Open Education
A few tips to get you started

Under the direction of Céline Mathelart
SPECIAL EDITIONS N° 1 - 2015  Hack’Apprendre – À quoi ressemblera l’université en 2035 ?
N° 2 - 2018 Hack’Apprendre numérique – Pourquoi nous n’apprenons plus comme avant ?

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- N° 4 - 2018 Évaluer les compétences des étudiant·e·s avec un(e) portfolio
- N° 5 - 2019 Être un enseignant créatif
- N° 6 - 2019 Open Education

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Translator : Moira Bluer
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Everyone has the right to education
ARTICLE 26 of the Universal Declaration of Human Rights
More than a short guide!

In addition to the paper version, there is a fuller online version.

Some of the content is not included in this guide but can be accessed online using QR codes. Scan the code to access more information in the form of videos, articles and other resources.

HOW TO READ QR CODES:

Use your favourite app. If you don’t have one, you can download an app such as “i-nigma” from the AppStore or PlayStore. Once installed, simply open it and scan the QR code.
**MOOC**
Massive Open Online Course
Interactive online courses open to a large number of students

**OER**
Open Educational Resource
Online educational resources

**OCW**
OpenCourseWare
Module-based online educational resources

**CC**
Creative Commons
Non-profit association that has created licences authors can use to stipulate the terms and conditions of use of their work
As society becomes more and more digitalised, the University must change the way it carries out its three primary missions.

- **Education**: our students are digital natives with access to a massive amount of information. Education itself is becoming globalised. Teaching practices are changing.
- **Research**: digital technology is broadening the scope of our academic collaborations and developing new collaborative working methods that deserve to be better utilised.
- **Serving society**: through digital technology the University can become more open to the outside world. The digital university is becoming much more accessible.

**UCLouvain’s vision of a digital university is one where digital technology fosters the creation, dissemination and acquisition of knowledge.**

Extract from the Louvain 2020 strategic plan.
Through its Louvain 2020 strategic plan and, more specifically, the digital university project, UCLouvain has fully embraced open education. The University launched its first MOOC back in 2013. Since then more than 500,000 learners from many countries have enrolled in one of our 28 MOOCs on the edX platform. In addition, since 2017 the oer.uclouvain.be repository has attracted teachers and learners from more than 130 countries, who visit – and revisit – each day to consult and use UCLouvain’s OERs.

UCLouvain is a member of the Open Education Consortium, which provides resources, tools and practices on an open sharing platform to improve access to better-quality education well beyond the usual frontiers.

Sharing our resources free of charge on an open platform raises the profile of UCLouvain, supports access to learning for all and underlines the University’s international status. Open education encourages teachers to work with other teachers, specifically outside Belgium, to develop high-quality, innovative course material. It also helps establish the names of the authors. The benefits for the students are twofold: they have access to a diverse range of quality resources and are more open to other cultures.

Through its commitment to open education, UCLouvain is making a tangible contribution to the Sustainable Development Goals (SDGs) set by the United Nations in 2016. Goal 4 of the 17 adopted strives to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The challenge facing UCLouvain and the entire university community is considerable. LLL’s role is to support anyone who wishes to adopt this type of educational approach.

Yves Deville, Senior Advisor to the President for the digital university and Open Science
Benoît Raucent, Head of LLL
What is open education?

A FEW DEFINITIONS

« Open education can be adequately described as a form of universal education available to all through freely accessible and ubiquitous knowledge bases. Although open education need not, strictly speaking, be electronic in form, electronic technology does nonetheless provide a low cost and relatively easy means for people anywhere at any time to learn in a social and personalized way, thus making the ideal of ‘education for all’ an emerging reality. »
(Blessinger & Bliss, 2016).

« Open education (OE) is first and foremost a social and political endeavour, a learning philosophy. It embraces the values of sharing educational resources and broaches the subject of learner proactiveness and self-management. »
(Cisel, 2016).

« 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).

