

29th ICDE World Conference
Costa Rica, 2023

Joining Hands in Peace for the Futures of Education



INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION



A CHANGE IS AS GOOD AS A REST

open and lifelong learning for sustainable futures

Andreia Inamorato dos Santos, PhD

Universitat de Barcelona

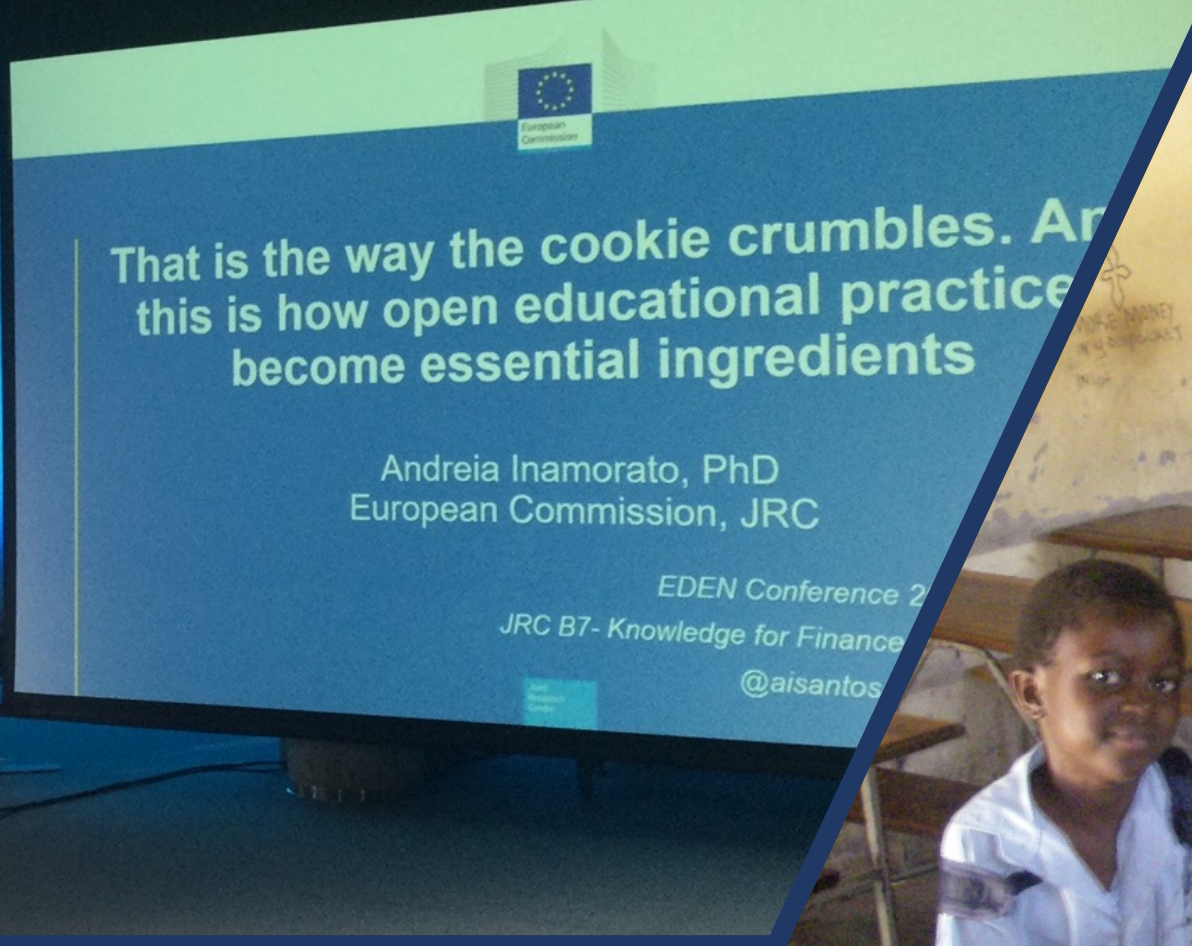
ainamorato.santos@ub.edu

andreiaainamorato.com



Open education is the story of my life





Edna Esteves 80 years old retired pedagogue lifelong learner

Accredited DELE A2 holder by
Instituto Cervantes (Spanish language, 2023)
and
Certified constitutional and sociocultural
knowledge of Spain



