

# SHARED GUIDELINES FOR OPEN EDUCATION

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# Shared Guidelines for Open Education

A few tips to get started



## Forweword

This document is a result of the Working Group Open Science and Open Education in the Circle U. Erasmus+ project.

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( EN )

## Introduction

Open Education strives to foster an educational landscape that is characterized by openness, inclusivity, and widespread accessibility. Its core objectives revolve around breaking down barriers to education and expanding learning opportunities for as many individuals as possible. At its essence, Open Education not only advocates for the creation, utilization, and dissemination of educational resources and learning pathways, but also establishes them as a collective heritage that can be freely exchanged, shared, utilized, enriched, and redistributed. Moreover, Open Education goes beyond the mere sharing of resources. It entails the development of innovative teaching methodologies and learning modalities that draw inspiration from the practices of fellow educators while integrating the transformative potential of digital tools, distance learning environments, and online courses.

This guide, derived from *“Les cahiers du LLL - N°6 - Open Education”* (available at <https://oer.uclouvain.be/jspui/handle/20.500.12279/587>) is designed to accompany faculty members on their journey into the world of Open Education. It provides valuable insights to equip teachers and researchers with essential keys to embark on this transformative journey.

The guide concludes with dedicated sections tailored for Circle U. partners already engaged in Open Education. This well-organized and structured resource serves as an instructive courseware for educators and researchers seeking to explore the realm of Open Education.

( FR )

## Introduction

L'Open Education vise à favoriser un paysage éducatif caractérisé par l'ouverture, l'inclusion et l'accessibilité généralisée. Ses principaux objectifs consistent à éliminer les obstacles à l'éducation et à élargir les possibilités d'apprentissage pour le plus grand nombre possible de personnes. Par essence, l'éducation ouverte ne défend pas seulement la création, l'utilisation et la diffusion de ressources éducatives et de parcours d'apprentissage, mais elle les considère également comme un patrimoine collectif qui peut être librement échangé, partagé, utilisé, enrichi et redistribué. De plus, l'Open Education va au-delà du simple partage des ressources. Elle implique le développement de méthodologies d'enseignement et de modalités d'apprentissage innovantes qui s'inspirent des pratiques des autres éducateurs tout en intégrant le potentiel de transformation des outils numériques, des environnements d'apprentissage à distance et des cours en ligne.

Ce guide, dérivé des *“Les cahiers du LLL - N°6 - Open Education”* (disponible sur <https://oer.uclouvain.be/jspui/handle/20.500.12279/587>), est conçu pour accompagner les enseignants dans leur voyage dans le monde de l'Open Education. Il fournit des informations précieuses pour donner aux enseignants et aux chercheurs les clés essentielles pour s'embarquer dans ce voyage.

Le guide se clôture par des sections dédiées aux partenaires de Circle U. déjà engagés dans l'éducation ouverte. Cette ressource bien organisée et structurée peut servir de didacticiel instructif pour les éducateurs et les chercheurs qui cherchent à explorer le domaine de l'Open Education.

( DA )

## Indledning

Open Education stræber efter at fremme et uddannelseslandskab, der er kendetegnet ved åbenhed, inklusivitet og udbredt tilgængelighed. Dets centrale mål drejer sig om at nedbryde barrierer for uddannelse og udvide læringsmulighederne for så mange individer som muligt. I sin essens går Open Education ikke kun ind for at skabe, bruge og udbrede uddannelsesressourcer og læringsforløb, men etablerer dem også som en kollektiv arv, der frit kan udveksles, deles, bruges, beriges og videredistribueres. Desuden går Open Education ud over den blotte deling af ressourcer. Det indebærer udvikling af innovative undervisningsmetoder og læringsmodaliteter, der henter inspiration fra andre underviseres praksis, samtidig med at de integrerer det transformative potentiale i digitale værktøjer, fjernundervisningsmiljøer og onlinekurser.

Denne guide, der stammer fra *“Les cahiers du LLL - N°6 - Open Education”* (tilgængelig på <https://oer.uclouvain.be/jspui/handle/20.500.12279/587>), er designet til at ledsage fakultetsmedlemmer på deres rejse ind i en verden af åben uddannelse. Den giver værdifuld indsigt og udstyrer undervisere og forskere med vigtige nøgler til at begive sig ud på denne transformative rejse.

Guiden afsluttes med dedikerede afsnit, der er skræddersyet til Circle U.-partnere, der allerede er engageret i Open Education. Denne velorganiserede og strukturerede ressource fungerer som et instruktivt kursusmateriale for undervisere og forskere, der ønsker at udforske området for Open Education.

( DE )

## Einleitung

Open Education ist bestrebt, eine Bildungslandschaft zu fördern, die sich durch Offenheit, Inklusivität und breite Zugänglichkeit auszeichnet. Ihre zentralen Ziele sind der Abbau von Bildungsbarrieren und die Erweiterung der Lernmöglichkeiten für möglichst viele Menschen. Im Kern setzt sich Open Education nicht nur für die Schaffung, Nutzung und Verbreitung von Bildungsressourcen und Lernwegen ein, sondern etabliert sie auch als kollektives Erbe, das frei ausgetauscht, gemeinsam genutzt, bereichert und weitergegeben werden kann. Darüber hinaus geht Open Education über die bloße gemeinsame Nutzung von Ressourcen hinaus. Sie beinhaltet die Entwicklung innovativer Lehr- und Lernmethoden, die sich von den Praktiken anderer Pädagogen inspirieren lassen und gleichzeitig das transformative Potenzial digitaler Werkzeuge, von Fernlernumgebungen und Online-Kursen einbeziehen.

Dieser Leitfaden, der aus *“Les cahiers du LLL - N°6 - Open Education”* (erhältlich unter <https://oer.uclouvain.be/jspui/handle/20.500.12279/587>) stammt, soll Lehrkräfte auf ihrer Reise in die Welt der offenen Bildung begleiten. Er bietet wertvolle Einblicke, um Lehrende und Forschende mit wichtigen Kompetenzen, damit sie sich auf diese transformative Reise begeben können.

Der Leitfaden schließt mit speziellen Abschnitten für Circle U.-Partner, die sich bereits mit Open Education beschäftigen. Diese gut organisierte und strukturierte Ressource dient als informatives Kursmaterial für Lehrende und Forschende, die mehr über den Bereich der Open Education wissen wollen.