« Open education is a collective term to describe institutional practices and programmatic initiatives that broaden access to the learning and training traditionally offered through formal education systems. The qualifier “open” of open education refers to the elimination of barriers that can preclude both opportunities and recognition for participation in institution-based learning. »
(Wikipedia, 2019).
Open education is a movement aimed at making education universal, available to the greatest number of people. Although not directly related, the arrival of the digital era increased the popularity of open education. The concept is based on the sharing of educational resources and practices in order to break down barriers to access. As a result, everyone is encouraged to take advantage of the growing number of learning opportunities.
When did it all begin?

If we consider open education in its broadest sense, the movement began in the Middle Ages, when education became more open and accessible. It then developed gradually before experiencing a significant expansion with the arrival of the internet in the early 2000s.

- **15th century**: Invention of printing: wide dissemination of knowledge
- **18th century**: Mass literacy movement
- **1948**: «Everyone has the right to education» (Article 26 of the Universal Declaration of Human Rights).
- **1971**: Creation of the Open University, a public distance-learning university in the UK
- **1990**: Birth of the web: wide access to knowledge
- **2001**: Non-profit Creative Commons Association founded
- **2002**: First global forum on open educational resources (organised by UNESCO and COL)

Scan for David Wiley's TEDx talk, part of the open education movement
And at UCLouvain?

- **2008**: First MOOC appears - Massive Open Online Course
- **2012**: UNESCO encourages governments to promote the use of OERs (Paris Declaration)
- **2013**: Birth of the MOOC project at UCLouvain
- **2015**: Launch of UCLouvain’s digital strategy focused on open education
- **octobre 2016**: First OER posted on the UCLouvain OER platform
- **2019**: 4 new MOOCs a year, 20 OERs posted each month, on the UCLouvain platform
Is access completely free?

The term free is often associated with royalty-free, which describes a resource that can be used free of charge or gratis. However, free of charge does not necessarily mean free to use or disseminate. Not all gratis OA resources can be freely accessed and used.

I’ve decided to use the term “gratis OA (Open Access)” for the removal of price barriers alone and “libre OA” for the removal of price and at least some permission barriers. The new terms allow us to speak unambiguously about these two species of free online access. (Suber, 2008).
Open education aims to remove barriers (enrolment fees, previous qualifications, restricted use of the educational materials, etc.) but some remain:

<table>
<thead>
<tr>
<th></th>
<th><strong>YES ...</strong></th>
<th><strong>BUT ...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connectivity</strong></td>
<td>Open education has grown considerably since the advent of digital technology.</td>
<td>Not everyone has access to the internet.</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>Open courses are generally free of charge or inexpensive.</td>
<td>Even if the cost is low, not everyone can afford them.</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>Many courses are in English, the world’s lingua franca.</td>
<td>Not everyone speaks English.</td>
</tr>
<tr>
<td><strong>Identification</strong></td>
<td>To access the information, simply connect to the internet.</td>
<td>Some courses require you to log in, which not everyone wants to do.</td>
</tr>
<tr>
<td><strong>Information filtering and censorship</strong></td>
<td>All content is accessible to everyone.</td>
<td>Some schools, governments, companies, etc. restrict access to content.</td>
</tr>
</tbody>
</table>
Is education more open, more accessible and less restrictive?

Lifelong learning and training are now major societal challenges. We have become a learning and knowledge-based society in which lifelong learning goes hand-in-hand with lifewide learning: learning does not only take place in the formal environment of educational and training institutions. The Council of the European Union [2012] therefore encourages governments to recognise informal and non-formal learning, i.e. learning outside the classroom.

As an academic, as a researcher, you have a duty to serve society and disseminate not only the results of your research but also the results of your teaching. There is no reason why all the work we lecturers and teachers put into our lessons and teaching materials could not also be used to disseminate the results of our research as widely as possible.

Maxime Lambrecht – Researcher in Internet Law and Ethics (UCLouvain/Hoover Chair)
The concept of open education – opening up and sharing the educational materials you create –
increases the number of informal and non-formal learning opportunities and gives them a valid place in formal learning.

