures were tested for associations with course grades (not including grades for social annotation itself) through Spearman correlations. Pressure and choice were not associated with grades ($\rho = .274$, and $\rho = .013$ respectively). Competence and relatedness were both social annotation motivation measures positively associated with grades ($\rho = .349^*$ and $\rho = .384^*$ respectively). In terms of measures of the actual social annotations, the average words in an annotation, number of annotations, and time spent actively reading the open textbook were all positively associated with course grades ($\rho = .318^*$, $\rho = .504^{**}$, and $\rho = .511^*$ respectively). Overall, the findings from this study indicate motivation for social annotation is higher compared to quizzes. Motivation compared to individual notetaking was mixed. Given the associations with course grades, future research to enhance competence with social annotations may be a useful method to support student success.
- * $p < .05$, ** $p < .01$

Brown, M. and Croft, B. (2020) 'Social Annotation and an Inclusive Praxis for Open Pedagogy in the College Classroom.', *Journal of Interactive Media in Education*, 2020(1).

Deci, E.L. and Ryan, R.M. (2012) 'Self-determination theory', in *Handbook of theories of social psychology*, Vol. 1. Thousand Oaks, CA: Sage Publications Ltd, pp. 416–436. Available at: <https://doi.org/10.4135/9781446249215.n21>.

Kalir, J.H. (2020) 'Social annotation enabling collaboration for open learning', *Distance Education*, 41(2), pp. 245–260. Available at: <https://doi.org/10.1080/01587919.2020.1757413>.

Theme 2: Open Education research and policy around the globe

22 Open Educational Practices Create Conditions for Developing Research Skills in Graduate Education

In this presentation, we will describe results from a design-based study showing how graduate students enrolled in a course-based Master's program developed research based skills as a result of participating and engaging in a program designed and delivered using open educational practices (OEP). The program was designed to reflect the principles of OEP, which were understood as "collaborative and pedagogical practices that involve the creation, use, and reuse of OER as well as participatory technologies and social networks to interact, learn, create knowledge, and empower learners" (Cronin, 2017). Willison and O'Regan's (2006/2019) six facets for research skill development were used as a framework to align the desired skills for graduate students with the assignments in the program.

The program was designed to support each learner to be an active agent who builds knowledge within the learning process rather than a passive recipient of knowledge. Some argue that when people recognize that open knowledge can be enriched by individual academic experience, they will feel more motivated to know and participate not just as an audience member but as a protagonist (Jordan et al., 2017). As protagonists of their learning, graduate students can become producers instead of consumers of knowledge (Schwartz & Fischer, 2003). In addition, Scardamalia and Bereiter's (2010) knowledge building in community helps to describe the connections between social interactions, access to resources (content and people), and the participatory and collaborative learning opportunities that develop research skills with OEP.

The following research question guided the study: How do open educational practices support the conditions for student learning of research-based skills? Interview and survey data gathered from participants (n = 13) provided evidence that the use of OEP created the conditions for graduate students' research-based skill development. These students demonstrated how they developed research skills through layered assignments and multiple rounds of peer review, edits, and revisions of their work. Students also engaged in self-reflection and idea-sharing using collaborative online spaces and social media.

We identified three key conditions that supported students with their learning, development, and continual improvement of research-based skills: (a) design of layered assignments, (b) formative feedback, and (c) peer learning. Each condition encouraged graduate students to become co-designers of their learning as they developed research skills; this meant having the agency to pursue a topic of personal and professional interest, seek feedback and insights from within and outside the boundaries of their course, and develop an appreciation for the social process of knowledge-building alongside their peers. Students were asked to focus less on content and learning via knowledge borrowing, and more on learning in collaboration with peers, course instructors, and external experts through knowledge building (Schwartz & Fischer, 2003).

Using examples from the research study, this presentation will inform participants about how to create high quality, online learning experiences and design conditions that support graduate students in research skill development in post-secondary programs using OEP.

Cronin, C. (2017). "Openness and Praxis: Exploring the Use of Open Educational Practices in Higher Education". *The International Review of Research in Open and Distributed Learning*, 18(5). <https://doi.org/10.19173/irrodl.v18i5.3096>
 Jordan, K., Devries, I., Rolfe, V., & Weller, M. (2017, October). "Reclaiming our history: Citation network analysis of historical open and distance education research". Presentation at the ICDE World Conference on Online Learning, Toronto, Canada.

Scardamalia, M., & Bereiter, C. (2014). "Knowledge building and knowledge creation". In R. K.Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (2nd ed., pp. 397-417). Cambridge University Press. <https://doi.org/10.1017/CBO9781139519526.025>

Schwartz M. S., & Fischer, K. W. (2003). "Building vs. borrowing: The challenge of actively constructing ideas". *Liberal Education*, 89(3), 22-29. <https://www.gse.harvard.edu/~ddl/articlesCopy/SchwartzFischerActiveLearningFinal.0603.pdf>

Willison, J., & O'Regan, K., (2006/2019). "Research skill development framework". https://www.adelaide.edu.au/melt/ua/media/765/rsd_4nov19.pdf

Theme 2: Open Education research and policy around the globe

- 24 Understanding OER, Innovation & Business Models The European Network for Catalysing Open Resources in Education (ENCORE+, n.d.) is a pan-European Knowledge Alliance funded under the Erasmus+ programme. The project is running from 2021 to 2023 to support the modernisation of education in the European area through open educational resources (OER). Participants will be presented with research and findings from the project, directly linked to enabling their work to be open, sustainable and innovative.

One project focus is understanding (and sharing) business models that use or integrate OER. A universal typology for OER business models has been synthesised and will be presented (with examples of each type) for consideration and feedback. Participants will be afforded an opportunity to imagine alternative funding and sustainability scenarios for their OER related practices. Sustainability has long been acknowledged as a key issue for the OER movement (McAndrew & Farrow, 2013). The ENCORE+ Innovation Case Study Collection and Business Model Typology represent important advances in the self-understanding of open educators and collaboration partners (potential and existing).

Another ENCORE+ activity strand has audited innovation related behaviours for a range of organisations that use OER. OER is of course an innovation in teaching and learning practice, but the practices associated with using OER can themselves be a foundation for further innovation. This potential is often overlooked for being highly contextual or marginal to the key focus of OER initiatives, yet the culture of innovation that exists alongside many OER projects and in the practice of open educators is a key attraction for many working in the field.

More than OER innovation 40 case studies have been prepared and a selection of these will be presented with a critical commentary. Alongside this, the related evaluation framework is being shared on an open licence for others to use and better understand the role of innovation in their own OER practice.

These achievements build on various aspects of theoretical work conducted in the last two years (Farrow & Granly, 2021; Farrow, 2022) as well as a series of face-to-face and online stakeholder events conducted within the ENCORE+ network. Delegates will be in a position to benefit from what has been shared by the wider European OER community in locating and reflecting on their own practice.

Coughlan, T., Pitt, R. & Farrow, R. (2019) Forms of innovation inspired by open educational resources: a post-project analysis. *Open Learning: The Journal of Open, Distance and e-Learning*, 34:2, 156-175. <https://doi.org/10.1080/02680513.2018.1552579>

ENCORE+ (n.d.). European Network for Catalysing Open Resources in Education. <https://encoreproject.eu/>
Farrow, R. (2022). A Framework for Understanding Innovation with OER. *Open Education Global 2022*. Université de Nantes, France. <https://pretalx.com/oeglobal2022/talk/QYVRCM/>

Farrow, R. & Granly, J. (2021). Building the 21st Century OER Ecosystem. *Open Education 2021*. <https://www.slideshare.net/robertfarrow/building-the-21st-century-oer-ecosystem>

McAndrew, P. and Farrow, R. (2013). Open education research: from the practical to the theoretical. In: McGreal, Rory; Kinuthia, Wanjira and Marshall, Stewart eds. *Open Educational Resources: Innovation, Research and Practice*. Vancouver, Canada: Commonwealth of Learning and Athabasca University, pp. 65–78.

Theme 5: Wildcard. Creative practice in relation to openness

- 25 Why not start with simply chatting about big themes? (Re) designing a podcast episode to ignite deep conversations with students and colleagues using audio and visual language
- The workshop will support participants in analysing an example of a podcast episode meant to experiment with an informal way to talk about higher education. How it can be “good” or, more precisely, “good enough” and at the same time have the opportunity to reflect on their practice and discuss with other educators how they have or could use podcasting in their practice. After the audio renaissance that started with the new millennium (Edirisingha, Hawkrige and Fothergill, 2011), and thanks to the simplicity of production and low-cost requirements on both the production and fruition sides, podcasts are living momentum also to facilitate learning and teaching. Creating a podcast with a guiding voice - or voices - and a photograph may help prepare the ground asynchronously for igniting a discussion once students are together, in the presence or online, with the educators with them. Starting unconventionally using storytelling and mixed media can help connect students with a topic in a unique way, not just intellectually but also emotionally. A podcast creates an approachable, welcoming and safe space while helping individuals become more familiar with a topic or concept and comfortable sharing their honest thoughts during a conversation. To learn with and from each other using visual and written or spoken language including metaphors that enrich their connection, expressive capacity and contribution (Mayer, 2009; Moon, 2010).

Instructional designers, facilitators and educators can access a “preview” of the podcast (Authors, 2023) as a learning event and discuss its relationship with the learning outcomes designed for a session (or course). They can discuss in small groups a hypothesis of course design in which a blended approach can be based on the asynchronous/synchronous, informal/formal categories summed in a unique learning experience. Participants can engage with the materials at their own pace, individually or in pairs or small groups while getting ready for more interactive and collaborative steps to be done synchronously. As instructional designers, facilitators, and educators, it will be important to consider how the podcast episode and other learning materials will support the learning outcomes they have identified and enable further personalisation. They may want to consider how the podcast can be used to introduce or reinforce key concepts. How other activities, such as small group discussions or interactive exercises, can be used to help participants apply what they have learned through a creative and conversational process.

As participants move on to consider the hypothesis of designing their own episode, they will have the opportunity to think about how they can use podcasting and visual media to support their learning outcomes. They will also be able to discuss and consider the balance between individual and collaborative, synchronous and asynchronous, and face-to-face and online activities and how these different elements can be combined in a blended learning approach. Overall, these activities should help participants develop a deeper understanding of how podcasting and visual media can be combined and used effectively in teaching and learning to boost conversations and learning.

Authors. (2023) Title of the chapter. In: Czerniewicz, L. & Cronin, C. (eds.) Higher Education for Good: Teaching and Learning Futures. Open Book Publishers. [manuscript submitted for publication]
 Edirisingha, P., Hawkrige, D. and Fothergill, J. (2011) A Renaissance of Audio: Podcasting Approaches for Learning on Campus and Beyond. In: European Journal of Open, Distance and E-Learning, 1, <https://www.learntechlib.org/p/52119/>
 Mayer, R. E. (2009) Multimedia learning (2nd ed.). Cambridge: Cambridge University Press.
 Moon, J. (2010) Using story in higher education. London: Routledge.

Theme 5: Wildcard. Creative practice in relation to openness

- 26 **Tempered radicals: how to bring change in open education without rocking the boat.** 'Tempered radicals' are individuals who are committed to and identify with the organisations in which they work and yet are also committed to a cause or ideology which is fundamentally at odds with the dominant culture in that workplace. Debra Meyerson has written about how these change agents make tactical decisions to effect change without making trouble (Meyerson, 2008). If you think you too may be a tempered radical this is the session for you. We have been working for 10 years to build institution-wide approaches to releasing learning materials as open education resources which fundamentally challenges ingrained practices of copyright, fees, IP protection and academic 'side-hustles' (Rhoads, Berdan, & Toven-Lindsey, 2013; Weller, 2014). Opening up some of the most ancient and elite institutions like never before. (Walsh, 2011). We work not through revolution or protest but by balancing a delicate set of incremental initiatives and partnerships which provoke thought, nuance and behaviour change. In our presentation we will share our experience of being 'tempered radicals' working toward transformational change in organisations with historical structural traditions while still being digital disruptors. Leadership in learning technology and open education requires a nuanced set of activities which draw upon both theory and pragmatic research. Bringing a researcher's critical eye to ones' own organisation can be challenging for 'insider researchers' who walk a delicate line between being part of a community or outwith. But there are insights and understanding that only an insider can bring to a task and the advantages which flow from being situated within the organisation may ensure that the resulting changes are more sustainable.

Early initiatives led to more substantial innovations in how education is delivered and consumed--even at the best institutions. You will be encouraged to think about how your own radical agendas have been tempered by your experiences of your workplace and how this tempering can be used to make you stronger and more successful as agents of change in the organization you care about. (Eggers, 2013)

In this reflective practice presentation we will offer a contribution towards the practice of open education with a reflective and critical component. We will share stories, evidence and data to describe the serendipitous impact this work can have.

Eggers, Dave. (2013). *The circle*: a novel.: Alfred A. Knopf.

Meyerson, Debra. (2008). *Rocking the boat: How tempered radicals effect change without making trouble*: Harvard Business Review Press.

Rhoads, Robert A, Berdan, Jennifer, & Toven-Lindsey, Brit. (2013). The open courseware movement in higher education: Unmasking power and raising questions about the movement's democratic potential. *Educational Theory*, 63(1), 87-110.

Walsh, Taylor. (2011). *Unlocking the Gates*. Princeton: Princeton University Press.

Weller, Martin. (2014). *The battle for open*: Ubiquity Press.

Theme 5: Wildcard. Creative practice in relation to openness

- 27 **The Intersections of Open Educational Practices and Equity Pedagogy** Critical considerations have spurred necessary conversations about equity and social justice within the field of open education. These conversations center around who is included and who is excluded when opening education and for whom open educational practices (OEP) foster equity and empower individuals in various contexts (Bali et al., 2020; Lambert, 2018). OEP provides an opportunity to disrupt hegemonic knowledge by centering students' voices through equity pedagogy; yet, the question remains: In what ways are educators ensuring equity in OEP? Without intention, OEP isn't automatically or necessarily equitable.

A special issue of the *Journal for Multicultural Education* entitled *The Intersections of OEP and Equity Pedagogy*, released in late 2022, provided responses to this question. Ensuring equitable education requires a change in pedagogy. Conceived as one of the five main dimensions of multicultural education, equity pedagogy recognizes that teaching is a multicultural encounter where the complexity of students' lived experiences enriches the classroom and encourages students to question and challenge dominant assumptions and paradigms to "become reflective and active citizens of a democratic society" (McGee Banks & Banks, 1995, p. 152). Viewed through equity pedagogy, the special issue examines how open educators achieve recognitive and representational forms of social justice through OEP. At the intersection of intentional OEP and equity pedagogy, students openly contribute to a global community of learners who acquire, interrogate, reconstruct, and produce knowledge.

In this session, the editors of the special issue of the *Journal for Multicultural Education* will provide a brief overview of the projects and research and insights from the articles. Grounded in theory, the papers emphasize practical applications of and opportunities afforded by open practices utilizing equity pedagogy from various contexts, including preschool, higher education, and professional learning. Each project creates opportunities for readers to integrate the principles and findings in their own contexts as they work towards more equitable and open teaching and learning. Participants will engage in discussion to consider and envision applications, challenges, and benefits of equity-focused OEP in their own contexts. Attendees will walk away with pedagogical tools for creating equitable classrooms through OEP, as well as research results they can use to advocate for OEP use in their schools and classrooms.

Bali, M., Cronin, C. and Jhangiani, R.S., (2020), "Framing Open Educational Practices from a Social Justice Perspective", *Journal of Interactive Media in Education*, Vol. 2020 No. 1, doi: 10.5334/jime.565.

Lambert, S.R., (2018), "Changing our (dis)course: A distinctive social justice aligned definition of open education", *Journal of Learning for Development*, Vol. 5 No. 3, pp.225-244.

McGee Banks, C.A. and Banks, J.A., (1995), "Equity pedagogy: An essential component of multicultural education", *Theory into Practice*, Vol. 34 No. 3, pp. 152-158, available at: <http://www.jstor.org/stable/1476634>

Theme 4: Embedding and supporting Open Education through curriculum design

28 Using OpenLearn Create to support open curriculum design

The Open University's OpenLearn Create (OLC) platform hosts OER from a range of providers, including courses and resources created in partnership between external organisations and the OU. OLC is a platform 'where anyone can create and share OER' (Law et al., 2020) with guidance and support provided by the OU and advice offered via mailbox responses. OLC was founded as an experimental OER platform alongside OpenLearn in 2006 then re-designed as OpenLearn Create in 2016; led by the Opening Educational Practices in Scotland (OEPS) project which required IT development and course production enhancements. OEPS worked with third sector organisations during 2014–2017 to develop OER hosted on OLC (Cannell, 2017).

The Open University's Corporate & Commercial (C&C) team are increasingly using OLC in partnership with external clients to develop learning products and curriculum to support learner requirements. This includes closed cohort courses or a combination of open and closed cohorts such as the FIFA Guardians™ Safeguarding in Sport programme, which offers open and closed versions of five courses in three languages. In this partnership FIFA also funded IT developments that have enabled project portals of courses and resources to have customised headers, footers and navigation for their learning material, such as Teacher Education in Sub-Saharan Africa (TESSA) and Community Learning Development in Scotland.

This presentation will explore how C&C collaborates with external clients and global OU-led development projects to guide them through the process of learning design, course production and educational resource development to tailor learning products to their needs. The synergistic approach practised helps organisations deliver engaging and impactful learning experiences. C&C also repurposes and tailors OER from OpenLearn for global OU projects such as Skills for Prosperity Kenya (Goshtasbpour et al., 2022) and creates new OER – including bespoke interactive activities based on web-based OU laboratory tools, for example OpenSTEM Africa's interactive science applications that support science teaching in schools.

While celebrating OU expertise, the OLC platform itself and the positive impact of C&C's endeavours, the presentation also discusses some challenges to being 'open' and the necessary safeguards developed to prevent publication of incomplete OER and spam on the platform. Improvements in functionality on OLC, support mechanisms and continually evolving open research data collection methods are also highlighted as the OU continues to support open educational practices, publish high quality OER and widen participation.

Cannell, P. (2017) Open Educational Practices in Scotland: Final Project Report. Edinburgh: The Open University in Scotland. Available at: <https://www.open.edu/openlearncreate/mod/page/view.php?id=132735> (Accessed: 4 January 2023).

Goshtasbpour, F., Pitt, B., Ferguson, R. Cross, S., Whitelock, D. (2022) Repurposing OER to deliver a nationwide professional development training, Skills for Prosperity Kenya Presentation at OER22 conference. Available at: https://youtu.be/8Pllar_MBLA (Accessed: 4 January 2023).

Law, P., Page, A., and Storrar, R. (2020) 'Using an Open Educational Resources Platform to Support Underserved Groups', in Sengupta, E., Blessinger, P. and Makhanya, M. (eds) Integrating Community Service into Curriculum: International Perspectives on Humanizing Education – IHETL, 25. Emerald Publishing Limited, pp. 51–72. DOI: <https://doi.org/10.1108/S2055-36412020000025005> (Accessed: 4 January 2023).

