Action Plan zone 'Towards digital (open) educational resources'

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Ambition

The ambition of the Acceleration team is that by 1 January 2023, higher education institutions in The Netherlands can offer lecturers and students the opportunity to determine and use an optimal mix of (digital) educational resources for learning and teaching processes.

An optimal mix of educational resources contributes to good quality education. In addition, it contributes to the accessibility of education through better accessible (digital) educational resources, the possibility of flexible use of educational resources, and the possibility of determining and using material that is in line with the educational vision. In many cases an optimal mix will also contain non-digital material, in particular textbooks. However, this falls outside the scope of our zone and the Acceleration Plan.

What is optimal in regards to the mix of educational resources, is determined by the context of the education. In that context, learning outcomes, educational and learning activities, and methods of assessment are aligned. Educational resources touch mainly on the educational and learning activities and the method of assessment. The materials are on a continuum from closed to open. The degree of closedness is, among other things, determined by the accessibility and affordability for students. Closed educational resources are therefore not synonymous with resources offered by commercial publishers.

Because sharing and reusing <u>open</u> educational resources has a potentially large influence on the aforementioned ambition, encouraging the adoption of open educational resources is one of the ambitions of this acceleration. However, commercial publishers also play an important role in shaping an optimal mix of educational resources. These will therefore also be involved in the activities.

Principles and results

The following principles apply to the realisation of this ambition:

- Lecturers and students determine the optimal mix (consciously or not) by choosing and implementing learning outcomes, teaching and learning activities and (method of) assessment.
- An infrastructure is needed with the components 'technical infrastructure', 'supporting infrastructure' (including educational, IT, legal), and 'accommodating policy'.
- Principles are followed, meaning preconditions apply when determining the optimal mix (such as financial feasibility, accessibility, and 'of sufficient quality').

The steps to be taken must lead to the following now-foreseen results (output) on 1 January 2023:

- Insight into the aspects that apply to lecturers and learners when coming to an optimal mix of educational resources and the role of stakeholders in this process, such as support staff and policy makers;
- Models, toolkits and other supporting instruments to support the determination of a context-dependent optimal mix of educational resources. Among other things, there the access to and affordability of digital educational resources are addressed. For instance:
  - Descriptions of *good practices* from each of the mentioned categories;
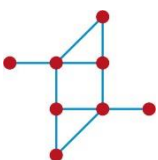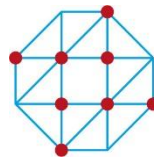
- o Roadmaps for dissemination of the described *good   practices* and models (including workshops);
  - o Models for quality assurance and awareness of the quality of digital educational resources.
- A digital infrastructure for sharing and finding open and closed educational resources within institutions, between institutions and users outside institutions;
- Greater awareness and adoption of open sharing and reuse of educational resources among lecturers and students.

Because the anticipated results offer institutions very specific tools to be able to offer the desired optimal mix of educational resources, acceleration can be achieved. A joint approach to activities will also contribute to the intended acceleration. For example:

- Joint legal advice on tooling licenses so that everyone can use it uniformly and cost-effectively;
- Joint testing (e.g. from SURF Sharekit) means better feedback, better alignment with local situations and faster rollout;
- Adoption of good local initiatives (such as WUR search shell) ensures efficiency and optimal use of expertise.

Suggested activities and results 2019

For 2019, the main activity is 'creating insight into the aspects with which lecturers, students and support staff (IT, educational, library, and policy maker) determine a context-specific optimal mix of educational resources'. These insights will lay the foundation for activities to be formulated later. To gain these insights, we want to conduct a study with the main question: "How do lecturers and students in publicly funded higher education in The Netherlands arrive at their optimal mix of educational resources?"

In addition, there are issues based on questions from participating institutions that can be addressed parallel to the main activity:

1. Creating an inventory of available repositories, search engines and community platforms for sharing and reusing of open educational resources;
2. Developing a search shell for finding educational resources that is shared in a specific context (institution or collaboration between institutions);
3. Copyrights for education: knowledge sharing with the Copyright Information Point (AIP) and UKB/SHB OOO working group with the aim of getting a clear overview (including policy, ownership, obstacles);
4. Sharing experiences and *best   practices* on the use of tools such as Perusal *(social annotation tool)* or FeedBackFruits;
5. Collecting and disseminating *good practices* in the field of educational vision and open educational resources.

Approach and conditions for success

For each of the sub goals we compiled a subgroup. At least two participating institutions are represented in each subgroup. Each subgroup has a group leader and determines a method of approach. There is a monthly plenary meeting with the zone in which subgroups report on their progress.

During implementation, cooperation will be with parties that are already carrying out activities in this area. For 2019, these are the UKB-SHB workgroup Libraries and Open Educational resources working group (for activity 3), SURF (for activity 2), and the SURF SIG Open Education (for activity 5).
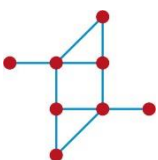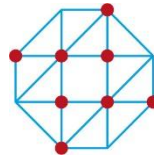
Conditions for success are:

- Continuous connection of activities within the zone and the ambitions of the participating institutions. A test of this connection will take place every year. The results of such a test can lead to an adjustment of the expected results.
- Commitment of participating institutions in carrying out the activities. This commitment must be visible, among other things, in the willingness to develop a vision, to draw up guidelines for policy for (open) educational resources and sufficient participation of lecturers and staff.