<table>
<thead>
<tr>
<th>WHERE</th>
<th>Informal learning</th>
<th>Non-formal learning</th>
<th>Formal learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In day-to-day life, sometimes even by accident.</td>
<td>Peripheral to the education system. Does not lead to formally recognised qualifications.</td>
<td>In educational and training institutions. Leads to diplomas and qualifications recognised by the national education system.</td>
</tr>
<tr>
<td>EXAMPLES</td>
<td>• Gardening tutorials on YouTube</td>
<td>• Training as a youth leader</td>
<td>• Bachelor’s degree in social sciences</td>
</tr>
<tr>
<td></td>
<td>• Board games that develop strategy skills</td>
<td>• Workshop organised by a Repair Café</td>
<td>• Master’s degree in engineering</td>
</tr>
<tr>
<td></td>
<td>• Translating the lyrics of a song into a foreign language</td>
<td>• MOOC on sustainable development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• OpenCourseWare on Python programming</td>
<td></td>
</tr>
</tbody>
</table>
Why open education?

What the teachers say

« It’s a new approach to teaching, changing learning to make it freely available to all at no charge. »

Louise-Amélie Cougnon – Institute for Language and Communication

« Each student individually can reconnect with his own education from home. »

Professor Franck Verschuren – Faculty of Medicine and Dentistry

« I think that inherently teachers have more incentive to develop better-quality educational resources they are proud to show to the outside world. »

Professor Olivier Bonaventure – Louvain School of Engineering

« I put this course online to reach students in Africa who would never have been able to travel to Belgium to take my courses. »

Professor An Ansoms – Faculty of Economic, Social and Political Sciences and Communication

Why do they disseminate OERs? (FR)
OTHER BENEFITS

Increases visibility and thereby creates new opportunities for collaboration in your field

Offers opportunities to collaboratively build knowledge: supplementing, amending and improving each other’s resources

Raises your own profile and that of your institute, university, etc.

Saves time: you can use quality resources your colleagues have produced

Inspiring your colleagues and being inspired by them

Enables multimodal teaching

Provides access to the latest version of course material

Why did they embrace MOOCs? (FR)
What the students say

« I was delighted to discover I could learn about subjects outside my own field. Everything is available in the OERs: medicine, statistics, law – you name it. »
A student

« I particularly appreciate your contribution because of its quality and because, on my income, I would have found it difficult to purchase materials like these. Thank you. »
A student

« Students have their whole future ahead of them. They can access courses from the top universities. Everything is possible. You just need to make the time and be well organised. »
A student

« It makes you a more active learner. You can come across stuff that the lecturers might not have come across. In a way you can come across things that will contribute to your course. That’s a good thing. »
A student

« It was a fascinating, content-rich course. I really liked the fact we were all able to try out the negotiation exercises with each other via Skype. »
A student

This student’s full testimonial (FR)
OTHER BENEFITS

- 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
- Access to online resources makes it easier to use the flipped classroom method

USING PAID-FOR PUBLICATIONS

“[…] introduces inequality in the classroom. Some students will have the materials required to pass the course, while others won’t have access to them or limited access if they need to borrow them. Their success is directly affected by this inequality in the learning environment.”

(Buczynski, 2007)
What is an open educational resource?

Open educational resources (OERs) shape the open education movement by providing content and resources that can be accessed freely without charge.

In 2012 UNESCO defined OERs as “any type of teaching material freely available and accessible to the public. Teachers are encouraged to use, copy, adapt and re-share open resources to suit their needs and the needs of their students”.

An OER can be used as a stand-alone resource, can be incorporated into a course or can constitute the course itself. OERs are protected by Creative Commons licences, which means they can be freely accessed, used and modified for teaching and learning purposes.
Education is a matter of sharing and the open educational resources approach is designed specifically to enable extremely efficient and affordable sharing. (Wiley & Green, 2012).

