

# Open Education : From Strategies to Actions

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# Objectives

At the end of this workshop, you will

- Be familiar with the present state of Open Education and the diversity of benefits it brings about
- Be able to explain why Open Education matters
- Be able to assess objectives and concrete actions to deploy openness
- Be able to discuss the role of the different university actors in the deployment of Open Education

# Plan

- **An Interactive Introduction to Open Education**
- Setting up the Concepts
- From Strategies to Actions

- Created in 1425
- 38,900 students
- 3,400 researchers
- 2,200 academics
- 19 faculties
- 25 research institutes
- 8 campuses in Belgium
- 4th largest French-speaking (complete) university in the world
- QS : 195th
- THE : 170th
- ARWU : 151-200th





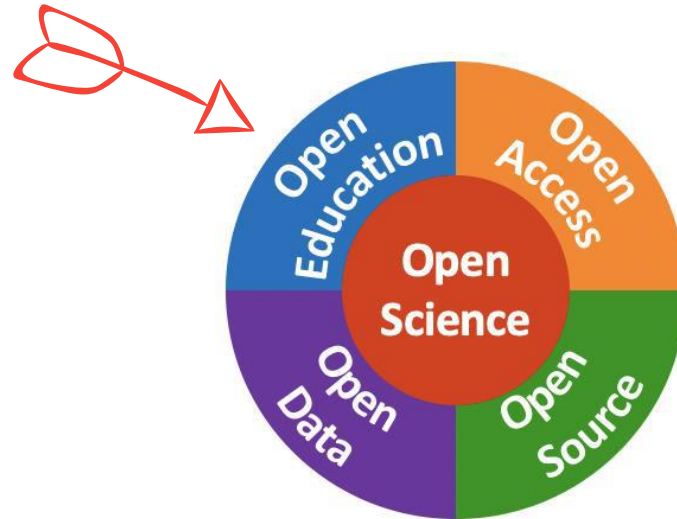
- 1 **Allez sur [wooclap.com](https://wooclap.com)**
- 2 **Entrez le code d'événement dans le bandeau supérieur**

Code d'événement  
**OENANTES**

# Plan

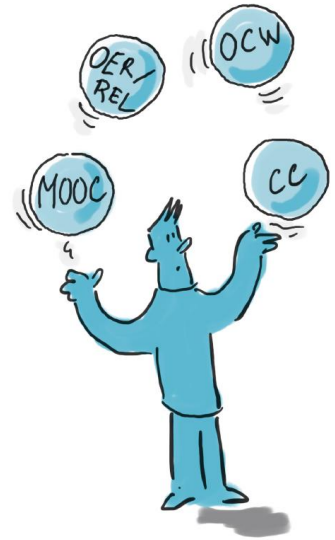
- An Interactive Introduction to Open Education
- **Setting up the Concepts**
  - **Open Education**
  - The Forms of Openness
  - OERs & Open Coursewares
  - MOOCs & Distance Learning
  - Digital Tools
- From Strategies to Actions

# Multiple Dimensions of Openness



# What is Open Education?

- Making education universal and accessible to as many people as possible
- Sharing educational resources and practices with colleagues and learners from around the world
- Removing barriers to access
- Open = free to use and distribute





# *What are we talking about ?*

**Open educational practice** is a global movement whose underlying principle is the production, use and sharing of a wide range of learning resources to increase access to educational opportunity through freely available online content and services and to empower educators by sharing best practice and quality resources.

*(Beetham et al., 2012)*

# More than a Concept ...



Source : OER World Map



University  
of Colorado  
Boulder



WIKIBOOKS



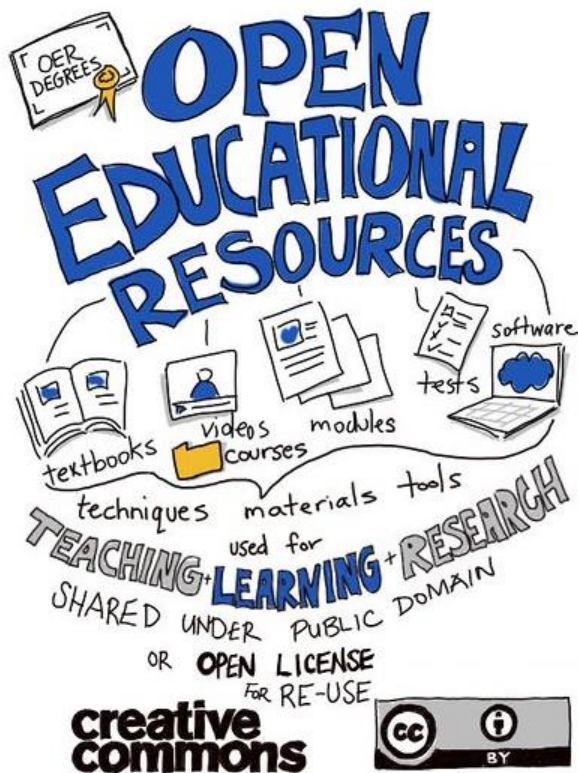
# Why Open Education ?

- Makes educational resources **accessible** to everyone
- Increases **transparency, re-use, sharing**, participation, cooperation for teachers and learners
- Improves the **quality** of educational resources through principles like **inclusion**, equity and sharing
- Reinforces **collaborative knowledge construction**
- Prevents from re-inventing the wheel again and again

Add references



# Open Education is Sharing



# Open Education and SDG



"The free flow of information and knowledge is critical for three reasons.

