



Open Educators Factory

State of the art & developments

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UNIR iTED

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La Universidad en Internet

Behind OEF: UNIR iTED



Research Institute of Innovation & Technology in Education at Universidad Internacional de la Rioja (UNIR), established in 2016 (<http://ited.unir.net>)

Linked to UNESCO, ICDE, EDEN, OEC.

unirited

Working on: Adaptive and Collaborative Learning, Learning analytics, Digital multimedia and interactive contents, educational games, Multiplatform and multi-device learning resources and methods, eLearning standards, social learning and learning networks, ubiquitous learning, visual environments for user model authoring, use implementation and evaluation of ICTs in the classroom.

Open Education is at the core of the UNIR strategy (probably, the first private open university with an Open Education policy).

Rationale: why this research

The victory of Open Education (Weller 2014)

- Policy: EC, ICDE, UNESCO all agree that OE is the way to go
- Institutions: open initiatives in more and more universities
- >350 institutions offering MOOCs

VS

The power of the Status Quo

- Frontal teaching is often still the norm
- OER are in an eternal “experimentation phase”
- The MOOCs hype is settling down



Why change is so slow? What do we need?

We need a peaceful army of Open Educators.

Educators (professors, tutors, lecturers) are not driving the change towards Openness.

They must transform from **agents of resistance** into **agents of change**.

This means re-imagining their role from the **owners of knowledge** to **critical friends, co-travellers, mediators, facilitators**.

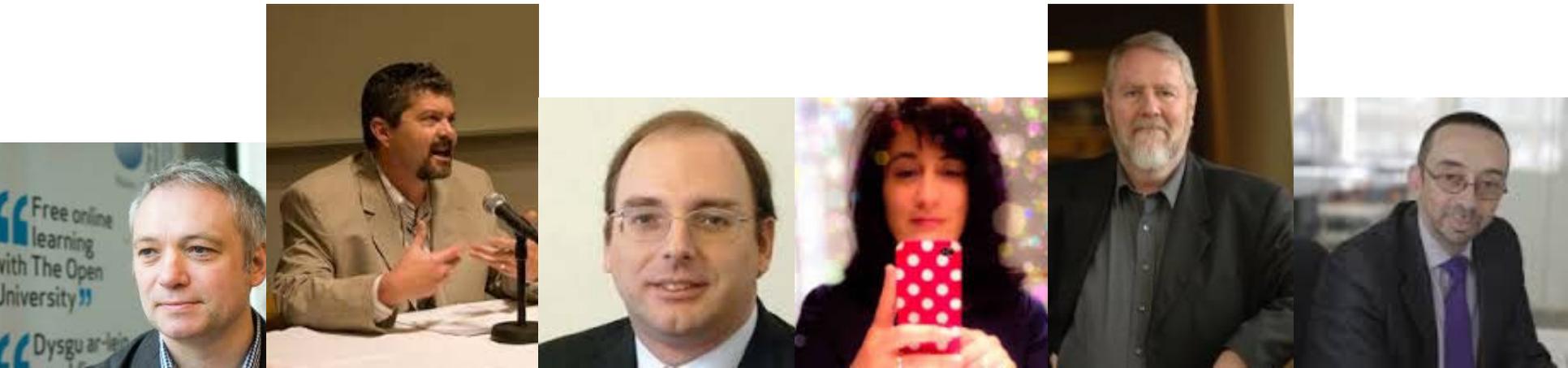
The OEF research

1. Explore concept of “Open Educator” along all its components, and propose a new definition
2. Design, build and test a tool that can contribute to transform HE teachers into Open Educators, from agents of resistance into agents of change



Research activities

1. Literature review
2. Experts interviews
3. Platform building
4. Pilot
5. Analysis



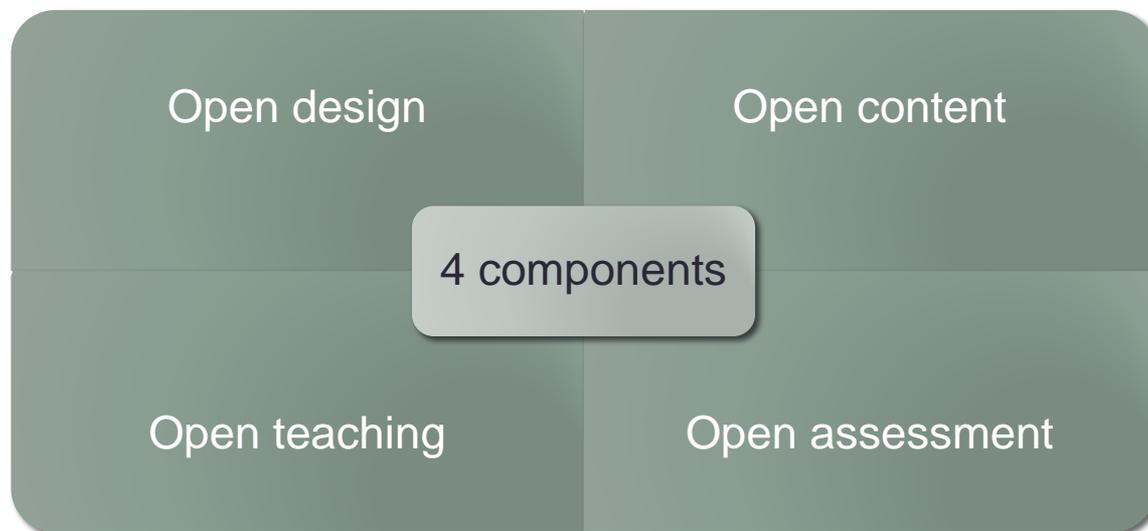
Main results

1. Definition of Open Educator
2. Framework for Open Educators' capacity development
3. OEF Platform (EN, FR, ES, IT, PT)
4. Paper in IRRODL, two more paper under evaluation, 6 presentations in conferences, blogposts etc.