Theme 4: Embedding and supporting Open Education through curriculum design

- 29 Ukraine librarians setting the stage: advancing OE as a tool for inclusion and overcoming language barriers during the ongoing war
- Ukrainian librarians are working relentlessly during the war to support students and teachers, especially in difficult conditions and while facing material and staff shortages. By implementing open education solutions, they help ensure that students and teachers have access to high-quality educational resources, a need that is especially crucial during wartime.
- Access to existing OER is only one component of accessibility. Another component is language (Karakaya & Karakaya, 2020). One of the main challenges for higher education in Ukraine during wartime is the fastest possible creation of high-quality educational materials in the national language. The ongoing linguicide of Ukrainian-language educational resources by Russia requires an immediate response. Overcoming such linguicide and supporting inclusiveness with library services can be an effective strategy to achieve greater equity in bringing higher education closer to potential beneficiaries.
- In this session, we will highlight the efforts of Ukrainian librarians to advance open education as a tool for achieving greater inclusion and overcoming language barriers while reflecting on the war-caused challenges. We will address the topic in the format of a presentation, followed by a Q&A conversation with the audience.
- To set the stage, we will examine the state of OER adoption and implementation in Ukraine, which is still in its early days. While selected open practices already exist in some institutions, OE and OER are not yet mentioned in any national documents.
- We will then discuss the case of the academic library of the Ukrainian State University of Science and Technologies (USUST) that has been working on OER since 2019 - locally, nationally and internationally. The experience gained with the European Network of Open Education Librarians, e.g. in workshops, survey participation, translating OER into Ukrainian or international collaborations, has been extremely useful in advancing the cause (European Network of Open Education Librarians, 2022). Facilitated by the national "points of invincibility", librarians at USUST play a key role in promoting the use of OER. We will showcase their efforts in providing information, training and support to faculty and by helping to identify high-quality, relevant OER. The "small steps tactics" approach they adopted, working gradually but consistently to promote OER, is an effective way of building awareness and support (Authors, 2022).
- We will conclude by emphasizing the importance of the actions taken by (USUST) librarians to advance open education and unleash its potential to facilitate inclusion and overcome language barriers. We argue that this undertaking protects social justice and inclusion for current and future generations of students and can serve as a relevant example beyond the Ukrainian context.
- During the Q&A and beyond, we would like to engage the audience in a dialogue with the presenters by sharing their own experiences and asking questions about applying these lessons to their own work. Moreover, the session aims to inspire and motivate educators, policymakers and other stakeholders to collaborate with librarians and support the implementation of open education solutions to ensure that all students have access to high-quality, inclusive educational resources in their own language, regardless of circumstances.
- Authors, (2022). European Practices of Overcoming Language Barriers in Times of Crisis: Open Educational Resources. University Library at a New Stage of Social Communications Development. Conference Proceedings, (7), pp. 202–217. Available at: https://doi.org/10.15802/unilib/2022_270952 (Accessed 9 January 2023).
- European Network of Open Education Librarians (2022). An ENOEL Toolkit: Open Education Benefits. Version 3. Available at: <https://doi.org/10.5281/zenodo.7248918>. (Accessed 9 January 2023).
- Karakaya, K., & Karakaya, O. (2020). Framing the Role of English in OER from a Social Justice Perspective: A Critical Lens on the (Dis)empowerment of Non-English Speaking Communities. *Asian Journal of Distance Education*, 15(2), pp. 175–190. Available at: <http://www.asianjde.com/ojs/index.php/AsianJDE/article/view/508> (Accessed 9 January 2023).
- Theme 1: Celebrating the impact of Open Education and OER

- 30 Co-Design OER in Rural Colombia through Participatory Curriculum Design
 Nicolás Ruiz - Ph.D. Student University of Edinburgh
 Stheffany Soache - Fundación para la Equidad Educativa
 Gisella Jassir - Fundación para la Equidad Educativa

Open Educational Resources (OER) is an incipient field in America Latina as there needs to be more knowledge about its existence, and most OER are in English or developed in Northern countries (Torres, 2013). Furthermore, these educational technologies can promote colonial practices by embodying the learning pedagogies of Northern countries (Walker et al., 2022). The language-colonial barrier can be tackled by co-creating contextualized OER with the teachers that will use those OER instead of creating for them.

The "Fundación para la Equidad Educativa" (FEE) is a Colombian ONG with the mission to innovate Colombian education to provide each student the opportunity to develop capabilities to live a fulfilling life. During 2021, FEE worked with 14 teachers distributed in 9 rural schools by creating OER through collaborative curriculum design. Our approximation to curriculum design seeks to promote decolonial open practices rather than the adoption of other OER created in Northern countries. This exploration involved using the "Understanding by Design" curriculum design framework (Wiggins & McTighe, 2011) and other learning designing practices (such as multimedia production) in horizontal and participatory synchronous online workshops. As a result, four learning units were produced to be shared among the nine rural schools that are part of the program. These learning units are shared through offline servers running "Kolibri," a virtual learning system designed by "Learning Equality."

These learning units embody the values and pedagogies of rural teachers, generating a vernacular innovation (Escobar, 2018). For example, teachers proposed using "rondas" (traditional rural songs for children) in learning videos to foster cultural identity while teaching the selected subject matter. The scripts were designed in participatory workshops, and the video was produced by FEE's team, with the supervision of rural teachers. These mechanics allowed us to equalize the power imbalance between the members of the ONG and the group of teachers.

This short reflection session seeks to share the teachers' metacognitions on the co-creation of OER and our team's insights. We also intend to share the methodology of these participatory design workshops. Finally, we will share the final products to make visible efforts of OER co-creation in a Southern country.

Escobar, A. (2018) *Designs for the pluriverse : radical interdependence, autonomy, and the making of worlds* / Arturo Escobar. Durham: Duke University Press.

Torres, N. (2013) Embracing openness: The challenges of OER in Latin American education. *Open praxis*. [Online] 5 (1), 81-89.

Walker, H. et al. (2022) Trialling open educational resources for technology-supported teacher professional development in rural Zimbabwe. *Research papers in education*. [Online] ahead-of-print (ahead-of-print), 1-25.

Wiggins, G. P. & McTighe, J. (2011) *The understanding by design guide to creating high-quality units* Grant Wiggins and Jay McTighe. Alexandria, Va: ASCD.

Theme 4: Embedding and supporting Open Education through curriculum design

31 The Power of
Legislation:
Transforming Open
Education in the U.S.
State of Colorado

This session will offer an inside perspective on OER policy creation in the U.S. state of Colorado and the steps to codify open education into law. The facilitators will share the efforts, successes, and challenges of the past five years in Colorado with the aim to contribute to the work of attendees in their individual contexts. The session will conclude by identifying meaningful topics that connect the work of the presenters to that of the attendees (topics may include equitable access, collaboration, teaching in a digital age, open pedagogy, mobilization of professors, students, administrators, and lawmakers). Presenters will offer the opportunity to continue the conversation beyond the session on co-selected topics through virtual webinars and/or discussions according to attendee interest, opening a door for future exchange.

The codification of OER in Colorado began with the formation of the Colorado OER Council in 2017, legislation that established and funded the OER grant program with \$2.5 million over three years, and the expansion of the grant program with 2021 legislation that allocated \$5 million in grant funding over the next five years (Colorado State Senate Bill 21-215 2021:1). Students in Colorado have saved an estimated \$20.5 million in textbook costs from the first three years of the grant program. Through this legislative funding, the Colorado Department of Higher Education also sponsors professional development opportunities for the Colorado open education community, including the annual Colorado OER Conference that brings together nearly 300 faculty, librarian, administrators, staff, and students; scholarships to complete the Creative Commons Certificate; and Open Education Network trainings to become an Open Education Ambassador. As the OER Council awards the fifth year of grants in Spring 2023, it reflects on the path thus far and considers 'What are next steps toward the future of open education in Colorado?'

Government support has cultivated a multi-dimensional ecosystem of OER in Colorado, where initiatives beyond the typical U.S. priority of cost savings thrive and grow. One example is the leveraging the digital aspect of OER toward goals of equitable representation in learning materials and open pedagogy, which uses OER as a jumping-off point to become platforms for learning, collaboration, and engagement with the world outside of the classroom (DeRosa and Robinson: 2017,117). Facilitators and attendees will work together to build a list of meaningful areas of overlap within their respective OER ecosystems – i.e. cross-institutional/cross-national cooperation, peer review, and so on, inclusion in promotion and tenure policies, and more. Though brief, the aim of this session is to identify points of connection that merit communication and exchange beyond the conference through one-on-one discussion, webinars, visiting speakers, or other suggestions from the group.

Hansen and Rankin (2021). Colorado State Senate Bill 21-215.
deRosa, R. (2017). 'From OER to Open Pedagogy: Harnessing the Power of Open.' Jhangiani R. & Biswas-Diener R, (ed.). Open: The Philosophy and Practices that are Revolutionizing Education and Science

Theme 2: Open Education research and policy around the globe

32 Considering the Implications and Mechanisms of Scale within Open Education

In this presentation, I will discuss the results of a five-year critical investigation of the implications of scale within contemporary open education. This qualitative, critical, and tentative study was guided by the question: How do open educators perceive the mechanisms and implications of scale?

I will begin the presentation by briefly describing my use of the situational analysis theory-method package (Clarke et al., 2018) and a three-phase research process, including a qualitative online survey, collaborative map annotation, and focus groups.

I will then share my findings and present a multi-dimensional representation of open education's complicated relationship with scale, both big and small. At a massive scale, open online course providers are increasingly delivering standardized content on data-gathering platforms built to control the learning experience to generate profit that bear no resemblance to these connectivist-inspired MOOCs imagined by open educators just over a decade ago (Kanuka, 2020). At the same time, open educators working at a much smaller scale are increasingly turning their attention towards emerging areas, including open educational practices and open policy (Elias, 2022). Using situational analysis social worlds/arena, relational, and positional mapmaking techniques, this study exposes the silences surrounding these apparently contradictory approaches to open education and elucidates a different approach to scale adopted by many open educators. It further finds that because open educators are often motivated by an intention to improve education, due to co-option, the games of scientific language and overwork, they are at risk of falling into the prescriptive patterns (Franklin, 1999) that they seek to transform.

Finally, I will engage the participants in a discussion about how open educators might seek to mitigate these risks by articulating their tacit awareness of the holistic growth and prescriptive production mechanisms of scale, by clearly articulating their scale-related intentions and by embracing unpredictability and uncertainty as a means of minimizing educational disasters.

References

Clarke, A. E., Friese, C., & Washburn, R. S. (2018). *Situational analysis: Grounded theory after the interpretive turn*. Sage.

Elias, T. (2022). Working With/in the Tensions: Educational Technology as Feminized Craftwork. *Digital Culture & Education*, 14(4), 1-18.

Franklin, U. (1999). *The real world of technology*. House of Anansi.

Kanuka, H. (2020). Failures of Open and Distance Education's Successes. In *An Introduction to Distance Education*, 43-63. <https://doi.org/10.4324/9781315166896-5>

Clarke, A. E., Friese, C., & Washburn, R. S. (2018). *Situational analysis: Grounded theory after the interpretive turn*. Sage.

Elias, T. (2022). Working With/in the Tensions: Educational Technology as Feminized Craftwork. *Digital Culture & Education*, 14(4), 1-18.

Franklin, U. (1999). *The real world of technology*. House of Anansi.

Kanuka, H. (2020). Failures of Open and Distance Education's Successes. In *An Introduction to Distance Education*, 43-63. <https://doi.org/10.4324/9781315166896-5>

Theme 2: Open Education research and policy around the globe

- 33 Advancing Open Education through the praxis of curriculum design and development: Applying the model of the Digitally Distributed Curriculum
- This reflective presentation critically reviews the concept of openness within the nature and place of 'the curriculum' and challenges the extent to which openness and a commitment to open education is evolving within institutional systems and practices which support curriculum design.
- We will begin by exploring our model of the Digitally Distributed Curriculum (DCC). (previous publication of authors, 2018). Developed prior to the pandemic, in the context of ongoing national research into the concept of the 'Digital University' and the extension of Higher Education as a public good.

The DDC model itself is based around the core values of 'public pedagogy', 'participation' and 'praxis' (that is, the extent to which learning, teaching and the curriculum itself can be harnessed to challenge and change that which needs to be challenged and changed). The DDC model articulates various ways in which openness and open education can be enacted through the design, delivery and activities of the curriculum. This includes in the generation of open knowledge including digital artefacts, open digital scholarship, open online engagement, open campus engagement, and ultimately through the co-location and distribution of the curriculum itself.

We will then review our curriculum model in the light of of the current context which includes an observable retreat to pre-pandemic practices (Bryant, P, 2002) as well as recent research into the impact of lock down on approaches to curriculum and learning design across the UK HE sector and (Beetham & MacNeill, 2022). The data highlighted a high level of sharing of learning design resources as OERs (64% of responses), suggesting that engagement with structured curriculum/learning design resources and activities could be a gateway to encouraging more open educational practice.

Our review will apply the DDC model, as both an open artefact and conceptual lens to question the status and possibilities for the further embedding of open education within curriculum design and development.

Key questions to be addressed are:

- (i) To what extent is the role of openness acknowledged in current approaches to curriculum and learning design?
- (ii) In what ways can institutional cultures and structures be developed to strengthen an ethos of and commitment to open educational practices through curriculum and learning design?

In light of (i) and (ii) above, we will then explore how the DDC model can be further developed as a tool for future curriculum development and sustaining open educational practice.

During the session we will actively support discussion in relation to the issues and questions above. We will then produce and share an open reflection on the session to be distributed following the conference.

Beetham, H., MacNeill, S. (2022). Approaches to curriculum and learning design across UK HE, Jisc.
 Bryant, P., The Snapback, Available at: <https://peterbryant.smegradio.com/the-snapback/> (Accessed January, 5 2023)
 Previous publication of authors (2018) Full reference to be included if proposal accepted. (2018). Conceptualising the digital university: the intersection of policy, pedagogy and practice. Cham, Switzerland: Palgrave Macmillan.

Theme 4: Embedding and supporting Open Education through curriculum design

- 34 International Organisations (IOs): International OER agenda and Governmental OER policies
- IOs have been playing a prominent role in the OER movement in advocating for and supporting the development of governmental OER policies and setting international OER policy agendas. Starting in 2011, IOs initiated activities that led to OER policy proposals and policy declarations calling on governments to support the development and mainstreaming of OER by adopting OER policies. Within the Organisation for Economic Cooperation and Development (OECD) Education Policy Committee, discussions took place about adopting a policy instrument on OER in the form of a declaration or a recommendation. The United Nations Educational, Scientific and Cultural Organisation (UNESCO), in collaboration with the Commonwealth of Learning (COL), carried out research activities and regional consultations that led to the adoption of the Paris OER Declaration in 2012 (UNESCO, 2012). Finally, the European Commission (EC) set the European agenda for OER through its 2013 Communication on Opening Up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources (European Commission, 2013). All these developments within the respective IOs, collectively, served as a significant impetus and helped to set an international agenda for mainstreaming OER within education systems worldwide vis-à-vis the adoption of governmental OER policies.

We present findings from interviews with Intergovernmental Organisation (IGOs) as part of a PhD research study exploring how IOs have influenced the development of governmental OER policies. The following research question guides this study: How did selected IOs influence the development of governmental OER policies in selected countries from 2002 to 2019? We focus on four IGOs: UNESCO, COL, OECD and EC. This research is positioned within the literature that examines the effects of globalisation on educational public policy; a phenomenon also described as an emergent global education policy field or community (Lingard et al., 2005; Rizvi and Lingard; 2010, Jakobi, 2009).

We provide an overview of the OER policy instruments used by the four IGOs. Using a typology of policy instruments developed by Jakobi (2009), we classify the identified OER policy instruments into five distinct categories and provide relevant examples under each category. These include "discursive dissemination, standard setting, financial means, coordinative functions, and technical assistance" (p.4). OER policy instruments are defined for this PhD research as multiple mechanisms of influence applied by IOs that can directly or indirectly influence governmental OER policy processes such as agenda setting, policy formulation and implementation. The findings reveal that the selected IOs used all of the categories of OER policy instruments to influence the development of governmental OER policies, even though each organization could not apply all of them. Following the overview of the identified OER policy instruments, we focus on highlighting similarities and differences between these IOs' approaches and report on the perceived or observed successes and challenges with the efforts of these IGOs to influence the development of governmental OER policies.

European Commission (2013). Communication on Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1389115469384&uri=CELEX:52013DC0654>

Jakobi, A. P. (2009). International organisations and world society: studying global policy development in public policy (TranState working papers, No. 81). <http://hdl.handle.net/10419/27904>

Lingard, B., Rawolle, S., & Taylor, S. (2005). Globalising policy sociology in education: working with Bourdieu. *Journal of Education Policy* 20 (6), 759-77. <https://doi.org/10.1080/02680930500238945>

Rizvi, F., & Lingard, B. (2010). *Globalising Education Policy*. Routledge.

UNESCO. (2012). Paris OER Declaration. Retrieved from <https://oercongress.weebly.com/paris-declaration.html>

Theme 2: Open Education research and policy around the globe

- 35 Web 2.0 and Web3 Walk into a Bar....
- This presentation will examine the current shift in web hosting landscape undergirding the current rise in popularity of de-centered, federated open source web applications such as Mastodon, PeerTube, Write Freely, PixelFed, and more.

We will compare the infrastructure of the tried and true LAMP stack powering the PHP workhorse open source applications of Web 2.0 (WordPress, MediaWiki, Drupal, etc.) with the "hack stack" driving the next generation applications behind Web3 to highlight the differences, similarities, and useful overlap going forward.

This presentation should not only give you a broad strokes historical sense of the evolution of hosting over the past 20 years, but also practical applications for how to get started running Web3 applications in the Cloud to host the next generation of open educational resources.

Lamb, Brian (2013) 'The Squirring Facts Exceed the Squamous Mind', *Abject Learning*, January 17. Available at: <https://abject.ca/squamous-mind/> (Last accessed 10 January, 2023).

Smith, Ernie (2021) 'I Love LAMP', *Tedium*, September 01. Available at: <https://tedium.co/2021/09/01/lamp-stack-php-mysql-apache-history/> (Last accessed 10 January, 2023).