First, it allows **citizens to educate themselves** on issues of climate change, biodiversity, health, education, poverty, food production, water, energy, urban planning, and all of the critical challenges encapsulated in the United Nations [Sustainable Development Goals](#) (SDGs).

Second, it prepares us for a new institutional regime of learning, where the **education system opens** itself to **learners of all ages, from all countries and all professions**, extending quality education far beyond its traditional reach.

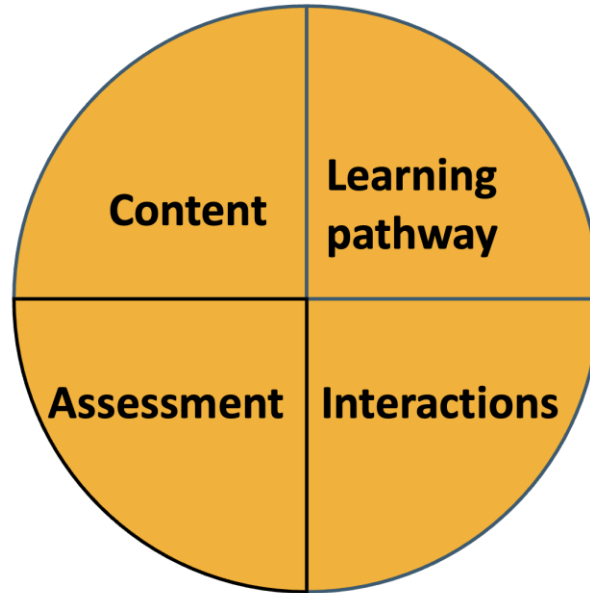
Third, it allows **knowledge creation and revision processes** to reflect the diversity and context of people from different parts of the world, and to foster a **global dialogue**."

[SDG Academy & Creative Commons](#) by Cable Green and Chandrika Bahadur is licensed under [CC BY 4.0](#)

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# The 4 Components of Teaching

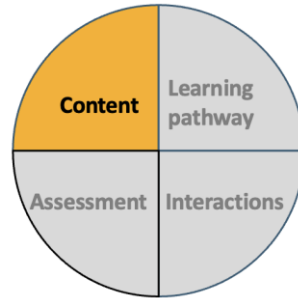


Witthaus, G., 2017. *Recognition of open learning and the unbundling of higher education*. EMOOCs 2017 conference, Madrid.

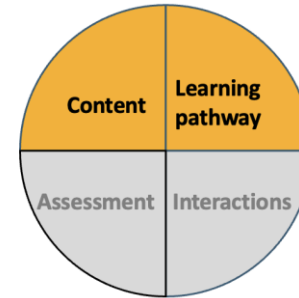
Jacqmot C., Docq F., Deville Y. 2020. *A Framework to Understand, Analyze and Describe Online and Open Education in Higher Education* 12th International Conference on Computer Supported Education, DOI: 10.5220/0009470704580465

# The Forms of Digitalisation

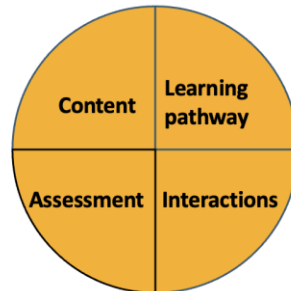
## Educational Resources



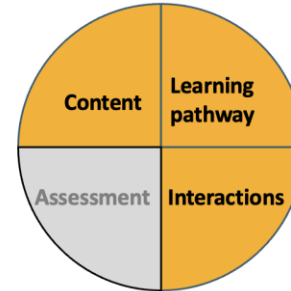
## Courseware



## Online Education for Credits



## Online Education

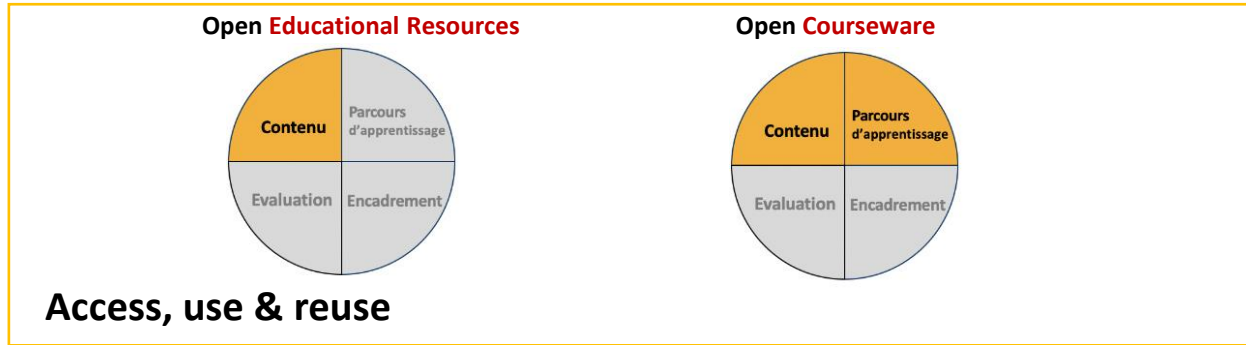




# Model: the Opening Forms

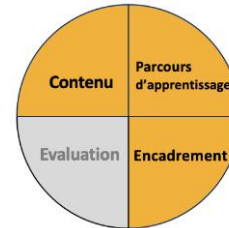
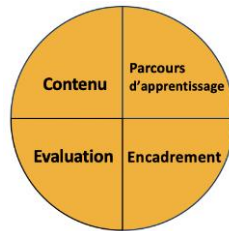
**OER**