[ SR ]

## Uvod

Otvoreno obrazovanje nastoji da neguje obrazovni pejzaž koji karakteriše otvorenost, inkluzivnost i široka dostupnost. Njegovi osnovni ciljevi se vrte oko rušenja barijera u obrazovanju i proširenja mogućnosti učenja za što veći broj pojedinaca. U svojoj suštini, otvoreno obrazovanje ne samo da se zalaže za stvaranje, korišćenje i širenje obrazovnih resursa i puteva učenja, već ih takođe uspostavlja kao kolektivno nasleđe koje se može slobodno razmenjivati, deliti, koristiti, obogaćivati i redistribuirati. Štaviše, otvoreno obrazovanje ide dalje od puke deljenja resursa. To podrazumeva razvoj inovativnih metodologija nastave i modaliteta učenja koji crpe inspiraciju iz prakse kolega edukatora uz integraciju transformativnog potencijala digitalnih alata, okruženja za učenje na daljinu i onlajn kurseva.

Ovaj vodič, izveden iz **“Les cahiers du LLL - N°6 - Open Education”** (dostupno na <https://oer.uclouvain.be/jspui/handle/20.500.12279/587>) je dizajniran da prati članove fakulteta na njihovom putu u svet otvorenog obrazovanja. Pruža dragocene uvide kako bi se nastavnici i istraživači opremili osnovnim ključevima da krenu na ovo transformativno putovanje.

Vodič se završava namenskim odeljcima prilagođenim partnerima Circle U. koji su već angažovani u Otvorenom obrazovanju. Ovaj dobro organizovan i strukturiran resurs služi kao poučan kurs za edukatore i istraživače koji žele da istraže oblast otvorenog obrazovanja.

[ NO ]

## Innledning

Open Education har som ambisjon å utvikle et utdanningslandskap som er preget av åpenhet, inkludering og bred tilgjengelighet. Kjernemålene dreier seg om å bryte ned barrierer for utdanning og utvide læringsmulighetene for så mange som mulig. I bunn og grunn går Open Education ikke bare inn for å skape, bruke og spre utdanningsressurser og læringsveier, men også for å etablere dem som en kollektiv arv som fritt kan utveksles, deles, brukes, berikes og redistribueres. Åpen utdanning er dessuten mer enn bare deling av ressurser. Det innebærer utvikling av innovative undervisningsmetoder og læringsformer som henter inspirasjon fra andre læreres praksis, samtidig som det integrerer det transformativt potensialet som ligger i digitale verktøy, fjernundervisningsmiljøer og nettbaserte kurs.

Denne veiledningen, som er hentet fra **“Les cahiers du LLL - N°6 - Open Education”** (tilgjengelig på <https://oer.uclouvain.be/jspui/handle/20.500.12279/587>), er utformet for å følge vitenskapelige ansatte på deres reise inn i den åpne utdanningens verden. Den gir verdifull innsikt som utruker lærere og forskere med de viktigste nøklene til å begi seg ut på denne reisen.

Veiledningen avsluttes med egne avsnitt som er skreddersydd for Circle U.-partnere som allerede er engasjert i med åpen utdanning. Denne velorganiserte og strukturerte ressursen fungerer som et lærerikt kursmateriale for lærere og forskere som ønsker å utforske åpen utdanning.

( IT )

## Introduzione

L'Open Education si sforza di promuovere un panorama educativo caratterizzato da apertura, inclusività e accessibilità diffusa. I suoi obiettivi principali ruotano intorno all'abbattimento delle barriere all'istruzione e all'ampliamento delle opportunità di apprendimento per il maggior numero possibile di individui. Nella sua essenza, l'Open Education non solo sostiene la creazione, l'utilizzo e la diffusione di risorse educative e percorsi di apprendimento, ma li definisce come un patrimonio collettivo che può essere liberamente scambiato, condiviso, utilizzato, arricchito e ridistribuito. Inoltre, l'Open Education va oltre la semplice condivisione delle risorse. Comporta lo sviluppo di metodologie didattiche e modalità di apprendimento innovative che traggono ispirazione dalle pratiche dei colleghi educatori, integrando il potenziale trasformativo degli strumenti digitali, degli ambienti di apprendimento a distanza e dei corsi online.

Questa guida, tratta da "**Les cahiers du LLL - N°6 - Open Education**" (disponibile sul sito <https://oer.uclouvain.be/jspui/handle/20.500.12279/587>), è pensata per accompagnare i docenti nel loro viaggio nel mondo dell'Open Education. Fornisce spunti preziosi per fornire a docenti e ricercatori le chiavi essenziali per intraprendere questo viaggio trasformativo.

La guida si conclude con sezioni dedicate ai partner di Circle U. già impegnati nell'Open Education. Questa risorsa ben organizzata e strutturata funge da corso istruttivo per gli educatori e i ricercatori che desiderano esplorare il regno dell'istruzione aperta.

## Origin and reference

The original versions of « Open Education, a few tips to get started » are available as follows (French and English versions) :

Les cahiers du LLL - N°6 - Open Education , 2019,  
Presses universitaires de Louvain, Université catholique de Louvain,  
<http://hdl.handle.net/20.500.12279/587>

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*Everyone has  
the right  
to education*

ARTICLE 26 OF THE  
UNIVERSAL DECLARATION  
OF HUMAN RIGHTS

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## 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 et 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).

