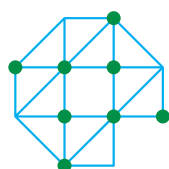


Manual

Open Educational Resources field lab

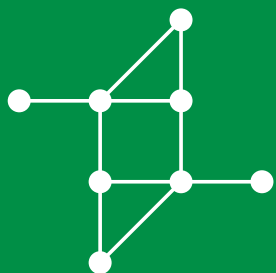
Professional Development Method for
Lecturers in Higher Education



Acceleration plan
Educational innovation
with ICT



Facilitating professional
development of lecturers



Manual

Open Educational Resources field lab

Professional Development Method for Lecturers
in Higher Education

Acceleration Plan Educational Innovation with IT

Zone Facilitating professional development for lecturers
www.versnellingsplan.nl



Acceleration plan Educational innovation with ICT

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October 2021

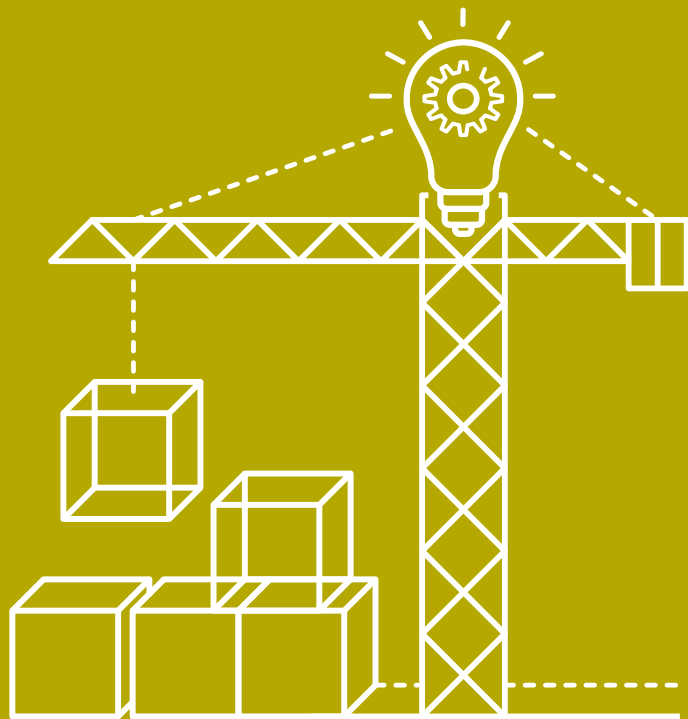
For the sake of readability, 'the lecturer' is used when referring to participants in this field lab. However, this can also be interpreted as the participant's role, such as 'the educational designer' or 'the IT employee'. The text also uses 'he' and 'his'. Where 'he' or 'his' is stated, one can also read 'she' or 'her'.



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Background

The field lab 'Open Educational Resources' has its genesis in the **Acceleration Plan for Educational Innovation with IT**. The work of the Acceleration Plan for Educational Innovation with IT includes developing the opportunities that the digital transformation can offer higher education in the Netherlands. The mission of the Acceleration Plan is to create space within higher education institutions, and in their partnerships with other institutions in the higher education sector, to make giant leaps in the digital transformation of higher education in the Netherlands. The Acceleration Plan is a venture between the Association of Universities in the Netherlands, the Association of Universities of Applied Sciences and SURF.

The four-year programme runs from 2019 to 2022 and is based on three ambitions:

- To improve alignment with the labour market;
- To encourage more flexibility in education;
- To make better and smarter use of technology.

Two zones of the Acceleration Plan have worked together on this living lab. The **Towards digital (open) educational resources** zone focuses on making optimal use of the possibilities of digital learning materials in higher education. Education benefits when teachers and students can easily put together and use an optimal mix for them from the increasingly rich range of digital learning materials, regardless of where the materials come from and whether they can be used commercially or openly. It is important that these learning materials are in line with the educational vision of the teacher and institution and with the needs of the student. In order to achieve an optimal mix of learning materials, users must be able to easily find, assess and select digital learning materials, adjust them if necessary and eventually use them. In addition, it is important that users can easily make their own learning materials available to others, in order to increase and enrich the range of open digital learning materials.