**OCW**



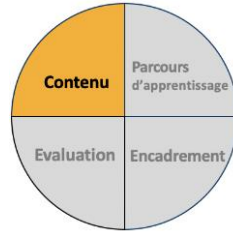
**Open Online Education for credits**

**Open Online Education**

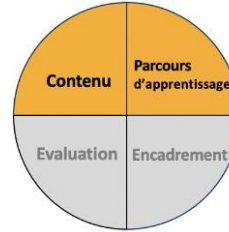


# Model: the Opening Forms

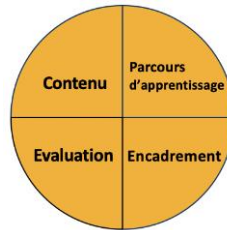
Open **Educational Resources**



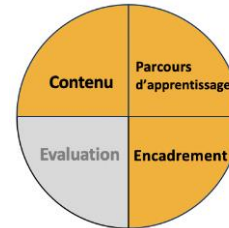
Open **Courseware**



Open **Online Education for Credits**



Open **Online Education**



**Access**

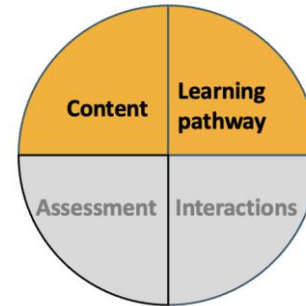
## **MOOCs & Distance Learning**

Open Education : From Strategy to Actions

# Interactions

## Interactions

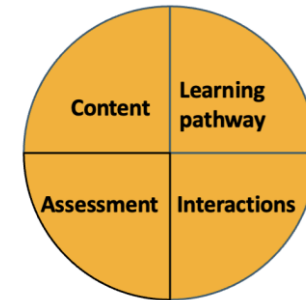
- students-content



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## Interactions

- students-content
- teacher-student(s)
- student(s)-student(s)



Jacqmot, C.; Docq, F. and Deville, Y. (2020). **A Framework to Understand, Analyze and Describe Online and Open Education in Higher Education**. In Proceedings of the 12th International Conference on Computer Supported Education - Volume 1: CSEDU, ISBN 978-989-758-417-6, pages 458-465. <https://doi.org/10.5220/0009470704580465>

# Plan

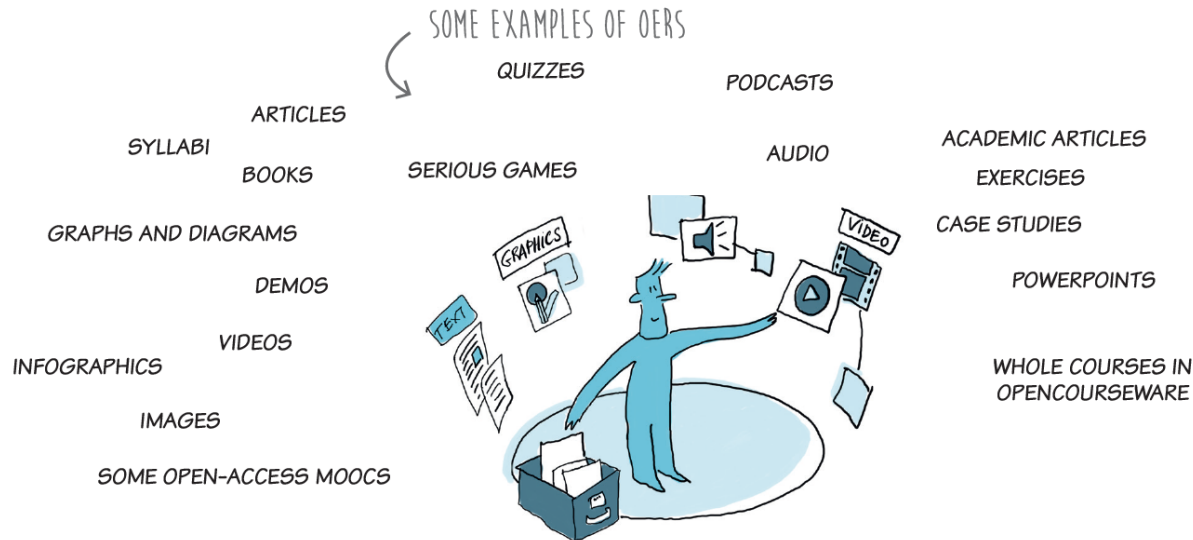
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# Open Educational Resources