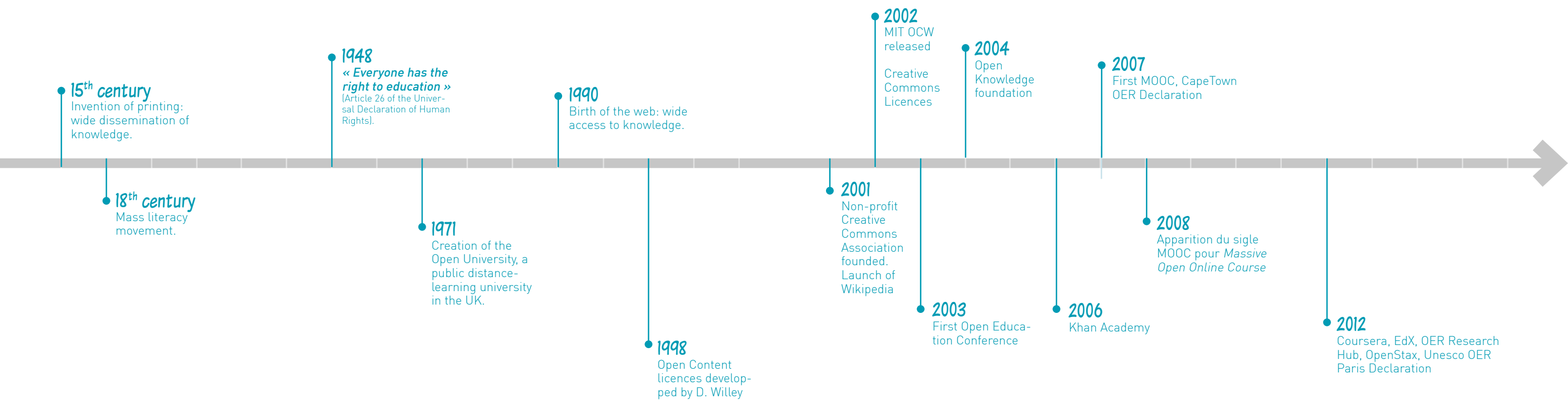
## Open Education in a Nutshell



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 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.

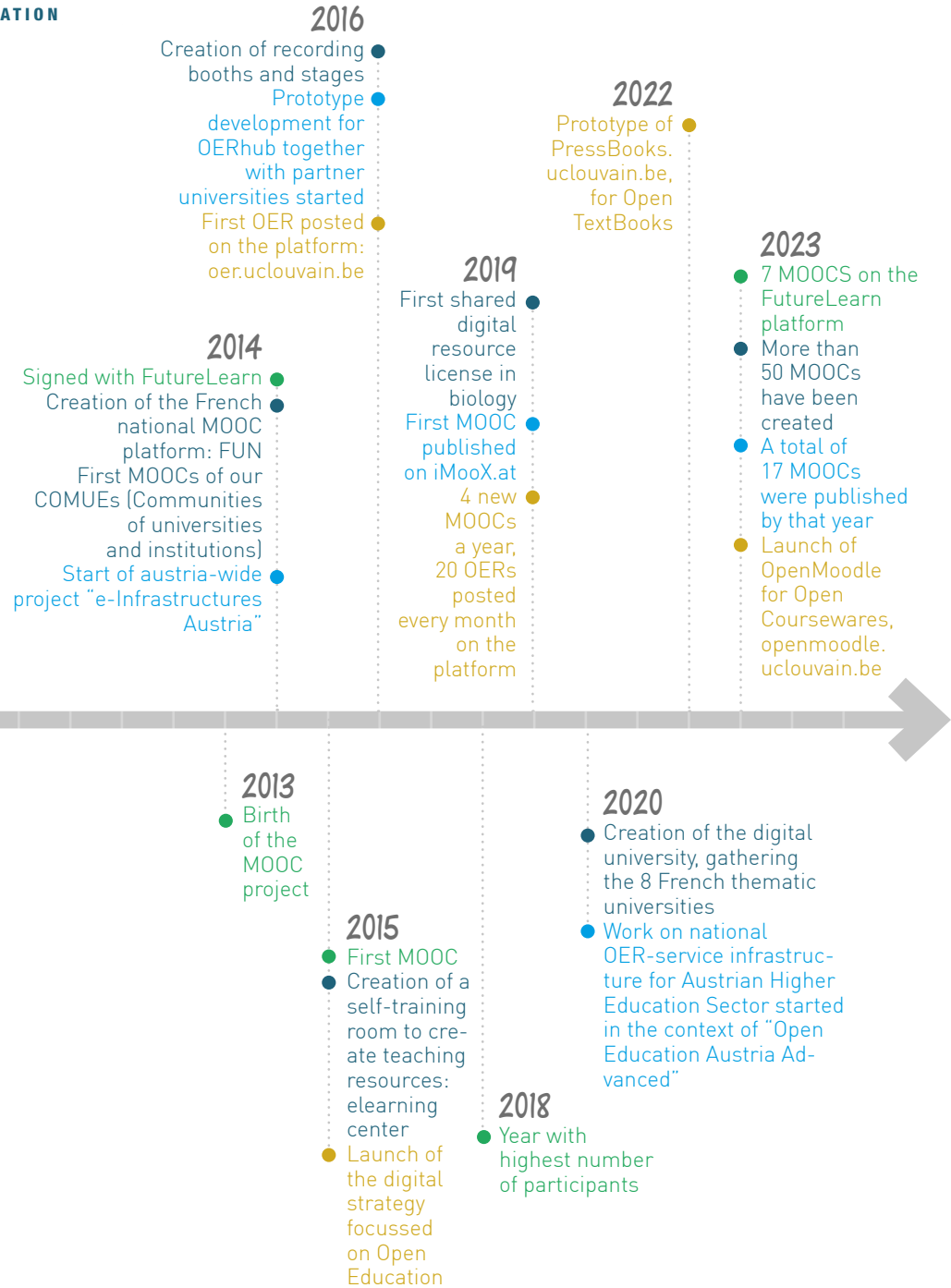


Find other key dates and events: <https://timemapper.okfnlabs.org/okfnedu/open-education-timeline>



- UIO
- Université Paris Cité
- University of Vienna
- UCLouvain

Since 2000  
● Platform development for sharing free resources



### 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:

	YES ... ↑	BUT ... ↓
Connectivity	Open education has grown considerably since the advent of digital technology.	Not everyone has access to the internet.
Cost	Open courses are generally free of charge or inexpensive.	Even if the cost is low, not everyone can afford them.
Languages	Many courses are in English, the world's lingua franca.	Not everyone speaks English.
Identification	To access the information, simply connect to the internet.	Some courses require you to log in, which not everyone wants to do.
Information filtering and censorship	All content is accessible to everyone.	Some schools, governments, companies, etc. restrict access to content.