Theme 5: Wildcard. Creative practice in relation to openness

- 37 You reap what you sow: how institutional commitment to open education brings demonstrable long-term and ongoing benefits
- We will discuss how an institutional commitment to Open Education and OER has brought, and continues to bring, significant benefits both to the the University of Edinburgh and the wider community. The return on investment in OER is often indirect and serendipitous, but we hope to demonstrate that, over the longer term, investment in open education yields real return.
- Over the last ten years, we have created nearly a hundred MOOCs and free short online courses on three partner platforms, which have reached almost five million learners. The media resources created for the courses in our portfolio are designed to be 'open by default'. We have developed robust workflows to ensure that these videos repurpose existing open content where possible (Garner-Foy 2021) and are shared under open licence in our Open Media Bank, to ensure they are accessible, sustainable and reusable. We currently have over 1,200 open licensed media resources in the Open Media Bank that can be downloaded, reused and repurposed by teachers and learners within the university and beyond.
- We will discuss how our established and embedded support for OER enabled a rapid response to the challenges of the pandemic. Our Online Course Production and OER teams were able to quickly migrate key content from an on-campus course to create a COVID-19 Critical Care MOOC (Campbell 2020) which was freely accessed by over 50,000 healthcare professionals at the front line of critical care. We will highlight the global impact and reach of these open resources through analysis of learner engagement and feedback.
- To address two key global challenges of our era - climate change and environmental sustainability - we launched three 'Learning for a Sustainable Future' courses in line with the COP26 and COP27 conferences. These resources have been shared and promoted via Open.Ed and Climatehub.uk. The course team is now discussing the development of an e-book to disseminate the course materials and outputs of these courses as an open educational resource, which can be built upon each year.
- Alongside the University's current VLE upgrade, we have developed a resource hub to support staff in the creation of open and accessible course content. Our Open Education Policy underpins the guidance offered, and we have curated an Image Bank of high-quality open images, many from the University's own historic collections, to be used across all courses to help improve student engagement and satisfaction. Our commitment to openness was recognised in the '2021 Open Education Global Awards for Excellence' when we won three awards for open policy, open curation, and open leadership.
- The value and impact of OER are currently being highlighted as the University plans the biggest curriculum change in living memory. As we look to prepare our students with real life skills in areas such as Data Science and Climate change, we will discuss how open educational resources from MOOCs can be repurposed in this transformational project and demonstrate how the investment made in OER from the outset can reap huge rewards into the future.
- Garner-Foy, L. (2021). Using Open Education Resources (OERs) to make a real-world impact: The Sustainable Global Food Systems MOOC. Teaching Matters Blog. Available at: <https://www.teaching-matters-blog.ed.ac.uk/using-open-education-resources-oers-to-make-a-real-world-impact-the-sustainable-global-food-systems-mooc/> (Accessed: 9 January 2023).
Campbell, L. (2020). Open World For the Common Good – Responding to the Global Pandemic with OER. Educational Design and engagement –Blog. Available at: <https://blogs.ed.ac.uk/ede/2020/09/16/for-the-common-good-responding-to-the-global-pandemic-with-oer/> (Accessed: January 9, 2023).
- Theme 1: Celebrating the impact of Open Education and OER

- 39 Open Learning Champions Programme: Growing and Adapting Using a New Online Module
- For a number of years Open University in Scotland has worked with a wide range of organisations across Scotland to develop an Open Learning Champions programme. This programme is designed to equip a wide network of individuals with the knowledge and skills to use the OU's free learning resources to help learners in their communities develop knowledge, skills, confidence and build a firm foundation for further study, volunteering, employment, as well as offering a valuable CPD opportunity for the champions themselves.

As we move into 2023 we aim to support the Scottish Government's Adult Learning Strategy (Scottish Government, 2022) by increasing the scale, reach and efficacy of the programme to develop as many champions and support as many learners as possible. As part of the approach, we are developing a new module, hosted on our OpenLearn Create platform, that can be used wholly online in a self-directed way, as well as delivered in an online or F2F workshop. The module covers:

- Overview of OpenLearn, the OU's flagship free learning resource – including activities focused on experiential learning to develop understanding
- Approaches to supporting course choice decisions based on individual needs, goals, and previous experience of learners
- Different delivery options depending on digital literacy and IT access of learners
- Monitoring progress and celebrating success
- Community building via a moderated forum linked to the module.

We see this approach as linking to theme 3 as the Open Learning Champions develop knowledge that enables them to promote and utilise open learning resources to develop improved confidence, build trust within learning communities and develop supportive social relationships for those who participate in the learning communities facilitated by the champions. Open Learning Champions also support more tangible outcomes such as further study, volunteering, or employment (McIntyre, 2012).

We also see the approach linking to theme 5, in particular building a community of champions using pedagogical approaches that are delivered through the right blend of eLearning and ongoing support – to ensure that with bounded resources we can still impact at scale, while ensuring the learning experiences for champions and ultimately learners are optimised.

We would love the opportunity to deliver a 15-minute talk about the efficacy of the module which will have been used both in a self-directed and facilitated way by the time of the conference, to enable us to share knowledge and practice with the OER community.

McIntyre, Dr Janis (2012). The development and recovery of social capital through community-based adult learning, *International Journal of Lifelong Education*, 31:5, 607-621, DOI: 10.1080/02601370.2012.693955.

Scottish Government Advanced Learning and Science Directorate (2022). *Adult Learning Strategy 2022-2027*. <https://www.gov.scot/publications/adult-learning-strategy-scotland-2022-27/>. Accessed 06/01/2023.

Theme 3: Open Education in Scotland - celebrating 10 years of the Scottish Open Education Declaration

40 Open for Good - Transforming the Curriculum with OER at the University of Edinburgh

In this reflective practice session, we will share our experience of integrating OER creation assignments in the curriculum at the University of Edinburgh.

We believe that integrating OER in the curriculum is in keeping with our institutional vision, purpose and values; to discover knowledge, make the world a better place, and ensure our teaching and research is diverse, inclusive, accessible to all and relevant to society. To support this vision, the University has an Open Educational Resources Policy (University of Edinburgh 2021), which encourages staff and students to use, create and publish OERs to enhance the quality of the student experience, expand provision of learning opportunities, and enrich our shared knowledge commons. We have a number of services that support this vision and empower staff and students to embed the use and creation of OER and open knowledge across the institution, including the Online Course Production Service, the OER Service, the Learning Design Service, and our Wikimedian in Residence.

Integrating OER and open knowledge creation assignments in the curriculum can help students to develop a wide range of core disciplinary competencies and transferable attributes including; digital, data and copyright literacy skills, understanding how knowledge and information is created, shared and contested online, collaborative working and collective knowledge creation, information synthesis, critical thinking and source evaluation, and writing as public outreach (Campbell 2022).

In this session we'll share our experience of embedding OER creation projects and assignments across the curriculum, including co-creating an open textbook for music education by repurposing existing course materials, Wikipedia editing assignments (McEwan and Thomas 2020), OER creation assignments in undergraduate and postgraduate courses including Creating Edinburgh: The Interdisciplinary City, and Digital Futures for Learning, part of the MSc in Digital Education (Ross 2019). These assignments enable students to share their scholarship in real-world contexts, creating reusable resources with ongoing, tangible value that contribute to the global pool of open knowledge.

We will also present a case study on the GeoSciences Outreach course (Douglas, Cross, Graham, Zaja, Auyeung, and Madsen 2022), which has mainstreamed open community engagement and OER creation within the curriculum, providing students with an opportunity to acquire core disciplinary competencies alongside transferable interdisciplinary skills that enhance their employability, gaining experience of science outreach and public engagement, and co-creating an award-winning collection of OERs that have been used by school teachers worldwide.

We will reflect on how the University's commitment to OER has been shaped by local and global initiatives including the Cape Town Declaration, Open Scotland, the UNESCO Recommendation on OER, and the Sustainable Development Agenda. We will highlight how integrating openness in the curriculum has become self-sustaining and core to our teaching and learning ethos, influencing key strategic developments within the institution including curriculum transformation, digital strategy, and re-evaluating approaches to assessment.

Join us to reflect on our experiences and lessons learned, and to gain inspiration and ideas for integrating OER and open knowledge into your own curricula, advancing open education practice for all.

Campbell, L.M. (2022) OER and Open Education in the Curriculum. Available at: <https://open.ed.ac.uk/open-education-and-oer-in-the-curriculum/> (Accessed: 9 January 2023).

Douglas, K., Cross, A., Graham, C., Zaja, E., Auyeung, B., and Madsen, F. (2022) Geoscience Outreach: What we do, how we assess, and client/student reflections, Teaching Matters. Available at: <https://www.teaching-matters-blog.ed.ac.uk/geoscience-outreach-what-we-do-how-we-assess-and-client-student-reflections/> (Accessed: 9 January 2023).

McAndrew, E., and Thomas, S. (2020) Wikimedia in Education, University of Edinburgh and Wikimedia UK. Available at: https://open.ed.ac.uk/wp-content/uploads/Wikimedia_in_Education_-_Wikimedia_UK_in_partnership_with_the_University_of_Edinburgh.pdf (Accessed: 9 January 2023).

Ross, J. (2019) Digital Futures for Learning: An OER Assignment. Available at: <https://open.ed.ac.uk/digital-futures-for-learning-an-oer-assignment/> (Accessed: 9 January 2023).

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Theme 4: Embedding and supporting Open Education through curriculum design

- 41 Incubating Openness at Scale: Cross-Institutional Partnerships for Open Education and Pedagogy
- Open pedagogy, defined by Jhangiani and DeRosa (2019) as “an access-oriented commitment to learner-driven education AND as a process of designing architectures and using tools for learning that enable students to shape the public knowledge commons of which they are a part” is one of the most exciting and impactful areas for curricular redesign in open education. For many practitioners, however, open pedagogy can seem daunting. While adopting an open textbook is relatively straightforward, opening up the curricula and pedagogies that define a course asks students and educators to make some fundamental changes in the way they engage with education as an enterprise. Over the past half-decade the open education community has developed a robust body of resources to support individuals who are committed to doing this work, from models and structures such as the Open Pedagogy Notebook (<https://openpedagogy.org/>) and Open Pedagogy Project Roadmap (<https://oeproadmap.psu.edu/>) to communities of practice such as the Open Pedagogy Incubator (<https://www.lib.ncsu.edu/stories/libraries-open-pedagogy-incubator-sharing-information-lowering-barriers-and-engaging-more>) and the Open Education Network's Certificate in OEP (<https://open.umn.edu/oen/certificate-in-oep>).

One area where more support is needed is engaging in open pedagogy at scale. (Clinton-Lisell, 2021). How can we support the often personal and high-touch work of open pedagogy at the level of a department, university, or even consortium or university system? In order to explore strategies for scalable open pedagogy, a large university system in the United States piloted a new program for supporting open pedagogy across seventeen universities in the fall of 2022: the Scalable University Math (SUM) Institute for Open Course Development. With support from a major funder, the program brought together a team of educators and librarians to develop localized, inclusive OER and open curricula that are ready to be used by - and have real buy-in from - hundreds of educators across a statewide university system.

Grounded in the key quantitative reasoning (QR) math course required for most humanities and arts disciplines (Tunstall, 2017), a set of faculty instructors from each of the universities redesigned their courses using only OER content and adopting open pedagogies. After training in open education and pedagogy, faculty instructors committed to adopting OER and curricular redesign around a series of “open interventions” such as sharing an open syllabus, adopting renewable assignments, or centering student agency through course policies in their subsequent QR courses. The Institute has also led to an ongoing System-wide program for curriculum redesign that centers interdisciplinary open pedagogy across institutions being led in the spring of 2023.

This Reflective Practice Session provides a grounding in open pedagogy, introduces the Institute as an intentional, collaborative model for supporting curricular redesign around openness, and shares lessons from the experiences of the first cohort of faculty participants. Attendees will leave with a deeper understanding of open pedagogy and a flexible, successful model for open curriculum design and development at scale. Armed with this information, they will be prepared to develop local support for open education and pedagogy that can scale for large communities and collaborative work.

Jhangiani and DeRosa, (2019). What is Open Pedagogy. Open Pedagogy Notebook, <https://openpedagogy.org/open-pedagogy/>
 Clinton-Lisell, V. (2021). Open Pedagogy: A Systematic Review of Empirical Findings. *Journal of Learning Development*, 8 (2) <https://jl4d.org/index.php/ejl4d/article/view/511/621>
 Tunstall, S. (2017). Quantitative Literacy for the Future Flourishing of our Students: A Guiding Aim for Mathematics Education. *Numeracy* 10(1) <https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1227&context=numeracy>

Theme 4: Embedding and supporting Open Education through curriculum design

- 42 Building OER Expertise and Support Across an Institution: A Train-the-Trainer Approach Libraries are increasingly seen as leaders in the open education movement; however, facilitating the adoption of OER on a large scale can present a workload capacity issue for librarians, even those in specialized open education positions. At the same time, building greater capacity within a library for this work requires specialized training. While several certification and training programs exist for librarians, they require significant time as well as participation fees, and they typically provide more of a grounding in what open education work is, rather than direct training in what is available for this work at each librarian's specific institution (Katz 2020).

While numerous OER programs exist at a state, provincial, or regional level, these have typically been multi-institutional collaborations (Bell 2020; Hollister and Patton 2021). In contrast, our institution, Penn State, includes 24 campuses distributed across an entire state. To address these needs, we developed OER Leads, an institution-specific program designed to function as a combination "train-the-trainer" program for librarians and an incentivized OER adoption program for their faculty. This model allows us to identify librarians interested in supporting OER work, provide them with directly applicable training (e.g., open licensing, finding and integrating OER, managing a grant program), a community of practice, and the materials and skills needed to recruit a cohort of faculty OER adopters to put those skills to practice immediately. In addition to providing support for OER adoption at more of our campuses, this program helps us build more OER expertise across our institution, making it possible to scale up our goals to include larger future OER initiatives.

In 2022, our inaugural group included one program manager, two program facilitators who also assisted faculty adopters at their campuses, and five librarians who participated in the training program and are supporting OER adoptions at their campuses.

In this session, we'll provide an overview of creating OER Leads, securing funding, developing our training materials, recruiting librarians, and transitioning from the train-the-trainer phase to the adoption program. We'll share program content that attendees can reuse or adapt. We'll discuss the impact of the first round of the program, including student cost savings and survey feedback from the librarians, faculty, and students affected by the program. This includes student perspectives on the materials used in their courses, factors they consider most important in course materials, and their behaviors and preferences related to the use of these materials. We'll also discuss obstacles and opportunities discovered along the way, our views on the process of planning, creating, and managing such a project, and our plans for the second year of the program.

After participating in this session, attendees will be able to:

- follow the process and timeline for creating a train-the-trainer OER support program
- identify specific opportunities and challenges in creating a program like OER LEADS at their institutions
- strategically access, adapt, and reuse the materials developed for OER LEADS for their own contexts

Bell, S.J. (2020). "Getting Organized for Action: Governance Structure Models for Statewide OER Projects." *Library Trends*, 69(2), pp. 343-369. doi: 10.1353/lib.2020.0037.

Hollister, C.V. and Patton, J. (2021). "Faculty Perceptions of an OER Stipend Program." *New Review of Academic Librarianship*, 28(4), pp. 435-453. doi: 10.1080/13614533.2021.2000452.

Katz, S. (2020). "The Case for OER in LIS Education." *Library Trends*, 69(2), pp. 419-434. doi: 10.1353/lib.2020.0040.

Theme 1: Celebrating the impact of Open Education and OER

- 43 Stronger Together – Fostering Higher Education Pedagogy in Finland with Open Educational Resources
- This presentation introduces unique development results from Southern Finland. In 2019, Tampere University and Tampere University of Applied Sciences (TAMK) formed a higher education community, Tampere Universities. The fusion brought together almost 3500 teachers with different backgrounds and needs for support and development. The two universities united their potency to foster higher education pedagogy and built the Teaching and Learning Centre (TLC) of Tampere Universities: a network that brings together pedagogical expertise, and the information and services teachers need. (TLC, 2020).

A recent study (Ruhalahti et al. 2021) showed that teachers' pedagogical and technological skills play a significant role in students' study experience. TLC supports teachers' higher education pedagogy competence and development. The operating model is network-like but the activities are coordinated by a small core team including members from both organisations. The community-wide network consists of thousands of members including support services, administrative staff and even teachers themselves. The TLC is mentioned in the strategies of both universities as enabling effective use of higher education pedagogy and student support methods as well as digitalisation (TAMK 2020). This is reached by helping teachers to expand their skills (TAU 2020).

The first concrete result of the work of the TLC core team is the open website that opened in the autumn of 2020. It makes pedagogical activities, knowledge, teaching practices, pedagogical research, and projects more visible and transparent through the event calendar, news, blog, internal Special Interest Groups (SIG), and a large set of self-study materials for anyone to use. The content includes everyday questions about higher education teaching, teacher's development, learning design, implementation and evaluation, support systems, and services for teaching. For the actors outside the higher education community, the open website also offers a window into the teaching and training development work and pedagogical activities carried out here.

The TLC website has been noticed in the national Digivisio 2030 program as an excellent open resource for teachers' pedagogical development. It has received much praise from the actors from other higher education organisations in the national workshops of the program. (Koskela and Mannila 2022). The primary focus group of the website is the teaching staff, but self-learning materials are also used in teacher education at Tampere Universities. In addition, they are linked as learning resources in digital open badges that are part of the pedagogical development program at TAMK. The website is licenced with a Creative Commons licence CC-BY-SA and it is constantly evolving and improving.

The Teaching and Learning Centre also organises training and seminars, where researchers, teachers and teaching developers get to present and discuss the results of their work and develop them further together. Some of the webinars are internal but many of them are also open to everyone.

The presentation will show a genuine network-like co-development model connecting two higher education institutions, as well as the Teaching and Learning Centre's website as an open educational resource. In addition, the paper presents some key findings from the ongoing monitoring survey.

Koskela, J. and Mannila, L., (2022). Quality criteria for online education. Available at: <https://digivisio2030.fi/wp-content/uploads/2022/11/quality-criteria-report.pdf> (Accessed: January 10, 2023).

Ruhalahti, S. et al., (2021) "Identifying Higher Education First-Year Students Reported Experiences Studying During the Pandemic," *European Journal of Education Studies*, 8(8). Available at: <https://doi.org/10.46827/ejes.v8i8.3831>.

TAMK, (2020). TAMK strategy 2030. Available at: https://content-webapi.tuni.fi/proxy/public/2022-05/tamk_strategy_2030_en.pdf.

TAU, (2020). Tampere University's strategy 2030. Available at: <https://content-webapi.tuni.fi/proxy/public/2022-05/tampere-university-strategy-2030.pdf>.

TLC, (2020). Teaching and Learning Centre - TLC. [online] Available at: <https://www.tuni.fi/tlc>.

Theme 5: Wildcard. Creative practice in relation to openness

- 44 Supporting Ukrainians with OER on OpenLearn OpenLearn was launched by the Open University (OU) in 2006 as the result of a two-year funded project. The ambition was to release 5% of OU taught courses as OER under a Creative Commons licence. The University continued to undertake this activity after project funding ended in 2008 as it complemented the OU's Royal Charter which states that it should "promote the educational well-being of the community generally" (The Open University 1969). Alongside this, OpenLearn also supports the recruitment of new students and hence, a business interest for the OU (Perryman et al. 2013; Law & Perryman 2015).

Today, the platform continues to provide OER at scale and breadth, recording nearly 16m visits to the platform in the financial year 2021/22 (internal OU metrics). The OpenLearn audience is international, the platform hosting nearly 1,000 free courses and 8,000 articles, videos and activities. Courses range from 1 to 30 hours, have associated free certificates and digital badges and no start or finish dates.