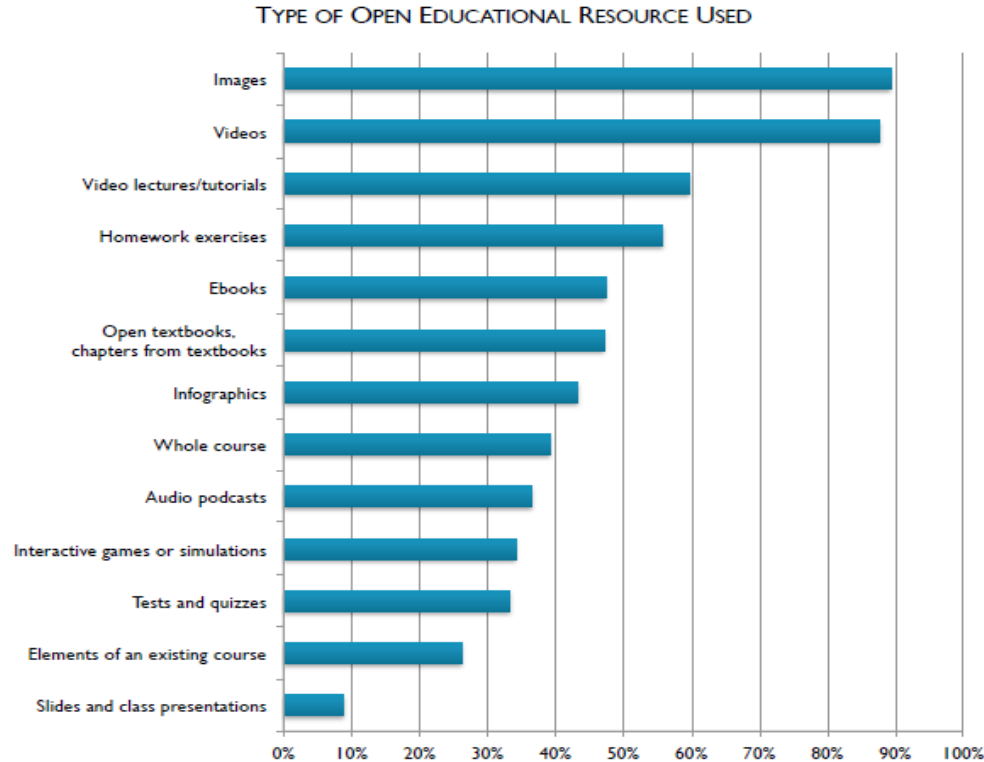
# What are Open Educational Resources ?

"any educational material that is freely available and accessible to the public. Teachers are encouraged to **use, copy, adapt** and **share** open resources **to meet their needs and those of their students.**" [Unesco 2012].



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# Which Types of OERs Are Commonly Used ?



*Faculty that reported any OER use (regularly, occasionally, or rarely) were asked detailed questions about the type of OER materials that they were using*

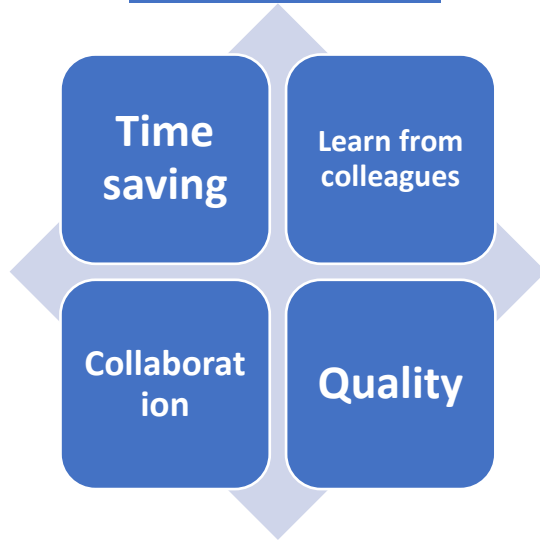
Allen E., Seaman J. [2014]. Opening the Curriculum : Open Educational Resources in U.S. Higher Education. <https://eric.ed.gov/?id=ED572730> .

# Why Reuse and Share OERs ?

## Teachers



### Why Reuse ?



### Why Share ?





# Why Reuse and Share OERs ?



## Institution

- Student attractiveness
- Showcasing of innovation and talent
- Alumni
- Democratization of access to education
- Lifelong learning support
- Many institutions already involved in the world
- ...

## Students

- ✓ Encourages learners to build their own knowledge and learning path
- ✓ Supports lifelong learning
- ✓ Lowers the cost of studying by offering alternatives to paid-for publications
- ✓ Provides access to resources and learning opportunities that might not be available locally
- ✓ Offers flexible study times and locations
- ✓ Allows you to explore a discipline before making your study choices
- ✓ Encourages you to compare resources and develop a critical mindset
- ✓ Provides opportunities to acquire concepts required for further studies

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# How to Make it Open ?

## Creative Commons Licenses explained, at a glance.



You can redistribute (copy, publish, display, communicate, etc.) the works.



You have to attribute the original work (title of work, creators name, link, CC license).



You can use the work commercially.



You can modify and adapt the original work. Provided you indicate how you changed it.



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		COPY & PUBLISH	ATTRIBUTION REQUIRED	COMMERCIAL USE	MODIFY & ADAPT	CHANGE LICENSE
COPYRIGHT		✗	✗	✗	✗	✗
PUBLIC DOMAIN*		✓	✗	✓	✓	✓
CC BY		✓	✓	✗	✓	✓
CC BY-SA		✓	✓	✗	✓	✗
CC BY-ND		✓	✓	✗	✗	✓
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CC BY-NC-SA		✓	✓	✗	✓	✗
CC BY-NC-ND		✓	✓	✗	✗	✓

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<http://www.creativecommons.be/>

Icon	Description	Acronym
	Attribution alone	BY
	Attribution + NoDerivatives	BY-ND
	Attribution + ShareAlike	BY-SA
	Attribution + Noncommercial	BY-NC
	Attribution + Noncommercial + NoDerivatives	BY-NC-ND
	Attribution + Noncommercial + ShareAlike	BY-NC-SA

# Where to Find OER ?

# Where to Find OCW ?



Coursewares can be made accessible via a Learning Management System (LMS), such as Moodle.