See David Wiley's TEDx talk, part dedicated to open education movement: <https://youtu.be/Rb0syrgsH6M>



### 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.

	Informal learning	Non-formal learning	Formal learning
WHERE	In day-to-day life, sometimes even by accident.	Peripheral to the education system. Does not lead to formally recognised qualifications.	In educational and training institutions. Leads to diplomas and qualifications recognised by the national education system.
EXAMPLES	<ul style="list-style-type: none"> <li>Gardening tutorials on YouTube</li> <li>Board games that develop strategy skills</li> <li>Translating the lyrics of a song into a foreign language</li> </ul>	<ul style="list-style-type: none"> <li>Training as a youth leader</li> <li>Workshop organised by a Repair Café</li> <li>M00C on sustainable development</li> <li>OpenCourseWare on Python programming</li> </ul>	<ul style="list-style-type: none"> <li>Bachelor’s degree in social sciences</li> <li>Master’s degree in engineering</li> </ul>

## 2

### 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 Couston – Institute for Language and Communication UCLouvain*

« 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 UCLouvain*

« Each student individually can reconnect with his or her education from home. »  
*Professor Franck Verschuren – Faculty of Medicine and Dentistry UCLouvain*



« 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 UCLouvain*

Why do they disseminate OERs ? (FR)



- <https://youtu.be/AGpAz3x4xFQ>
- <https://youtu.be/O7PjGHoDfFQ>
- <https://youtu.be/HTOBtKlt7mY>
- [https://youtu.be/\\_pQLJLwmntk](https://youtu.be/_pQLJLwmntk)

### 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 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*

« 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*

« 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*

« 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 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).

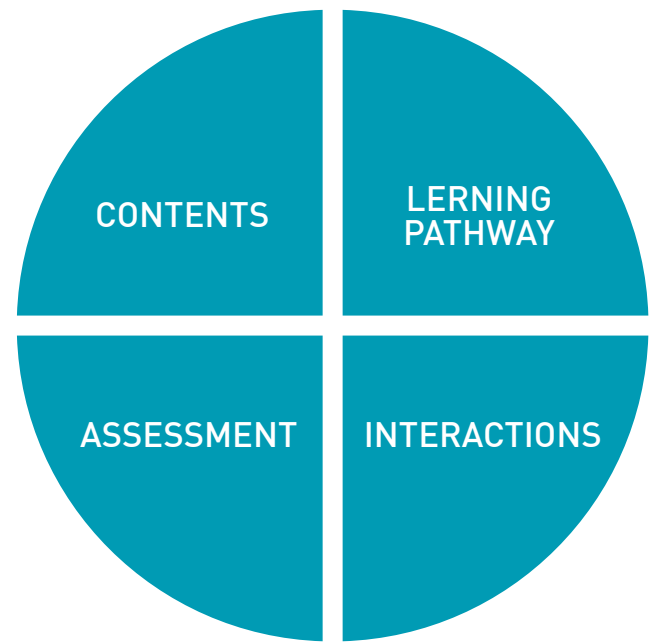
Take a look at LLL's flipped classroom guide (FR)



### 3

## What can be open?

The following model unbundles teaching activities into four components usually entangled in regular face to face teaching. Unbundling these components provides blocks that can opportunely be assembled in various ways and helps to consider openness. These four components are content, learning pathway, interactions, and assessments.  
 (Witthaus, 2017), (Jacqmot 2020).

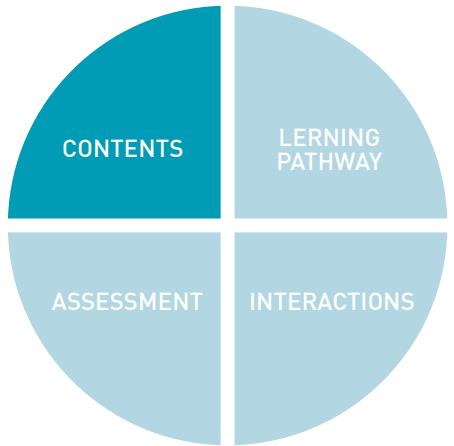


Jacqmot, Docq et Deville (2020)  
<https://oer.uclouvain.be/jspui/handle/20.500.12279/783>.





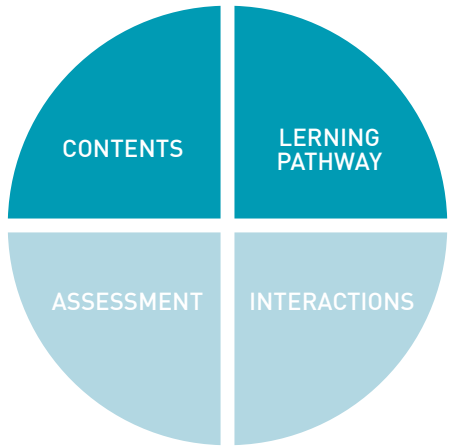
### Educational Resources



Content stands for the content to be learned, the topics to be mastered. These are videos, images, animations, diagrams, audio podcasts, simulations, slides, presentations, tables of data, etc.

From the perspective of Openness, these are single stand-alone content called **Open Educational Resources** that are freely accessible and (re)usable.

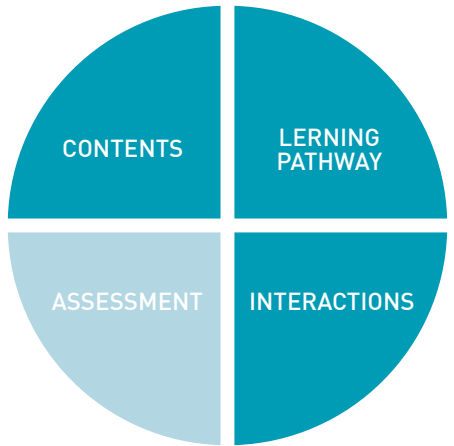
### Courseware



Learning pathway refers to how the students are guided to process the content. Learning pathways offer a relevant and accurate content with an internal structure and a pedagogical organization that addresses a coherent set of learning outcomes.

From the perspective of Openness, one speaks of **Open Coursewares**, which provide freely accessible and (re)usable structured coherent self-contained learning packages.

