



The Final Report on the OPAL Maturity Self-Assessments and Practices

<http://www.oer-quality.org>

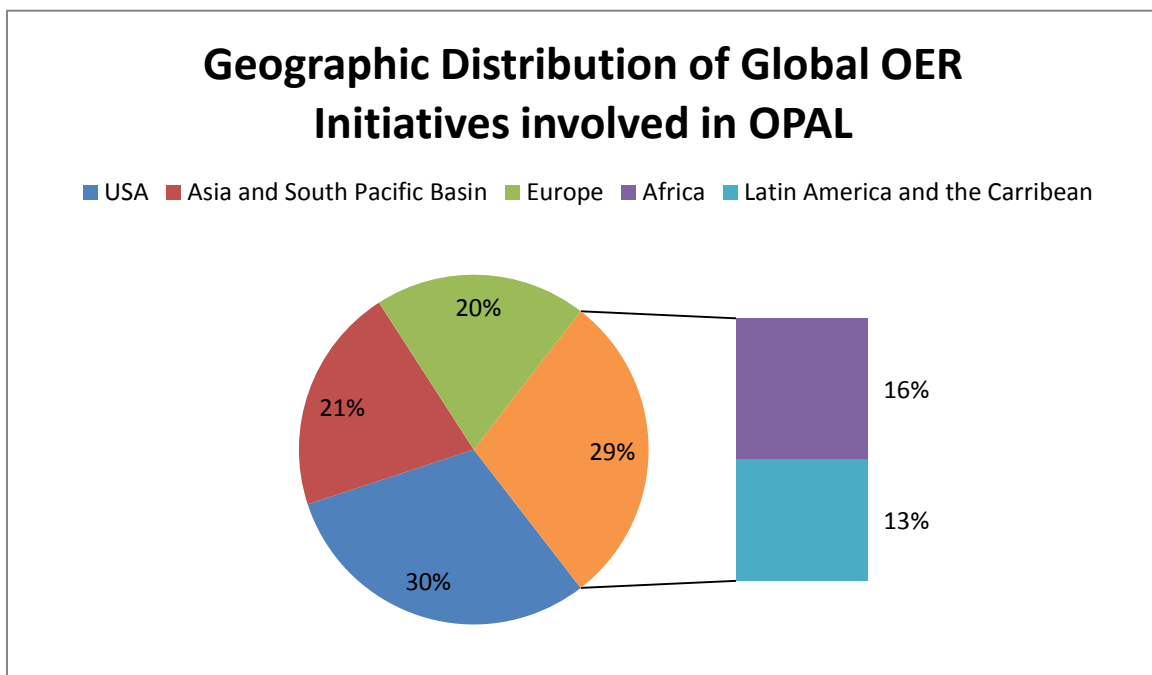




*The best way to predict the future is to invent it. - Alan Kay*

The Open Education Quality Initiative (OPAL)\*, a project managed over a 24 month period, by a consortium of seven European and international partners\*, is due to end on the 31st of December, 2011. This report will focus solely on the last six month period of the OPAL project in terms of two objectives and deliverables. The objective was to ascertain the level at which institutions were using OER (by completing the OPAL maturity self-assessment) and encourage institutions to actively demonstrate their use of OER in a learning environment (by submitting institutional practices into the OPAL Clearing House). These objectives and deliverables are the defining and lasting benchmarks of what the OPAL Consortium attempted to map out and framework in 2010. (\*Annex referring to consortium at the back page of the report).

The OPAL Consortium worked on a data base (EXCEL) compiled of global OER initiatives. The data base was the means by which the consortium intended to connect with global initiatives operating in the field of OER and the practices of OER, so as to determine the quality of education being carried out in this area. The list was drawn from UNESCO sources, the OPAL consortium group members, the OPAL webinar participation in May and June, 2011 and the 60 OER case studies drawn up and analyzed for the project. The list targeted over 300 OER initiatives worldwide. To date, out of the 300 global initiatives registered in the OPAL consortium data base, 160 registered with OPAL as of the official request to register in the OPAL registry online: <http://www.oer-quality.org> on June 17, 2011. 110 OER practices have subsequently been registered in the OPAL Clearing House and 45 institutions submitted the OEP maturity self-assessment to OPAL online. The self-assessments were subsequently sent for review and are now openly published on the website.