OpenLearn supports learners' employment skills, basic subject mastery, students looking for extra study materials, or more in-depth knowledge about a broad range of topics. Content is not for credit, but achievements carry the University logo and many courses are endorsed or co-produced with the private sector, the UK Government and NGOs.

Whilst the aim for the platform remains as being one of the largest OER platforms in the world, it is the case that the majority of content on OpenLearn is in English, followed by selected resources in Welsh.

Russia's invasion of Ukraine in February 2022 triggered an exodus of Ukrainian refugees. The United Nations (UN) estimated the invasion generated 4.8 million international refugees, with an estimated 7.1 million more displaced individuals inside Ukraine (World Population Review 2022). In April 2022, the UN called the Ukraine refugee crisis "the fastest and largest displacement of people in Europe since World War II." (United Nations 2022.)

OpenLearn analytics showed that learning preferences of Ukrainian's visiting OpenLearn prior to the Russian invasion were no different to the site's overall analytics in terms of the popularity of certain subjects. However, from the point of the invasion, Ukrainian learners rapidly switched to looking at language learning courses (English, French and German) and those relating to workplace skills.

In response to this, the OpenLearn team curated a set of resources for Ukrainian refugees and following feedback from the OU's Government Affairs team, added content to support learners' mental health (OpenLearn Ukrainian resources 2022). This resources page was launched in May 2022 and became the seventh most popular page on the platform with over 36,000 views in 2 months (internal OU data).

With this in mind, and as part of a broader set of University-wide measures to support Ukrainians, a small budget was allocated to translating some of these resources into Ukrainian in summer 2022.

This presentation reports further on the rationale and process for translating OER into Ukrainian, uptake figures to date and future plans based on this activity.

Law, P. & Perryman, L.A. (2015). "Internal Responses to Informal Learning Data: Testing a Rapid Commissioning Approach." *European Journal of Open, Distance and e-Learning*. 76-84.

Perryman, L.A., Law, P. & Law, A. (2013). "Developing sustainable business models for institutions' provision of open educational resources: Learning from OpenLearn users' motivations and experiences." In *Open and Flexible Higher Education Conference 2013*, 23-25 October 2013, Paris, European Association of Distance Teaching Universities (EADTU). 270-286.

The Open University (1969). *The Open University Charter and Statutes*. Updated 2005. Retrieved from <http://www.open.ac.uk/about/documents/about-university-charter.pdf>.

OpenLearn Ukrainian resources (2022). Retrieved from <https://www.open.edu/openlearn/supporting-ukrainians>.

United Nations (2022). Retrieved from <https://ukraine.un.org/en/175836-war-has-caused-fastest-and-largest-displacement-people-europe-world-war-ii>

World Population Review (2022). Retrieved from <https://worldpopulationreview.com/country-rankings/refugees-by-country>.

Theme 4: Embedding and supporting Open Education through curriculum design

45 Benchmarking OER peer assessment – a comparison study

Evaluation by peers is a central component of the Web 2.0 philosophy underlying OER. Such peer review may provide further insights into various otherwise overlooked criteria that teachers deem relevant in instructional materials (Bugler et al., 2017). Peer review enables assessment of the large and growing number of OER and can produce differentiated insight into the practice of OER use. Engaging teachers in quality assessment practices of OER is often obstructed by assessment tools being not user-friendly and taking too much time. We argue that this requires orientation not only towards relevant criteria, but also to shared practices of online assessment. Recommendation systems of online services for rating hotels, restaurants, and products of all kinds, are often based on a 5-star rating scheme. Supplemented by an open text input, such a rating scheme for OER would allow for highlighting certain characteristics of the respective OER with a more detailed, qualitative expert opinion. While such open assessment systems are not immune to bias due to extreme user opinions, they nevertheless offer a convincing solution to be able to assess a large and rapidly growing corpus of OER. A high recognition value, the lowest possible time investment, and an overall high user-friendliness of the assessment tool should keep the threshold for its use as low as possible for a high number of teachers. Different assessment systems for teaching materials focus on the quality of the content, the clear specification of the learning objectives and target group, the didactics, and the user-friendliness of the teaching materials (e.g., Asbrand & Lang-Wojtasik, 2009). We aggregated such assessment criteria of several international OER platforms, adapted them based on interviews and surveys with teachers and summarised them further so that they finally resulted in four evaluation criteria, (1) content and technical quality, (2) adaptability, (3) accessibility, (4) alignment. With these criteria, we constructed the Open Teach assessment toolkit (OTAT) and used the System Usability Scale (SUS) to compare it with an established assessment scheme of learning objects (LORI; Nesbit et al., 2009), which is also based on a star rating and, similar to existing OER assessment schemes, comprises eight categories (content quality, learning goal fit, adaptability, motivation, interface design, user friendliness, accessibility, compliance with curricular standards). The comparison study revealed that OTAT outperformed the user-friendliness of the LORI and users needed less time to fill out the OTAT. At the same time, participants were able to reliably match the categories of the OTAT to the categories of the LORI and arrived at the same ratings of different OER with both tools. These results will be discussed with a perspective on limitations and the future of such approaches to reviewing instructional materials.

Asbrand, B., & Lang-Wojtasik, G. (2009). Qualitätskriterien für Unterrichtsmaterialien entwicklungsbezogener Bildungsarbeit. *Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik* 32(2), 8-13

Bugler, D., Marple, S., Burr, E., Chen-Gaddini, M., & Finkelstein, N. (2017). How teachers judge the quality of instructional materials. WestEd <https://www.wested.org/wp-content/uploads/2017/03/resource-selecting-instructional-materials-brief-1-quality.pdf>

Nesbit, J., Belfer, K., & Leacock, T. (2009). Learning Object Review Instrument (LORI). TeleLearning NCE.

Theme 2: Open Education research and policy around the globe

- 46 Digital Competence and OER Readiness of Teachers in 3 European Countries
- OER use presents a low threshold to technology-enhanced learning (Authors, 2023; Weller, 2011). Many teachers are searching online for learning material they could use in the classroom. However, purposeful search and use of OER are still limited by relatively practical issues, such as the need for more information or lack of discoverability (Baas, Admiraal, & van den Berg, 2019; Belikov & Bodily, 2016). This is a potential threat to the development of school education towards Open Educational Practices (OEP), which can transform passive learning environments into interactive ones (Yoon, 2017). The active use of OER can help teachers provide high-quality educational experiences that are tailored to their students and different teaching dynamics. What is not yet fully understood is to what extent OER readiness of teachers is connected to their digital competence. Digital competence is supposedly directly connected to finding, evaluating, and using OER effectively, as well as to the ability to adapt and modify these resources to meet the needs of students. To help empower teachers to develop their digital competence, to implement and promote OER and OEP, challenges and barriers should be identified. Furthermore, samples of existing studies typically focus on higher education within a given country, mostly the USA. Here, we aim to investigate the link between the digital competence of teachers across educational levels and their OER readiness in three European countries (Germany, Greece, and Portugal).

Results and Conclusion

A total of 190 teachers (61% Portugal, 21% Greece, 13% Germany, 5% other) from pre-school to secondary levels, voluntarily responded to a survey measuring their digital competence, familiarity with OER and Creative Commons licenses, their current OER use, and their perceived obstacles to OER adoption. Results showed that many teachers are not very familiar with the general concept of OER, with 23% of them not being familiar at all, and 44% of them not knowing about CC licenses. In terms of their perceived obstacles for OER adoption, OER being time-consuming to create was reported as the main challenge. Teachers' digital competence level was positively correlated with OER readiness and OER use, stressing the importance of fostering digital competencies to promote OER adoption. This showed to be in line with the idea that the emergence of OER signals the beginning of a change in instructional practices in which technology plays a critical role (Weller, 2011).

Baas, M., Admiraal, W., & van den Berg, E. (2019). Teachers' adoption of open educational resources in higher education. *Journal of Interactive Media in Education*, 1, 9.

Belikov, O. M., & Bodily, R. (2016). Incentives and barriers to OER adoption: A qualitative analysis of faculty perceptions. *Open Praxis*, 8(3), S. 235 – 246.

Weller, M., 2011. *The digital scholar: How technology is transforming academic practice*. A&C Black.

Yoon, J., 2017. Developing a list and a rubric of interactive open education resources (OER) for science teacher candidates of diverse students. *TEM Journal*, 6(3), pp.512-524.

Theme 2: Open Education research and policy around the globe

- 47 Open University of Sudan steps towards OER mainstreaming in Sudan: Acceptance and Barriers in the Context to Higher Education
- Open Educational Resources (OER) are sharply spreading throughout the world and have the potential to enable everyone free access to education. Numerous OER repositories have been created and made accessible online globally as a result of this determination to make knowledge open and accessible. However, despite the openness scenario brings a set of new future possibilities for the education globally, and the availability of a large number of OER repositories, the use and re-use of OER are yet to become mainstream in many institutions (Sudan). One factor in this slow adoption is a lack of awareness, a difficulty to find appropriate OER using the search strategies currently available, a lack of skills to utilize OER effectively, and a lack of policy measures to facilitate its implementation in the continent's higher education. In order to ensure their continued existence, OER in Sudan still have a long way to go before meeting all the requirements for openness. This research provides useful and important initial guidance for future work at Open University of Sudan towards OER, in addition to addresses the role of OER, conduct investigation into practices, policies and barriers in higher education institution using Open University of Sudan as a case study. A questionnaire was used to collect data from (n=200) teaching staff in different level on the awareness level, benefits, barriers to use OER, institutional policies and infrastructure to adopt and use OER. SPSS and Chi-square test were used for data analysis. The results show that the OER is known by teaching staff and they integrate it in their teaching and course preparation. There are strong infrastructures encourage adopt and use of OER which is supported by institutional policies. Based on the findings, some major recommendations can be drowned; that Open University of Sudan can contribute to OER by implementing policies of using creative common license to their educational materials, publish Arabic materials and encourage other Sudanese universities by leading OER initiative in Sudan.

Butcher, N., 2010. Open educational resources and higher education. Retrieved July, 29, p.2012.

Friesen, N., 2009. Open educational resources: New possibilities for change and sustainability. *International Review Of Research In Open And Distributed Learning*, 10(5).

McGreal, R., Kinuthia, W., Marshall, S. and McNamara, T., 2013. Open educational resources: Innovation, research and practice. *Commonwealth of Learning*.

Datt, G. and Singh, G., 2021. Acceptance and Barriers of Open Educational Resources in the Context to Indian Higher Education. *Canadian Journal of Learning and Technology*, 47(3).

Theme 1: Celebrating the impact of Open Education and OER

- 49 Impact and iteration: Improving Healthcare Through Clinical Research
- The National Institute for Health and Care Research (NIHR) is a virtual organisation that comprises a range of Managing Centres that are contracted by the Department of Health and Social Care (DHSC) in England. This organisation partnered with a higher education institution that operates the NIHR Clinical Research Network Coordinating Centre (CRNCC), overseeing the availability of a skilled workforce to deliver Health Research studies in the NHS and other settings. There is an ongoing need to draw future clinical staff (and current clinicians) into supporting research delivery. Moreover, research studies only take place through collaboration with public participants. NIHR open courses developed in partnership with a higher education institution helps achieve these objectives.

To-date over 45,000 learners have engaged with 'Improving Healthcare through Clinical Research' free online course. The course had 26,544 learners after 17 runs with a completion rate of 7.7% and 94.1% positive feedback. The academic and industry teams wanted to understand how to improve the course metrics by investigating social learning, active learning, and course length. The original course was six-weeks. To test the impact of changing the duration of the course, a second version was offered in two three-week blocks. This shift doubled the amount of learner participation, enhanced the depth and quality of that engagement, and quadrupled completion rates.

This success informed the design of a second, related course entitled 'What is Health Research?'. This second course has had 6,023 enrolments with 8 runs to-date. The completion rate is 37.6% with 90.8% positive feedback and 20.9% activated social enrolments.

This iterative approach serves to increase the number of research participants to support Health Research studies in the NHS and other settings and is helping inform the design of next generation of open courses to support a diverse, public target audience.

de Freitas, S. I., Morgan, J., Gibson, D. (2015) "Will MOOCs transform learning and teaching in higher education? Engagement and course retention in online learning provision." *British journal of educational technology*, 46(3), pp. 455-471. doi: <https://doi.org/10.1111/bjet.12268>

Rodriguez, B. C. P., Armellini, A., Nieto, M. C. R., (2020). "Learner Engagement, Retention and Success: Why Size Matters in Massive Open Online Courses (MOOCs)." *Open Learning: The Journal of Open, Distance and e-Learning*, 35(1), pp. 46-62. doi: <https://doi.org/10.1080/02680513.2019.1665503>.

Theme 1: Celebrating the impact of Open Education and OER

- 50 Opening up research through self-archiving practices Numerous academics, policymakers, and practitioners encourage education researchers to share their work with the public. OER and open education advocates in particular have argued for the public's right to access publicly-funded research (e.g., research funded through national sources, such as the United States National Science Foundation and the Canadian federal funding agencies). While open access options proliferate, a variety of systemic challenges - including journal perceived prestige, career stage, professional advancement criteria, unequal access to open access fees, and so on - curtail researchers' abilities to choose open publishing. In surveying educational technology scholars regarding their perceptions of open access journals, Perkins and Lowenthal (2016) paint a picture of the complicated relationship that academics have with open access journals in the field. For instance, their results show that academics make decisions around where to submit their research largely based on the content of their article, noting that pragmatism may be a main determinant of journal choice as opposed to ideological concerns and values (i.e. sharing their work with the public).

Yet, researchers have access to a powerful mechanism that enables them to make their research publicly available without publishing in open access journals: self-archiving of their research on institutional, disciplinary, or personal repositories online, such as arXiv.org or even ResearchGate. Nevertheless, earlier research reveals that the self-archiving of research is an uncommon practice (Way, 2010), estimating that around 20% of scholarship across disciplines is available either through open access means or through author self-archiving (Björk et al, 2010). But, this research took place at a time different from the present concerning calls for open access, and given the advancements that have happened since then that enable researchers to make their research publicly available, we sought to systematically document the degree to which papers published by a prominent US education organization are available to the public. The organization published 6 distinct education research journals. Of 2,519 articles published between 2010-2022, we found that 73% are available in one form or another on the public web. By disaggregating the data, we were able to identify that availability rates were similar across journals: The journal with most articles available had 78% of its articles available, while the one with the least articles available had 71% of its articles available. By disaggregating the data by year, we also found that availability rates did not differ significantly by year. While one may expect that articles published more recently would be less likely to be available simply because not enough time has passed for researchers to make them available online or to abide by journal embargo policies, our results do not support this hypothesis.

The success of the open movement might suggest that progress has been made in making articles with primary source research more accessible. This study and presentation speak to how true this expectation is and what steps researchers might take to further open their work to the public.

Björk, B. C., Welling, P., Laakso, M., Majlender, P., Hedlund, T., & Guðnason, G. (2010). Open access to the scientific journal literature: situation 2009. *PloS one*, 5(6), e11273.

Perkins, R. A., & Lowenthal, P. R. (2016). Open access journals in educational technology: results of a survey of experienced users. *Australasian Journal of Educational Technology*, 32(3), 18-37.

Way, D. (2010). The open access availability of library and information science literature. *College & Research Libraries*, 71(4), 302-309.

Theme 2: Open Education research and policy around the globe

52 Developing OER services – a needs-based approach

An ever-increasing number of universities and other educational institutions is providing teaching staff and students with services that revolve around the usage and creation of openly licensed educational materials known as OER. Depending on the respective strategic focus, budget, and other factors, there is a broad range of possible services to support the teaching staff, such as finding relevant OER for a certain purpose, applying proper licensing and creating materials that conform to the OER core principles: retain, revise, remix, reuse and redistribute.

There are different approaches to defining an initial OER service portfolio. Aside from obvious decisions such as providing an online platform with basic information about OER or offering workshops, the respective institution must determine whether and how to include the teaching staff as major stakeholders during the planning stages of OER services. Since the extensive dissemination of OER usage is still an unreach goal, it is necessary for services to successfully reach potential users and to cater to their pressing needs concerning teaching materials.

Therefore, the University Library of Freie Universität Berlin is following a needs-based approach to establishing an initial set of OER services. These focus on the advancement of methodology and didactics through the implementation of open educational resources into university teaching. Instead of initially drafting a policy or creating an information platform or OER repository, a small team is engaging in conversation with the teaching staff of all academic departments. Based on a predefined set of OER discussion topics such as prior experience, perceived potential and possible influence on one's own teaching, we aim to gain a nuanced insight into the relationship between teaching staff and OER from which suitable services can be derived in the next step. In this way we aim to establish services that correspond with genuine needs and demands of the teaching staff from the very beginning to achieve dissemination of OER usage throughout the University.

At the OER23 conference we would like to discuss our needs-based approach to developing initial OER services and have a conversation about the ongoing efforts to disseminate OER usage and creation. We would very much like to gain insights into different OER strategies pursued by universities and other educational institutions and discuss the role of OER in the broader spectrum of open education practices.

Fahrer, S. & Heck, T. (2023). Open Educational Resources. In R. Kuhlen, D. Lewandowski, W. Semar & C. Womser-Hacker (Eds.), *Grundlagen der Informationswissenschaft* (7th ed., pp. 735-743). De Gruyter.

Deimann, M. (2018). OER-Forschung – Warum es sie bisher nicht gab und wie sich das ändern kann. *Synergie*, 5, 70–75. <https://uhh.de/xk0cw>.

Ladwig, L. (2022). Konzeptstudie: Förderung der Akzeptanz von OER an den niedersächsischen Hochschulen. Arbeitspapier Nr. 64, 14-27. Hochschulforum Digitalisierung.

Theme 2: Open Education research and policy around the globe

- 53 Research in progress: This proposed short session at OER23 seeks to share doctoral research-in-progress and engage in discussion with attendees on the research topic and methodology. The short session format is selected as I am a first time speaker. I am in the early stage of EdD research, which focuses on the areas of learning analytics and critical data literacy, specifically Learning analytics for critical data literacy: practising openness with student data exploring if sharing students' own learning analytics data from my university's virtual learning environment (VLE) with them helps to foster their critical data literacy. The two areas of learning analytics and critical data literacy are growing in focus in higher education. This is because both society and higher education are becoming increasingly 'datafied' (Atenas, Havemann and Timmermann, 2020; Verständig, 2021), particularly through collection of learner data to inform learning analytics. Critical data literacy for individuals has emerged as a way to counter datafication's effects (Sander, 2020). Sharing students' own learning analytics data with them is also a form of 'data transparency' (Drachsler and Greller, 2016), linking to the practice of 'open'.

The research's main research question is:

Does sharing students own learning analytics data with them help to foster their critical data literacy?

The sub-research questions are:

1. What are students' current levels of data literacy and critical data literacy?
2. What learning analytics data from a VLE and what information and reflective prompts thereupon help and do not help students to develop critical data literacy?
3. To what extent does sharing students' own learning analytics data with them help them to develop critical data literacy, if at all?