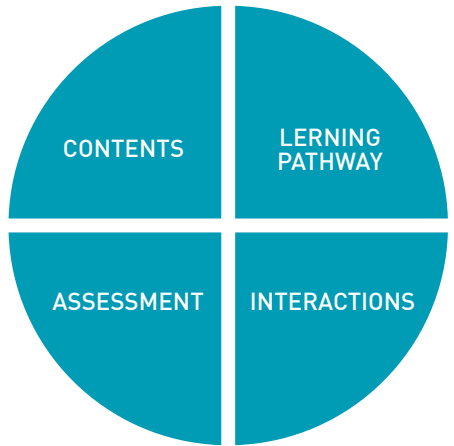
### Online Education



The combination of content, instruction paths, and human interactions addresses a more complete model of education. Interactions are designed to support and deepen learning and enhance participant engagement. Opening interactions can be done in online course where a wide range of interactions may occur : interactions managed at the level of the whole course learning community, interactions into smaller groups or between two persons.

Opening an online course, i.e. a set of timely framed activities and interactions within a learning community, means opening the doors of a virtual classroom to anyone in the world interested to join. Openness here mainly concerns access. MOOCs (Massive Open Online Courses) are striking examples of open online courses.

### Online Education for credits



The component « Evaluation » includes the assessments of learning leading to an official credential.

The stake of opening a full online course for credits is to deliver to any learner, no matter their profile and background and at a minimum cost, official credentials that would be accepted as valuable currency by any HEI or employer

## OPENING THE CONTENT

Open Educational Resources, Open courseware: The opening of the contents thanks to the Creative Commons licenses makes possible the use, the adaptation, the sharing, the diffusion of contents and of resources organized into a modules according to pathways ... inherent to the Open Education. Thus, the Internet becomes a center of validated educational resources, offering content that can be legally exploited and re-distributed.

As a teacher, you can

- Integrate into your courses content and learning paths developed by teachers from other universities.
- Develop your own content and learning paths, protect them with a Creative Commons license and distribute them widely.

And students?

- Students can use them freely in a self-paced mode.
- Students can use them in a self-paced mode, anytime, anywhere.

## OPENING THE ACCESS

Moocs are online courses gathering into online classes 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, according to the licence used to protect the rights of the owner.

As a teacher, you can offer your students to follow a MOOC, for example, organized by another university welcome students from all over the world in your virtual classroom, interact with them and integrate them into the online activities organized; this can go as far as assessment and certification of learning outcomes

And students?

- Students can access to interactive online courses open to a large number of students

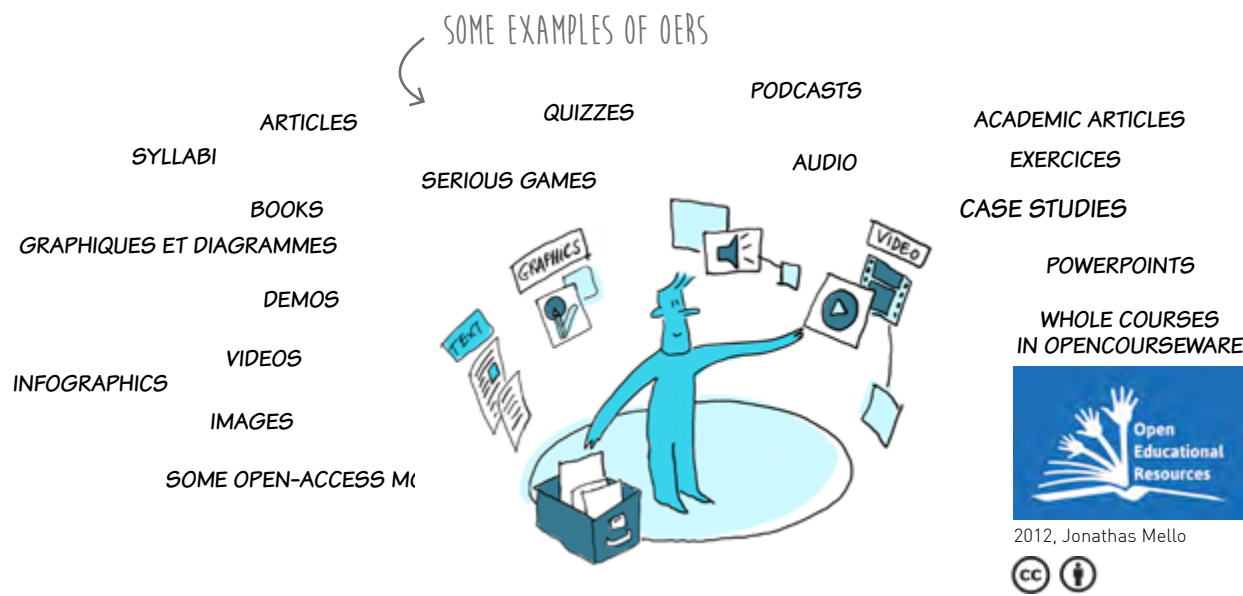
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## What is an open educational resource?

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 re-sources 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.



## THE 5 PRINCIPLES OF OERS

### 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)

### RETAIN

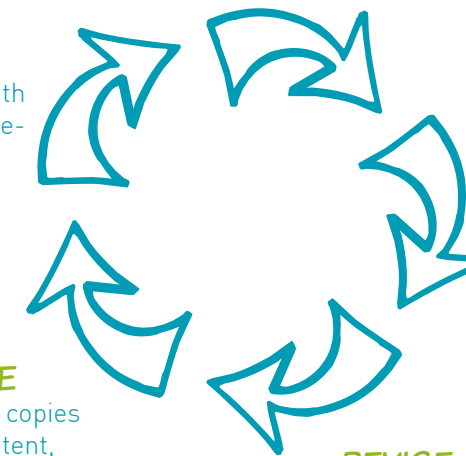
The right to make, own and control copies of the content (e.g. download, duplicate, store and manage)

### REDISTRIBUTE

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

### REVISE

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



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.

Find out more about OERs (FR)

<https://uclouvain.be/fr/universite-numerique/oer/qu-est-une-oer.html>



## 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.



## Can I use OERs created by other teachers with my students?

➔ Yes, the 5Rs allow you to do 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.

- FLIPPED CLASSROOMS BETTER
- CLASSROOM LEARNING BLENDED
- LEARNING REMEDIAL CLASSES
- DISCUSSION/DEBATE
- MOBILE LEARNING COLLABORATIVE
- CONTENT REVISION
- MULTIMODAL LEARNING

## Are all the resources I share OERs?



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

### 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.



Simply meeting the 5R criteria does not make a resource an OER.

OERs are inherently training and learning resources.