First, the Open Educator definition

An Open Educator chooses to use open approaches, when possible and appropriate, with the aim to remove all unnecessary barriers to learning.

He/she works through an open online identity and relies on online social networking to enrich and implement her work, understanding that collaboration bears a responsibility towards the work of others.



Second, the OEF framework



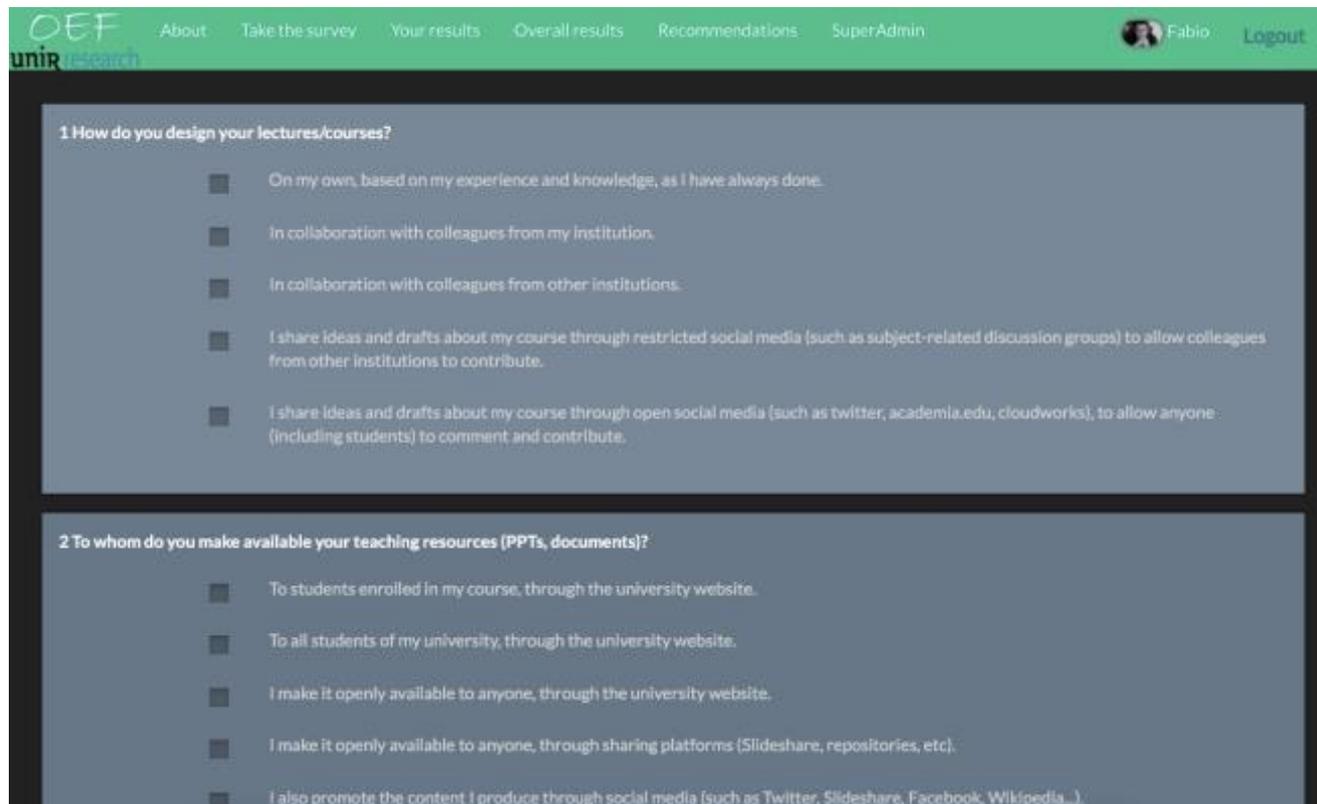
Design	Content	Teaching	Assessment
Open designer	OER specialist	Open teacher	Open evaluator
Collaborative designer	OER user	Engaging teacher	Innovative evaluator
Individual designer	New to OER	Traditional teacher	Traditional evaluator