The **Facilitating professional development for lecturers zone** ("lecturer professional development" or "PD") is working towards finding a way for institutions to assess the extent to which they effectively facilitate and provide PD for lecturers within their organisation in relation to educational innovation using IT. Institutions may then embark on a process of improvement based on a collection of proven and effective professional development strategies. This is because acceleration actually takes place within the institutions. It is for this reason that special attention is paid to specialists who support lecturers and managers. The 'Facilitating professional development for lecturers' zone focuses on five themes at the sectoral level, institutional level and individual level, which can be represented in a pyramid model (see Figure 1). One of those themes is Field Labs for professional development.

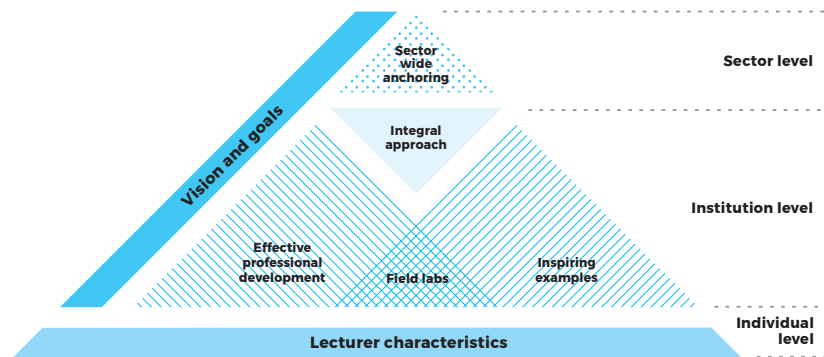


Figure 1 The pyramid model of the Facilitating professional development for lecturers zone.

For the **Field Labs**, the zone combines effective building blocks for lecturer professional development with solid substantive example of educational innovation using IT in various field labs (Figure 1). These field labs will be developed, described and tested in such a way that lecturers will be imbued with inspiration and information to start designing and teaching good (thoughtfully designed) lectures, making smart use of digital technology – but only if this benefits the teaching process.

The Open Educational Resources (OER) field lab contains materials that institutions can use to set up their own teacher professionalization initiative on OER and to enable their employees to take the first steps on this subject. More information about this field lab can be found in this manual. In addition to a description of the goal and target group, some basic ideas and concepts are also described that are used in the field lab. Think of questions such as: Why this field lab? What are open educational resources? How can you apply open educational resources in education?

Goal and target group

The aim of this field lab is to assist lecturers and support staff with their professional development in working with OER and ultimately to improve their teaching as they use OER. We focus on publicly funded higher education in the Netherlands, but we believe that elements from this field lab can also be used in other contexts (e.g. vocational education and training, in the Dutch context known as “mbo”).

This field lab focuses on lecturers and education supporters in the broadest sense. **Lecturers** can be seen as users or authors of open educational resources. They integrate educational resources created by others into their own teaching practice, or offer educational resources

they have created themselves to others. **Education supporters** are generally involved in a different way. They contribute to or are responsible for the development, publication, use, re-use and educational integration of OER in the teaching practice of the institution where they work. Because both target groups are highly connected in this process, they can work together as they progress through the field lab. It goes without saying that students are also stakeholders in this process. Although the activities in the field lab are not specifically aimed at students, the participating institutions are free to involve them in the lab.

Substantive justification

Why do we need open educational resources?

Open educational resources are resources that are freely accessible to users and can be freely repurposed too. The reasons for using OER in education are very diverse and can be explained on multiple levels. Below we present an overview curated from various sources and viewed from differing levels and perspectives⁸⁻¹⁵.

Sharing, using and re-using OER at the international level:

- Helps achieve [Sustainable Development Goal 4](#) (ensure inclusive and equitable quality education).
- Supports the sharing of knowledge and innovation around certain subject areas worldwide, thereby helping to improve the quality of the relevant subject area.
- Supports a much-needed change in behaviour concerning the ethics and public value of open sharing, how we act accordingly and the choices we make.

Sharing, using and re-using OER at the national level:

- Helps us to achieve the ambitions set out in the [strategic agenda of the Ministry of Education, Culture and Science for 2025](#) (lifelong learning, flexibility, accessibility of education, regional embedding and international cooperation).