<sup>1</sup> Aalto University, Finland; The Portuguese Catholic University; The Open University UK; University of Duisburg-Essen, Germany, EFQUEL, ICDE and UNESCO

As previously stated, the defining features of the year end deliverables were the OEP maturity self-assessments and the OEP (practices of OER). In order to meet these deliverables, guidelines had to be drawn up.

The OPAL Guidelines to best practice of open educational resources were initially introduced via Youtube for the OPAL website (May 2010). Downloads of the introductions led by Prof. Dr. Ulf-Daniel Ehlers (then working at Duisburg-Essen University) and Prof. Dr. Grainné Goncolé (then working at the Open University United Kingdom) can be found at:

<http://www.youtube.com/watch?v=ZKGba8yratc&feature=related>

The OPAL guidelines were then discussed via Cloudworks and the 60 cases studied on OEP undertaken by the consortium. The objective of the case studies deliverable was to identify from a primarily European Union geographical (but with some world-wide coverage) perspective examples or case studies of good practice in and success factors for Open Educational Practice (OEP). The case studies were analyzed in the following way:

- A) Evidence the quality of OEP in the EU and elsewhere
- B) Identify methods, concepts, and practices used by institutions to enhance the quality of OEP
- C) Identify the factors influencing the quality and innovation potential of OEP and the perceived level of quality of Open Educational Resources
- D) Map out actors, initiatives, practices, tools and concepts in the EU landscape (with some world-wide coverage). From these case studies an initial set of dimensions were extracted which support achievement in quality and innovation through OEP.

These case studies were used as the basis for the development of a quantitative survey instrument (guideline) to gather a broader body of evidence on OEP. So when finally institutions registered to discuss their practice(s), they would find the following form to fill in on the OPAL website:

### [Self-Assessment](#)

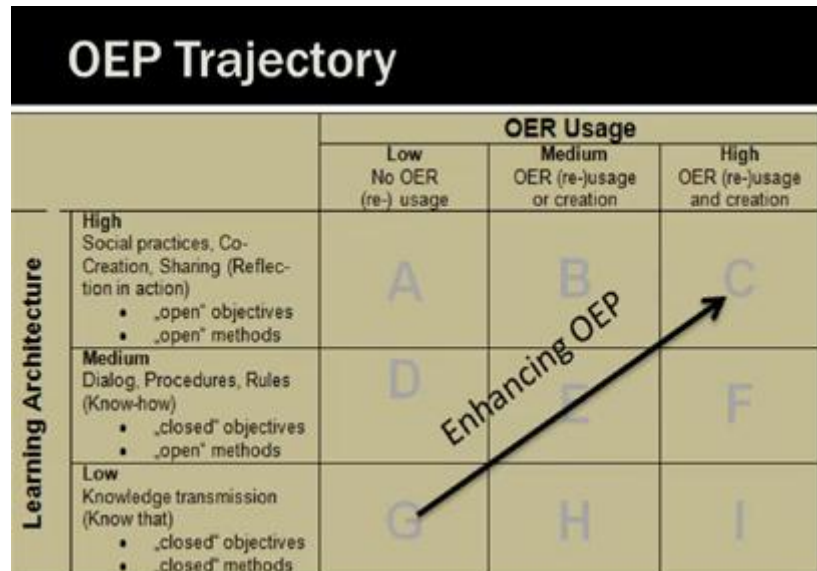
The OPAL guidelines were then, as mentioned above, further discussed via Cloudworks and the 60 cases studied on OEP: <http://cloudworks.ac.uk/cloudscape/view/2085>

Subsequently, the OPAL guidelines were refined and constituted the subject for discussion in the first live OPAL webinar (Using ADOBE Connect), with fellow practitioners of OER. The OPAL webinar was held in two stages for geographical reasons. The 25/05/2011 webinar, session 1 was held at 11.30 a.m. CET and session 2 on 07/06/2011 at 3.30 p.m. PT. Approximately 50 individuals registered for Session 1, and 35 for session 2. Over 30 individuals participated in each session, for the full 2 hour duration.