Third, the OEF platform

The screenshot displays the OEF platform interface. At the top left, the logo 'OEF unir research' is visible, with 'unir' in a larger font. To the right of the logo are links for 'About' and 'Sign up', followed by flags for the United Kingdom, Spain, France, and Brazil. The main heading is 'OPEN EDUCATORS FACTORY' in large, bold, white letters on a dark background. Below this, there are three blue text boxes. The first box explains the platform's purpose: 'The OEF platform allows university educators to self-assess their capacity and level of development in terms of Open Education and provides some guidelines to further adopt openness in all dimensions of their activities.' The second box is for university educators: 'If you are a university educator, just fill a short questionnaire and you will see how you "position" with respect to different openness dimensions. You will also receive immediate feedback with some ideas, suggestions and inspirations that shall improve your work in terms of openness, effectiveness and impact.' The third box is for university managers: 'If you are a university manager and you want to improve the openness capacity of your teaching staff, get in touch with us so that we can add your institution to the system; then educators from your university will fill the questionnaire and you will be able to see how they "position" with respect to different openness dimensions.' To the right of these text boxes is a white login/sign-up form. It features a grey user icon placeholder, an 'Email' input field, a 'Password' input field, a blue 'Login' button, a link for 'Forgot your password?', and a blue 'Sign up' button. At the bottom of the first blue text box, there is a small information icon and a privacy notice: 'Your data will be used only for the present research. Upon request, data from this research will be shared openly in editable file formats, always preventing the identification of personal sources or persons. Your data can be removed at any time under your request to research@unir.net. We appreciate your contribution to this research.'

The platform for teachers (1)

By filling a short questionnaire...



The screenshot shows a web interface for a questionnaire. At the top, there is a green navigation bar with the logo 'unir OEF' on the left and navigation links: 'About', 'Take the survey', 'Your results', 'Overall results', 'Recommendations', and 'SuperAdmin'. On the right side of the bar, there is a user profile icon for 'Fabio' and a 'Logout' link. The main content area is dark grey and contains two sections of questions, each with a list of radio button options.

1 How do you design your lectures/courses?

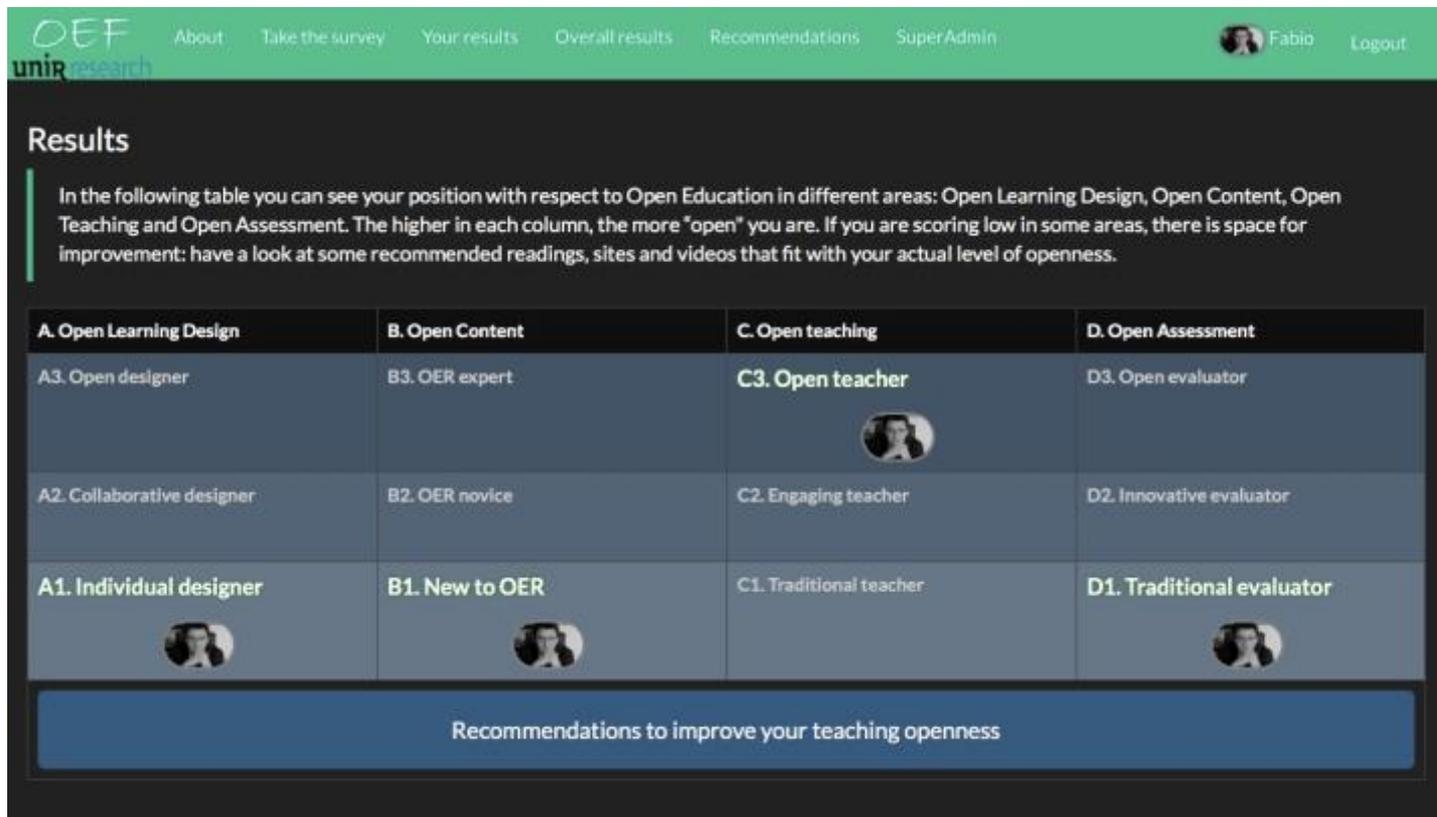
- On my own, based on my experience and knowledge, as I have always done.
- In collaboration with colleagues from my institution.
- In collaboration with colleagues from other institutions.
- I share ideas and drafts about my course through restricted social media (such as subject-related discussion groups) to allow colleagues from other institutions to contribute.
- I share ideas and drafts about my course through open social media (such as twitter, academia.edu, cloudworks), to allow anyone (including students) to comment and contribute.