Open Education & Social Needs









SUSTAINABLE DEVELOPMENT GOALS

UN 2030 Agenda for Sustainable Development

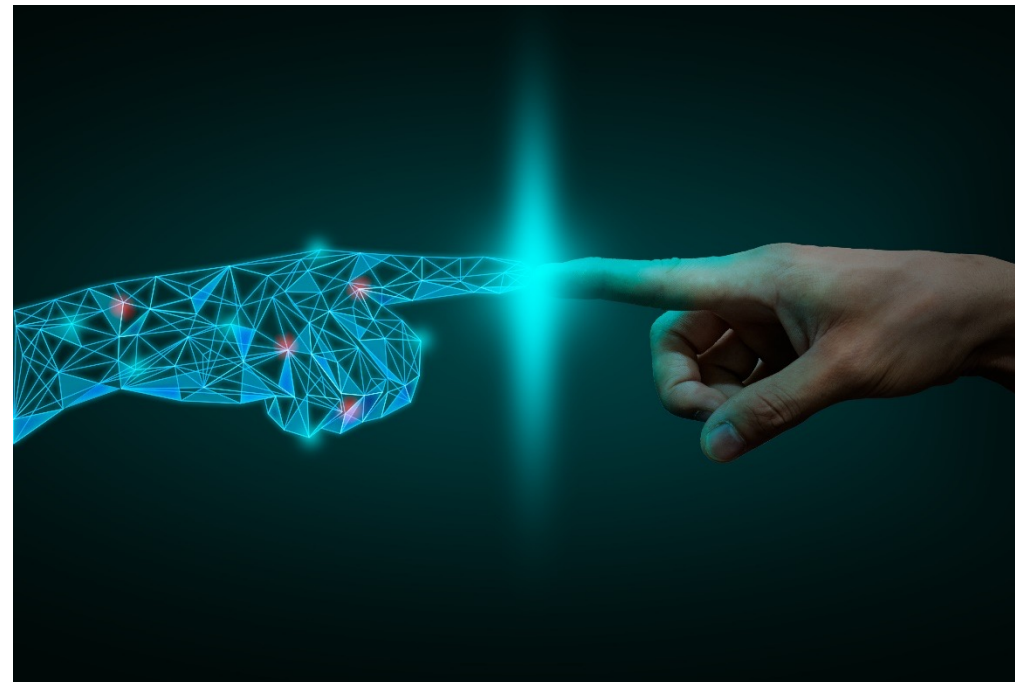
Triple transition for sustainable futures



Green

Climate, food, energy, environment, lifestyle

Policy example: European Green Deal



Digital

Competencies, technologies, gap, ethics

Policy examples: 2030 Digital Compass,

Digital Education Action Plan



Social

Human capital, skills, jobs, demography, values, peace

Policy example: European Regional Development Fund

**Open education practices and principles
can support the triple transition through
lifelong learning opportunities**



Science for policy: Open Education for Regional Development

LEVELS OF GOVERNMENT All	LEVELS OF RESPONSIBILITY Acquiring resources; Promoter	GOALS Stakeholder engagement; Policy objectives; Problem framing	COMPETENCES Shape change; Frame policy problems; Mobilise resources sustainably
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59 Open science and open education

Purpose: To foster inclusion and innovation
Use: To enable new practices and policy design to promote transformation at the system level

Europe is lagging behind in translating research and innovation (R&I) results into the economy. Efforts need to be channelled towards strengthening industrial innovation, technology transfer and fostering the diffusion of innovation through knowledge transfer and public-private cooperation (EC ERA Communication 2020). A way to do it is through **Open Science** and **Open Education**, to increase stakeholder engagement and investment in human capital. The European Research Area has enhanced access to open, free of charge, re-usable scientific information through the Open Science initiative, and the recently launched European Open Science Cloud (EOSC) creating a cloud area for research data in Europe allowing for better science through open and collaborative knowledge sharing.