This graph shows the results of a survey conducted at a US university in 2014. It can be seen that images and videos are the educational resources most used.
THE 5 PRINCIPLES OF OERS

RETAIN
The right to make, own and control copies of the content (e.g. download, duplicate, store and manage)

REUSE
The right to use the content in a wide range of ways (e.g. in a class, in a study group, on a website, in a video)

REVIEW
The right to adapt, adjust, modify or alter the content itself (e.g. translate it into another language)

REDISTRIBUTE
The right to share copies of the original content, your revisions or your remixes with others

REMIT
The right to combine the original or revised content with other material to create something new

These five principles are made possible by Creative Commons licences, which permit the authors to retain the right of authorship of the resources while assigning some usage rights (depending on the licence) so that anyone can use them (subject to certain conditions) without the need to request prior permission.
Am I free to use just any resource I find online?

The internet is packed full of information and resources but you need to be careful. Just because you can access them freely does not mean you can use them freely. It is important you read the terms of use for each resource.

WHAT IF THERE AREN’T ANY?
The resource is copyright protected by default.

**Copyright ©**
This symbol tells you that the resource is copyright protected. This means you need to contact the author if you want to include the resource in an OER for redistribution, for instance.

**Copyleft ©**
Facing the opposite way, this symbol means that the work is free to use and distribute (as per the 5 Rs) and if the resource is reused the same conditions must apply. So if you use it in an OER, the latter must also be distributed under Copyleft.

**Creative Commons CC**
Under these licences, the resource may be used for certain purposes without the need to request the author’s permission, provided you cite the author and use the resource for the permitted purposes.

If the resource is used for classroom teaching, you can freely use and incorporate the content, even if it is copyright protected ©. The only restriction is that you comply with the citation and antiplagiarism rules. However, if the content is copyright protected, you cannot turn it into an OER or use it in a MOOC.

Find out more about protection and copyright (FR)
Can I use OERs created by other teachers with my students?

Yes, the 5Rs allow you do to this

YOU CAN, FOR EXAMPLE:

→ ask students to consult, download or carry out certain activities contained in an online OER;

→ show an OER (video, presentation, graph, etc.) in class or incorporate it into your presentation/course material;

→ download the OER and provide your students with access to it via your institute’s e-learning platform or an open web space;

→ if the CC licence for the OER so permits, update – or suggest your students update – the resource.

UCLouvain’s OERs: https://oer.uclouvain.be
Are all the resources I share OERs?

- A Wikipedia page I wrote?
- My videos?
- My images?
- My podcasts?
- Etc

Simply meeting the 5R criteria does not make a resource an OER. OERs are inherently training and learning resources.

Is a Wikipedia page an OER?
Not necessarily. It is of course a resource that meets the 5R criteria BUT... to be an OER, the resource must support training needs.
How do OERs add value to teaching?

Access to open educational resources is one issue; using them to progress teaching practices is another.

A FEW EXAMPLES

- From open education to open pedagogy: changing the way you teach, being innovative in your teaching methods, creating new course material – OERs enable you to do something you did not always have the courage to do. Other teachers provide access to their teaching scenarios, and portals are full of meaningful activities that can sometimes be costly to create.

- Towards collaborative course creation: because OERs are shared, changed or evolve, designing a course is no longer institution-specific. Collaboration between peers worldwide is possible and any teacher can make a contribution.

- From “Sage on the stage” to “Guide on the side”: OERs change our relationship with knowledge; knowledge can be accessed from anywhere at any time. Students can easily take control of their own learning and the teacher’s role can shift from lecturing towards directing and supporting.

- An opportunity to be creative and experimental in your teaching practices: with interactivity, multimedia content, serious games and quizzes enhancing the quality of the teaching materials available, OERs improve student attention and engagement.

Find out more about the impact of OERs on the propagation of new teaching and learning methods.
Where can I find OERs?

The map below shows the main OER platforms, illustrating their growth worldwide.

Source: OER World Map

To access the interactive map
A FEW EXAMPLES

Some institutes specialise in OERs for teachers and students (podcasts, textbooks, etc.).