2 To whom do you make available your teaching resources (PPTs, documents)?

- To students enrolled in my course, through the university website.
- To all students of my university, through the university website.
- I make it openly available to anyone, through the university website.
- I make it openly available to anyone, through sharing platforms (Slideshare, repositories, etc).
- I also promote the content I produce through social media (such as Twitter, Slideshare, Facebook, Wikipedia...)

The OEF platform for teachers (2)

...the teacher is “positioned” in the different columns...



The screenshot shows the OEF (Open Education Framework) platform interface. At the top, there is a navigation bar with links: About, Take the survey, Your results, Overall results, Recommendations, and SuperAdmin. The user's name, Fabio, and a Logout button are visible on the right. The main content area is titled "Results" and contains an introductory paragraph explaining the table below. The table is a 3x4 grid with columns labeled A, B, C, and D, representing different areas of open education. The rows represent levels of openness from A3 (highest) to A1 (lowest). The teacher's current position is indicated by a profile picture in the C3 cell. Below the table is a blue box with the text "Recommendations to improve your teaching openness".

Results

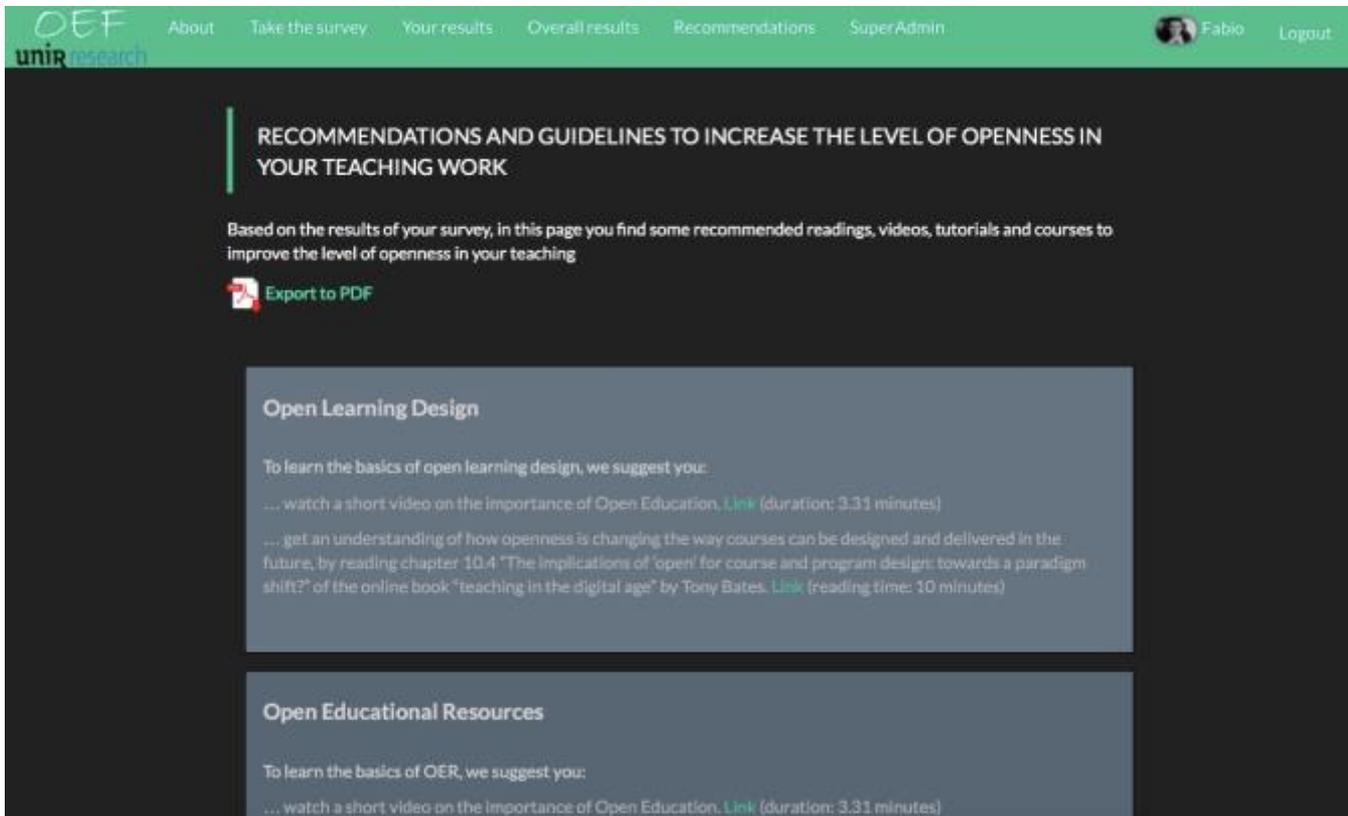
In the following table you can see your position with respect to Open Education in different areas: Open Learning Design, Open Content, Open Teaching and Open Assessment. The higher in each column, the more “open” you are. If you are scoring low in some areas, there is space for improvement: have a look at some recommended readings, sites and videos that fit with your actual level of openness.