As skills needs are rapidly evolving, and the green and digital transition requires future-proof education, the higher education sector has to adapt. Diversity, inclusiveness and gender equality in the higher education sector have become more important than ever (EC Communication 2022). Universities have a unique position at the crossroads of education, research, innovation, serving society and economy, through knowledge transfer and sharing. In this sense, open educational practices play an essential role, creating a route for communication between what is produced 'inside the university' to the world 'out there' – and this includes businesses, local authorities and citizens.

Re- and up-skilling the workforce through an ecosystem of practices, such as opening up access to university knowledge via open courses, open educational resources, open learning pathways, micro-credentials and open research and data, is a way forward to transformative change. This ecosystem of practices contributes to professional development and upskilling the workforce in local economies. It also opens up a dual way for communication between the universities and the community around them. Regional innovation depends upon a multi-stakeholder approach, in which smart specialisation strategies (SS3) for universities play a crucial role in the triangle research, education and innovation.

OpenEdu framework:

Find out more:
[Practical Guidelines on Open Education for Academics](#); [OpenEdu Framework](#) (European Commission, JRC) [Open Science Cloud](#); [Open Research Europe](#), [Self-reflection tool on digital competence for academics](#), [Check-in \(JRC\) / Blockchain in Education](#) (European Commission, JRC), [European Blockchain Service Infrastructure \(diploma case\)](#)

European Commission

Partnerships for Regional Innovation

PLAYBOOK

Joint Research Centre

EUR 51094 EN

Can we afford not to embrace open education principles and practices?

How can institutions, cities, regions and countries engage with the global triple transition agenda through open education practices in a bottom-up approach?

The third mission of the university





How can we positively contribute to social change and collaborate through openness?

- UNESCO OER Recommendation
- MOOCs
- OER
- Microcredentials
- Future Skills
- Focus on Human Capital
- Dissemination

**Research is essential to inform policy
and practice in open education.**

What is the future of open education?

How can open education practices and principles contribute for sustainable futures?