Sharing, use and re-use of OER by educational institutions:

- Supports the social responsibility of institutions to make resources produced with public funds available to everyone.
- Supports the sharing and creation of knowledge among and together with other institutions and external stakeholders (professional community).
- Can ensure the acquisition and upkeep of a good institutional reputation, both nationally and globally.
- Can benefit your reputation, helping to attract staff and students.
- Encourages innovation and experimentation and hence the creation of high-quality digital educational resources.

- Encourages good content curation within the institution (storing, publishing, sharing, citations, etc.).
- Can play a role in evaluating the quality of the digital educational resources created because the resources will be visible to everyone; this will help inform the choices relating to policies and investments in digital educational resources and the necessary conditions for the creation and sharing of resources (e.g. organisational and technical infrastructure).

Sharing, use and re-use of OER by lecturers:

- Supports the sharing of knowledge and resources in the lecturer's own subject area, enabling them to access a wider range of high-quality educational resources.
- Can help inspire other lecturers to create new, innovative and high-quality educational resources and activities.
- Creates the opportunity to offer your students a richer, more personal, flexible and inclusive learning environment.
- Can help save costs and time because you no longer have to make all the resources yourself (cost-effectiveness).
- Supports the creation of learning activities that boost student engagement and activity.
- Supports obtaining recognition and appreciation as a lecturer for the created resources, both within the institution and beyond.

Sharing, use and re-use of OER by students:

- Ensures easy and cost-free access to high-quality digital educational resources.
- Helps to make the teaching flexible and makes it easier for students to take control of their own choices of digital educational resources.
- Supports the development of digital skills, information skills and peer review skills.
- Boosts student engagement and activity in lectures.
 - Teaches students to participate as professionals in a professional community and hence to take responsibility and ownership of the products delivered.
 - Teaches students to be critical of the content and quality of digital educational resources from the perspective of their field of study.

What are open educational resources?

This chapter is a modified version of a previously published blog by Robert Schuwer and Ben Janssen¹.

One way to classify digital educational resources is using the following two attributes:

1. Access

- no restrictions (open access), accessible to all
- non-financial restrictions, accessible to all
- non-financial restrictions, accessible to a limited group (walled garden)
- financial restrictions

Educational resources that are accessible without financial restrictions are described as being **free** or **freely accessible** educational resources; see Figure 2.

2. Rights to adapt a work

- adaptable (users have permission to adapt the work)
- non-adaptable (users do not have permission to adapt the work)

Figure 2 shows a graphical representation of this framework.

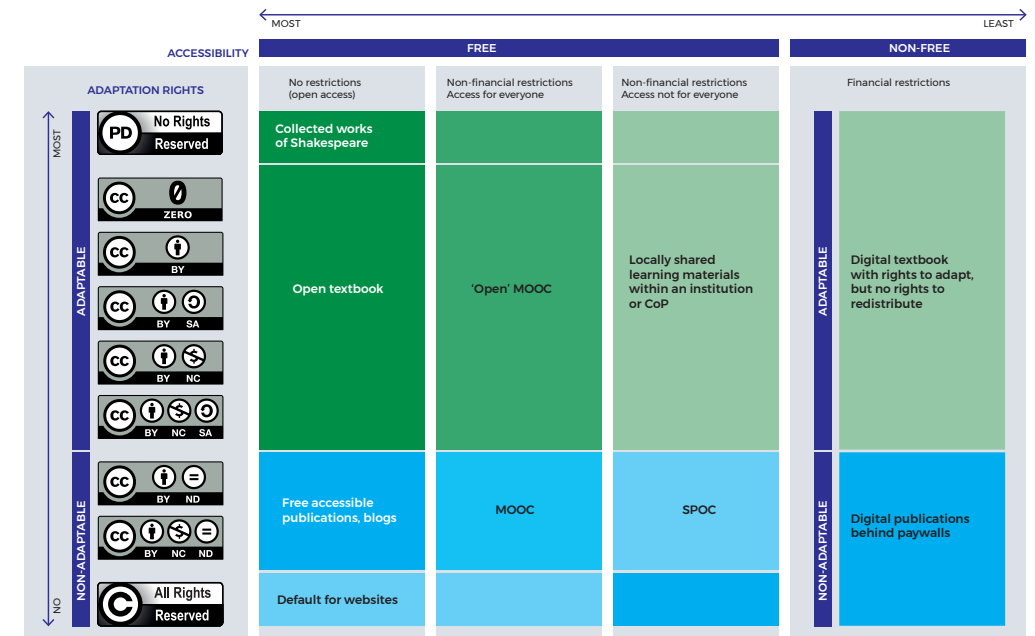


Figure 2 Framework for access and rights to adapt digital educational resources

Background information on this framework:

- The rights to adapt open educational resources (without restrictions or with non-financial restrictions) are ranked from most adaptable (100% adaptable) to least adaptable (zero rights). Licences set out the conditions for adaption. In the figure, we have used the popular [Creative Commons](#) licences. These licences regulate the rights that creators give to others to preserve, use, adapt or distribute their works and the conditions that must be accepted when those rights are used. Licences do not regulate the restrictions on access to the works.
- The figure also shows that two Creative Commons licences do not grant any rights to adapt the works as they include the ND condition (no derivative works).
- Preferences for a combination of adaptation and access rights will depend on the context. For instance, a lecturer may prefer educational resources that are adaptable, but may be indifferent to whether or not they have free access. In many cases, a learner will primarily be interested in free access and not in adaptability. But the same learner might also be interested in adaptability if the didactic method in use made this necessary. Examples include practices of *Open Pedagogy* (see the [Open Pedagogy Notebook for examples](#)).
- A common non-financial restriction when access is available to anyone is the requirement to create a free account to gain access.
- The most common non-financial restriction is required membership of a group (an institution or professional community, for instance).
- We have adopted a pragmatic approach to openness. We have disregarded issues such as technical openness (only open-source tools and platforms are allowed to gain access to the learning materials) and content-specific requirements (e.g. inclusive, accessible to people with disabilities).
- The size of a box does not represent the relative importance of that box in relation to the other boxes.

The blue clouds in this framework depict a number of categories of educational resources that are fairly common in the context of OER: “open”, “semi-open”, and “commercial”. This allows us to define these types using the characteristics of “accessibility” and “degree of adaptability”.

As far as we know, only the “open educational resources” category – abbreviated to OER – seems to have a generally accepted definition. Here we use this definition as formulated by [Creative Commons](#): “Open Educational Resources (OER) are teaching, learning, and research materials that are either (a) in the public domain or (b) [licensed](#) in a manner that provides everyone with free and perpetual permission to engage in the [5R activities](#):

- Retain – make, own, and control a copy of the resource
- Reuse – use your original, revised, or remixed copy of the resource publicly
- Revise – edit, adapt, and modify your copy of the resource
- Remix – combine your original or revised copy of the resource with other existing material to create something new
- Redistribute – share copies of your original, revised, or remixed copy of the resource with others

We define the following categories of educational resources in terms of the framework:

- **Semi-open** resources are teaching, learning, and research materials that are available to a restricted group of people and are ultimately licensed in a way that gives everyone in the group free and perpetual permission to carry out the 5R activities, albeit with the restriction that redistribution is only permitted within the restricted group.
- **Commercial** resources are educational, learning and research materials that are only available subject to financial restrictions.
- **Closed** resources are educational, learning and research materials that are not available to either an individual or a group. This definition will depend on the perspective of the party concerned. For example, semi-open educational resources, available to a group, are closed to people outside that group. This category does not therefore fit within the framework.

Closed educational resources are tricky in the context of this list because the attribute “closed” or “non-closed” depends on the perspective of an individual or group and cannot be determined objectively. Usually, however, this term is used to refer to commercial educational resources.

To illustrate the framework, we have added some examples to Figure 3. We refer to the list of terms in the Appendix for the definitions of the types of educational resources used here.