A. Open Learning Design	B. Open Content	C. Open teaching	D. Open Assessment
A3. Open designer	B3. OER expert	C3. Open teacher 	D3. Open evaluator
A2. Collaborative designer	B2. OER novice	C2. Engaging teacher	D2. Innovative evaluator
A1. Individual designer 	B1. New to OER 	C1. Traditional teacher	D1. Traditional evaluator 

Recommendations to improve your teaching openness

The OEF platform for teachers (3)

...receives tailored guidelines...



The screenshot displays the OEF (Open Education Framework) platform interface. At the top, there is a green navigation bar with the OEF logo and the text "unir research". The navigation menu includes links for "About", "Take the survey", "Your results", "Overall results", "Recommendations", and "Super Admin". A user profile for "Fabio" and a "Logout" button are also visible.

The main content area is titled "RECOMMENDATIONS AND GUIDELINES TO INCREASE THE LEVEL OF OPENNESS IN YOUR TEACHING WORK". Below this title, a paragraph states: "Based on the results of your survey, in this page you find some recommended readings, videos, tutorials and courses to improve the level of openness in your teaching". A button labeled "Export to PDF" is located below the paragraph.

The first recommendation section is titled "Open Learning Design". It begins with the text "To learn the basics of open learning design, we suggest you:" followed by two suggestions:

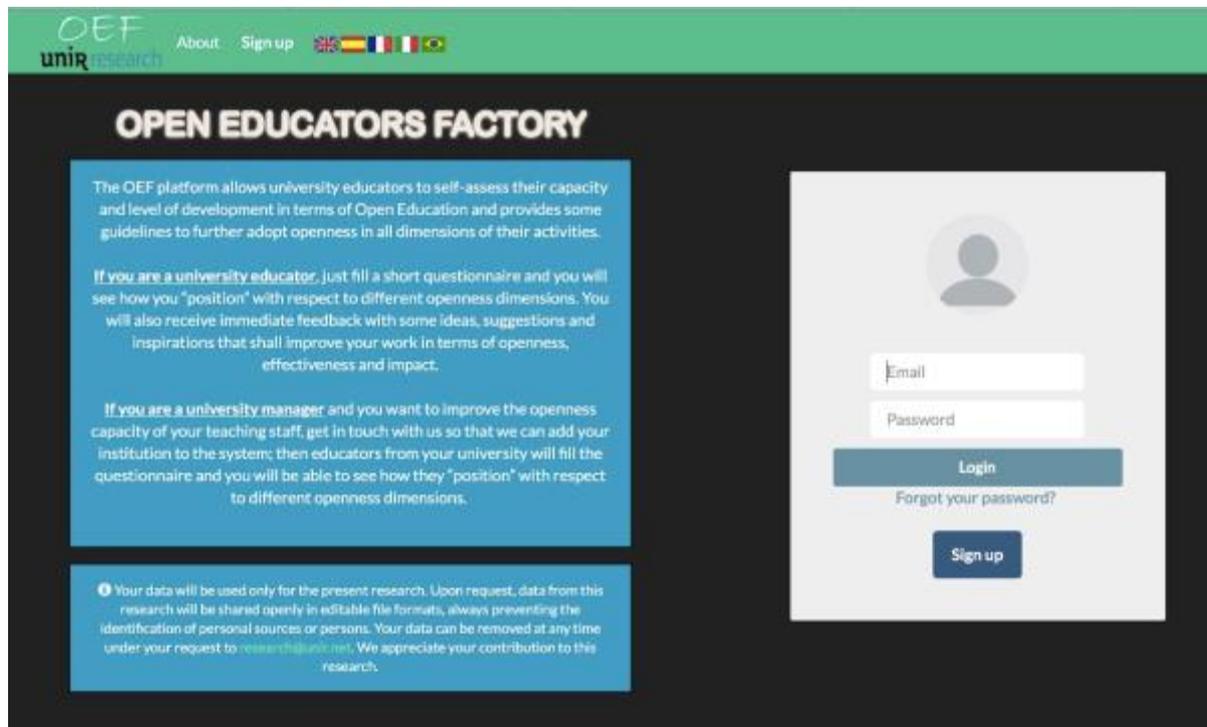
- ... watch a short video on the Importance of Open Education. [Link](#) (duration: 3:31 minutes)
- ... get an understanding of how openness is changing the way courses can be designed and delivered in the future, by reading chapter 10.4 "The implications of 'open' for course and program design: towards a paradigm shift?" of the online book "teaching in the digital age" by Tony Bates. [Link](#) (reading time: 10 minutes)

The second recommendation section is titled "Open Educational Resources". It begins with the text "To learn the basics of OER, we suggest you:" followed by one suggestion:

- ... watch a short video on the Importance of Open Education. [Link](#) (duration: 3:31 minutes)

The OEF platform for teachers (4)

...and can go back to check his/her progresses.