## 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.



## Where can I find OERs?

➔ **Worldwide.**

### A FEW EXAMPLES

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

#### Oxford 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](http://www.podcasts.ox.ac.uk/open)  
[www.openspires.oucs.ox.ac.uk](http://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.

<https://openstax.org>



#### 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](http://www.khanacademy.org)  
[www.fr.khanacademy.org](http://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 web-sites are a great place to begin your search for high-quality OERs!

[www.oercommons.org](http://www.oercommons.org)  
[www.merlot.org](http://www.merlot.org)



Other OER platforms:

<https://padlet.com/joerdis/major-oer-repositories-gzirypeur489>

<https://openmoodle.uclouvain.be/course/view.php?id=149>



## Some useful OERs search engines

### OASIS

(Openly Available Sources Integrated Search), a search tool recently developed and launched by SUNY Geneseo's Milne Library

<https://oasis.geneseo.edu>



### OERSI

<https://oersi.org/resources/pages/en>



### Base Search

<https://www.base-search.net/Search/Advanced>



5

## What is a MOOC?

# M

### MASSIVE

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

# O

### OPEN

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

# O

### ONLINE

Is offered exclusively online

# C

### 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!)



### Can I use another teacher's MOOC with my students?

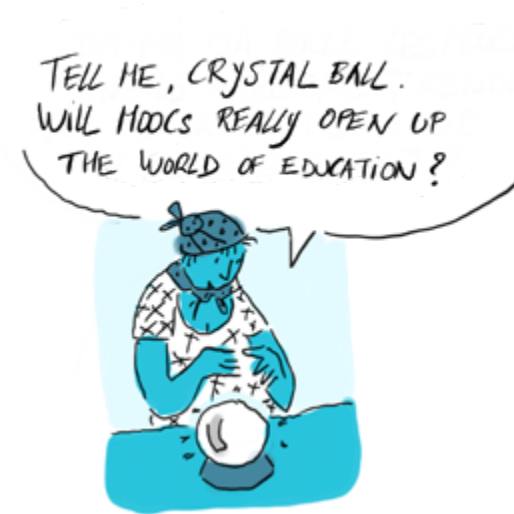
⇒ YES, because MOOCs are, by definition, open to all.

YOU CAN	
<ul style="list-style-type: none"> <li>✓ Ask your students to enrol in a MOOC and do some of its activities or even the full course</li> </ul>	FLIPPED CLASSROOMS
<ul style="list-style-type: none"> <li>✓ Show some parts of a MOOC (videos, exercises, etc.) in class</li> </ul>	BETTER CLASSROOM LEARNING
<ul style="list-style-type: none"> <li>✓ If its operating licence permits, download some parts of the MOOC for distribution to your students on your institution's e-learning platform</li> </ul>	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 (pre-requisites, 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.





## 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](http://www.edx.org/micromasters)



### Kiron – Open Higher Education for Refugees

Cette ONG allemande élabore des curricu- 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

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/>





« 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

## 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.



USA, WEST COAST  
**Coursera**  
[www.coursera.org](http://www.coursera.org)

QUEBEC (Montreal)  
**EDUlib**  
[cours.edulib.org](http://cours.edulib.org)

UK  
**Future Learn**  
[www.futurelearn.com](http://www.futurelearn.com)

GERMANY  
**Iversity**  
[www.iversity.org](http://www.iversity.org)

JORDAN  
**Edraak**  
[www.edraak.org/en](http://www.edraak.org/en)

CHINA  
**XuetangX**  
[www.xuetangx.com](http://www.xuetangx.com)

USA, EAST COAST  
**edX**  
[www.edx.org](http://www.edx.org)

SPAIN  
**Miriadax**  
[www.miriadax.net](http://www.miriadax.net)

FRANCE  
**FUN - France Université Numérique**  
[www.fun-mooc.fr](http://www.fun-mooc.fr)

**OpenClassrooms**  
[www.openclassrooms.com](http://www.openclassrooms.com)

# 6

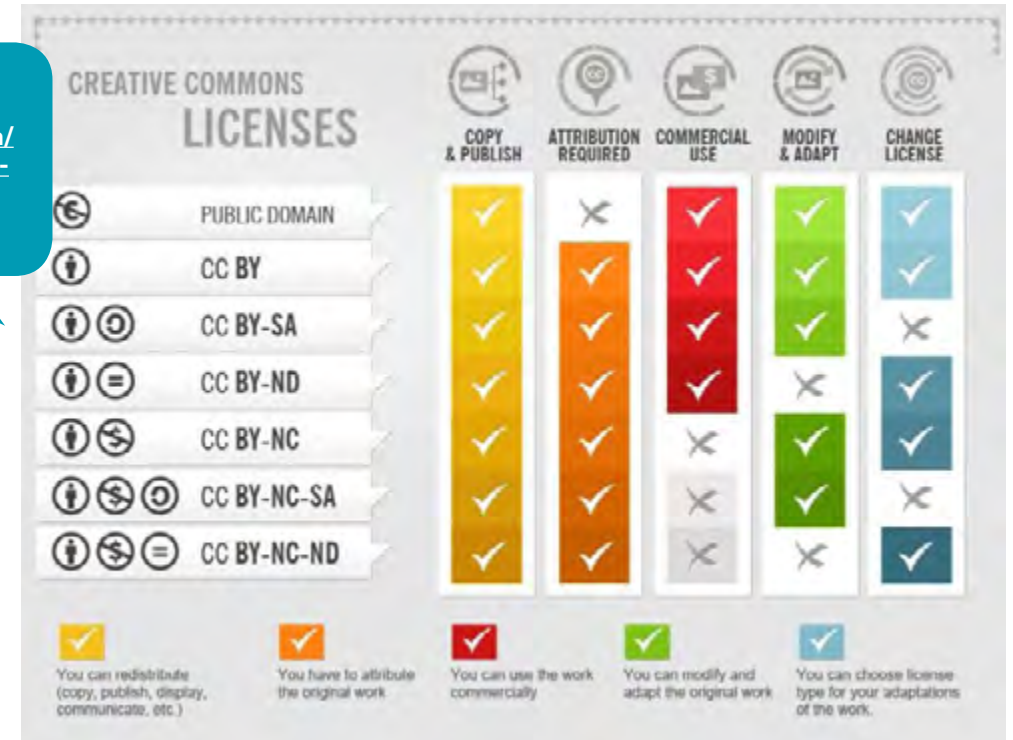
## Opening while protecting resources

### 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 Figure is an open resource (CC-BY-SA) from <https://foter.com/blog/how-to-attribute-creative-commons-photos/>

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 dis-tributed under the same conditions.