A mixed-methods approach is proposed, with a quantitative phase (survey) and qualitative phase (focus groups). The survey will be issued to two samples of students at my university, seeking to establish their level of (critical) data literacy. Then, an intervention will be deployed, sharing their own VLE data with them with prompts for them to reflect on it. Lastly, focus groups will seek to explore their experience of the intervention and if their critical data literacy has been fostered as a result thereof.

This short session will explore the research background in more detail, and share the outline of the proposed data sharing intervention. Feedback from attendees on the methodological and ethical dimensions of the research would be welcomed.

Atenas, J., Havemann, L. and Timmermann, C. (2020) 'Critical literacies for a datafied society: academic development and curriculum design in higher education', *Research in Learning Technology*, 28(0). Available at: <https://doi.org/10.25304/rlt.v28.2468>.

Drachsler, H. and Greller, W. (2016) 'Privacy and analytics: it's a DELICATE issue a checklist for trusted learning analytics', in *Proceedings of the Sixth International Conference on Learning Analytics & Knowledge - LAK '16*. the Sixth International Conference, Edinburgh, United Kingdom: ACM Press, pp. 89–98. Available at: <https://doi.org/10.1145/2883851.2883893>.

Sander, I. (2020) 'Critical big data literacy tools—Engaging citizens and promoting empowered internet usage', *Data & Policy*, 2. Available at: <https://doi.org/10.1017/dap.2020.5>.

Verständig, D. (2021) 'Critical Data Studies and Data Science in Higher Education: An interdisciplinary and explorative approach towards a critical data literacy', *Seminar.net*, 17(2). Available at: <https://doi.org/10.7577/seminar.4397>.

Theme 5: Wildcard. Creative practice in relation to openness

- 55 Open dialogue about lived experiences in opening the doctorate The purpose of this reflective session is to explore the lived experiences of opening the doctoral processes, presentations and productions in conversations with participants from their open educational practice (OEP). This informal session will share research in the early stage of understanding how OEP might impact change in the doctoral program and thus discern how and why we came to open ourselves during our doctoral experiences (EdD and PhD). The presenters of this session are reflexive collaborators, inquiring into the questions "What makes an open dissertation? How might open educational practices shift doctoral processes, presentations, and productions including the dissertation?"

Opening the dissertation is a critical and transitional practice. Proponents of open dissertations question the form and contexts of scholarly productions and invite participation (Salmon, 2020) with scholarly works. Despite the push for OEP as a force for change, traditional doctoral programs hold entrenched conventions, with most current dissertation formats subject to barriers such as "cultural calcification and agoraphobia". (Troll Covey, 2013). Seeking to open the PhD and share one's emergent scholarly work exposes individual and organizational ethics, values, bias, and risks. The discourse around an open dissertation is multifaceted and complex, encompassing three specific areas: processes, presentations, and productions (Gogia, 2016).

We argue that rather than simply representing a territory of undue danger for novice researchers, a critical transition towards openness in EdD and PhD programs, both institutionally and in community, can support them as they become inculcated into disciplinary communities. Through this transition, doctoral process and product become an "authoritative discourse" not emerging from a single voice, but from a dialogue of voices, a *disputatio*, "a public discourse and debate" (Troll Covey, 2013, p. 552). This research revisits the cathedral and the bazaar narrative as shared by Farrow (2015) and drawing on the work of open dissertation practitioners such as Gogia (2016), Salmon (2020) and Witthaus (2022), examines how an open dissertation might become a 'disputatio in a digital agora'. Through this dialogue of voices and shared stories about open doctoral journeys we become "windows into alternate spaces" and agents of the open who celebrate the "richness of living the research of *currere*" (Jacobs, 2008, p. 54).

Sharing the presenters' and participants' lived experiences with open doctoral processes, presentations and productions will reveal where we agitate and rupture knowledge building, as evidenced in how, when, and where doctoral journeys shift into the open. Through these individual and collaborative storied experiences, we as practitioners and advocates for opening the dissertation will reveal many ethical issues and challenges. By sharing experiences in open doctoral work through *disputatio* in the digital agora others may engage in becoming open in their doctoral journeys.

Farrow, R. (2015). Open education and critical pedagogy. *Learning, Media & Technology*, 42(2), 130–146. <https://doi.org/http://www.tandfonline.com/doi/full/10.1080/17439884.2016.1113991>.

Gogia, L. (2016). *Dissertating in the open*. https://upload.wikimedia.org/wikipedia/commons/d/d3/Dissertating_in_the_open.png

Jacobs, D. T. (2008). "Seeing red" Pauline Sameshima's story. In *The authentic dissertation: Alternative ways of knowing, research, and representation* (pp. 51–54). Taylor & Francis Inc. https://www.academia.edu/3717886/The_Authentic_Dissertation_-_Alternative_ways_of_knowing_research_and_representation

Salmon, N. (2020). *UnDissertating: Re-Envisioning participation in 19th-century studies* [PhD]. University of Wisconsin.

Troll Covey, D. (2013). Opening the dissertation: Overcoming cultural calcification and agoraphobia. *TripleC*, 11(2), 543–557. <https://doi.org/https://doi.org/10.31269/triplec.v11i2.522> p. 543; p. 552

Witthaus, G. (2022, December 1). Sharing my open thesis work-in-progress at I-HE2022. [Blog]. GO-GN Global Open Graduate Network. <https://go-gn.net/research/sharing-my-open-thesis-work-in-progress-at-i-he2022/>

Theme 5: Wildcard. Creative practice in relation to openness

- 56 A Holistic Approach to Student Success: Open at the Center In Fall 2019, the libraries of a large university in the United States took a unique approach to supporting student success by developing a strategic initiative which asked a newly-qualified librarian to direct a project which reimagined the role an academic library could play in supporting the educational experience for students historically underrepresented within higher education.

Although nontraditional students now make up a majority of undergraduates, many of our institutions have not yet adapted sufficiently to the realities facing today's college students (Mintz, 2022). A key hallmark of a holistic approach to student success is understanding and meeting students' challenges, but still too many of our campus services are still set up to serve the needs of yesterday's student, often resulting in some students feeling detached and unsupported by the wider campus community and, even worse, part of a transactional relationship (Gopalan and Brady, 2020).

The librarian was asked to leverage the libraries' unique strengths and identify unforeseen opportunities to develop and entrench the libraries at the heart of campus efforts to support some of the challenges facing students. One key strategy identified was the formation of open educational practices as a bedrock in pushing back against some of the economic, cultural and political injustices which permeate higher educational classrooms and lecture halls, excluding non-traditional students from taking a full part in the learning experience.

Against a surge of single-user inclusive access programs promising to save students money and faculty valuable time (Swaak, 2021), this position provided rocket fuel to libraries' efforts to promote and support the adoption of OER and practice of open pedagogy across the university. In doing so, this position has helped to quadruple the number of students at the university using OER, saving students millions of dollars, and leveraged the strengths of OEP to support faculty in creating innovative pedagogy which give students increased agency over their learning experiences.

Alongside embracing open education, a much bigger success might be the freedom this position has embraced to cross-pollinate with departments across the libraries and beyond, forming meaningful relationships with students and faculty and developing programs to support students historically more vulnerable to the unforeseen costs of the "hidden curriculum" (Jaschik, 2021). This work has also helped reimagine the perceived role an academic library plays as a valuable community member within a modern campus by underlining its strengths in research and scholarship, but also positioning it to be humanistic and responsive in meeting students' challenges outside of academia as a key stakeholder within a unified community of support (Holcombe and Kezar, 2020).

We invite you to join us as we chart the development of a position which has transitioned into a permanent full-time position at the Libraries. We will also reflect upon the hurdles we have encountered during this journey as well as the unexpected opportunities which have presented themselves, and share strategies to allow others to use the scope of this position as a model to promote sustainable student success programs at their own institutions.

Jaschik, S., 2021. 'The Hidden Curriculum'. Inside Higher Education. Available at: <https://www.insidehighered.com/news/2021/01/19/author-discusses-her-new-book-first-generation-students-harvard-and-georgetown> [Accessed 07 December, 2022].

Mintz, S., 2022. 'What Today's College Students Need.' Inside Higher Education. Available at <https://www.insidehighered.com/blogs/higher-ed-gamma/what-today%E2%80%99s-college-students-need> [Accessed 09 January, 2023].

Swaak, T., 2021. Do 'Inclusive Access' Textbook Programs Save Students Money? A New Site Urges Everyone to Read the Fine Print. The Chronicle of Higher Education. Available at: <https://www.chronicle.com/article/do-inclusive-access-textbook-programs-save-students-money-a-new-site-urges-everyone-to-read-the-fine-print> [Accessed 08 December, 2022].

Gopalan, M. and Brady, S.T., 2020. College students' sense of belonging: A national perspective. *Educational Researcher*, 49(2), pp.134-137.

Holcombe, E. and Kezar, A., 2020. Ensuring success among first-generation, low-income, and underserved minority students: Developing a unified community of support. *American Behavioral Scientist*, 64(3), pp.349-369.

Theme 1: Celebrating the impact of Open Education and OER

- 59 Curriculum Innovation through Hydra Immersive Learning The Hydra Immersive Simulation System (HISS) originated following the events of the Hillsborough tragedy and Stephen Lawrence murder respectively. Designed by Professor Jonathan Crego, this methodology was created to assist senior staff within police and "save life" organisations in managing critical incidents (Laurence et al., 2012).

In 2008, the University of Glamorgan was the first University in the UK to install a HISS- primarily for the training of local police officers. Over the past 10 years, the HISS has been integrated into numerous HE courses, FE courses (enhancing the Universities outreach and widening participation agenda) and experienced by "save life" organisations such as police and health boards.

The HISS enables group based, simulated learning experiences which replicate critical incidents/ issues experienced in the real world- but in a safe and inclusive manner where the decision making of cohorts can be openly discussed and learned from. These experiences can vary in length, complexity and are often based on events/ situations such as natural disasters, workplace professionalism, patient health crises and terrorism to name a few. These experiences generate qualitative data in the form of anonymised decision logs which are used for live debriefing. These are also saved on servers belonging to the Hydra Foundation- a community of experts dedicated to the sharing of data which informs critical incident management.

Simulation methodologies and resources often have cross course utility and are shared across the institution and with external organisations. One example is our social media professionalism exercise, which was originally designed for a single cohort of 100 students but has now been experienced by >1500 students across 7 different undergraduate courses and shared with 3 police forces in the past 12 months.

Staff from multiple subject areas have long examined engagement and collected feedback following their simulations. Cohorts generally record that time spent in the HISS enhances knowledge, improves decision making and is more engaging than existing teaching methods. Feedback from staff and students has influenced how Hydra technologists design and construct simulations for other cohorts and this practice is often presented at pan learning and teaching conferences, curriculum workshops and accredited facilitator training events.

Ongoing reflective practice has resulted in the creation of a simulation communities of expertise, writing of simulation principles and strengthened collaborations with innovate staff across the organisation- such as our media and learning technologist teams. Reflective practice has also highlighted ongoing and future challenges associated with delivering "true" interdisciplinary, simulated learning- namely curriculum alignment. This is of particular importance when considering the real-world challenges (namely interoperability) faced by our emergency services when responding to major/ critical incidents (Pollock, 2017; 2021).

Work to date has been recognised in the form of interdisciplinary teaching/ research awards, national teaching fellow applications, REF returnable research, improved student satisfaction and has informed the future steer of simulated learning at the University. The HISS continues to be provided to police, emergency services and Universities at no cost with resources and practises openly shared across different tiers of education and relevant sectors.

Alison, Laurence & Heuvel, Claudia & Waring, Sara & Power, Nicola & Humphrey, Amy & O'Hara, Terence & Crego, Jonathan. (2012). Immersive Simulated Learning Environments for Researching Critical Incidents: A Knowledge Synthesis of the Literature and Experiences of Studying High-Risk Strategic Decision Making. *Journal of Cognitive Engineering and Decision Making*. 7. 255-272.

Pollock, Kevin. (2017). Local Interoperability in UK Emergency Management: A Research Report Commissioned by the Cabinet Office and the Emergency Planning College.

Pollock, Kevin. (2021). "Lessons Will Be Learned" A euphemism for failure?

Theme 5: Wildcard. Creative practice in relation to openness

60 Higher Education for Good: Criticality, resistance and hope

We are academics, open educators, open researchers, colleagues and friends who are committed to open education and social justice. Over the past eighteen months, we have travelled together on a journey of radical hope. Working in higher education during a time of multiple, intersecting global crises, we felt an urgent need for a vehicle in which higher education practitioners and scholars, including ourselves, could acknowledge our despair, engage in resistance, imagine alternative futures, and above all, foster hope and courage. In January 2022, we invited critical, nuanced perspectives addressing "higher education for good" from scholars around the world, encouraging contributions in different genres, receiving close to 100 proposals. Over the course of the past year, 27 chapters have been written by 70 authors in 17 countries, and benefited from rich (largely open) reviews. We have co-authored a chapter as well as editing all of these contributions. The book, *Higher Education for Good: Teaching and Learning Futures*, is due to be openly published in mid 2023.

Higher Education for Good (HE4Good) is a unique publication in several respects. In addition to its intentionally diverse authorship (and reviewers), chapters are written in several genres. These include critical reflections, conceptual pieces, poetry (including haiku), speculative fiction, dialogue, a graphic novelette, and audio. In addition, acknowledging that artists can provide tools for us to "imagine otherwise" (Davis et al., 2022, p. 8), the book will include artwork – some produced especially for the book, and some existing artwork that resonates strongly with the book's themes.

Overall, HE4Good authors theorise and analyse existing challenges, identify productive approaches and actions, and, in the face of despair, seek to share glimmers of hope for the future. HE4Good chapters are especially diverse. Topics include: critical pedagogies, critical data literacies, humanising learning design, data justice, design justice, ethics of assessment, infrastructures of care, models of collaboration and partnership, blended and open learning ecosystems, decolonising knowledge, open knowledge institutions, and new teaching and learning business models. In line with this conference, chapters also address, both directly and obliquely, the opportunities and challenges of open education.

In our introductory HE4Good chapter—a manifesto for higher education for good—we identify principles of good in higher education based on the breadth and depth of work in the volume, as well as the wealth of global scholarship and experience on which it is based. In this short presentation for OER23, we plan to share an overview of the book, the diverse authorship and the themes addressed, as well as our proposed manifesto. We will invite responses, questions, further provocations and suggestions from participants.

Davis, A.Y., Dent, G., Meiners, E.R. and Richie, B.E., 2022. *Abolition. Feminism. Now*. London: Hamish Hamilton.

Theme 5: Wildcard. Creative practice in relation to openness

- 62 Strategies for Open Educational Resources Sustainability UNESCO, in its action plan for 2030, emphasizes that increased access opportunities should be supported by measures to improve the quality and coherence of education and training. In this direction, it calls on educational institutions to provide equal quality, inclusive and accessible resources for all in their own contexts (UNESCO, 2016, p.20). In 2015, the Sustainable Development Goals consisting of 17 dimensions were published by the United Nations. With one of these dimensions, "Quality Education", "to provide inclusive and equitable quality education and to promote lifelong learning opportunities for all." is intended. Equality, accessibility and quality education are emphasized in the articles related to education (UN, 2022). For a comprehensive and sustainable transformation after the pandemic, a report named "Building the Future of Education" was prepared by the OECD in 2021. In the related report, it is stated that education can be a tool for the progress of societies, getting rid of poverty and social exclusion, as well as a tool for inequality. It is stated that this inequality results from the fact that education opportunities are not distributed fairly in the society (OECD, 2021, p.5). Although open educational resources (OER) offer solutions to these calls, all OER initiatives face the "sustainability" problem (Dholakia et al., 2006; Rolfe, 2012). Dholakia et al. (2006) recommended that OER initiatives give priority to how they can make their respective initiatives sustainable. The aim of this research is to determine the strategies for the sustainability of OER in higher education. This study represents a part of a research in which the design-based research method was used. The data sources of the research consist of Atatürk University strategy team focus group interviews and semi-structured interviews with other OER entrepreneurs, and Atatürk University OER platforms installation team. As a result of the analysis of the interview data, a total of 35 strategies were obtained, including 26 main strategies and 9 sub-strategies, grouped as short-term and long-term. Improving the technical infrastructure, user-friendliness of the platform, mobile compatibility of the content and the platform are the prominent strategies in the platform dimension. Setting institutional policy, providing support to users, providing incentive mechanisms, carrying out promotional activities, providing credit and certification stand out in the institutional dimension. The strategy of "providing quality content" was seen as crucial in the context of course design. The strategies are intended to direct OER practices.

This session was covered under the theme of "Research and policy in Open Education around the World", as it is thought to suggest strategies for the sustainability of open educational resources and that these strategies can guide policies. Participants will gain from the session about actual implemented OER sustainability strategies derived from live OEPs and whether these strategies are working in the field.

Dholakia, U. M., King, J., & Baraniuk, R. 2006. What makes an open education program sustainable? The case of Connexions. Available from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.485.6958&rep=rep1&type=pdf> [Accessed 9 January 2022].

OECD, 2021. Building the future of education. Available from: <https://www.oecd.org/education/future-of-education-brochure.pdf> [Accessed 9 January 2022].

Rolfe, V., 2012. Open educational resources: staff attitudes and awareness. *Research in Learning Technology*. 20(1). <https://doi.org/10.3402/rlt.v20i0.14395>

UN, 2022. Sustainable Development Goals. Available from: <https://sdgs.un.org/goals> [Accessed 9 January 2022].

UNESCO, 2016. Education 2030 Incheon declaration and framework for action for the implementation of sustainable development goal 4. Available from: <https://unesdoc.unesco.org/ark:/48223/pf0000245656> [Accessed 9 January 2022].

Theme 2: Open Education research and policy around the globe

- 63 More than a Textbook: Librarianship as a Case Study for Building a Community and Opening Up A Discipline
- Librarians have been significant contributors to the growth of open education (OE). Librarians are campus leaders and primary supporters of institutional open education initiatives (Walz, 2015). Even so, formal instruction about OE is uncommon (Bell, 2022) in library and information studies (LIS) and there has been a relative dearth of OER and open educational practices for the training of LIS students. That is changing, and it's a good thing; LIS needs OE for all of the same reasons OE is beneficial elsewhere! Increasingly, librarians are contributing open resources to the commons and developing open practices for use in formal and informal education (Cross, Bonn, & Bolick, 2022). We are a U.S.-based team of librarians and LIS educators pursuing the development of open educational content in the area of scholarly communication library work, and generally find a receptive community of practice, which makes sense given this area's commitment to openness. In order to see broader adoption within LIS, other subareas should consider the opportunity to cultivate open content reflecting professional practice, and LIS educators must be a part of the communities we cultivate.

We began our work with an open textbook. As the book took shape, in order to better represent the breadth and depth of practices and perspectives, we invited other contributors in various editorial and authoring capacities. Recognizing that a textbook alone may be insufficient to achieve wide adoption, we pursued the creation of a companion platform to host community-created open resources that may supplement the textbook or be used independently of it. To populate that platform, we provided financial support for the creation of content by members of the community of practice, partnered with curators to identify and collect existing topical content, and provided a number of workshops intended to support creation of open content scoped to practitioner knowledge. Throughout this work, we have attempted to deemphasize our limited perspective by including a broad swath of peers in North America (and to a lesser extent beyond) in the hope of supporting the increased integration of scholarly communication issues into LIS curricula. Part of our success, so far, has been intentional community-building alongside open content creation and creating space to learn, experiment, and fail.