[4 étapes pour basculer ses contenus pédagogiques en Open. Dezoom sur l'Open Education. Zoom sur les OER](#) par DEPOTERRE, S. sous licence CC BY SA.

# OERs and Open Coursewares at UCLouvain

UNESCO's Global OER Logo (CC BY 3.0)



OER UCLouvain [oer.uclouvain.be](https://oer.uclouvain.be)

Open Educational Resources are freely accessible, openly licensed documents and media that are useful for teaching

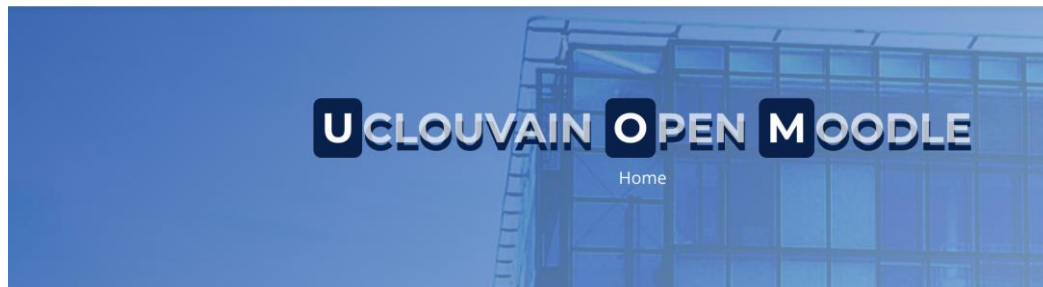
Today (2023)

- 800 resources
- 25.000 items seen / month
- 1.200 downloads / month
- 500 contributors



UCLouvain OPEN MOODLE <sup>f</sup> <sup>t</sup>

[openmoodle.uclouvain.be](https://openmoodle.uclouvain.be)



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<https://www.edx.org/school/louvainx>

## 43 courses



### International Law

Université catholique de L...



### International Human Rights Law

Université catholique de L...



### International Humanitarian Law

Université catholique de L...



### Introduction aux enjeux du développement durable

Université catholique de Louvain

Course



### Droit d'asile et des réfugiés

Université catholique de Louvain

Course



### Découvrir l'anthropologie

Université catholique de Louvain

Course

## 5 programs



### International Law

Université catholique de Louvain

MicroMasters®

5 Courses



### Responsabilité sociétale des entreprises

Université catholique de Louvain

Professional Certificate

2 Courses

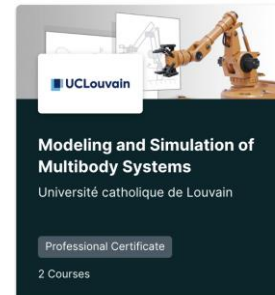


### Corporate Social Responsibility

Université catholique de Louvain

Professional Certificate

2 Courses



### Modeling and Simulation of Multibody Systems

Université catholique de Louvain

Professional Certificate

2 Courses



### Psychology of Conflict Management

Université catholique de Louvain

Professional Certificate

3 Courses

# LouvainX: International Law

★★★★☆ 3.9 stars 17 ratings

Learn about the Law of the International Community, including how International Law is created, applied and upheld in today's world.



**12 weeks**

6–8 hours per week



**Self-paced**

Progress at your own speed



**Free**

Optional upgrade available

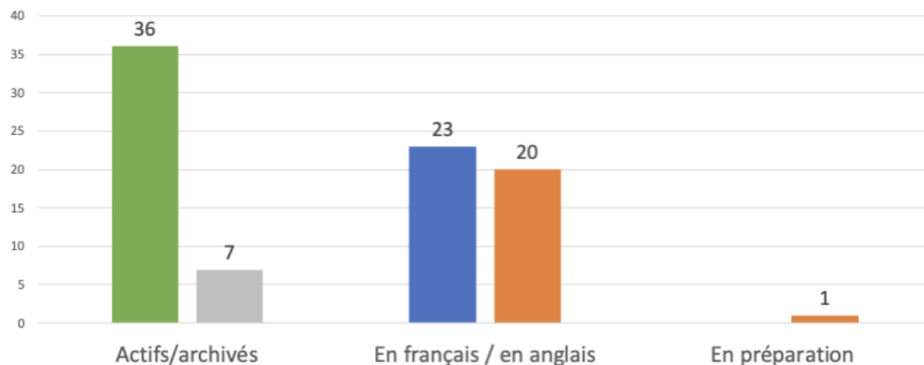
## There is one session available:

122 547 already enrolled! After a course session ends, it will be [archived](#) .