**At the practical level: empowerment
of teachers, students and open learners**



UNESCO ICT Competency Framework for Teachers

VERSION 3



PISA 2018 Global Competence

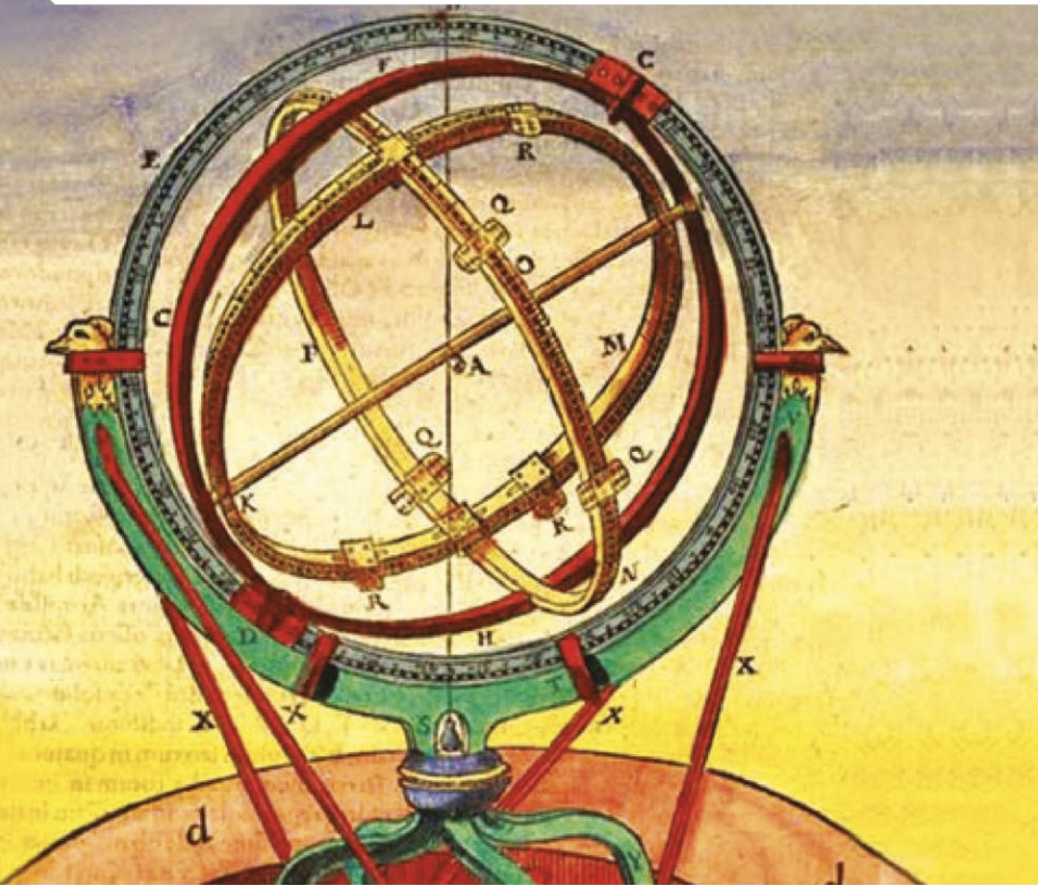




Educational Research and Innovation

Measuring Innovation in Education 2023

TOOLS AND METHODS FOR DATA-DRIVEN ACTION
AND IMPROVEMENT



Surveys and self-reflections have become essential tools to the planning of professional development and policies

- Types of use:
 - statistical purpose at a system level
 - self-reflection at an institutional level
 - self-reflection at an individual level
- Goals: policies and professional development