While there remains work to do towards realizing the integration of open education into LIS instruction, our experience traveling that path is rich with lessons learned and potential for other disciplines, both adjacent and unrelated. The continued growth of open educational resources and practices across disciplines presents an opportunity to embed OE deeply within disciplines. Realizing the goal of broader disciplinary integration of OE, however, will require more than the creation and use of resources and development of pedagogical techniques, though these are necessary. We also need spaces for engaged practice and to cultivate and sustain community. In this Reflective Practice presentation, we will share our experiences, both positive and challenging, and invite discussion on next steps and application to other areas. Participants will leave with strategies for pursuing in-discipline adoption of open education.

Cross, W., Bonn, M., & Bolick, J. (2022). Finding your way in academic librarianship: Introducing the Scholarly Communication Notebook. *College & Research Libraries News*, 83(10), 444. DOI:<https://doi.org/10.5860/crln.83.10.444>

Bell, S. (2022). New to the Scholarly Communication Notebook: LIS Teaching OER Toolkit. *OER + ScholComm: Open Culture and Next Gen Librarianship* [blog]. Available at <https://lisoer.wordpress.ncsu.edu/2022/10/17/new-to-the-scn-lis-teaching-oer-toolkit/>

Walz, A.R. (2015). Open and Editable: Exploring Library Engagement in Open Educational Resource Adoption, Adaption and Authoring. *Virginia Libraries*, 61(1). DOI:<http://doi.org/10.21061/valib.v61i1.1326>

Theme 4: Embedding and supporting Open Education through curriculum design

- 64 On Finding The Open In TeachMeet
- This short session presents, and invites discussion on, recent research which explores the emergence of openness as an experiential theme in TeachMeet. TeachMeet is a recent phenomenon in which informal gatherings are arranged by teachers in order to share and discuss practice with peers in a convivial setting. The research aimed to explore the essence, nature and niche of TeachMeet. A review of literature in the domains of professional development, leaderless organisations, and TeachMeet, led to research questions addressing four areas - characteristic elements of TeachMeet; motivations of participants; perspectives on its situation in the landscape of professional learning; and consideration of the future of TeachMeet. The methodological approach was Sensemaking (Appreciative Inquiry, Interpretative Phenomenological Analysis, Descriptive Statistics). A mix of methods - observation, questionnaire, interview - was used to gather data from TeachMeet events and participants who attend, present at, and organise them. Findings of the research shed light on what gives life to events; the profiles, dispositions, perspectives and group experiential themes reflecting what matters to participants. Vital to events is the non-hierarchical Open Space dynamic, with participants from all levels and sectors of education seeking to improve, willing to share, and bring the TeachMeet opportunity to their peers. Group experiential themes generated in analysis find TeachMeet to be of personal, purposeful, practical, and political importance for participants. Significant in the findings is a dilemma regarding the niche of TeachMeet, a phenomenon where many participants appreciate the freedom from formal structure and hierarchy which is at odds with the constraints and demands of formal professional learning within which others may seek to situate it. The research concluded TeachMeet to be a social, open and humble phenomenon found in the informal intersections of teacher learning, evolving through the agency of participants enacting desires which reflect the impact of their experiences of TeachMeet. During the research cycle there was repeated detection of a potent vein of various manifestations of openness running thru the findings in the light of the literature reviewed - from Open Space Technology (Owen, 1993), open source (Torvald in Raymond, 1999), open thinking and the networked teacher (Cuoros, 2006), TeachMeet as open professional learning (McIntosh, 2010), which prompted discussion of the 'open readiness' (Cronin, 2017) for a place somewhere along the 'open continuum' (Havemann and Roberts, 2021). This session looks to the wildcard theme of the conference - creative practice in relation to openness - and in this brief time spent together participants will be engaged in gainful discussion focussed on framing of informal intersectional unconference as open professional learning.

Cronin, C. (2017) Openness and Praxis: Exploring the Use of Open Educational Practices in Higher Education. doi.org/10.19173/irrodl.v18i5.3096

Cuoros, A. (2006) Examining the Open Movement: Possibilities and Implications for Education. URL: educationaltechnology.ca/publication_files/research/Dissertation-Cuoros.pdf

Havemann, L. and Roberts, V. (2021) Pivoting Open? Pandemic Pedagogy and the Search for Openness in the Viral Learning Environment. *Journal of Interactive Media in Education*, 2021(1), p.27. doi: <http://doi.org/10.5334/jime.676>

McIntosh, E. (2010) edu.blogs.com: GETinsight - Open Professional Development. [Web log post]. <https://edu.blogs.com/edublogs/2010/05/getinsight-open-professional-development.html>

Owen, H. (1993) *Open Space Technology - A User's Guide*. Oakland: Berrett-Koehler.

Raymond, E. (1999) *The Cathedral and the Bazaar*. O'Reilly Media Inc.

Theme 5: Wildcard. Creative practice in relation to openness

- 65 A Pragmatic Approach to Open Ed Tech: Adopting H5P and Hypothesis From January 2019 to December 2022, the Enhancing Digital Teaching and Learning in Irish Universities Project (EDTL), funded through the Higher Education Authority's Innovation and Transformation Programme, sought to enhance the digital attributes and educational experiences of Irish university students through enabling the mainstreamed and integrated use of digital technologies in teaching and learning across the participating institutions. The project adopted ALT's Open COVID Pledge for Education in spring 2020.

In our university, two new tools, H5P and Hypothesis, were piloted as part of the local project work in 2019. Both tools were chosen due to their ethos and support of open education practice. Drawing upon the Digital Competence Framework for Educators (DigCompEdu), the pilot focused on Area 2: Digital Resources, encouraging staff to create original learning materials, remix or reuse open content, foster community and engagement online, and consider licensing their own content. In spring 2020 after teaching moved online, the pilot readjusted to meet the needs of the wider institution and facilitated intensive learning design workshops to help academic staff plan for synchronous and asynchronous online and blended teaching. Both companies supported extended pilots, which provided ample time for testing, training, and planning.

After careful consideration, paid licenses were ultimately decided on to ensure that the new tools were seamlessly integrated and thus, more readily available for staff. Privacy, GDPR, technical support, and ease of use were also factored into this decision. During the pilots and subsequent wider launch of the tools, there was a conscious attempt to support staff to evaluate their own practice and self-reflect on the balance between privacy and openness with which they were most comfortable (Cronin, 2017). Paid licenses also support further development and improvements in open education, such as the H5P OER Hub.

Staff who had their interest in open education piqued due to engagement with the pilot were introduced to frameworks like ALT'S Framework for Ethical Ed Tech to further assess their own ethos and practice. Planning for Effective Remote Teaching during COVID-19: The EDTL Approach, an open resource created by the wider EDTL team, was also utilised to help frame the learning design approach. Finally, statements from the University of Edinburgh's Manifesto for Teaching Online anchored training and information sessions.

The pilot was also approached with care and consideration for precarious staff investing their time and labour into learning new tools. In this case, the digital skills required for use of both are an investment as the tools can still be used openly outside of the university should one's circumstances change. H5P content can be downloaded for reuse elsewhere, and edited with the open-source editor, LUMI. Hypothesis is openly available outside of paid licenses.

This session will address how open practice was modelled during a period of significant stress for staff, and how the pilot set a new standard for staff-created digital learning materials and open practice within the institution. Participants in the session will have the opportunity to examine a variety of practical approaches taken throughout the pilot process.

About Us: Hypothesis Mission (2022) Hypothesis. Available at: <https://web.hypothes.is/about/> (Accessed: February 19, 2023).

ALT's Framework for Ethical Learning Technology (2020) Association for Learning Technology " Welcome to our community. Available at: <https://www.alt.ac.uk/about-alt/what-we-do/alts-ethical-framework-learning-technology> (Accessed: January 7, 2023).

ALT: Sign the Open Covid Pledge for Education (2020) Association for Learning Technology. Available at: <https://www.alt.ac.uk/about-alt/what-we-do/open-covid-pledge-education> (Accessed: February 19, 2023).

Bayne et al. (2012) Manifesto for Teaching Online. Available at: <https://blogs.ed.ac.uk/manifestoteachingonline/the-text/> (Accessed: January 10, 2023).

Cronin, C. (2017) Open education, open questions, EDUCAUSE Review. Available at: <https://er.educause.edu/articles/2017/10/open-education-open-questions> (Accessed: January 9, 2023).

H5P and Open Educational Resources (OER) (2019) Front page. Available at: <https://h5p.org/H5P-and-OER> (Accessed: February 19, 2023).

The EDTL Approach (2020) Enhancing Digital Teaching & Learning in Irish Universities. Available at: <https://edtl.blog/the-edtl-approach-2020/> (Accessed: January 10, 2023).

Theme 1: Celebrating the impact of Open Education and OER

- 66 Positioning Open Education Practices within Instructional Leadership and Academic Curriculum Courses
- The purpose of this presentation is to highlight the development of a doctoral level education course for business majors titled "Instructional Leadership and Academic Curriculum". The course was designed to introduce the nature of education and the practices, ideas, and concepts that are fundamental to higher education course instruction. Throughout the course students explored topics such as, the nature of education, curriculum ideology, models of instruction, instructional strategies, methods of assessment, course design and instructional sequencing through backward design. This course was developed specifically for doctoral students who are typically not required to take courses in education. After completing this course students are better prepared to move into faculty positions that include teaching loads.
- "Instructional Leadership and Academic Curriculum" offers multiple entry points to include Open Educational Practices into the conversation surrounding teaching, learning, and education. Layered within the exploration of education, teaching, and learning are themes addressing open educational practices used in course design. In this regard, the course focuses on the process of course development and the consideration of including open educational practices. "Open educational practices (OEP) is a broad descriptor of practices that include the creation, use, and reuse of open educational resources (OER) as well as open pedagogies and open sharing of teaching practices" (Cronin, 2015, p.15). Exploring open educational practices allows individuals to expand their perspective on course development. As stated These practices can include a range of open educational practice typologies. As Bali et al (2020, p.2) detailed open educational practices typologies to include content-centric, process-centric, teacher-centric, and learner-centric approaches. Students explore these ideas with a sense of openness that reflects their own personal beliefs, assumptions and orientations to teaching and learning. This course seeks to be an example of such openness by framing topics that develop student awareness to the conversations and decisions that are necessary to creating learning experiences around open educational practices. These conversations are critical in order for our future teachers to develop their own identities as educators and best represent the needs of their learners.
- At the conclusion of the course, students are then able to apply an understanding of open educational practices to a wide spectrum of educational topics. These include; reflecting on personal beliefs, assumptions and orientations to teaching and learning, differentiating and comparing perspectives of epistemological and pedagogical foundations regarding educational theory, dissecting the roles teachers and learners have on the acquisition of knowledge, the development of curriculum, instructional strategies and methods of assessment, and the synthesis of personal teaching and learning philosophies.
- 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).
- 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.
- Theme 4: Embedding and supporting Open Education through curriculum design

- 67 The 'I Poem': Analyzing qualitative data Ossiannilsson (2021) identifies use of open educational resources (OER) as “a game changer for novelty, lifelong learning, human rights, and social justice” (p. 28). The UNESCO recommendation for the use of OER calls for enactment of “significant research” (Ossiannilsson 2021, p. 29) to inform and assess implementation of OER and related practices. Selecting effective methods for use in exploring areas of interest “is a key part of high quality research” (Farrow et al. 2020, p. 6).

The presentation authors are part of Open Lifelong Learning, a team which has received funding from the Institute of Museum and Library Services to develop a replicable research methodology for use in contexts with little research support such as small, rural institutions, community colleges or for use by faculty/instructors with limited time or research expertise. The research methodology under design aims to measure the impact of OER use on the development of lifelong learning skills, and will include methods and instruments for the collection and analysis of both quantitative and qualitative data. While quantitative data collection and analysis methods will provide means to assess impact, the team also wanted to provide an avenue through which qualitative data could be used to help explore the ways in which participants made meaning of their experience (Quinn 2015). The purpose of this presentation will be to describe the construction of research poetry, including I poems, used within the project as an analytical method for qualitative data.

Construction of 'I poems' as a method for data analysis is one element of the Listening Guide, a “qualitative, relational, voice-centered feminist methodology” (Woodcock 2016, p. 1) which can be used to analyze interview transcripts. The use of poetry as an analytical tool can help distill sometimes unwieldy qualitative data “down to their bare essence” (Rebek 2022). Constructing qualitative data into 'I poems' can surface voices conventional research methodologies may silence (Woodcock, 2016), helping capture counterpoint, harmony and dissonance (Gilligan, 2015) in the story. The 'I poems' can also reveal the “emotional reverberations and other ineffable components” of the qualitative data (Rebek 2022, slide 7).

During this presentation, the authors will share how they have used 'I poem' construction as a method for data analysis in a current project. Then, the authors will model use of this method to analyze data in research projects exploring topics related to open practices. Finally, the authors will invite session participants to help refine the 'I poem' construction process description as it is drafted for inclusion in the Open Lifelong Learning project deliverable.

Farrow, R., Iniesto, F., Weller, M. & Pitt, R. (2020). The GO-GN Research Methods Handbook. Open Education Research Hub. The Open University, UK.

Ossiannilsson, E. (2021). Human Rights and Social Justice through Open Educational Resources and Lifelong Learning. *Macro Management & Public Policies*, 3(1).

Rebek, B. (2022). Clutching at normalcy: Found poems from midlife women's pandemic narratives. 2022 Museum of Motherhood Annual Academic and Arts Conference, online.

Woodcock, C. (2016). The Listening Guide: A how-to approach on ways to promote educational democracy. *International Journal of Qualitative Methods*, 15(1), 160940691667759. <https://doi.org/10.1177/1609406916677594>

Theme 2: Open Education research and policy around the globe

68 OER and Ethical Learning Analytics

In the current climate of higher education institutions, generating and using data is a non-negotiable part of institutional functioning. One specific type of data is student learning analytics (LA), or data that's collected about students and the environments in which they learn, and is used to maximize effectiveness. Although LA can be used in myriad ways that are beneficial to both students and the institution, scholars warn of potential harm through bias and violations of privacy, especially for marginalized populations, as well as encroachment upon student autonomy, intellectual freedom, and power (Selwyn, 2019).

With legal requirements for protecting student privacy lacking, privacy scholars and committees have published guidance on how to safely and ethically use learning analytics (for example, Slade and Tait, 2019). Following their lead, the Library Teaching and Learning (TAL) team at a doctoral research university has created student-centered guidelines for ethically collecting and using LA, specifically LA associated with open educational resources (OER). Guided by the goal of ensuring technological "digital sanctuaries" (Collier, 2017), the team embraced values of care, open pedagogy, and liberatory and critical practice (Cronin, 2017; hooks, 1994; Motta & Bennet, 2018). The guidelines, which have been shaped over time by students, are centered around five core principles of responsibility, transparency, privacy and consent, confidentiality and security, and access. Additionally, the team set a culture of only collecting data for specific purposes, such as: to inform improvement of OER content and design, show efficacy of resources, or to provide information to instructors of record.

This session will explore TAL's years-long process to create and incorporate their ethical framework for collecting and using OER LA. Participants will learn about how the team utilized scholars' guidance and exemplars from around the world to create a tangible, localized process and guidelines.

Participants will:

- Hear about TAL's process, including the drafting of the guidelines, tool choices, and how the guidelines function in practice
- Explore practical steps to take to develop an ethical system for collecting OER LA
- Take home bite-sized steps for ethically incorporating LA within their local OER.

Remote and face-to-face participants are encouraged to add questions, feedback, or comments throughout the presentation via monitored backchannel venue (link provided at start of presentation) or by speaking up.

Collier, A. (2017) "Digital sanctuary: Protection and refuge on the web?", *EDUCAUSEreview*, September/October(2017) [online], p56–57. Available at: <https://er.educause.edu/articles/2017/8/digital-sanctuary-protection-and-refuge-on-the-web> (Accessed: 17 July 2022)

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*, 18(5) [online]. Available at: <https://doi.org/10.19173/irrodl.v18i5.3096> (Accessed: 2 December 2019)

hooks, b. (1994) *Teaching to transgress*. New York: Routledge.

Motta, S.C. and Bennett, A. (2018) "Pedagogies of care, care-full epistemological practice and 'other' caring subjectivities in enabling education", *Teaching in Higher Education*, 23(5) [online], p631–646. Available at: <https://doi.org/10.1080/13562517.2018.1465911> (Accessed: 25 November 2019)

Selwyn, N. (2019) "What's the problem with learning analytics?", *Journal of Learning Analytics*, 6(3) [online], p11–18. Available at: <https://doi.org/10.18608/jla.2019.63.3> (Accessed: 23 April 2021)

Slade, S. and Tait, A. (2019) *Global guidelines: Ethics in learning analytics*. International Council for Open and Distance Education. Available at: <https://www.learntechlib.org/p/208251/> (Accessed: 25 March 2021)

Theme 5: Wildcard. Creative practice in relation to openness

- 69 Inviting multiple voices, perspectives, and the co-creation of open knowledge using a Prototype Untextbook Platform
- As learning designers, we have experienced and participated in the movement towards open education, including open educational resources (OER), open educational practices (OEP), open-source software, and open access scholarship. These approaches have provided us with new ways of considering the design of learning experiences in education, but at the same time have largely been mapped onto many of our existing legacy artifacts and systems, such as textbooks, formal learning design processes, and traditional course publishing models. As we strive to adopt new approaches, including more collaborative and open ways of sharing, there are questions around how traditional tools and spaces that shape our educational systems can meet the pedagogical and epistemological shifts involved with embedding and supporting open education through learning design.

For this project, we have adopted a critical lens to investigate educators' understanding of both traditional and alternative forms of educational materials, examined how critical instructional design and open pedagogy may call for a rethinking of learning design processes, and developed a platform, for what we are calling the "untextbook", that aims to include multiple perspectives and participatory architectures allowing for diverse voices and knowledge co-creation. One of the main goals of designing the platform was to attempt to move beyond the hierarchical and linear ordering of content which many common learning platforms and artifacts adopt, representing western epistemologies and knowledge sharing traditions (Funk & Guthadjaka, 2020).

Data for the project was gathered over several years, including during a session at OER19 in Galway, Ireland. We asked participants to be creative about the idea of an "untextbook" as conceptualized with its use in open pedagogy (Cronin, 2017). The ideas generated in these sessions provided input for the design and creation of a platform that now hosts resources on critical learning design. The conversations proved to be very fruitful and formed the basis for a collaborative examination of learning design practices with the goal of a collective critical examination of practice.