The screenshot displays the 'OPEN EDUCATORS FACTORY' interface. At the top, there is a green header with the 'OEF unIR research' logo and navigation links for 'About' and 'Sign up', along with flags for the United Kingdom, Spain, France, Italy, and Brazil. The main content area is dark grey and features three blue text boxes on the left and a white login/sign-up form on the right.

OPEN EDUCATORS FACTORY

The OEF platform allows university educators to self-assess their capacity and level of development in terms of Open Education and provides some guidelines to further adopt openness in all dimensions of their activities.

If you are a university educator, just fill a short questionnaire and you will see how you "position" with respect to different openness dimensions. You will also receive immediate feedback with some ideas, suggestions and inspirations that shall improve your work in terms of openness, effectiveness and impact.

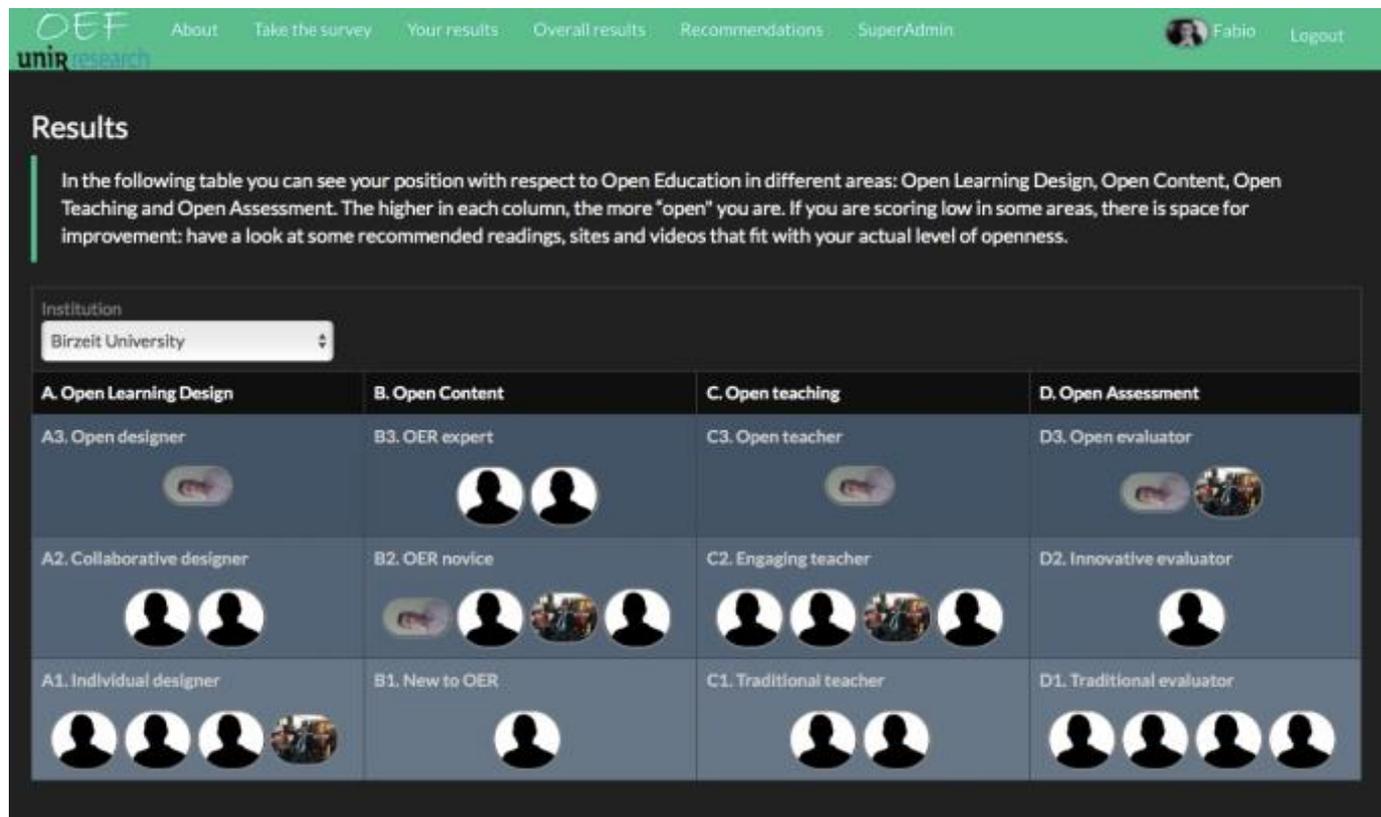
If you are a university manager and you want to improve the openness capacity of your teaching staff, get in touch with us so that we can add your institution to the system; then educators from your university will fill the questionnaire and you will be able to see how they "position" with respect to different openness dimensions.

Your data will be used only for the present research. Upon request, data from this research will be shared openly in editable file formats, always preventing the identification of personal sources or persons. Your data can be removed at any time under your request to research@unir.net. We appreciate your contribution to this research.

The login/sign-up form on the right includes a user icon, input fields for 'Email' and 'Password', a 'Login' button, a 'Forgot your password?' link, and a 'Sign up' button.