EC-JRC COMPETENCE FRAMEWORKS AND TOOLS

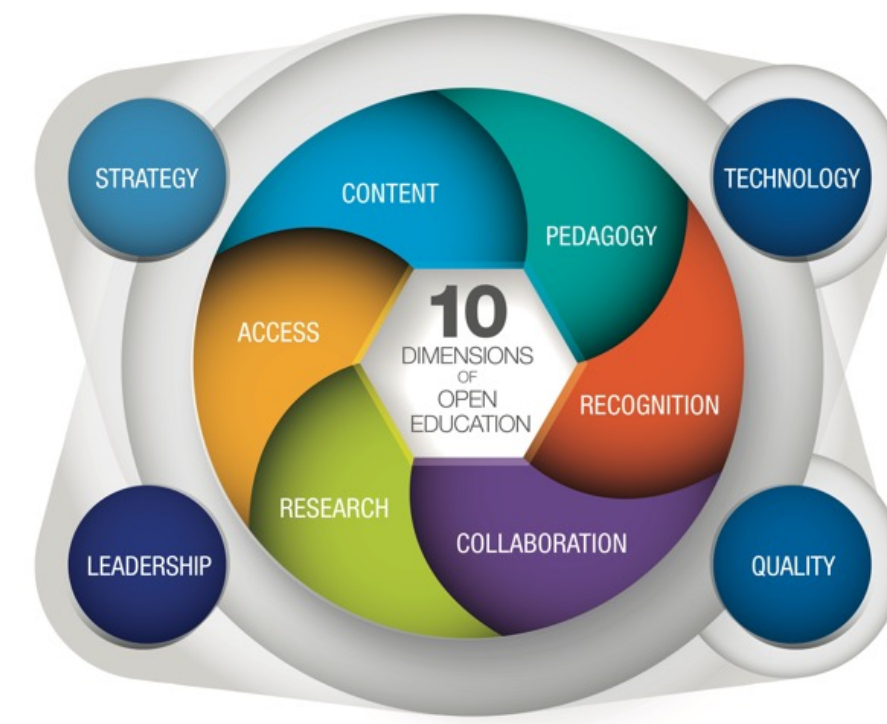


CHECK-IN TOOL V.2021 HE

MERGE OF TWO FRAMEWORKS FOR SELF-REFLECTION



DIGCOMPEDU



OPENEDU



THE CHECK-IN TOOL V.2021 INCLUDES A MODULE ON OPEN EDUCATION



ESPAÑOL

CheckIn_HE_v.2021_ES

Le damos la bienvenida a la autorreflexión sobre las competencias digitales docentes

Aprenda más sobre sus fortalezas y las áreas en las que puede mejorar la forma de utilizar las tecnologías digitales para la enseñanza y el aprendizaje. Responda a las 25 preguntas de reflexión para recibir comentarios detallados, con consejos útiles, y los hitos clave en su itinerario personal para una docencia innovadora.

Esta herramienta le ayudará a reflexionar sobre su grado de competencia digital como docente en el ámbito de la Educación Superior.

Tenga en cuenta que, al utilizar esta herramienta, acepta [EUsurvey's rules on data protection](#).

Nota: La Comisión Europea se rige por un marco normativo que proscribe la discriminación por razón de sexo. En ese contexto, los sustantivos variables o los comunes concordados deben interpretarse en un sentido inclusivo de mujeres y hombres, cuando se trate de términos de género gramatical masculino referidos a personas o grupos de personas no identificadas específicamente.

Start

https://ec.europa.eu/eusurvey/runner/CheckIn_HE_v2021_ES



ENGLISH

CheckIn_HE_v.2021_EN

Welcome to the DigCompEdu CheckIn for Higher Education

Learn more about your personal strengths and the areas where you can enhance the ways in which you use digital technologies for teaching and learning. Answer the 25 questions of this self-reflection to receive detailed **feedback** with useful **tips** and the **key milestones** on your personal roadmap to innovating teaching.

This tool will help you to reflect on your digital competence as an **academic** teaching in **higher and further education**.

Please note that, by using this tool, you agree to [EUsurvey's rules on data protection](#).