In this session, we will showcase the platform we have developed alongside a collection of twelve articles that have been submitted by a global cohort of instructors and learning designers. In addition, we have begun using the platform with students and have collected feedback on their experiences engaging with the platform. The platform allows students to not only read texts and media, but provides a prompt for responses that seeks to invite multiple voices and perspectives, co-create knowledge, and challenge traditional roles and hierarchies supported through open pedagogical approaches. These responses are intended to be presented alongside the original text, further honoring the complexity of multivoicedness and diverse perspectives in learning design.

Cronin, C. (2017). Openness and praxis: Exploring the use of open educational practices in higher education. *The International Review of Research in Open and Distributed Learning*, 18(5). <http://dx.doi.org/10.19173/irrodl.v18i5.3096>
 Funk, J., & Guthadjaka, K. (2020). Indigenous authorship on open and digital platforms: Social justice processes and potential. *Journal of Interactive Media in Education*, 2020(1), 1-13. [6]. <https://doi.org/10.5334/jime.560>

Theme 4: Embedding and supporting Open Education through curriculum design

70 Universal Design for Learning as the foundation for Open Pedagogy

The goal of this 30-minute session is to focus on how Universal Design for Learning (UDL) (Meyer et al. 2014) can be seen as a foundation for the goals of Open Pedagogy (Bali et al. 2020, Hegarty 2015). UDL is a way of thinking about teaching and learning that helps give all learners an equal opportunity to succeed. It is the why, what, and how of learning based on neuroscience research about learning (Posey 2019, Meyer et al. 2014). The strength with UDL is supporting learners to master their own learning, not necessarily mastery of a specific topic. Recognizing learner variability as a reason to provide flexible learning options, UDL supports diversity and inclusivity through honouring varied perspectives and ways of knowing. With self-awareness and confidence of personal learning strengths, learners are able to co-construct knowledge and take ownership of their own learning opportunities. This can be seen as the next step moving from student focused to learner-driven choice for further education and training.

Learner-driven actions with a strong emphasis on process-centric are an integral part of Open Pedagogy (Bali et al. 2020), which aims to empower learners and deepen their engagement. This action fosters the expert learner skills further enhancing the learner experience (Posey 2019). Using the UDL framework to support scaffolding learners to become expert learners provides learners with a strong foundation to partake in Open Pedagogical practices. Open Pedagogy allows learners to be actively engaged in, and to situate their voice in the co-creation of their learning environments.

This talk provides background in this emerging approach weaving the UDL framework as the foundation towards Open Pedagogy. Examples demonstrate how this can become part of the higher education experience. Participants gain insights about how UDL progresses Open Pedagogy and can be seen as the next steps moving from student focused to learner-driven choice for further education and training.

We will present stories of learners in various disciplines to provide thoughtful exploration and examples of how to link to UDL, Open Pedagogy and succeed in higher education. This exploration gives participants an opportunity to see relevance to their own environments. Through the detailed examples, participants will be able to see value to empowering learner-driven choice.

Bali, Maha, Cronin, Catherine, & Jhangiani, Rajiv (2020). "Framing open education practices from a social justice perspective". *Journal of Interactive Media in Education*. 2020(1) 10, pp. 1-12. DOI: <https://doi.org/10.5334/jime.565>

Hegarty, Bronwyn (2015). "Attributes of open pedagogy: A model for using open educational resources." *Educational technology*, 3-13.

Meyer, Anne, Rose, David, & Gordon, David (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST Professional Publishing.

Posey, Allison (2019). *Engage the brain: How to design for learning that taps into the power of emotion*. Alexandria, VA: ASCD.

Tobin, Thomas, & Behling, Kirsten (2018). *Reach everyone, teach everyone*. West Virginia Press.

Theme 4: Embedding and supporting Open Education through curriculum design

- 72 Warm Spaces: Building support and opening access to the University
- The aim of this presentation is to facilitate dialogue and elicit audience feedback on a possible inclusive initiative that might foster belonging on campus for vulnerable students and engage with the community at large - 'Warm Spaces'. 'Warm Spaces' is proposed to be an open multicultural space, or "pocket of community" for vulnerable communities and non-students within the university environment. This idea was born from the echoing theme of lack of belonging experienced by the University of Sanctuary Ireland (UoSI) students, refugees and International Protection Applicants (IPAs). The initiative was created in hopes to be inclusive and accessible. This aim however is not met in practice, as per a reflective piece by Murphy (2020) there is a significant gap between the UoSI goals and the reality of the complex support needs of vulnerable students. A study by Baker et al. (2018) found Universities of Sanctuary scholars preferred 'warm' support offered via a network of trusted people who act as sociocultural brokers or 'hot' support of their peers or other community members (Baker et al., 2018).

To that end, 'Warm Spaces' would ultimately create "warm" and "hot" support for the community well in advance of possible enrollment or even without the expectation of enrollment (Baker et al. 2018). Warm Spaces could be a step to humanise the university for vulnerable communities, non-traditional students, and break social barriers around access and support. The short presentation aims to engage its audience in an active discussion around the existing access and support structures within universities. It aims to raise essential questions - How can we promote building 'trusted supports' and encourage building stronger social connections in early stages of the university experience? Would 'Warm Spaces' work in practice? What would building 'warm' support look like within different contexts? What existing structures fulfil similar roles? Could we envision similar non-traditional approaches to 'open' universities that lead to better engagement with the community?

The presentation also hopes to leave the audience reflecting on what it means to be open, supportive, and 'warm' within a university at an individual level and as a whole - especially with the recent Ukrainian crisis and the notable difference in response towards the incoming forced migrants. Audience input and feedback on the potential 'Warm Spaces' blueprint would be critical to develop the idea into a feasible, practical initiative. The audience would be encouraged to share their thoughts on the overarching theme of 'belonging' and the varied strategies geared towards it. Thus, the presentation hopes to engage the audience in discussion on what possibilities exist to foster belonging within the university community and reflect on what it means to truly build 'warm' supports for vulnerable students and communities.

Baker, S., Ramsay, G., Irwin, E. and Miles, L., 2018. 'Hot,'Cold' and 'Warm' supports: towards theorising where refugee students go for assistance at university. *Teaching in Higher Education*, 23(1), pp.1-16.
 Murphy, C., 2020. *The University as a Place of Sanctuary: Advocating for Inclusion and Equality for Refugees and Migrants*.

Theme 5: Wildcard. Creative practice in relation to openness

- 73 Archaeologies of the heart: In search of the practice that cannot be practiced

There were, it is said, practices that could flood the world with colour. These were the practices that cannot be practiced. It is said that they were unplanned, unconditioned and unbound. If they existed they were the original practices of openness. So much about them is unknown but it is well documented that many have unsuccessfully embarked on missions to find this treasure (Cronin, 2017). Some will hence surely say that the project which we will describe in this presentation is a deeply hubristic enterprise, a quixotic quest pursued with an optimism bordering on irresponsibility. For who in their right minds would pursue an inquiry into kindness in education? How can one find the unfindable, the practice that cannot be practiced, capture that which disappears under scrutiny, like bubbles in foam? With such fair warning and caveats we here offer an account of a work-in-progress centered on kindness in education. It tells the first chapter of an exploration of acts of kindness in education, reporting on the collection of testimonies of student teachers as part of a research project into examples of open (heart-based) practices.

Practices of kindness are open, not in any obvious sharable or replicable way. They are rather open in the sense of insight, as acts that can increase levels of wellbeing in the giver, the receiver and the observer (Brownlie & Anderson, 2017). Kindness is but one of many conceptual phenomena that are part of the wider affective turn in social science research (Dukes et al, 2021). Indeed according to Brown's atlas (2021) there are 83 emotional states we can experience, although respondents sometimes can only name as few as three. Uncovering and describing affective states in context is hence a pressing research problem. In order to undertake this difficult archeology of the heart, we began a data collection phase which will shortly be followed by a storification phase. The archeologists employed in this work were not recruited through traditional recruitment methods. Rather they were selected based on the bravery of their own educational histories (Cooney, 2021; Mohamidi, 2022). In this presentation we will give an account of this project to date and the results of our early excavations which, following recent ethical approval, are due to commence in January 2023. We hope to engage the audience during this session, tapping into the warm wisdom of the OER 23 conference delegates to ask: What did kindness in education mean to you and where can we find it?

Brown, B. (2021). *Atlas of the heart: Mapping meaningful connection and the language of human experience*. Random House.

Brownlie, J., & Anderson, S. (2017). Thinking Sociologically About Kindness: Puncturing the Blasé in the Ordinary City. *Sociology*, 51(6), 1222–1238. <https://doi.org/10.1177/0038038516661266>.

Cooney, R. (2021) I'm Completely glad I took this path. *The Irish Times*. <https://www.irishtimes.com/news/education/i-m-completely-glad-i-took-this-path-1.4648218>

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), 15-34. <https://doi.org/10.19173/irrodl.v18i5.3096>

Dukes, D., Abrams, K., Adolphs, R., Ahmed, M. E., Beatty, A., Berridge, K. C., Broomhall, S., Brosch, T., Campos, J. J., Clay, Z., Clément, F., Cunningham, W. A., Damasio, A., Damasio, H., D'Arms, J., Davidson, J. W., de Gelder, B., Deonna, J., de Sousa, R., ... Sander, D. (2021). The rise of affectivism. *Nature Human Behaviour*, 5(7), 816–820. <https://doi.org/10.1038/s41562-021-01130-8>.

Mohamidi, N (2022). Nargis' story: From Afghanistan to Ireland UNICEF. <https://www.unicef.ie/stories/nargis-story-from-afghanistan-to-ireland/>

Theme 5: Wildcard. Creative practice in relation to openness

- 74 Missing the impact of open? Perspectives from Scottish STEM lecturers. This poster presentation explores early findings from a PhD study which looks at the lived experience of nine Scottish lecturers concerning their core experiences of the triple nexus of teaching-research-public engagement (Stevenson and McArthur, 2015). The links between these activities are not always well defined, particularly within undergraduate cohorts, and the aim of the study is to elicit the ways in which Scottish lecturers interlink teaching, research and public engagement at undergraduate level (Healey and Jenkins, 2009). Given that the impact of academic research is inextricably linked to neoliberal funding mechanisms, such as the research excellence framework (REF).

There is a continued expectation from academics to demonstrate the links between science and society to gather funds, which is problematic as impact is hard to measure and interventions may have more longitudinal effects beyond the life of a short-term project. (Chubb and Watermeyer, 2016). It has been found that those disciplines defined as STEM Panel B in the REF case studies reports (Physics, Mathematics, Chemistry, Computer science and Environmental science) are less likely to report on impact than any other discipline in higher education (HE) (Duncan, Manners and Miller, 2017).

Open educational practices (OEPs) have changed the way in which knowledge can be produced, co-created, shared and formalised thereby enabling the democratisation and ownership of knowledge production to be reconfigured (Johnston, MacNeill and Smyth, 2019). Engagement in third spaces (a communal space distinct from the workplace, or normal place of education), can take place in a variety of ways, settings and physical places which acting as a bridge for public engagement with academia (Lubicz-Nawrocka, 2019). These dialogic approaches add layers to research and teaching whereby students, lecturers and public can work together for socio-cultural change using social media, open-source repositories or wikis for example.

Interviews indicate that some lecturers engage with OEPs – for example by using and co-contributing to open-source platforms with students or developing OEP approaches to laboratory work. However, there is a reluctance amongst some lecturers to engage with some digitally mediated third spaces to support their research and teaching. The overall presence of universities in non-formal, open, digitally mediated third spaces has markedly increased following the COVID19 pandemic; however, according to interview findings it may not always have a catalytic effect on openness in teaching and learning practices. This short presentation considers how OEPs can support undergraduate research and teaching in Scotland, and also demonstrate their wider public impact to instantiate the triple nexus (Stevenson and McArthur, 2015).

Chubb, J. and Watermeyer, R. (2016) 'Artifice or integrity in the marketization of research impact? Investigating the moral economy of (pathways to) impact statements within research funding proposals in the UK and Australia', *Studies in Higher Education*, 42(12), pp. 2360-2372.

Duncan, S., Manners, P. and Miller, K. (2017) *Reviewing public engagement in REF 2014: Reflections for shaping the second REF.*, Bristol: NCCPE. Available at: https://www.publicengagement.ac.uk/sites/default/files/publication/reviewing_pe_in_ref_2014_final.pdf (Accessed: 21/01/21).

Healey, M. and Jenkins, A. (2009) *Developing undergraduate research and inquiry.*, York: Higher Education Academy.

Johnston, B., MacNeill, S. and Smyth, K. (2019) *Conceptualising the digital university: The intersection of policy, pedagogy and practice.* 1st edn. Switzerland: Springer.

Lubicz-Nawrocka, T. M. (2019) "'More than just a student": How co-creation of the curriculum fosters third spaces in ways of working, identity, and impact', *International Journal for Students as Partners*, 3(1), pp. 34-49.

Stevenson, E. and McArthur, J. (2015) 'Triple nexus: improving STEM teaching through a research-public engagement-teaching nexus', *International Journal for Academic Development*, 20(3), pp. 291-294.

Theme 3: Open Education in Scotland - celebrating 10 years of the Scottish Open Education Declaration

- 75 Getting the most out of Open Digital Badges - the story of a Pilot
- In this short session, we would be keen to share our experience of building an Open Digital Badges Pilot Service. Digital Badges are verifiable digital credentials which validate a competency, skill or achievement. This allows future employers to easily recognise those. During the session, we would like to cover the themes outlined below:

Benefits of Open Digital Badges in the University of Edinburgh context

Open Digital Badges have become a standard way of recognising skills and achievements outside of any formal qualification (Trepule, E. et al., 2021). Within the University of Edinburgh some departments have already been issuing digital badges for several years, which highlighted the need for a central service. This would allow for consistency, to share best practice among colleagues (including the use of OER), to support local issuers, and to allow more of the University to get involved

Research shows that earners benefit from digital badges through an easy display of the achievement, as a great motivational aid, digital evidence of learning, and encouragement of participation (Hartnett, 2021).

Our strategy and challenges

In this section, we would cover our strategy for the pilot and our biggest challenge which is to make the service scalable while focussing on quality and accessibility given the size of our Institution. We would elaborate on our workflow on issuing badges, our standards and governance practices to create guidance on the appropriate use of badges, our local School Champions and their role within the process, as well as how we plan to offer local expertise and support to both students and staff.

Gathering requirements and finding the right supplier

Next, we would like to elaborate on how we gathered the service requirements from colleagues and potential earners and what we learned from other institutions. We would then elaborate on how these requirements were used in the procurement process to find the right open framework platform that utilises the IMS Open Badge standards and adapting it to our Institution's needs.

How we make use of Open Educational Resources for the Digital Badges

Although the word 'open' means slightly different things in OER vs Open Badges, the basic concept is the same. Two of our key requirements were to:

Make Open Digital Badges, like OERs, part of an interoperable ecosystem so they are not just standalone entities with a learning journey built gradually.

Use OERs as part of the service and create OERs in return.

The future of the Open Digital Badge service

Finally, in this section we would like to elaborate on what we see as the future for the Open Digital Badge service within the University of Edinburgh. This includes:

Encouraging building communities of badge creators and earners.

Collaborating with other institutions to create Scottish/UK badges open standards and practices.

Scaling the service to make it available to a wider public in the long-term as part of our short course platform integration.

The possibility of expanding the use of badges into the University of Edinburgh curriculum.

Hartnett, M. K. (2021) 'How and why are digital badges being used in higher education in New Zealand?' Australasian Journal of Educational Technology. Available at <https://www.researchgate.net/publication/350188131_How_and_why_are_digital_badges_being_used_in_higher_education_in_New_Zealand (Accessed 10 January 2023)

Trepule, E., Volungeviciene, A., Tereseviciene, M., Greenspon, R., Costa, N. (2021) 'How to Increase the Value of Digital Badges for Assessment and Recognition in Higher Education. A University Case' Informatics in Education. Available at <https://eric.ed.gov/?id=EJ1289177> (Accessed 10 January 2023)

Theme 5: Wildcard. Creative practice in relation to openness

- 76 Designing and implementing an integrated institutional approach for establishing and developing a culture of open educational practice within a distributed tertiary university.
- In the academic year 2016/2017, in the context of introducing a new Learning and Teaching Enhancement Strategy (LTES) (UHI, 2017), the University of the Highlands and Islands took a conscious decision to increase engagement with open education practices (OEP) across the university (with the university itself being a federated university comprised of 12 Academic Partner institutions across the expansive Highlands and Islands region of Scotland).
- The first step in raising the profile of OEP was its inclusion in the, then new, LTES which articulated in its core enhancement values a commitment to 'Harnessing open educational practices' which was defined as "Developing online and other open education practices and approaches to support and enhance learning and teaching, to use, create and share open educational resources, and to widen access to education including within our local communities" (UHI, 2017).

To provide strategic guidance for the development and adoption of OEP in line with the above, the university devised a new Framework for the Development of Open Educational Practices (UHI, 2019). The Framework provides a rationale and roadmap that underpins the university's direction in OEP. To date, this has been directed primarily at creating the foundation for activity. Initially this included a focus on an ongoing programme of professional development activities and interventions to raise staff awareness of open educational resources (OER) and OEP, for example through seminars, workshops and a Wikimedia Editathon. We then moved into: the creation of the Open Educational Resources (OER) Policy; the hosting of a collaboratively run open access journal in learning and teaching that is provided by the sector for the sector; the implementation of an institutional Open Monograph Press; and the procurement and implementation of a Learning Object Repository (LOR). These and other related initiatives have been introduced and are being taken forward in an integrated way intended to establish an institutional environment to advance OEP.

In this session we will explore the above developments to date, including staff engagement, progress made, emerging evidence of change, and the challenges we have experienced (including not least supporting a shift in thinking, outlook and practice, and the challenge of ensuring open educational practices are collectively understood and valued within an institution).

We will also outline next steps in the development of OEP at the university, which has seen the refinement of the Framework for Developing Open Educational Practice and associated OER Policy, and the introduction in 2022 of a new Learning and Teaching Enhancement Strategy for UHI (UHI, 2022). The new LTES sees a transitioning from promoting a common language for learning and teaching enhancement to a new focus on establishing common practices. This includes an implementation plan designed to distribute ownership of learning and teaching enhancement across UHI, with a series of objectives that will further increase the profile of OEP and the expectation, going forward, that all staff will demonstrate a commitment to OEP within their learning and teaching practices.

UHI (University of the Highlands and Islands) (2017). Learning and Teaching Enhancement Strategy 2016/17 to 2026/27. Available via: <https://www.uhi.ac.uk/en/learning-and-teaching-academy/innovation/ltes/>.