### TEST YOUR KNOWLEDGE

	TRUE	FALSE
I must cite the author's name.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I am permitted to use it for commercial purposes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I am permitted to use and share the guide.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I am permitted to modify it.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### 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](http://www.creativecommons.org) website, choose my licence and in-clude 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.

The working content must not contain any copy-right material.

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



The licence does not grant control but rather use of the resource.

« 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

Click here for the full interview with Maxime Lambrecht (FR)



Debate about non-commercial use



### 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. »

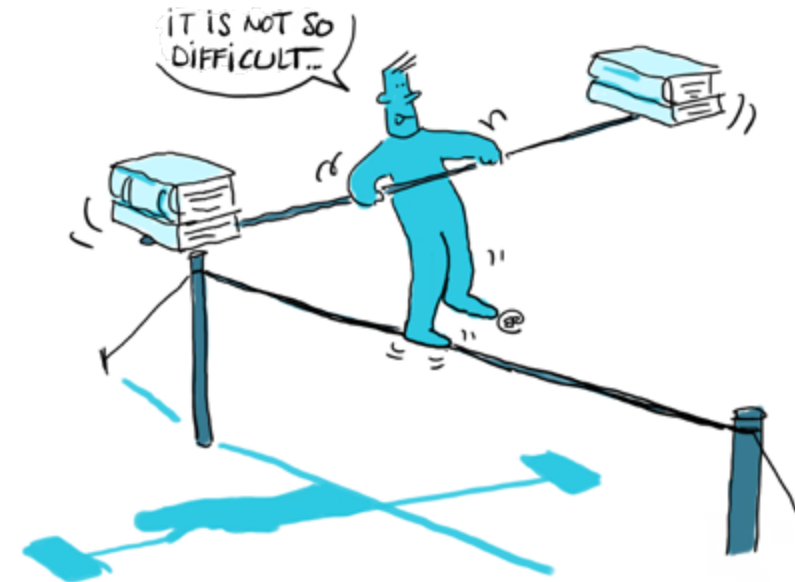
Professor Stéphanie Demoulin – Faculty of Psychology and Educational Sciences



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](http://www.oercommons.org)



Scan for the full interview with Jim Plumat and Myriam De Kesel (FR)

7

### Even more open...

*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)

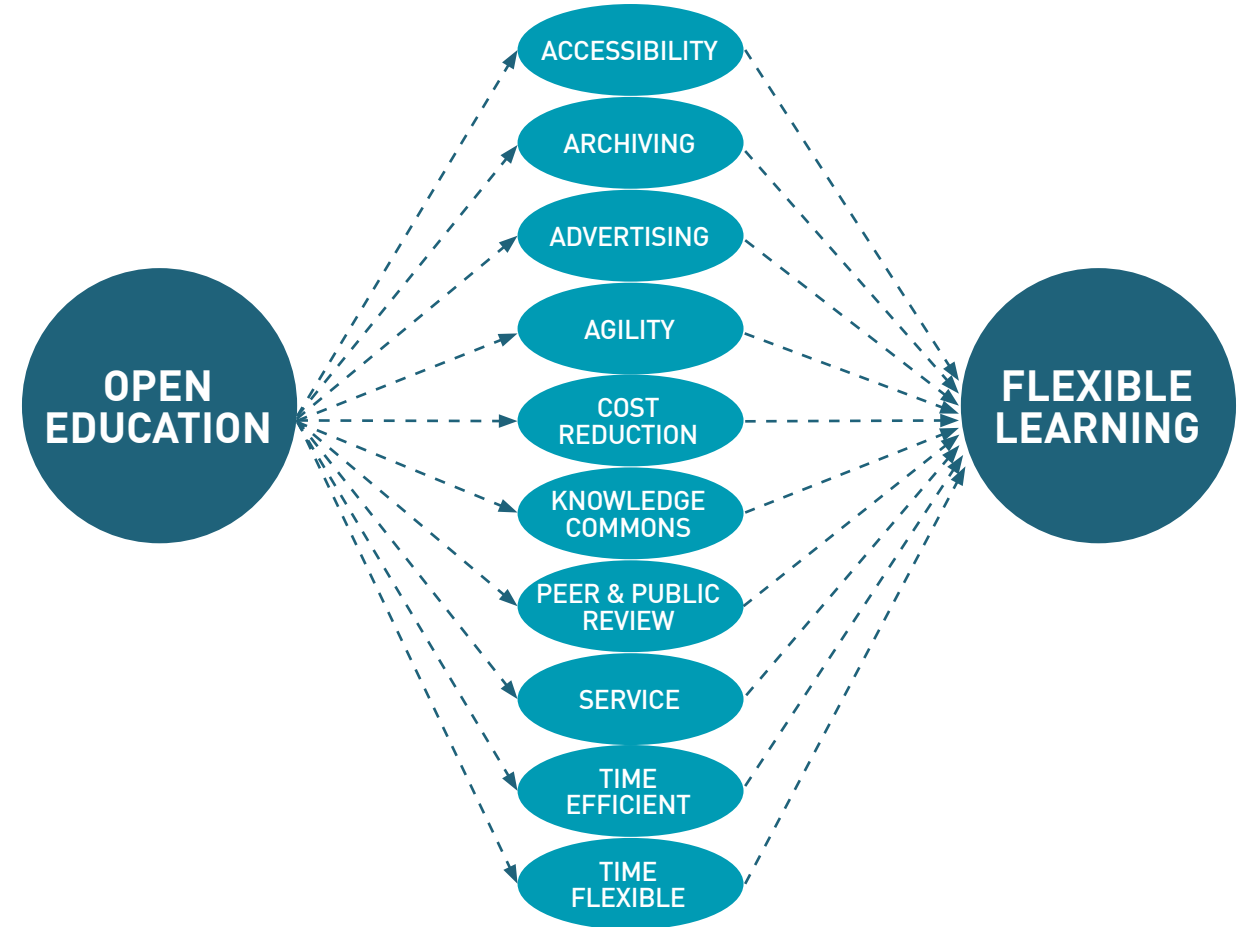
Open education faces significant challenges in its quest to meet its primary objective: making education accessible to all. There are many avenues open to teachers and the University to help them meet these challenges.