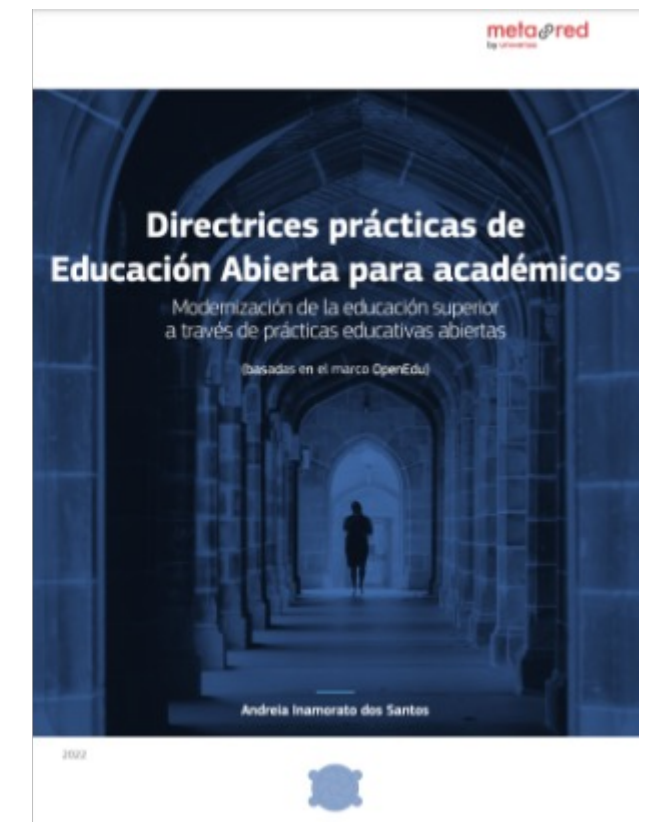
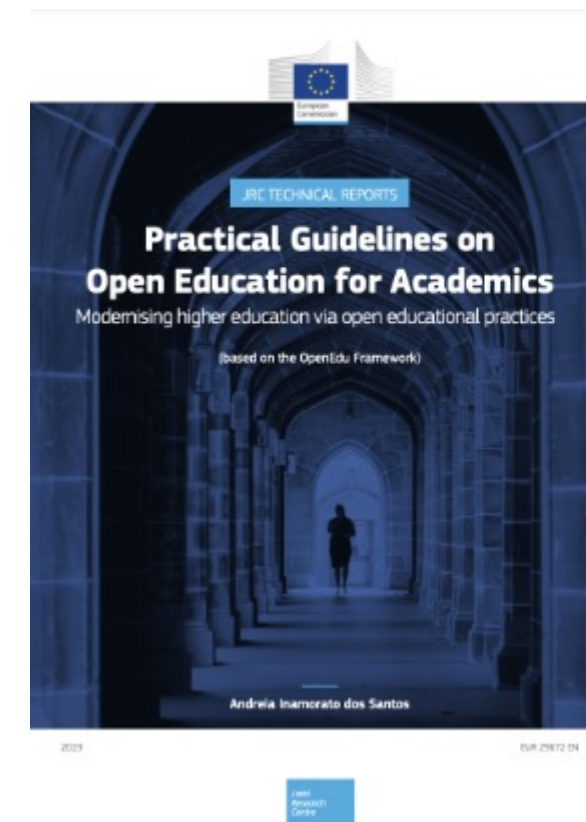
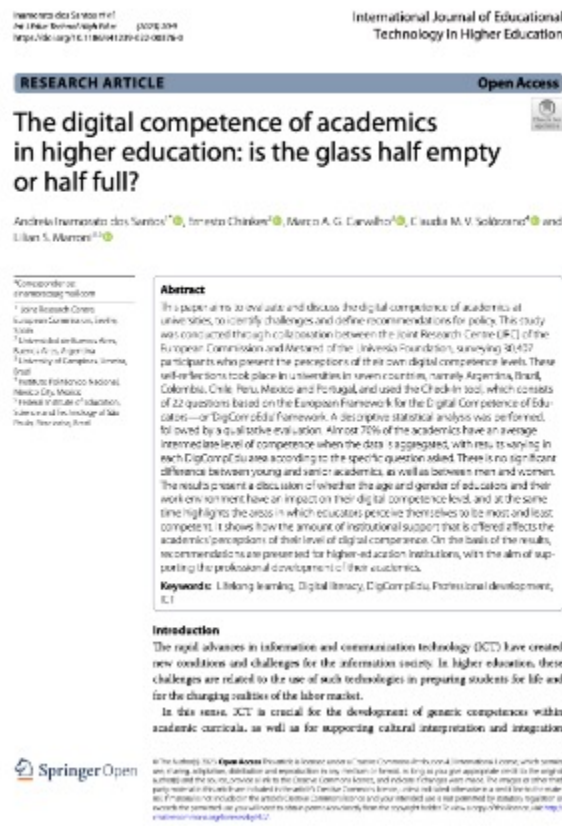
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https://ec.europa.eu/eusurvey/runner/CheckIn_HE_v2021_EN

**OUTCOME:
INDIVIDUAL REPORT WITH TIPS
TO LEVEL UP**

PUBLICATIONS: LARGE-SCALE RESEARCH

Iberoamerica: 30K+ participants
 7 countries: Argentina, Bolivia, Chile, Brasil, Peru, Mexico, Portugal
 Tool: CHECK-IN HE (first version)