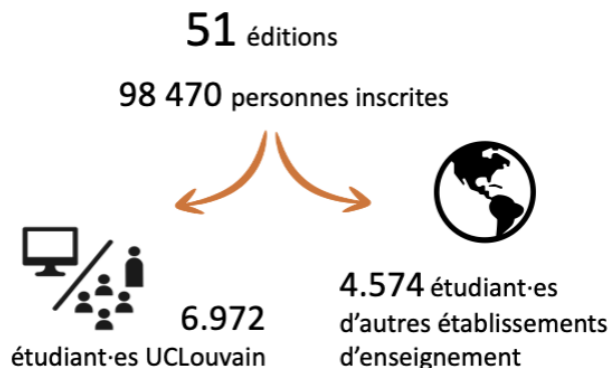
# MOOCs at UCLouvain on the edX Platform

## Catalogue des MOOCs UCLouvain en décembre 22

Total : 43



## Volume d'activité en 2021





# A Paradigm Shift

## On-site face-to-face

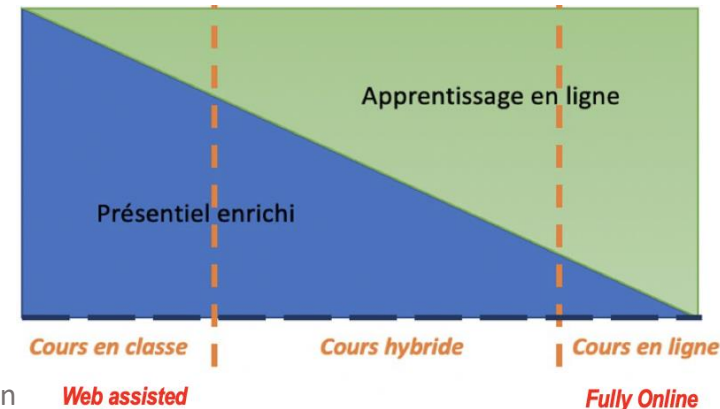
- Focus on the teacher
- Synchronous
- Communication channels : oral and non-verbal
- Implicit teaching scenario

## Remote

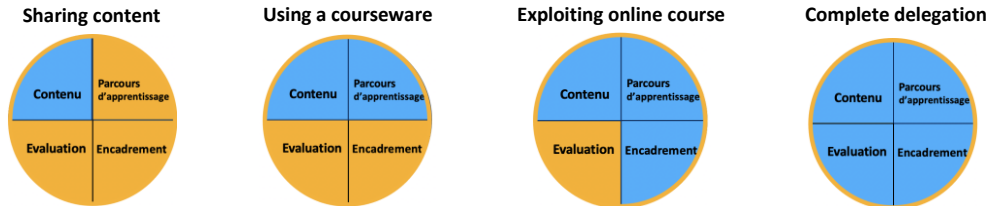
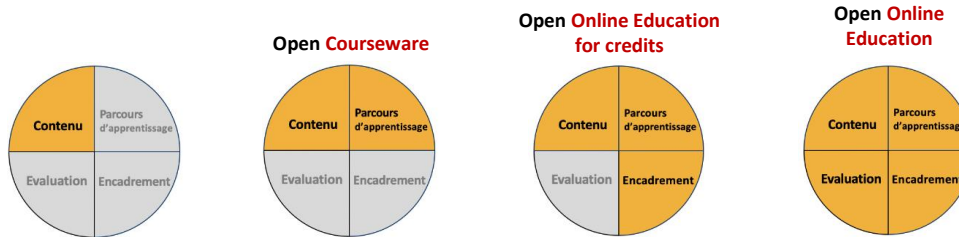
- Focus on the students
- Asynchronous or synchronous
- Communication channels : written and multimedia
- Explicit teaching scenario

# Continuum of Teaching Methods ...

- **Classroom**: 1%-29% of e-learning components.  
Most of the teaching takes place face-to-face in lecture theatres, with occasional use of **web-assisted** technologies (Bates, 2016).
- **Hybrid**: 30%-79% of training components
  - are online
  - are used outside the classroom
- **Online**: 80%-100% of the course components are online. Most of the teaching takes place online, outside the lecture theatre, if not all  
(**fully on-line**: no face-to-face teaching at all)



# Strategies for Sharing Courses between Universities



University importing/using components



University sharing/opening components

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# Use of Technology in Education

« Can the use of technology in education really help students to succeed at school? Many studies have shown that they can. But to do so, we need to look beyond the purely utilitarian view of technology and identify the educational transformations it could bring to the classroom. »

*Enseigner et apprendre avec le numérique Thierry Karsenti et Julien Bugmann (dir.), Université de Montréal, OpenEdition Books, 2018.  
Translated by DeepL.*

# Classification of Digital Tools

## Content Creation

- Office software: [Microsoft suite](#), [Google suite](#), [Prezi](#)
- Interactive presentation: [Genially](#)
- TextBook: [exeLearning \(OS\)](#), [Pressbooks](#), [Manifold](#), [Opale](#)
- Design : [Canva](#), [Crello](#)
- Publishing and sharing slides: [Slideshare](#)

## Content Integration

- [Easygenerator](#), [Articulate](#), [iSpring](#), [Nearpod](#), [EdPuzzle](#), [Lectora](#), [isEazy](#), [Gomo Learning](#), [Evolve](#), [Adapt](#)
- StoryTelling: [Sway \(Microsoft\)](#), [TimeLineJS \(taken over by H5P\)](#)

## Multimedia Tools (image, audio, video)

- Editing, video capture, screen cast: [OBS \(OS\)](#), [Snagit](#), [Quicktime](#), [Camtasia](#), [Screencast-O-Matic](#), [Loom](#), [Animoti](#), [Ezvid](#), [EZCast \(OS\)](#)
- Audio editing and capture: [Audacity \(OS\)](#)
- Creation of interactive media: [Visia](#), [H5P \(OS\)](#), [Hihaho](#), [Thinglink](#)
- Educational video recorder/player: [EZcast \(OS\)](#)
- Publishing and sharing videos: [Youtube](#), [Vimeo](#), [EZcast \(OS\)](#)