The OEF platform for HE leaders

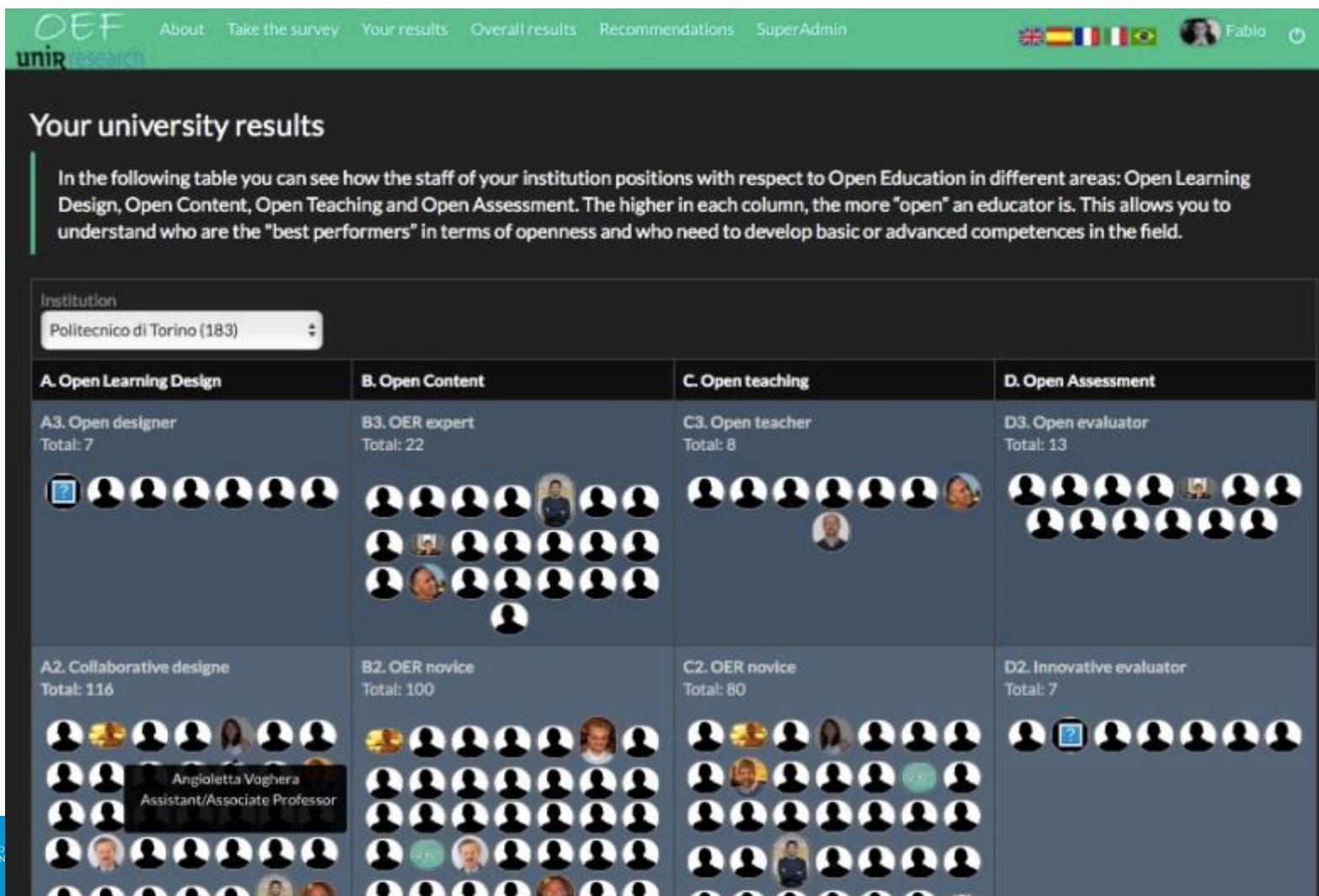
Provides an overview of openness across faculty



Pilot results

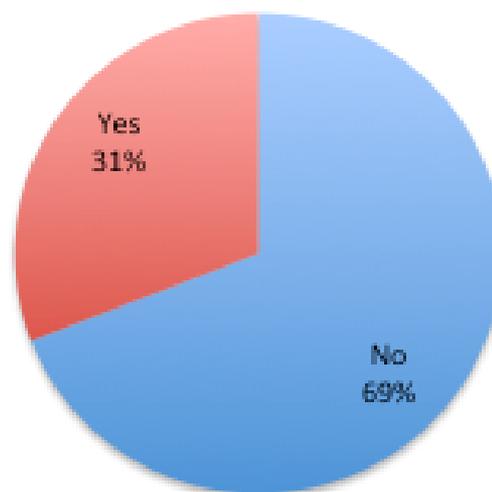
- Pilot held at Politecnico di Torino, Italy
- 200+ replies to the questionnaire
- Caveat: this is a technical university