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

**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.



8

### To sum up



**MOOC**  
Massive Open  
Online Course

Interactive online courses open to a large number of students

**OER**  
Open  
Educational  
Resources

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

9

### Act at ...

### ... UCLouvain

**Open Education Strategy:** UCLouvain's first Digital Strategy Plan was launched in 2015. It supports the creation, dissemination and acquisition of knowledge, with a specific focus on dimensions related to Open Education. See <https://uclouvain.be/fr/universite-numerique/plans-strategiques.html> to consult the strategic plans as well as the 2023 activity report at <https://pressbooks.pub/openeducscienceh600>.

**MOOCs:** the MOOC project started in 2013 at UCLouvain. Nowadays, UCLouvain organizes 43 MOOCs on the international platform <https://www.edx.org/school/louvainx>. In 2021, these MOOCs gathered 98,470 registrants from all continents and 4,574 UCLouvain students have followed a MOOC as part of their studies.

**OERs:** in October 2016, the first Open Educational Resource was posted on the brand new <https://oer.uclouvain.be> platform, which now hosts more than 700 resources created by over 450 UCLouvain contributors. UCLouvain's OERs are included in international portals such as Merlot, OERcommons and Base-Search. UCLouvain is also recognized as a contributor to these sites.

**OCW:** Open Courseware are hosted on an Open Moodle instance <https://openmoodle.uclouvain.be> freely accessible to non-UCLouvain public. The objective is to bring together in the Open Moodle instance all the open courses (Open Courseware) provided by UCLouvain (universal opening or access to courseware controlled by the teacher).

**Textbooks:** our aim is to enrich the technological environment facilitating the creation and the highlighting of free educational resources of the «Textbook» type (particular case of Open Courseware organized in the form of a book with a structured table of contents) by making available to the UCLouvain community a prototype Pressbooks platform : <https://pressbooks.uclouvain.be>.

**Training:** UCLouvain organizes training for teachers on Open Education, OER, OCW, MOOCs and use of Creative Commons licenses. All the materials of these trainings will be available as OER and open courseware. These trainings will be included in the Louvain Learning Lab training catalog and will be available on [oer.uclouvain.be](https://openmoodle.uclouvain.be) as well as on our Open Moodle <https://openmoodle.uclouvain.be>.

## ... UiO

**Open Education Strategy:** UiO does not have an institutional strategy for open education, this is left to departments and individual teachers. In general, higher education in Norway has no tuition fees and in that sense is open. The rectorate of the university is currently considering the direction of Open Education is taking and how UiO should address this.

**MOOCs:** the MOOC project started in 2014 at UiO. Nowadays, UiO organizes 7 MOOCs on the international platform <https://www.futurelearn.com/partners/oslo>. These MOOCs have gathered 125,000 registrants from all continents, with classes in Norwegian being the most popular. The overall completion rate is about 16 %.

**OERs:** UiO has its own platform for course publication and administration, Vortex, which provides completely open course descriptions. Many teachers publish learning materials without any restrictions on this platform. In the recent years this has been supplemented by Canvas as a more tailored LMS.

## ... University of Vienna

**OER Strategy:** University of Vienna exploits the potential of the interdisciplinary cooperation between the Center for Teaching and Learning (CTL), the Central IT Service (ZID) and the University Library (UB) of the University of Vienna in terms of an OER strategy. The goal is the long-term availability of the teaching content.

**Institutional anchoring of OER:** OER are in focus at the CTL with its media production service, which offers, among other things, media didactic consulting service for OER for teaching faculty on possible uses and design in teaching, but also implements productions in the CTL video and podcast studio (CTL, 2023).

**Open Education Austria Advanced:** Within the framework of the cross-university digitisation project «Open Education Austria Advanced», the institutional anchoring of OER is being consolidated at the University of Vienna. OER already published by teaching faculty at the University of Vienna are accessible via the OERhub - a search engine for OERs from the Austrian higher education sector, to which the institutional repository PHAIDRA, among others, is connected (OERhub, 2023). The OERhub is the metasearch engine for OER from the Austrian Higher Education Sector, to which institutional repositories from Austrian Universities are being connected.

**Low-threshold OER-production in Moodle:** The further development of the Learning Management System (LMS) Moodle is the responsibility of the e-learning staff of the ZID at the technical level, while the didactic part is provided by the CTL.

**MOOCs:** University of Vienna is focusing on interdisciplinary MOOCs which are produced in cooperation with teaching faculty at the university. 17 MOOCs have already been published on iMooX.at with over 11350 international participants. (iMooX homepage Uni Vienna, 2023)

**Training:** Specific qualification offers around digital teaching and OER can be found in the Teaching Competence Programm. Information and scenarios for the use of OER tools for teaching staff at the University of Vienna can be found in the Digital Teaching Wiki (Qualification offers for OER, 2023). There also is a FAQ Service, where it is possible to get answers to legal questions on OER.



## OPEN EDUCATION SERVICES AT THE UNIVERSITY OF VIENNA

**E-Learning-Plattform “Moodle”.** (2023). <https://zid.univie.ac.at/e-learning/>

**MOOCs (Massive Open Online Courses) at the University of Vienna.** (2023). <https://imoox.at/partner/uniwien>

**OER Production at the Center for Teaching and Learning.** (2023). <https://ctl.univie.ac.at/angebot-fuer-lehrende/digitale-lehre/ihre-digitale-lehre-weiterentwickeln/#c805330>

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**Repository management PHAIDRA-Services.** (2023). <https://datamanagement.univie.ac.at/>

## PROJECTS AND INITIATIVES MENTIONED

**Digitalisation at the University of Vienna** (2023). <https://digital.univie.ac.at/en/>

**Network for Repositorymanagers (RepManNet).** (2023). <https://datamanagement.univie.ac.at/forschungsdatenmanagement/netzwerk-fuer-repositorienmanagerinnen-repmannet/>

**Open Education Austria Advanced.** (2023) [www.openeducation.at](http://www.openeducation.at)

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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 en-courage you to make the most of open education.

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!