The guidelines were presented by the OPAL partners, Professor Dr. Ehlers (UDE) and Professor Dr. Grainné Conole (OUUK). The recordings and powerpoints from the sessions can be seen at this address: [http://opal.innovationpros.net/events/?event\\_id=53](http://opal.innovationpros.net/events/?event_id=53)

In his webinar presentation, Prof. Dr. Ehlers particularly emphasized that it was not necessarily learning that would improve because resources are available. Rather, it was the quality and practice of using these resources that would lead to the improvement in education. Prof. Dr. Ehlers

presented the concept of OER quality and the OPAL clearing house of open practices. It is important to highlight that the 60 case studies reviewed by Prof. Dr. Ehlers and Prof. Dr. Grainné Conole demonstrated that OER were used in a successful way. These case studies led to the writing and refining of the OPAL guidelines.



Those identified as being the OEP target groups were listed in the following way:

Guide for Excellence for Open Educational Practices			
<i>The following information provide an insight how to raise your effective, innovative and high quality use of open educational resources. Please choose from the menu below the information fitting for your own situation.</i>			
Policy Makers	Institutional Leaders	Educational Professionals	Students, Learners
Introduction Getting started	Introduction Getting started	Introduction Getting started	Introduction Getting started
Whitepaper 1	OEP Guidelines	OEP Guidelines	OEP Guidelines
Whitepaper 2			
Good Practices & Lessons learnt	Good Practices & Lessons learnt	Good Practices & Lessons learnt	Good Practices & Lessons learnt

A full copy of the guidelines could then be downloaded from the OPAL website for any potential user, so that institutions could best position themselves before submitting a maturity self-assessment. Broadly speaking, the guidelines tried to take into account all the factors discussed in the case studies deliverable and the subsequent webinar. The guidelines were targeted specifically towards four groups: Policy Makers, Institutional Leaders, Educational Professionals and Students/Learners. To illustrate an example of the guidelines made available on the OPAL website, we will take a closer look at Step. 1 of the maturity self-assessment in parallel with Step 1. of the guidelines.

### Step 1: Positioning your Organization in the OEP Trajectory

	Not yet started	Early stages/ awareness	Developing/ Commitment	Established	Embedded/ Advanced
1. To what extent are you using and repurposing OER in your organization?	No use/ repurposing of OER takes place.	Individuals are informally starting to use/ repurposing OER.	Some departments or teams are using/ repurposing OER.	OER are used/ repurposed in the whole organization.	The use/ repurposing of OER is embedded into the everyday practice within the organization and supported through an OER policy.
2. Do you have a process for creating OER in your organization?	No process of creating OER is in place.	Individuals are starting to create OER.	Some departments or teams have created OER.	The organization's tools for creating OER are largely accepted and used in the organization.	A process for creation of OER is in existence, tools for creation are used and regularly maintained and tool use is supported by a policy.
3. To what extent are you sharing OER and open educational practices in your organization?	No OER and experiences are shared.	Individuals are informally starting to use tools for sharing resources or OEP.	Some departments or teams have started to use tools for sharing OER and OEP.	The organization's tools for sharing OER and OEP are accepted and used in the organization.	Tools for sharing OER and OEP are accepted and used organization-wide, and supported through a policy.
4. To what extent is your organization working with open learning architectures?	No experience with open learning architectures.	Individuals are starting to use open learning architectures.	Some departments or teams are using open learning architectures.	Open learning architectures are used organization wide.	Open learning architectures are embedded into the organization at all levels; learners are encouraged to choose their own learning objectives and methods for learning and are supported through facilitation and coaching.

So, to effectively demonstrate how institutions went about submitting the assessment form, we can highlight some of the examples from the 45 self-assessments submitted to the OPAL website.

If you look carefully at the first question in the guidelines: **To what extent are you using and repurposing OER in your organization?** There are five possible answers which institutions answer with a tick where appropriate, and they are then invited to explain their current position within the matrix.