**Oxford’s Open content**

A collection of more than 6,500 OER podcasts providing access to a wide range of courses taught at Oxford, specifically those suitable for an international audience.

www.podcasts.ox.ac.uk/open
www.openspires.oucs.ox.ac.uk

**Openstax**

A CC collection of textbooks created by Rice University in 2012, collating reference books in all the fields taught at the university, written by experts and professionals, and reviewed by expert teachers. These reference works are used at universities in more than 100 countries.

Other OER platforms
Khan Academy

More than 4,000 videos, 2,200 mini-lessons and interactive exercises available online under a CC licence to “offer a world-class education for anyone, anywhere”. The resources available, from school to university level and in English and French, have been created by subject experts.

The Khan Academy is a non-profit organisation founded in 2006 by Salman Khan.

www.khanacademy.org
www.fr.khanacademy.org

OER Commons

OER Commons and Merlot (California State University) are two well-known and reputable meta-portals: they offer OER hosting and list OERs from all over the world with contributions from top universities. These two websites are a great place to begin your search for high-quality OERs!

www.oercommons.org
www.merlot.org
What is a MOOC?

MASSIVE
Because it is open! Generally, lots of people take a look at the course, not necessarily with the intention of completing it.

OPEN
Open to anybody who wishes to enrol on the course; there are no entry requirements.

ONLINE
Is offered exclusively online.

COURSE
Course or training unit that issues a pass certificate.

If an online course is not open to anybody anywhere in the world, it is not a MOOC but a SPOC – Small Private Online Course! (also very good!)
What’s the difference between MOOCs, OpenCourseWare and OERs?

OERs are online educational resources with open licences, e.g. Creative Commons licences.

OpenCourseWare (OCW) is a specific type of OER. It is an open educational resource organised into course modules according to a particular learning path. These studies do not provide certification or access to direct teacher assistance. For example, in 2001 MIT decided to make all its courses available on its OCW platform.

MOOCs are basically OCW-type course modules but there is also a learner community and a teaching team that interact during live sessions, as well as various methods of assessment and/or certification. The MOOC teaching materials may or may not be open source (i.e. an OER).

If an OER is not OCW, it falls into the category of published, unsupported and non-coordinated, granular educational resources. These include, for example, diagrams, infographics, exercises, images and tables.

Schema inspired by Touzé, S. [2014]
Where can I find MOOCs?

MOOCs are generally available on platforms that host the courses of a large number of institutions. These platforms tend to specialise in particular types of courses or training.

The map shows a selection of, but not all, MOOC platforms.
Can I use another teacher’s MOOC with my students?

YES, because MOOCs are, by definition, open to all.

<table>
<thead>
<tr>
<th>YOU CAN</th>
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</thead>
<tbody>
<tr>
<td>☑ Ask your students to enrol in a MOOC and do some of its activities or even the full course</td>
</tr>
<tr>
<td>☑ Show some parts of a MOOC (videos, exercises, etc.) in class</td>
</tr>
<tr>
<td>☑ If its operating licence permits, download some parts of the MOOC for distribution to your students on your institution’s e-learning platform</td>
</tr>
</tbody>
</table>

- FLIPPED CLASSROOMS
- BETTER CLASSROOM LEARNING
- BLENDED LEARNING
- COMPARISON OF APPROACHES
- INTER-TEACHER COLLABORATION
Why MOOCs? The benefits of innovation;

MOOCs have shaken up access to higher education, which is usually restricted:

- need to go to a place of learning at a specific time;
- sometimes strict entry requirements (prerequisites, previous qualifications, etc.);
- enrolment fees often high;
- à la carte and just in time.

- course available online, anywhere at any time;
- no entry requirements, anyone can give it a try;
- courses are free or, if there’s a fee, it’s much cheaper than for formal university courses;
- option of taking a single course that is of interest, without any obligation to enrol for the full degree course.
I don’t think remaining in your own knowledge bubble is still an option. [...] We know that everyone uses the internet these days, so if you can distribute high-quality resources, share your resources, I think it’s the best way to go.