A picture of openness capacity in the university

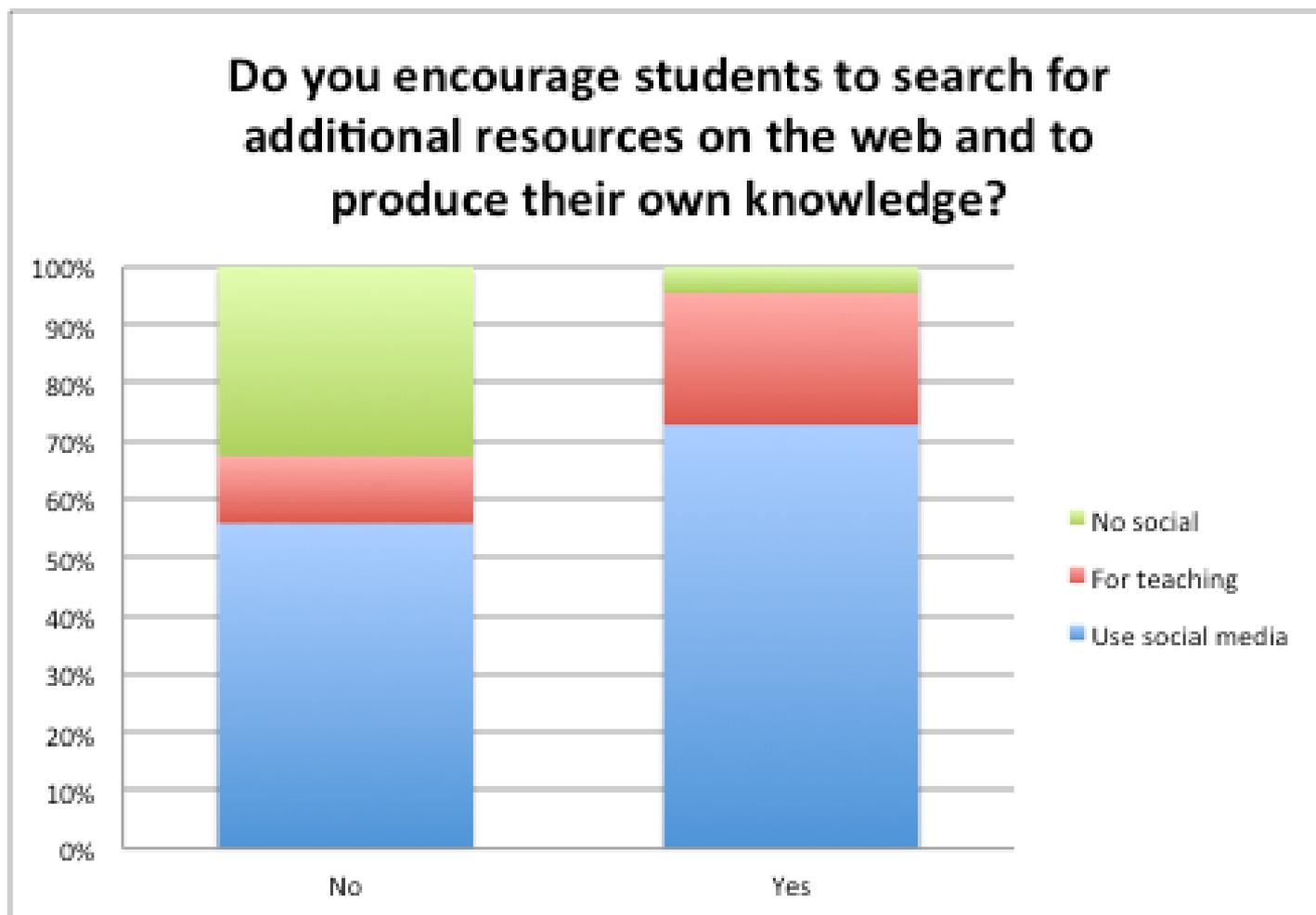


First findings

Do you encourage students to search for additional resources on the web and to produce their own knowledge?



First findings



General findings

1. Openness has many “entry points”
2. Added value for both educators and managers
3. Importance of leadership recognition for peer learning
4. The relation between Openness and Collaboration is clear

So cool. But:

1. Each teacher is different
2. Institutional context matters
3. Terminology is important
4. Teachers might tend to “over-rate” their openness

Future of the project...

1. Foster the use the OEF platform: the more data we get, the more useful the tool will be for the community
2. Translate the platform into other languages (RU, CH)
3. Next research phase on relation between Openness and Collaboration, investigating the impact of Open Culture (sharing) on teaching practices: *“If you cannot convince teachers to be open, teach them how to network!”*

This is an open research project



The screenshot shows the WikiEducator website interface. At the top left is the WikiEducator logo with the tagline 'For all learning content'. Below it is a navigation menu with categories like 'Main Page', 'Recent changes', 'Help', 'Practice editing', 'Community', 'Tools', and 'Print/export'. At the top right, there are links for 'Log in' and 'Request account', and a search bar. The main content area is titled 'Research/open educators factory' and includes a 'Join our WikiEducator discussion group' link. Below the title is a 'Contents' table of contents with sections numbered 1 through 6. The 'Project background' section is partially visible, starting with the text: 'The Open Educators Factory (OEF) project stems from the assumption that true progress in terms of openness in higher education (as well as in other educational sectors) requires a major cultural change in the mindset of all stakeholders from public policy makers to institutional leaders, to teachers and researchers, to students and parents. As suggested by Martin Weller in his The Battle for Open, this cultural change is gradually happening, but not at the pace that would be needed to make sure that any potential learner can access quality education following his or her preferences in a meaningful way.'

http://wikieducator.org/Research/open_educators_factory

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<http://rd.unir.net/pub/oef>

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