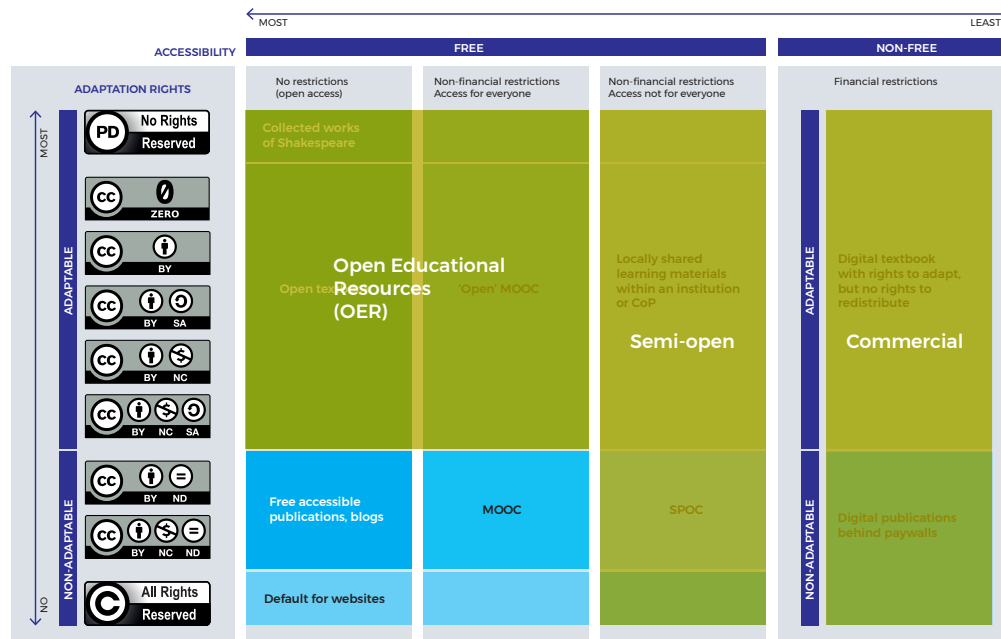


Figure 3 Framework showing access and rights to adapt digital educational resources, including examples

In particular, we would like to draw your attention to the example “Default for websites” at the bottom left of the figure. If no further information about usage rights can be found on a website, the conditions “No restrictions on access” and “All Rights Reserved”² will apply.

How do you use OER in your teaching practice?

The added value of the use of OER for the various stakeholders has already been described. In addition, the use of OER also offers opportunities to boost didactic developments within your institution.

There are many different options available for using OER in your teaching. How you do this will depend on the vision of the study programme leadership and the didactic model you are using. At the start of this lecturer professional development programme, it is therefore important to think carefully about your intention as a lecturer or study programme leader when using open educational resources. .

The trend visible in higher education is a shift towards more flexible and personalised education. Other developments include authentic, hybrid, active, blended and social learning. In practice, this means that the starting point for learning is not the preconceived programme, but the student’s initial situation, problems encountered in professional practice or personal learning questions. In addition, from the development towards more ownership on the part of learners, we also see opportunities to give students a role in the creation and adaptation of open educational resources. There are opportunities here for active learning and gaining experience in content creation. This is a form of activating didactics and can make learning more meaningful, in line with the *Open Pedagogy didactic framework*^{3,4}.

These trends require study programme leaders to think differently about how we organise our education. In the current situation, it is the assignments, the subjects, the contact time with lecturers or the assessments that are often considered to be the authoritative parts of the learning process. One way to give more control to students is to give them access to the knowledge base and learning content of the study programme, independently of the lecturer teaching the programme. This is where open educational resources can add great value, helping to increase the sense of ownership of students and enhance the flexibility of the study programme. Some examples:

Example 1: an increasing number of study programmes are centred around learning outcomes. This means that the outcomes of the study programme in a given academic year, period or phase are fixed, but students have plenty of scope in how they achieve those outcomes. Within Fontys University of Applied Sciences Child and Education (FHKE), for example, students start by addressing the learning outcomes, but also face the professional field at an early stage in the study programme⁵. This often raises some personal learning questions. If students then have to wait until the module which they are interested in comes up in the programme, they will lose the momentum of urgency and their intrinsic motivation. The FHKE lecturers realised how important it is for you to make the contents of the study programme accessible to students so that they can make the most of the educational resources.

Example 2: there are study programme models where the jumping-off point for learning is a specific problem or challenge. These include challenge-based learning⁶, Design Thinking⁷ and other more open learning models. These challenges are often authentic and complex, and do not come with a predefined correct answer. This means that students, often in groups, work on a problem and encounter challenges as they study. They will then want to acquire knowledge and skills to boost their problem-solving skills. In your role as a supervisor or subject-matter expert, it is crucial that you are able to respond

to the actual demand for knowledge and skills. In that case, it is helpful if you can refer students to good open educational resources so they can deepen their knowledge of the topics, not least because it is simply not feasible to provide all students or student groups with resources of your own.