Professor Myriam De Kesel – Faculty of Science

Anant Agarwal, CEO of the edX.org MOOC platform, who received an honorary doctorate from UCLouvain in 2018, thinks that universities need to completely rethink their ability to meet the educational needs of the 21st century. He advocates modular lifelong learning with online and on-campus phases.
A FEW EXAMPLES

MOOCs offer the opportunity to explore new ways of organising higher education to make it more open and available to people who find it difficult to access.

Edx
Modular online-only mini-programmes to facilitate lifelong learning.

www.edx.org/micromasters

Kiron – Open Higher Education for Refugees
This German NGO creates modular courses for refugees based on the MOOCs on offer from various universities. Refugees can study online while Kiron helps them prepare their application for one of the partner universities. Up to 60 ECTS credits can be obtained prior to admission

https://kiron.ngo/
Global Freshman Academy is now Earned Admission

What is Earned Admission?

Global Freshman Academy was launched in 2015 in partnership with ASU. We have over 100,000 students from more than 100 countries. In 2017, we introduced an online State University set of online courses that simulate the experience of the first-year university experience. The result of this effort was Earned Admission. Through Earned Admission, you have all of the benefits of Global Freshman Academy, ASU.

Global Freshman Academy

Arizona State University (ASU) has been offering risk-free transition from secondary education to university since 2015.

If students pass the online courses, confirm their course choice and wish to enrol at ASU, then they pay for the MOOCs they have taken and obtain credits. At the time of enrolment they are already halfway to passing their first year.

https://gfa.asu.edu/
How can I protect the resources I share?

OERs are protected by Creative Commons (CC) licences. These licences are a legal device that allows authors to retain their rights of authorship while giving permission for their work to be used for different purposes. This means that users can access copyright-protected educational materials and use or even adapt them without cost or permission. These licences facilitate the sharing and use of OERs.

There are several types of Creative Commons licences, the six main ones offering different usage rights. In all cases, the author’s name must be cited.
THIS GUIDE IS PROTECTED BY A CC-BY-SA LICENCE
We have opted for a CC-BY-SA Creative Commons licence for this guide, which means it can be used, shared etc., provided the author’s name is cited. Any new version of the guide must be distributed under the same conditions.

TEST YOUR KNOWLEDGE

<table>
<thead>
<tr>
<th>Statement</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I must cite the author’s name..</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>I am permitted to use it for commercial purposes.</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>I am permitted to use and share the guide.</td>
<td>✔</td>
<td>☐</td>
</tr>
<tr>
<td>I am permitted to modify it.</td>
<td>✔</td>
<td>☐</td>
</tr>
</tbody>
</table>

How do I assign a CC licence to content I have created?
☐ I need to contact the Creative Commons organisation.
☐ I don’t need to do anything because my resource is protected by default.
✔ I need to visit the www.creativecommons.org, website, choose my licence and include the correct symbol in the content

Can I share my students’ work under a CC licence?
☐ Yes I can, because they are my students.
☐ Yes, I own anything created as part of my course.
✔ Yes, but I must obtain their prior permission.

Still have questions? Try the EPFL (Swiss Federal Institute of Technology Lausanne) quiz (FR)
Should we fear open licences?

» The licences stipulate the terms and conditions under which a resource is made available.

Any dangers of plagiarism are less significant than the problems you face if you choose a very restrictive licence. You should aim to use the most liberal licence you can to remove as many obstacles as possible to your content being reused.

« Maxime Lambrecht – Researcher in Internet Law and Ethics (UCLouvain/Hoover Chair)

Some people fear that their work will be used for commercial purposes. However, if free high-quality resources can be found on the internet, I can’t see any reason why internet users would pay for the same resource.

« Professor Myriam De Kesel – Faculty of Science
Should we be afraid of open education?

Traditional and non-traditional students were broadly in agreement as to the relationship between OERs and the learning experience, with the majority of students […] agreeing that OERs have a positive impact on quality of experience. The major theme in the focus group was that OERs were a valuable addition to more traditional resources, but should not be seen as a replacement: the interaction between students and university staff was seen as vitally important.