Here is the response of a leading proponent of OER and OEP, The African Virtual University:

1.1a To what extent are you actually using and repurposing OER in your organisation?:	The use or repurposing of OER is embedded into the everyday practice within the organisation and supported through an OER policy.
1.1b Please describe the reasons for your judgement:	The AVU launched an interactive Open Educational Resources (OER) portal OER@AVU on the 7th of January 2011. The portal is available at <a href="http://oer.avu.org">http://oer.avu.org</a> and hosts quality resources developed collaboratively with 12 universities in 10 African countries. 219 textbooks were produced as part of the AVU Multinational Project I funded by the African Development Bank. They are released as OERs under the Creative Commons open license. AVU developed an OER strategy and architecture in 2005. This strategy has been embedded in the organization practices and have led to the development and release of 219 textbooks. A specific policy on the use of the OER@AVU has been developed: <a href="http://oer.avu.org/bitstream/handle/123456789/265/AVU%20OER%20policy%20final.pdf?sequence=1">http://oer.avu.org/bitstream/handle/123456789/265/AVU%20OER%20policy%20final.pdf?sequence=1</a>

When looking at question 2 from the above guideline, we see the same author responding:

1.2a Do you have a process in place for creating OER in your organisation?:	A process for creation of OER is in existence, tools for creation are used and regularly maintained and tool use is supported by a policy.
1.2b Please describe the reasons for your judgement:	AVU adopted in 2006 a policy to develop a consortium program using existing curriculum from 12 partner institutions as well as to release the content as OERs. The process included the following steps: curriculum design and harmonization, content development, and material production in Open Distance and eLearning (ODEL) format (Online, CDs/DVDs and print). A template for content development was adopted by the organization. The process also included adopting a quality assurance framework and peer-reviewing.

When you compare the African Virtual University with a European proponent of OER, you are also able to gauge the different ways in which OER are needed and reused for different geo-educational reasons. For example: take the responses of the Free Technology Academy of Holland to the first two questions in the self-assessment and compare them with the AVU:

1.1a To what extent are you actually using and repurposing OER in your organisation?:	The use or repurposing of OER is embedded into the everyday practice within the organisation and supported through an OER policy.
1.1b Please describe the reasons for your judgement:	There are several reasons to justify this response: 1) The main objective of the FTA is .. "to contribute to a society that permits all users to study, participate and build upon existing knowledge without restrictions." As such, the defining criteria for what are OER is directly linked into the core mission of the FTA. 2) All course materials used and developed are published openly under free licenses, see <a href="http://ftacademy.org/materials">http://ftacademy.org/materials</a> . 3) People inside the Academy and outside are invited to participate in and contribute to the further development of the course books. This is expected to improve quality and enable long term sustainability. 4) Learners in the classrooms are encouraged to publish their assignments in the open spaces and contribute to the growing body of free knowledge in the wikis, blogs and community spaces. 5) a core element in the FTA is its community dimension. In fact almost all development is moved into the open space of the Community Portal, a social networking space within the FTA Campus that is open for anyone to participate.
1.1c In case you feel comfortable with your achievements, you can make your answers and uploaded documents public, so that others can learn from it. Do you wish to make your answer public?:	Yes
1.2a Do you have a process in place for creating OER in your organisation?:	A process for creation of OER is in existence, tools for creation are used and regularly maintained and tool use is supported by a policy.
1.2b Please describe the reasons for your judgement:	The process can be seen in the uploaded image below ( <a href="http://campus.ftacademy.org/community/pg/file/wouter/read/1203/fta-open-development-process-flows-201105">http://campus.ftacademy.org/community/pg/file/wouter/read/1203/fta-open-development-process-flows-201105</a> ). Tools used include wikis, mailing lists and the community portal for coordination, OpenOffice, DocBook format editors and LaTeX for editing and the Annotation Tool for the feedback loop. These processes are agreed upon by the FTA Board and implemented by the partners and community.

Math Future, an American organization had a completely different way of showing they used OER and how they repurpose them for practice:

1.1a To what extent are you actually using and repurposing OER in your organisation?:	The use or repurposing of OER is embedded into the everyday practice within the organisation and supported through an OER policy.
1.1b Please describe the reasons for your judgement:	We are centered on media, and all media we use is open.
1.1c In case you feel comfortable with your achievements, you can make your answers and uploaded documents public, so that others can learn from it. Do you wish to make your answer public?:	Yes
1.2a Do you have a process in place for creating OER in your organisation?:	A process for creation of OER is in existence, tools for creation are used and regularly maintained and tool use is supported by a policy.
1.2b Please describe the reasons for your judgement:	The network is centered on creating open content, including webinar meetings, conferences, working groups, online classes, discussions and books.