Example 3: If you want students to learn actively using the content contained within your 'body of knowledge', there will be opportunities for students to develop their own educational resources for concepts taken from the knowledge base. Students deepen their knowledge base based on their interests or urgency and convert this into educational resources as they internalise the knowledge. The resulting deliverable may be a knowledge clip, an article (for example on Wikipedia), a presentation or other appealing form. In addition to their presentation and digital skills, they will also be actively involved in knowledge processing. By evaluating the resources designed critically together with other students and lecturers, a critical dialogue gets underway about the content and manner of representation. There are many opportunities here for in-depth learning. Ultimately, the best or highest-quality resources can also be shared on a platform for open educational resources, so that they are also available to other lecturers and students. This method is particularly interesting for students on teacher training programmes because they can immediately start thinking about how the resources can best support the learning process (from a didactical perspective).

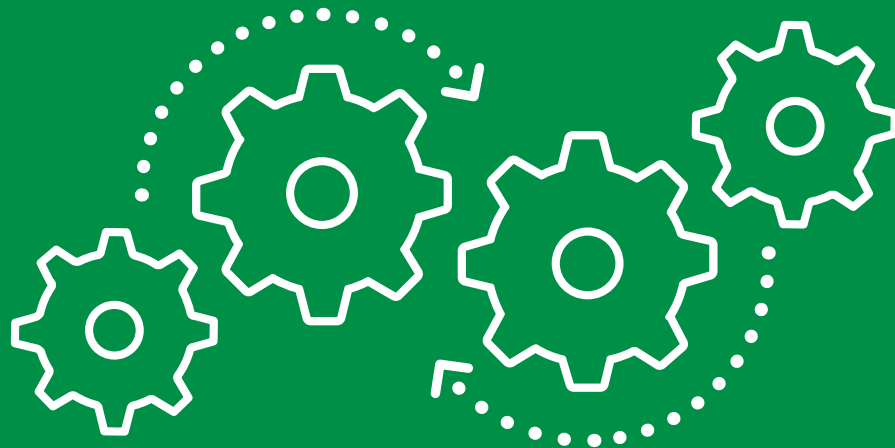
Open educational resources can also add value to study programme visions that are more programme-driven or lecturer-driven. They can add value for the lecturer because they can draw on a larger database of resources and ideas for learning activities than available within their own department or institution. But they also add value for students too, as they enable students to deepen their knowledge of a subject through self-study or by looking for resources that better match their own perspectives on learning. This will make the teaching less dependent on a single lecturer.

Furthermore, in this field lab there has been intensive collaboration with members of the [Open Education Special Interest Group](#) and with SURF.

Practical design

This work package provides educational institutions with tools to create their own professional development initiative for teachers using OER. This professional development initiative takes the form of a course consisting of six sessions in which participants will use open educational resources within their own teaching context. The process is supervised by one or more facilitators from the institution.

The following paragraphs describe learning objectives and success criteria and focus areas for the organisation, but they also provide a summary of the programme structure. The resources in the appendices provide detailed information on how the sessions are designed and how they should be taught.



Learning objectives

After completing the field lab open educational resources, participants are able to:

1. describe what the definition of open educational resources is, which different forms exist and what their characteristics are.
2. properly use OER in their own educational practice or support that process.
3. actively contribute to the application of OER in educational practice.

Success criteria

The following success criteria have been formulated for each learning objective:

1. The participant can describe what the definition of open educational resources is, which different forms exist and what their characteristics are.
 - The participant can describe the difference between open, semi-open, commercial and closed learning materials.
 - The participant is familiar with the added value generally attributed to the use of OER.
 - The participant can describe the digital infrastructure around OER, aimed at Dutch higher education.
2. The participant can properly use OER in their own educational practice or support that process.
 - The participant is familiar with the process steps of *creating, saving, sharing/publishing, collecting, searching, finding, (re)using* and *applying*.
 - The participant can put the aforementioned process steps into practice in the right way, making use of relevant tools and sources:

- Creating: author tools such as Wikiwijs maken, Office, Xerte or Articulate;
 - Sharing/publishing: repositories such as Wikiwijs, SURFsharekit, (correct application of CC licences);
 - Searching and finding: generic search engines (e.g., edusources), course collections (e.g., Europeana for artistic courses), or specific formats (e.g., YouTube for video or Slideshare for presentations).
 - The participant is familiar with the functions of the edusources tool and able to use these functions for *sharing/publishing, searching and finding learning materials*.
 - The participant is able to methodically assess the quality of the open educational resources.
 - The participant properly applies the rules of copyright and open licenses (cc licenses) that apply to OERs.
3. The participant is able to actively contribute to the application of OER in educational practice.
- The participant contributes critically to improving the range of OERs.
 - The participant can explain the characteristics of Open Pedagogy.
 - The participant is able to apply (the characteristics of) Open Pedagogy in my own educational practice.
 - The participant can inform other colleagues about the usefulness of OERs and Open Pedagogy by giving some examples.

Design

The following building blocks relating to the characteristics of professional development have been used for this field lab^a:

- Active learning: All phases require active participation of the lecturers.
- Collaborative learning: Lecturers and support staff work together in a multidisciplinary team.
- Relating to one's own practice: Lecturers can use the OER found in their own teaching practice, or share OER from their own practice with others.

^a Schildkamp, K., Hopster-den Otter, D., ter Beek, M., Uerz, D., & Horvers, A. (2021). *Building blocks for effective lecturer professional development in higher education aimed at educational innovation with IT: Version 2.0*. Utrecht: Acceleration Plan for Educational Innovation with ICT.

The following building blocks relating to lecturer characteristics have been used in this field lab:

- Experienced autonomy: Lecturers experience the autonomy to design their own education (in a different way) with open educational resources.
- Individual needs and interests: The field lab offers the possibility to select steps in the process that are relevant to the participants.

Content and structure

The field lab for open educational resources consists of six sessions. In these sessions, lecturers and support staff will work together, under the supervision of facilitators, to develop and publish open educational resources, or to embed them in their own teaching practice.

We advise institutions that wish to use this field lab to appoint two facilitators.

These facilitators:

1. Will together be available for approximately 40 hours to organise the field lab based on this work package and to conduct the meetings.
2. Will together have a thorough knowledge of the themes of *teaching using OER* and *instructional design*.
3. They should preferably be aware of educational initiatives using open educational resources within the institution and be willing to share these insights with the participants.

The facilitators will invite the participants and start planning the sessions using the resources contained in the appendices.

We recommend:

1. Forming groups in which both lecturers and support staff are represented.
2. Forming groups of up to 20 people max.
3. Taking account of the level of knowledge and experience that the individual team members have with teaching using OER when forming the teams, so that groups created are fairly homogeneous.
4. Organising the programme in such a way that there is scope during the sessions for examples of the use of open educational resources within participants' own institutions.
5. Organising the programme in such a way that participants have ample time between sessions to prepare assignments and prepare group presentations.
6. Using a Whiteboard app and a quiz tool.

N.B. The second session of this living lab is designed by the participating institution on the basis of the step-by-step plan '[Herontwerp je onderwijs met leermaterialen van anderen](#)' (in Dutch). We advise institutions to properly orientate on this prior to this field lab.

This field lab consists of the following sessions/meetings:

Session 1 | Formulating learning questions in teams

During this session, the participants will introduce themselves and forge practical partnerships. At least one lecturer and one support staff member should preferably be present in each team. This creates interdisciplinary teams in which members can help each other and learn from each other. The participants formulate personal learning questions that they will work on during the field lab.

N.B. Depending on the target group of the field lab and the attributes of the institutions where it takes place, this session will provide a preview of the topic of Open Pedagogy. Use the sources described in Session 5 for this.

Session 2 | The basics of open educational resources

During this meeting, the teams will learn the basics of OER, copyright aspects and the existing infrastructure for sharing, searching for and using OER. There is also scope for delving deeper with the [edusources](#) tool by using SURF's own materials.

Note: development of edusources.nl is in full swing. A help page has been created where you will find general information about edusources as well as manuals and video tutorials about uploading and publishing learning resources. The page can be accessed via [edusources.nl](#) and will be available from mid-September 2021.