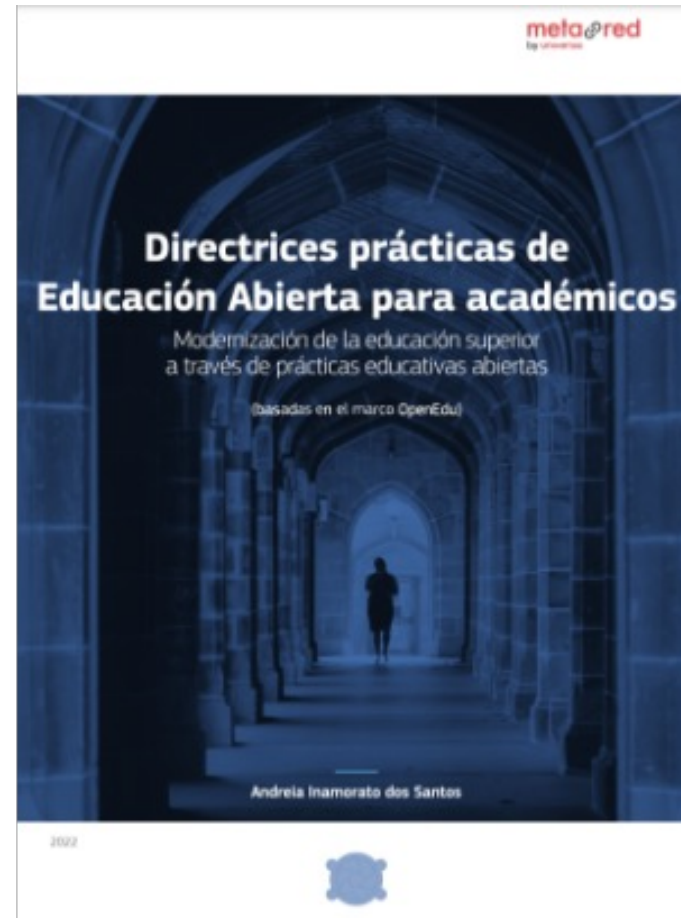
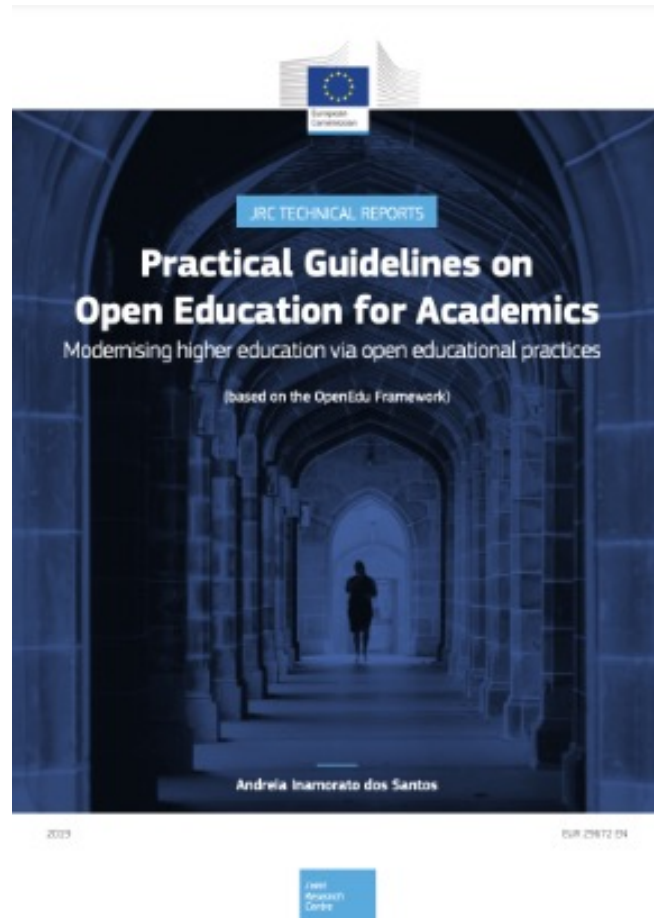