UHI (University of the Highlands and Islands) (2019). Framework for the Development of Open Educational Practices. <https://www.uhi.ac.uk/en/learning-and-teaching-academy/innovation/framework-for-the-development-of-open-educational-practices/>

UHI (University of the Highlands and Islands) (2022). Learning and Teaching Enhancement Strategy 2022/23 to 2026/27. <https://www.uhi.ac.uk/en/learning-and-teaching-academy/innovation/ltes/>

Theme 5: Wildcard. Creative practice in relation to openness

- 77 National Policy on Open Educational Resources for Higher Education in Nigeria: Evaluation of Institutional Compliance Rate
- Downes (2007) claimed that OER has been extensively acknowledged and validated in recent times, starting from symposiums and official pronouncements devoted to aiding OER, to the creation of OER repositories and other services, thereby recording an overall growth in the teaching and learning domain.
- Generally, in the last ten years, a substantial number of institutions have adopted open access policies (Kipphut-Smith, Boock, Chapman, & Hooper, 2018), and a similar situation applies to countries rolling out policies to support the OER movement. However, many of these institutions working with open access policies are saddled with the responsibility of assessing policy compliance (Kipphut-Smith et al., 2018) and in the case of national policies, compliance rate will definitely have effects on the implementation of such policies.
- Nigeria joined the rest of the world to tap from the potential of OER by producing the nation's and west African pioneer draft National Policy on OER that was adopted by the National University Commission (NUC) and successively presented at the Second World OER Congress in Slovenia. Despite the presentation and adoption of this formal blueprint in 2017 to date, there has been an absence of research attention on the compliance rate by universities in the country, the factors responsible for the current compliances, and factors that can aid total compliance. This study filled this research gap by exploring the institutional compliance rate with a specific provision of the National Policy on OER for Higher Education on infrastructure and the connectivity goal for all higher institutions of learning in Nigeria to have their own institutional repositories.
- The core significance of evaluating the institutional compliance rate to the OER policy on infrastructure and the connectivity goal of having institutional repositories is that it will effectively provide an overview of how well the National Policy on OER for Higher Education performs one of its basic functions.
- This exploratory study adopted a descriptive design technique. Secondary data was collected from NUC's database for approved universities and OpenDOAR database for open access directory for data analysis. This study also consulted extant literature on policy compliance to suggest the likely factors that can be responsible for the current compliance rate and the likely solutions to promote a greater compliance rate.
- Findings
 - Compliance Rate: The compliance rate is calculated to be 7.8%, which is regrettably low compared to the remaining 92.2% of noncompliance with this national policy on OER.
 - Factors Responsible for the Current Institutional Compliance Rate
 - Lack of Political Will
 - Cost of Compliance with New Policy
 - Negative Attitudes Towards Compliance
 - Unidentified Other Relevant Agencies of Government
 - Absence of Policy-Compliance Assessment Mechanism
 - Poor Funding
 - Unverifiable Implementation
 - Solutions
 - Institutional Compliance and Evaluation System
 - Improved Funding
 - Generation and Promotion of Political Will
 - Positive Attitudinal Disposition Towards Compliance
 - Identification of Other Relevant Agencies of Government
- This study assisted in determining the achievement of objectives connected to OER advancement, improve policy implementation, increase global aid for OER initiatives, and also inform potential reforms, modifications, and changes to the existing policy.
- Downes, S., 2007. Models for sustainable open educational resources. *Interdisciplinary Journal of E-Learning and Learning Objects*, 3(1), pp.29-44.
- Kipphut-Smith, S., Boock, M., Chapman, K. and Hooper, M.W., 2018. Measuring open access policy compliance: Results of a survey. *Journal of Librarianship and Scholarly Communication*, 6(1).

Theme 2: Open Education research and policy around the globe

78 Using feminist posthuman storytelling to promote activism in FemEdTech/Open Education

FemEdTech quilt is a collaborative international project (focused on Care and Justice in Open Education) that emerged from FemEdTech, a volunteer-run feminist network for people working in Education Technology (Beetham et al 2022). Bell et al. (forthcoming) will give a posthuman account of the FemEdTech-quilt assemblage. The quilt in its material and digital forms offered different modes of participation in OER20; and was imagined as an agent of activism that could contribute to change in Open Education. Stories figure prominently at the FemEdTech Open Space in Writings at <http://femedtech.net>, and they are integral to the Digital Quilt at <http://quilt.femedtech.net/quilt>, where participants could upload the story of their square.

There is a rich history of the use of narrative approaches in education research: including narrative inquiry (Connelly & Clandinin 1990). Lewis(2011) offers us stories as “spaces of resistance, resistance to the narratives of instituted power” that can inspire their audience with tactics for future use. Storytelling contributed to qualitative research, not just through valuable stories told about research participants but also giving voice to participants who told their own stories (ibid.).

COVID-19 disrupted education in general, and specifically the “launch” of FemEdTech quilt and its activism, at the slimmed down online OER20. Many participants in FemEdTech were working at full speed on the pivot online in educational institutions. There was little time to do the work needed to resume shared curation at Twitter but there was significant activity at the FemEdTech Open Space where care was enacted via Writings (Beetham et al 2022).

Czerniewicz et al (2020)'s country-specific, multiple institution COVID-19 study revealed differential impacts, exposing inequities in the student body and reduced trust in market promises as “the commercial entities and venture capital [which] have raced to provide ‘solutions’ for educational institutions.” Many participants work in institutions that have significant investment in education technology systems. Datafication (turning aspects of our lives into data) is evident in commercial sectors such as social media, and has also spread widely in Higher Education, notably during COVID-19 (Williamson, Bayne & Shay 2020). FemEdTech's Open Space and the Digital Quilt are extra-institutional spaces with little or no datafication. Twitter curation was popular but to resume it needed additional support work that took place after lockdown was lifted.

We need productive approaches to exploring uncertain educational futures critically, retaining the pragmatic hope offered by Posthuman Feminism, proposing “a relational ethics that assumes one cares enough to minimise the fractures and seek for generative alliances.” (Braidotti 2022, p237).

We will tell a simple historic posthuman story about a pre-digital textile-related technology, leading into a discussion with participants about posthuman stories. Historic stories can help us to understand and reflect on what has happened, as we think about what might be different. They can help us reflect on our multiple presents and contribute to imagining multiple possible futures. The second posthuman story we tell is a posthuman story about the FemEdTech-Quilt assemblage with one ending. We offer a playful open invitation to supply alternative endings.

Beetham, H., Drumm, L., Bell, F., Mycroft, L., Forsythe, G. (2022). “Curation and Collaboration as Activism: Emerging Critical Practices of #FemEdTech”. *Learning, Media and Technology* 47 (1): 143–55. <https://doi.org/10.1080/17439884.2021.2018607>.

Bell, F., Campbell, L., Forsythe, G., Mycroft, L., Scott, A.-M.(forthcoming). HE4Good assemblages: FemEdTech Quilt of Care and Justice in Open Education. In L. Czerniewicz & C.Cronin (eds.), *Higher Education for Good: Teaching and Learning Futures*.

Braidotti, R. (2022). *Posthuman feminism*. Polity.

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Theme 5: Wildcard. Creative practice in relation to openness

79 Wikimedia Champions at the University of Leeds In May 2022, two postgraduates were recruited as 'Wikimedia Champions' in the Faculty of Biological Sciences at the University of Leeds. Their task was to spend a couple of months on an exploratory project learning about Wikimedia, examining Wikipedia in their subject area, identifying areas of need and making contributions. They were part of a team that also included staff from the faculty, the Library and the Digital Education Service, a Wikimedian and two poets. Firstly, it was seen as an opportunity to explore ways of sharing University research with a wider audience in an open and accessible way and thereby contribute to the global commons. Secondly, it was viewed as a way to develop ideas and materials to hopefully enable Wikimedia projects to be included more widely in undergraduate and postgraduate curricula.

As part of the project, the postgraduates edited Wikipedia, produced an infographic and an end of project report containing their reflections on the experience. The wider team created generic resources including two videos of specially commissioned poems*, training videos and a podcast, to help inspire and enable others to contribute to Wikimedia/Open Education projects in the future. Naturally, these resources are open and freely available.

Some of the benefits to the postgraduates included:

- Greater understanding of Open Education and Wikimedia
- Experience of communication of research to a wider audience (via text, images, etc.) using Wikimedia
- Ability to respond to and incorporate feedback from Wiki community
- Greater understanding of copyright, accessibility, etc.
- Teaching and learning development (including presentation skills)
- Report writing
- New skills in the development of infographics
- Experience of team work

As the project was successful, a second phase will follow that repeats the model (with some tweaks) with more postgraduates from other faculties.

The conference session will give an overview of the project, including the process, outcomes, reflections and learnings. A description of the process of developing infographics by the postgraduate students and the commissioning of poems will be included. We will also share reflections on the experiences of the postgraduates (drawing from their reports) and the lessons learned by the wider team through this collaboration. Finally, we will describe what is happening on the second phase of the project.

*Links to the poems:

Beard, F. 2022. "Manifold Wonder: a Wikimedia poem by Francesca Beard" [Online]. [Accessed 15 January 2023]. Available from: <https://www.youtube.com/watch?v=4AkK2FtNCiw&t=58s>

Harvey, M. 2022. "WikiWays: a Wikimedia poem by Matt Harvey". [Online]. [Accessed 15 January 2023]. Available from: <https://www.youtube.com/watch?v=S3luNtqyioo>

Poulter, M., and Sheppard, N. 2020. "Wikimedia and Universities: Contributing to the Global Commons in the Age of Disinformation". *Insights* 33 (1): 14. DOI: <http://doi.org/10.1629/uksg.509>

Tattersall, A., Sheppard, N., Blake, T., O'Neill, K., and Carroll, C. 2022. "Exploring Open Access Coverage of Wikipedia-cited Research Across the White Rose Universities". *Insights* 35: 3. DOI: <http://doi.org/10.1629/uksg.559>

University of Edinburgh. "Wikimedia in Teaching and Learning - the Wikimedia residency at the University of Edinburgh (2019) [Online]. [Accessed 15 January 2023]. Available from: https://media.ed.ac.uk/playlist/dedicated/51020161/1_h7l8sw8a/1_0vpvvy1

University of Leeds Library. 2022. "A global commons: turning research into educational material with Wikimedia" [Online]. [Accessed 15 January 2023]. Available from: <https://www.youtube.com/watch?v=5wV8gZ92b6U>

Wikipedia. "Wikipedia: University of Edinburgh". [Online]. [Accessed 15 January 2023]. Available from: https://en.wikipedia.org/wiki/Wikipedia:University_of_Edinburgh

Theme 5: Wildcard. Creative practice in relation to openness

- 80 Beyond the exam: alternative assessment toolkit
- In support of aims to improve their online teaching and open pedagogy approaches, educators express a need to see exemplar courses and assessment strategies and be able to access just-in-time support and resources (VanLeeuwen et al, 2020) – and this need was made even more critical during the shift to remote teaching during the COVID-19 pandemic.

The goal of this project was to provide educators with a comprehensive toolkit to quickly find and integrate new assessment strategies into their teaching. Building new assessment strategies requires investigation, careful consideration, and creation of guiding resources for learners, all of which can be barriers to adoption for many educators (Conrad & Openo, 2018). The focus of this project was to eliminate these barriers through the provision of an 'open online assessment exemplar bank,' where we will not only categorize and share clear examples, resources and instructions that we have sourced and/or created, but also provide a space for participants to share back adopted or new assessment approaches that have proven successful for their learners and context.

The toolkit's aims are to:

Introduce alternative online and open assessments and make a case for their use in blended and online learning.

Curate high-quality resources and develop tailored content to fill existing gaps.

Offer specific assessment ideas and case studies drawn from a wide range of scholarly disciplines and class sizes.

Supply boilerplate text to be used or adapted such as assessment instructions, responses to common questions and rubrics.

A facilitation guide to help educators make an informed decision about featured assessment strategies, and assist them in implementing them in their teaching.

Provide assessment models that involve students and represent diverse perspectives and lived experiences - including international students (both on-campus and abroad) and underrepresented or marginalized students.

Enable sharing and building of a bank of community exemplars

Technologies including PressBooks/WordPress, H5P, and other open source tools were used in not only creating/hosting content but also in modeling how these technologies can be used in building online assessments. The toolkit was developed in Pressbook and leverages the plugins available including accessible H5P content interaction types. A key component of this toolkit is a section built to enable instructors across the spectrum to contribute exemplars, resources, and strategies they have employed. Principles of universal instructional design for online learning (Rao & Tanners, 2011) were employed to enhance the flexibility of the content and the assessment exemplars to ensure that they are usable to the greatest extent possible for all learners.

This session will provide an overview of the collaborative, multi-institutional approach taken to build this resource, sharing of the exemplars and facilitation guide, with a goal of inviting others to contribute to this growing resource of open, online assessments. The toolkit's current iteration can be found at <https://beyondtheexam.ca>

VanLeeuwen, C.A., Veletsianos, G., Belikov, O., and Johnson, N. (2020). "Institutional perspectives on faculty development for digital education in Canada." *The Canadian Journal of Learning and Technology*, 46(2), pp.1-20. Available from : <https://www.cjlt.ca/index.php/cjlt/article/view/27944> [accessed 7 Jan 2023]

Conrad, D. & Openo, J. (2018). *Assessment Strategies for Online Learning: Engagement and Authenticity*. Athabasca, AB: Athabasca University Press. Available from: <https://www.aupress.ca/books/120279-assessment-strategies-for-online-learning/> [accessed 9 Jan 2023]

Rao, K., and Tanners, A. (2011). "Curb Cuts in Cyberspace: Universal Instructional Design for Online Courses." *Journal of Postsecondary Education and Disability* 24(3), pp. 211-229.

Theme 5: Wildcard. Creative practice in relation to openness

- 81 Guerrilla EdTech responses to Climate Change: Reframing, Rewilding, Reimagining
- Until recently the EdTech contribution to the climate crisis discourse was one of positivity, with technology as the hero of the act. Three key narratives are that online conferences reduce air traffic, online learning reduces energy demands on campus and reduces transport use by staff and students (Klöwer et al., 2020). However, this view is being challenged with increased understanding of the scale of resources required to run digital services and to manufacture devices to store and consume data. The resulting carbon footprint caused by this has been accelerated by COVID-19 pandemic and the (Stonham, 2022). Digital devices not only increase carbon footprint but building them also consumes non-renewable rare earth metals (Macgilchrist, 2021).
- Rather than taking a dystopian or utopian position, a 'rewilding' is a more productive frame to address technology's place within education (ibid). This is akin to other guerrilla projects such as gardening, wherein gardeners reintroduce nature to abandoned or neglected land as an act of protest or taking action ('Guerrilla gardening', 2023). Healing damage through unsolicited action. Exploring how convivial technology and the various ways 'open' can ameliorate the increasing negative impact on our environment is just one way in which we can stimulate conversations and discussions (Selwyn, 2023).
- This workshop will create space for participants to explore how EdTech, the climate crisis and open can reimagine education's stance to technology for a sustainable future. We are interested in participants' ideas on what changes in practice could be achieved when we shift the focus of agency from technology-as-solution to imaginaries of humans-with-technology.
- We will offer participants a material maker space, where they can work with materials, thread, glue and all things found and recycled to create a repurposed artefact around the themes of open, sustainability and learning technology. Participants can choose their own journey throughout the session; working individually, in pairs or in groups, to reflect and appreciate the restorative act of making. Each separate artefact will be created on a denim template shape provided by the facilitators and the collated artefacts will be captured as a single image. To avoid waste creation each piece can be kept by the individuals or disaggregated with the view to repurpose or add to recycling refuse containers.
- We will invite participants at the OER23 conference and those connecting virtually as delegates or otherwise to contribute a picture of their idea and any accompanying text via a Writing at <https://femedtech.net/write/>. This facility has the advantage of allowing contribution without a log in, and the opportunity to express controversial ideas, even anonymously (subject to compliance with the FemEdTech Code of Conduct). Providing a Writings category eg 'Guerrilla EdTech responses to Climate Change' for the event will enable us to aggregate and archive participant stories and extend the dialogue beyond OER23 in time and location.
- 'Guerrilla gardening' (2023) Wikipedia. Available at: https://en.wikipedia.org/w/index.php?title=Guerrilla_gardening&oldid=1133022765 (Accessed: 16 January 2023).
- Klöwer, M. et al. (2020) 'An analysis of ways to decarbonize conference travel after COVID-19', *Nature*, 583(7816), pp. 356-359. Available at: <https://doi.org/10.1038/d41586-020-02057-2>.
- Macgilchrist, F. (2021) 'Rewilding Technology', *On Education. Journal for Research and Debate*, 4(12). Available at: https://doi.org/10.17899/on_ed.2021.12.2.
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- Theme 5: Wildcard. Creative practice in relation to openness
- 82 How can technology champion Open Education?
- For 17 years, higher education institutions around the world have powered their digital learning environments with Kaltura's video technology. With specific examples from Scottish universities, this session will showcase how technology can champion the Open Education movement through inclusion, accessibility, sustainability, and community engagement.

- 80 Beyond the exam: alternative assessment toolkit
- In support of aims to improve their online teaching and open pedagogy approaches, educators express a need to see exemplar courses and assessment strategies and be able to access just-in-time support and resources (VanLeeuwen et al, 2020) – and this need was made even more critical during the shift to remote teaching during the COVID-19 pandemic.
- The goal of this project was to provide educators with a comprehensive toolkit to quickly find and integrate new assessment strategies into their teaching. Building new assessment strategies requires investigation, careful consideration, and creation of guiding resources for learners, all of which can be barriers to adoption for many educators (Conrad & Openo, 2018). The focus of this project was to eliminate these barriers through the provision of an 'open online assessment exemplar bank,' where we will not only categorize and share clear examples, resources and instructions that we have sourced and/or created, but also provide a space for participants to share back adopted or new assessment approaches that have proven successful for their learners and context.
- The toolkit's aims are to:
- Introduce alternative online and open assessments and make a case for their use in blended and online learning.
 - Curate high-quality resources and develop tailored content to fill existing gaps.
 - Offer specific assessment ideas and case studies drawn from a wide range of scholarly disciplines and class sizes.
 - Supply boilerplate text to be used or adapted such as assessment instructions, responses to common questions and rubrics.
 - A facilitation guide to help educators make an informed decision about featured assessment strategies, and assist them in implementing them in their teaching.
 - Provide assessment models that involve students and represent diverse perspectives and lived experiences - including international students (both on-campus and abroad) and underrepresented or marginalized students.
 - Enable sharing and building of a bank of community exemplars
- Technologies including PressBooks/WordPress, H5P, and other open source tools were used in not only creating/hosting content but also in modeling how these technologies can be used in building online assessments. The toolkit was developed in Pressbook and leverages the plugins available including accessible H5P content interaction types. A key component of this toolkit is a section built to enable instructors across the spectrum to contribute exemplars, resources, and strategies they have employed. Principles of universal instructional design for online learning (Rao & Tanners, 2011) were employed to enhance the flexibility of the content and the assessment exemplars to ensure that they are usable to the greatest extent possible for all learners.
- This session will provide an overview of the collaborative, multi-institutional approach taken to build this resource, sharing of the exemplars and facilitation guide, with a goal of inviting others to contribute to this growing resource of open, online assessments. The toolkit's current iteration can be found at <https://beyondtheexam.ca>
- Guerrilla EdTech responses to Climate Change: Reframing, Rewilding, Reimagining
- For 17 years, higher education institutions around the world have powered their digital learning environments with Kaltura's video technology. With specific examples from Scottish universities, this session will showcase how technology can champion the Open Education movement through inclusion, accessibility, sustainability, and community engagement.