However, not all institutions are as lucky as to be at the forefront of the OER movement and various examples of institutions' struggles were observed in the maturity self-assessments registered. For reasons of confidentiality, OPAL is not able to publish specific comments and responses from specific institutions but has taken a mixture of global initiative responses to the first two questions from the self-assessment which greatly contrast with the openness and enthusiasm of the Free Knowledge Academy, Math Future and the AVU.

## Sample 1

1.1a To what extent are you actually using and repurposing OER in your organisation?:	Some departments or teams are using or repurposing OER.
1.1b Please describe the reasons for your judgement:	We are just beginning to explore the possibilities of OER in course development. Not all departments and teams have the expertise needed to repurpose OER yet.
1.1c In case you feel comfortable with your achievements, you can make your answers and uploaded documents public, so that others can learn from it. Do you wish to make your answer public?:	No
1.2a Do you have a process in place for creating OER in your organisation?:	Some departments or teams have created OER.
1.2b Please describe the reasons for your judgement:	One of this year's strategic initiatives is to develop and deliver the training needed by designers and professors, to design and develop tools and processes for the creation and repurposing of OER, and to create policy for OER throughout the institution.

## Sample 2

1.1a To what extent are you actually using and repurposing OER in your organisation?:	Some departments or teams are using or repurposing OER.
1.1b Please describe the reasons for your judgement:	Nowdays our University have another priorities
1.1c In case you feel comfortable with your achievements, you can make your answers and uploaded documents public, so that others can learn from it. Do you wish to make your answer public?:	No
1.2a Do you have a process in place for creating OER in your organisation?:	No general process of creating OER is in place.
1.2b Please describe the reasons	Nowdays our University have another priorities

## Sample 3.

1.1a To what extent are you actually using and repurposing OER in your organisation?:	Some departments or teams are using or repurposing OER.
1.1b Please describe the reasons for your judgement:	We recommend to use OER in the whole organization but we don't yet have full success in this way.
1.1c In case you feel comfortable with your achievements, you can make your answers and uploaded documents public, so that others can learn from it. Do you wish to make your answer public?:	No
1.2a Do you have a process in place for creating OER in your organisation?:	Individuals are starting to create OER.

Quite clearly, certain institutions have quite a way to go before developing and promoting OER through their organizations before contemplating practices. OPAL actively encouraged all registered institutions to share their OER policies and guidelines both through the maturity self-assessment and published practices of OER materials, pedagogy, quality and self-evaluation online.

Another OPAL policy was to actively encourage networking and partnerships, specifically targeting OER communities to openly share their problems as well as their successes. Invariably, those institutions that have yet to actively get involved in OEP policy and other OER issues need only to read the beneficial way that networks and partnerships have enhanced the promotion of OER for successful institutions.

The Universidad of Cantabria when responding to Question 2. 4a of the self-assessment:

2.4a Are you involved in any partnerships in relation to open educational practices?:	The organisation is involved in several ongoing and successful partnerships or alliances regarding OEP
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The University of Cape Town:

2.4a Are you involved in any partnerships in relation to open educational practices?:	Links between organisations are being established with regard to OEP From these, a small number of OEP partnership projects are beginning to occur
2.4b Please describe the reasons for your judgement:	We have a small number of successful partnership projects. The Health Science faculty is a member of a broader 'OER health network' and they collaborate with the University of Michigan, two institutions in Ghana, the University of the Western Cape and OER Africa. The University of Michigan has also collaborated with UCT on OER infrastructure support and design. The latter relationship has resulted in several research papers. UCT OpenContent team members have also co-written a paper with Joseph Hardin (originally from UMich) about surveys completed by staff and students on OER and Open Access awareness and participation.

ACHARYA NARENDRA DEV College (University of Delhi):

2.4a Are you involved in any partnerships in relation to open educational practices?:	Links between organisations are being established with regard to OEP From these, a small number of OEP partnership projects are beginning to occur
2.4b Please describe the reasons for your judgement:	We have an ongoing partnership with COL, CEMCA since 2006 for wikieducator workshops and since 2008 for Easynow. We have partnered CIE -NCERT by helping them conduct OER workshops. The Principal Dr Savithri Singh, is an elected executive member and Co Chair of the Wikieducator Community Council. The college is FTE4WE member of the OER Foundation. Through CEMCA-COL the Principal is assisting Mumbai University in developing OERs for two undergraduate courses in Economics and Soft Skills.

iEARNnT – International Education and Resource Network, Trinidad and Tobago:

2.4a Are you involved in any partnerships in relation to open educational practices?:	The organisation is embedded within a generating environment of social networks and partnerships to share, cocreate and exchange experience and practices on OEP
2.4b Please describe the reasons for your judgement:	Most notably we are working to create Arabic OERs in partnership with Wikipedia, KACST, Kiva, IIE, and others.