(The Higher Education Academy & the National Union of Students, 2014).
How can I adapt my teaching material for distribution as an OER?

CHECKLIST: IS YOUR TEACHING MATERIAL READY FOR DISTRIBUTION AS AN OER

- All the components (images, data, etc.) are open content: I myself have the right to distribute them under a CC licence
- I have complied with the licence attribution guidelines of items that don’t belong to me
- My material is written in such a way that it can be understood outside my own context: it doesn’t contain any local acronyms, references to methods and procedures specific to my university, etc.
- It will be clear to future users that my material is for educational purposes
- Or I will write an explanatory note for teachers to accompany my material
- I have affixed the relevant Creative Commons licence logo to my material
- My name and possibly my contact details are clearly indicated
- I have distributed my material on a platform on which it can be found

“A lot of work at first but then a huge benefit.”

Professor Stéphanie Demoulin – Faculty of Psychology and Educational Sciences

For more info, see the “Creating open educational resources” online course

Testimonials from teachers who have made the move (FR)
From a technical point of view, mobile phones are such good quality that you don’t need really expensive equipment to make video clips. It’s easy to make things and share them.

Professor Jim Plumat – Faculty of Science

THE BENEFITS OF AN OER PLATFORM

These platforms are designed to host, reference and distribute OERs in a standard format to an international audience. Your material will be given a permanent unique ID number, which can be used to trace the resource even if it is moved or deleted. Examples include:

www.oercommons.org  www.oer.uclouvain.be
Even more open...

Open education faces significant challenges in its quest to meet its primary objective: making education accessible to all. There are many avenues open to teachers and the University to help them meet these challenges.

Individuals must open up to new perspectives and this raises many questions

• How will it renew teaching methodology?
• What are the learning opportunities?
• What will it mean for assessment?
• How will the teacher’s role change?
• How will the student’s role change?
• Where does lifelong learning fit in?
• How can we make learning more flexible?
• Etc

In research we are able to do so much because we "stand on the shoulders of giants": we can reuse the work done before us and build upon it. I hope that we, as a community, learn to use the same principle also in spreading knowledge.

[Akhmerov, 2016]

The Louvain Learning Lab is there to help you answer these questions. Are you ready to take up the challenge?
Open education helps meet the challenges of more flexible learning, which in turn helps to find a way to offer lifelong learning for all.

Neil, 2013
Who are we?

Leading the way in innovation since 1995, the Louvain Learning Lab sees itself as an incubator for new teaching practices linked to both new learning methods and digital technologies (flipped classrooms, MOOCs, digital learning, open education).

By adopting this approach we are able to rethink classroom learning, ensuring students play a decisive role in their own education by means of a learning system that is more active and, through collaborative learning, more interactive. The ultimate goal is to improve quality and add value.

The Université catholique de Louvain (UCLouvain) has more than 30,000 students and some 6,000 staff members spread over its seven campuses in Belgium. Its raison d’être is education, research and serving society. UCLouvain breaks down boundaries, brings people together, and opens its doors to all inquisitive minds and entrepreneurial spirits.
BIBLIOGRAPHIE


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Finally, thank you to the Digital University, which broached the subject of this guide in the Louvain 2020 strategic plan and funded it.
Open education is a term you have probably heard, but do you know what it means?

As its name suggests, it relates to two concepts – openness and education – but it means a whole lot more. What are its aims, benefits and limits? This guide offers a number of tips and avenues for action to help answer these questions and encourage you to make the most of open education.

There is a strong focus on open education in the Louvain 2020 strategic plan. UCLouvain wishes to align itself with a vision of the future and the need to share resources, practices, knowledge, tools and more in order to improve access to education, including outside the confines of the University, and education itself. The open education movement is already well established at UCLouvain. Many teachers have shown an interest and have already embraced it. What about you?

This guide is intended to help you navigate open education. It explains concepts such as Massive Open Online Courses (MOOCs), Open Educational Resources (OERs), OpenCourseWare (OCW) and Creative Commons (CC) licences.

We hope you find it interesting and useful!