## Learning Management System (LMS) and Online Courses

- LMS: [Moodle \(OS\)](#), [Google classroom](#), [Blackboard Learn](#), [Canvas \(OS\)](#), [EasyClass \(OS\)](#), [Open EdX \(OS\)](#)
- Online courses: [MS Learn](#), [Coursera](#), [EdX](#), [Udacy](#), [FutureLearn](#), [Khan Academy](#), [OpenLearn](#), [Masterclass](#), [FUN](#)

# Top Tools for Learning 2023 : Results of the 17<sup>th</sup> Annual Survey

## Tools By Category

# Tool Categories

### CONTENT (& APPS)

video/Film YouTube  
 vimeo TED NETFLIX

podcasts

e- & audio books & summaries audible getabstract

presentations LinkedIn LEARNING

courses coursera

### CONTENT DEVELOPMENT

documents W P X

presentations P

spreadsheets X

pdfs

blogs & websites WordPress Google Sites

screenshots & screencasts Canva

graphics Canva

photo editing Ps

animation powtoon

video & editing SYNCHRO Pr hihaho

interactive content

live video streaming mediasite

quizzes QUIZZIZ

courses

quizzes

live engagement Kahoot! Mentimeter

articulate easy

### COMMUNICATION & COLLABORATION

email O

video meetings zoom

messaging

file sharing OneDrive

collaborative whiteboards SharePoint slack team

social networks padlet MURAL LinkedIn f X TikTok

### WEB TOOLS

browsers brave

search & reference Google

translators

digital notebook N

productivity 31

curation wakelet

### LEARNING PLATFORMS

CANVAS

moodle

newspring

# Classification of Digital Tools

## Videoconferencing and Virtual Classrooms

- MS Teams, Livestorm, Adobe Connect, Zoom, Google meet, Skype, Webex, Skype, Google Meet, Flipgrid, Adobe Connect, Whereby, WebEx, Jitsi Meet, BigBlueButton (OS), WebinarGeek, Blackboard Collaborate, BlueJeans, GoBrunch

## Exercisers and Rehearsal software

- Interactive quizzes: Hot Potatoes, Moodle Test, ActiveQuiz Moodle Quizlet, Quizizz, Factile, Kahoot, Plickers, LearningApps
- Games (crosswords, hidden word, millionaire, hidden picture, etc.): Moodle plugin, Space Race (Socrative)
- Flashcards: Wooflash, Quizlet, Mnemosyne, Anki, SuperMemo

## Tools for Student Engagement

- Votes, polls: Wooclap, Socrative, Plickers, Poll Everywhere, Gimkit, AnswerGarden
- Sales pitch: forums, chat, email, FlipGrip
- Mind maps: Coggle, Freemind (OS), Mindmeister, Ayoa, C-Map Tools, X-Mind,
- Social and collaborative reading of texts and documents : Persuall
- Digital notebooks: Evernote, Notability, Google Keep, OneNote

## Collaborative Tools

- Collaborative office software: Google docs, Microsoft 365, Framapad, Framacalc
- Wiki :
- Virtual wall and whiteboard: Padlet, Jamboard (Google), MS White board, Mural, Miro, NoteBookCast
- Evaluation-based Pairagogy (learning by and with peers): Comproved, PeerGrade
- Mission: LabNbook (OS)
- Communication: Slack



# Classification of Digital Tools

## Project Management Tools

- Trello, ClickUp

## Social Networks

## Web Resources

- Translator: Google translate, DeepL
- Encyclopaedia: Wikipedia, Quora, slideshare
- Search engine: Google, Bing, DuckDuckGo, Zotero
- Spelling and grammar
- Image library: Pixabay, Shutterstock, Unsplash, Pinterest
- Survey: SurveyMonkey, Google forms
- File sharing: Dropbox, WeTransfer, Smash, TransferNow

## AI-based Tools

- Generative AI for text : ChatGPT, Bing, Bard, LaMBDA, Jasper.ai, Copy.ai, PaLM 2
  - Production of content
  - Text synthesis, text improvement, translation
- Image : Dall-E, Midjourney, Bing
- Translation : DeepL, Google Translate, Bing, ChatGPTText
- Vidéos : Heygen
- Coding: Github Copilot, Cursor

# Classification of Digital Tools : Evaluation

## Submission of Individual or Group Work

- Documents submission : Moodle-devoir, Gradescope, suite Microsoft, suite Google, Framapad, Genial.ly, LabNbook
- Interactive presentation : Genially, Prezi
- Rapports structurés : exeLearning (OS), Pressbooks, Mahara
- Recordings : voir outils multimédias, avec mode de diffusion « privé »
- Partage de fichiers : Dropbox, WeTransfer, Smash, TransferNow

## Oral Exam

- Teams, Zoom, BigBlueButton, Adobe Connect

## Digitalized Paper Exam

- Gradescope, Contest, Viatique, QCM Direct

## Written Exam **without** lockdown **without** proctoring

- Test en ligne : Moodle-test, Gradescope-Online, Formative, Wooclap
- Evaluation par les pairs : Comproved, Moodle-Atelier