DIGCOMPEDU

Spain: +5K participants
 51 universities
 Tool: CHECK-IN V.2021 HE

OPENEDU

PUBLICATIONS: LARGE-SCALE RESEARCH



Spain: +5K participants
51 universities
Tool: CHECK-IN V.2021 HE



SNAPSHOT: RESEARCH RESULTS AND CONCLUSIONS



RESULT: OUT OF 7 AREAS, **OPEN EDUCATION IS THE AREA WITH THE LOWEST SCORE IN SPAIN. THE SECOND LOW IS 'DIGITAL ASSESSMENT'**

Similar research is ongoing in Brasil at the moment through a collaboration of UNIREDE and METARED

CONCLUSION: Awareness raising is still needed in open education. There is also a need for continuous professional development activities At the intersection of open education, digital competence and educational Technologies. In Spain, national policies are in place to improve the digital competence of academics, to include open education principles and practices.

New study: Open Education Practices and Principles in Iberoamerican Higher Education

Study at the intersection of:

- ❖ Open education principles and practices
- ❖ Digital competence for open education
- ❖ Artificial intelligence and open education principles
- ❖ Open education for sustainable development

Call for collaboration

Higher education institutions
Associations | NGOs
Government | Intergovernmental organisations
Professional Networks
Individual stakeholders
Enterprises
Open card



Openness in Education as a Praxis: From Individual Testimonials to Collective Voices

- ARAS BOZKURT
- TORUNN GJELSVIK
- TASKEEN ADAM
- TUTALENI I. ASINO
- JAVIERA ATENAS
- MAHA BALI
- CONSTANCE BLOMGREN
- MELISSA BOND
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- MARTIN WELLER
- JUNHONG XIAO
- OLAF ZAWACKI-RICHTER

*Author affiliations can be found in the back matter of this article

EDITORIAL



CORRESPONDING AUTHOR:

Aras Bozkurt
Anadolu University, Turkey
arasbozkurt@gmail.com

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Openness in Education as a Praxis: From Individual Testimonials to Collective Voices

2023

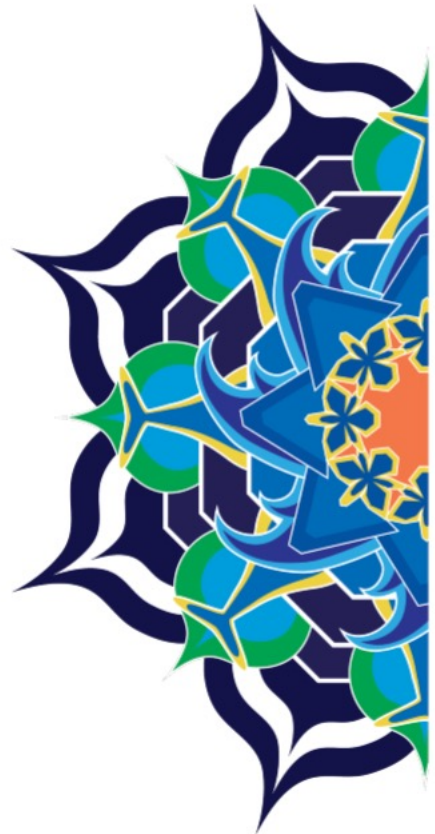
EDITORIAL

**Acknowledging complexity and embracing it empowers us.
It is through engaging with complexity that we discover opportunities.**

A change is as good as a rest



Thank you!



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Dr. Andreia Inamorato

ainamorato.santos@ub.edu |

ainamorato@gmail.com

andreiaainamorato.com

[linkedin.com/in/ainamorato](https://www.linkedin.com/in/ainamorato)



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Dr. Andreia Inamorato dos Santos

ainamorato.santos@ub.edu |

ainamorato@gmail.com