Session 3 | Work session about your own context

In this session, the participants will work with open educational resources in their own context. Based on the previous sessions, they will determine which topics are relevant to them and start working on these topics. In this way, they are working on a plan for the use of open educational resources within their own teaching practice, and everything else that this entails. The participants will also prepare a presentation in which they will inform the other teams about the themes that they had chosen and how they made their theme choices.

Session 4 | Group presentations

During this session, the participants will share the results of the previous session and explain the choices that they made.

Session 5 | Open Pedagogy

In this session, the participants take the next step, and think about ways to involve students in Open Pedagogy initiatives. In teams, they will design educational activities in which students help to create or further develop open educational resources.

Session 6 | Final presentations and preview

The teams inform each other in presentations about the educational activities they developed in the previous session; they will try to answer their own learning questions from the first session and give each other a rundown of the outcomes of their participation in this field lab. The participants will also consider how to best engage with their fellow lecturers.

Evaluation

The Facilitating professional development for lecturers zone of the Acceleration Plan would like to hear about your experiences, and we are therefore asking lecturers participating in the field lab to fill in a questionnaire. We use the results to improve the field lab and to help inspire other higher education institutions. The results of the evaluation will be shared on our website at www.versnellingsplan.nl/english. These results will be regularly updated as soon as new data is available.

Who is it for?

There are two different questionnaires:

1. a questionnaire for the facilitator(s) of the field lab
2. a questionnaire for the participants

When?

Facilitator(s) and participants should complete the questionnaire after the last meeting.

How?

The questionnaire can be completed online. The links and QR codes are shown below.

If you have any questions, please send an e-mail to the researchers of the Facilitating Professional Development for Lecturers zone:

Dorien Hopster-den Otter, d.denotter@utwente.nl
 Marlies ter Beek, m.terbeek@utwente.nl

Questionnaire facilitator

in Dutch

The Dutch questionnaire for the facilitator can be found [here](#).

Or use this QR-code:



Questionnaire facilitator

in English

The English questionnaire for the facilitator can be found [here](#).

Or use this QR-code:



Questionnaire participants

in Dutch

The Dutch questionnaire for the participants can be found [here](#).

Or use this QR-code:



Questionnaire participants

in English

The English questionnaire for the participants can be found [here](#).

Or use this QR-code:



Glossary of terms

Term	Description
Learning resource ¹⁶	<p>A creative work used for educational purposes, such as text, image, sound or video, which is available in a digital format. These are resources that lecturers offer a student or resources that the student finds independently and uses for study purposes.</p> <p>Learning resources may consist of individual resources such as web lectures or articles, but may also consist of bundled resources, such as open courses. Everything you use in your educational setting or learning process can be considered to be a learning resource.</p>
MOOC ¹⁷	Massive open online course. A free online course, designed for large numbers of participants, accessible to anyone with an internet connection, anywhere, without access qualifications, offering a full online course experience.
Open Pedagogy ³	<p>Open Pedagogy is an umbrella of didactic teaching methods having one or more of the following attributes:</p> <ol style="list-style-type: none"> 1. Learners work on learning tasks in which the value they add is openly accessible so that others can access it, share it and add value again; 2. Learning tasks are performed by learners who are connected to one another in open networks (including social media); 3. Learning tasks enable learners to contribute to knowledge creation through repurposing, re-using or combining openly available content/ knowledge items and making the resulting product openly available. 4. Learning tasks incorporate the use of open educational resources and content which is available from open networks.
Open textbook ¹⁸	A textbook published under an open licence and made available freely online for use by students, lecturers and the public.
SPOC ¹⁹	Small private online course. A version of a MOOC that is used locally for on-campus students; SPOCs have limited enrolment and are often used as part of a course for to earn study credits.

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The Acceleration Plan for Educational Innovation with ICT is a four-year programme focused on bringing initiatives, knowledge, and experiences for digitalisation together. The programme is an initiative of SURF, the Netherlands Association of Universities of Applied Sciences, and the Association of Universities, and is organised in eight acceleration zones. In the zone Facilitating professional development for lecturers, 17 institutions are working on improving the professional development of lecturers in Dutch higher education.



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