## Written Exam **with** lockdown **without** proctoring

- Moodle-test+Safe Exam Browser, TestWe sans proctoring, Wiseflow sans proctoring, Inspera, Passnum, Respondus

## Written Exam **without** lockdown **with** proctoring

- Moodle-test+Teams, Proctorio

## Written Exam **with** lockdown **with** proctoring

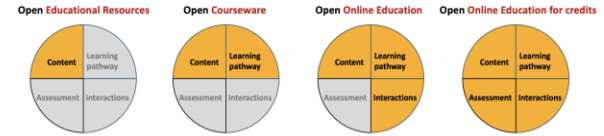
- TestWe, Wiseflow, ProctorU, Respondus

# Using Digital Tools in an Open Education Context

Non Open Source tools can be used

- for the development of OERs and Open Coursewares
- to improve the quality of a course (interactions, evaluation, illustration, translation, ...)

# Next step : Open Pedagogy



## Open Pedagogy (or Open Educational Practices)

- **Using** open educational resources (OER) to support learning
- Open **sharing of teaching practices** with a goal of improving education and training at the institutional, professional, and individual level
- Inviting students to be part of the teaching process by participating in the **co-creation** of knowledge and open materials

<https://open.bccampus.ca/>

# Next step : Open Pedagogy



## Two examples

- University of California, San Francisco (UCSF) School of Medicine : students learn by **producing open educational resources** (CC licensed Wikipedia articles – 16.1 million views)
- Ohio State University : students **write chapters of the Open Textbook** on Environmental Science (<https://ohiostate.pressbooks.pub/sciencebites/> )

# To go further

<https://uclouvain.be/fr/etudier/III/cahier-open-education.html>

## Open Education A few tips to get you started

Under the direction of Céline Mathelart



# Plan

- An Interactive Introduction to Open Education
- Setting up the Concepts
- **From Strategies to Actions**

# World Café Open Education

Make 3 groups of 6 participants each

## For each dimension

- Each participant receives a set of possible recommendations  
From : [Open Education Recommendations for Stakeholders](#) by Deville, Y. and Jacqmot, C.
- As a group, choose 1 or 2 recommendations that you would like to discuss
- Propose several concrete actions to implement the chosen recommendation(s)
- Describe each action in terms of actors involved, potential impact, possible costs, barriers...
- Fill in the Padlet of your group with your propositions

## Dimensions

- Open Educational Resources and Open Coursewares (15 minutes)
- Hybrid and Distance Learning & Digital Tools (15 minutes)







# Group 1 World Cafe Open Education

Workshop Nantes 2023

- Padlet Group 1 : [https://bit.ly/OE\\_G1](https://bit.ly/OE_G1)
- Padlet Group 2 : [https://bit.ly/OE\\_G2](https://bit.ly/OE_G2)
- Padlet Group 3 : [https://bit.ly/OE\\_G3](https://bit.ly/OE_G3)



## Recommendation A

*Copy the chosen recommendation here.*

## Action A.1

*Propose a concrete action to achieve the chosen recommendation here.*

## Analysis of Action A.1

**Who are the actors involved ?** (Teachers, students, univ. governance, administration, other)

- 

**Potential impact ?**

- 

**Potential cost ?**

- 

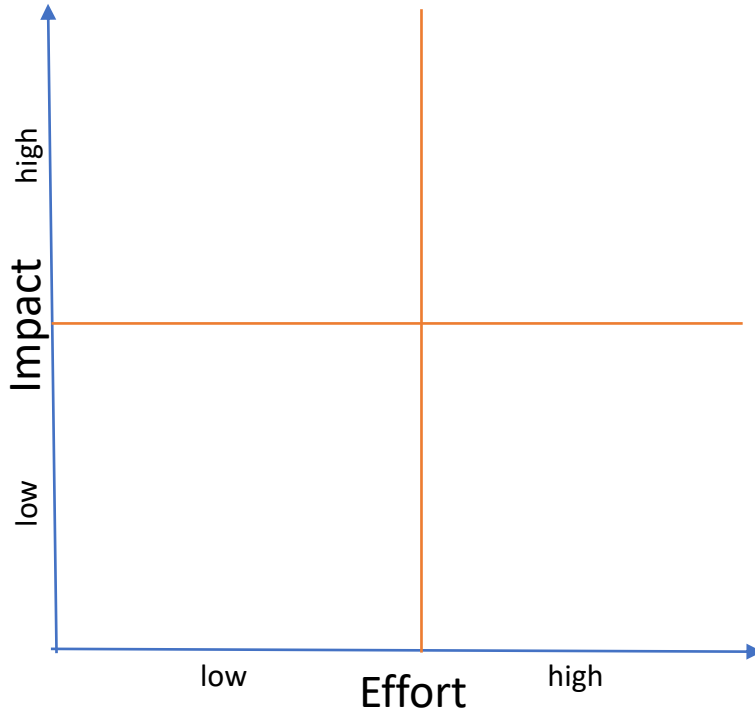
**What are the possible barriers ?**

- 

## Action A.2

*Propose another concrete action to achieve the chosen recommendation here.*

# World Café : The Impact/Effort Matrix



- Write down each action on a post-it note.
- Choose a group representative; he/she summarizes your discussions for the whole group in 5 minutes
- While talking, he/she also places the actions on this matrix