And interestingly enough it was the OER Foundation response to the self-assessment that summed up the necessity, if OER are to work effectively, in networking and seeking partnerships:

2.4a Are you involved in any partnerships in relation to open educational practices?:	The organisation is embedded within a generating environment of social networks and partnerships to share, cocreate and exchange experience and practices on OEP
2.4b Please describe the reasons for your judgement:	The structure of the OER Foundation is based on an open global network. The foundation only has two full-time staff, but hundreds of volunteers around the world. We would not be able to function in the absence of social networks and partnerships

Partnerships and networks are incremental to renewal, contacts, exchanges of learning experiences and inexperienced OER initiatives should try and endeavor to share their needs and purposes with other organizations in order to enhance and improve their own initiatives.

Step 3 of the maturity self-assessment focused on a wide variety of issues: the use of open copyright in the institutions, the framework available within the university to promote OEP, the use of OEP, the existing tools for use, quality concepts, knowledge and skills amongst teams, departments and staff, the level of digital literacy among the various actors and the available support mechanisms for the ongoing development of OEP within the organization.

The OER Foundation, based in New Zealand, reacted with a complete open-sources response to all the questions in Step 3.

3.1a Is an IPR, DRM and copyright regulation for OER in use?:	An institution wide policy to create, use and publish educational resources under free and open licenses is embedded in the institution.
3.1b Please describe the reasons for your judgement:	The OER Foundation uses free and open IPR for all its outputs as a matter of policy.
3.1c In case you feel comfortable with your achievements, you can make your answers and uploaded documents public, so that others can learn from it. Do you wish to make your answer public?:	Yes
3.2a Is there a motivational framework for open educational practices in existence (e.g. incentives)?:	OEP is supported through an organisationwide motivation framework.
3.2b Please describe the reasons for your judgement:	Our global mission it to nurture the mainstream adoption of OER worldwide.
3.2c In case you feel comfortable with your achievements, you can make your answers and uploaded documents public, so that others can learn from it. Do you wish to make your answer public?:	Yes
3.3a Are open educational practices used?:	OEP are embedded into the organisation's culture and are a subject to regular reflection.
3.3b Please describe the reasons for your judgement:	We don't do anything which is closed.

A similar attitude can be found in the maturity self-assessments submitted by Meedan, Universidad de Cantabria, the Mauritius College of the Air, the Free Knowledge Institute, ITESM Mexico, Math Future, FGV online Brazil, the African Virtual University, the University of Valencia, Creative Commons and the People's Open Access Education Initiative (U.K.).

An example of the Free Knowledge Institute:

3.4a Do you have tools in place to support sharing and exchanging information about open educational practices?:	The use of digital tools which support sharing and exchange of information about OEP are embedded into organisational policies and infrastructures and are continuously reviewed and improved.
3.4b Please describe the reasons for your judgement:	The FTA has: 1) open wiki, 2) open social network, 3) open annotation tool to contribute feedback to improve course books and educational materials.
3.4c In case you feel comfortable with your achievements, you can make your answers and uploaded documents public, so that others can learn from it. Do you wish to make your answer public?:	Yes
3.5a Do you apply quality concepts to open educational practices?:	A policy for institution-wide agreed quality concepts for OEP is in use and regularly updated.
3.5b Please describe the reasons for your judgement:	Quality assurance policies, through the partner network, are described here: <a href="https://ftacademy.org/courses/recognition">https://ftacademy.org/courses/recognition</a> and <a href="http://campus.ftacademy.org/community/pg/groups/1718/quality-assurance/">http://campus.ftacademy.org/community/pg/groups/1718/quality-assurance/</a>

The People's Open Access Education Initiative (U.K.) also followed a similar pattern of response:

3.6a What level of knowledge and skills do teachers have in relation to open learning architectures and open educational practices?:	The vast majority of teaching staff have the knowledge, skills and confidence to successfully and appropriately create open learning architectures.
3.6b Please describe the reasons for your judgement:	This is the basis of our organisation
3.6c In case you feel comfortable with your achievements, you can make your answers and uploaded documents public, so that others can learn from it. Do you wish to make your answer public?:	Yes
3.7a Please try to reflect on the level of digital literacy skills within your organisation:	The vast majority of the teaching staff possesses digital literacy.
3.7b Please describe the reasons for your judgement:	This is the basis of our organisation which is fully online

The University of Valencia discusses how they approach open materials and resources:

3.1a Is an IPR, DRM and copyright regulation for OER in use?:	Educational resources are published under free licenses and practice, understanding and knowledge of how to use such licenses exists.
3.1b Please describe the reasons for your judgement:	The Centre for Educational Resources and Audiovisual Materials, (CREAM) informs every group of teachers that have applied for a public finance announcement as Docentic, Formatic, Finestra Oberta, etc. the licenses they can and have to use for their OER, how to use them and what that implies. On the other hand, the CREAM informs them about copyright aspects –if they reuse materials or their own materials published by a private editorial), if they can use the recorded image of students or anybody and how to do it properly.
3.1c In case you feel comfortable with your achievements, you can make your answers and uploaded documents public, so that others can learn from it. Do you wish to make your answer public?:	Yes
3.2a Is there a motivational framework for open educational practices in existence (e.g. incentives)?:	Incentives to stimulate the transformation of educational scenarios and resources into OEP exist on an organisational level.
3.2b Please describe the reasons for your judgement:	We have an initiative as the Open Course Ware where we incentivize teachers to allow us to public in open their subjects. Teachers are paid a small quantity of money and get a certification. For the rest of the initiatives as ESTIC, Docentic, Formatic, Finestra Oberta, Docinvest, etc. they get a certification but they have to finish their projects and they have to be approved before they get it.

Creative Commons as an exponent of OER appears at the forefront of any arising issue:

3.7b Please describe the reasons for your judgement:	The staff of Creative Commons are a highly digital literate group of individuals.
3.7c In case you feel comfortable with your achievements, you can make your answers and uploaded documents public, so that others can learn from it. Do you wish to make your answer public?:	Yes
3.8a Are support mechanisms in place to support the development of open educational practices?:	Support mechanisms are embedded in the organisation's policy in order to support teachers in the development of OEP.
3.8b Please describe the reasons for your judgement:	The policies and practices of Creative Commons management routinely encourage staff to explore new and innovative methods of producing OER and OEP.

In assessing the various institutions that submitted a maturity self-assessment, OPAL noted that many institutions were aware of how it was important to not only have a university for university students but to have a university serving the wants and interests of society. The Free Knowledge Academy insisted on their role in society when responding to Step 2 of the self-assessment (see page 5). Valencia University stressed that even though no directive was driven towards OER/OEP, the university had a strong commitment to being open concerning resources and materials:

2.1a Is a vision for open educational practices shared across the organisation?:	Management, staff and learners are starting to communicate about a shared vision for open educational practices within the organisation
2.1b Please describe the reasons for your judgement:	<p>Although there are no references in the UV's Strategic Planning (2008-2011) about OEP or OER there is a clear explanation about the necessity that the UV has to open the university to society. On the other hand, and in relation with the Operational Planning (2012-2015), we find some items related with them. For example it says: "Develop the Somni project" (the Somni project means the digitalization of historic books and its opening to society); the same happens when it makes reference to the "Publication of an innovative educational journal" (this journal is open); "Continue the Open Library project"; "Consolidate the OCW-UV" or "Consolidate the Centre for Educational Resources and Audiovisual Materials". Finally, and as part of the Learning Innovation Unit, we can say that all our projects are published under a Creative Commons licence. It means our journal, our Open Course Ware and also all the educational resources that the teachers and technicians create when they work with us. This is what our policies say for the Docentic, Docinvest, Finestra Oberta, Formatic and also ESTIC public calls. All the educational resources that are created under this umbrella have to be open and use a Creative Common licenses. More information (in Spanish):</p> <p><a href="http://www.uv.es/~udie/documents/convocatoria2011/110406_Resol_Conv_Inno_2011_Bases.pdf">http://www.uv.es/~udie/documents/convocatoria2011/110406_Resol_Conv_Inno_2011_Bases.pdf</a>  <a href="http://www.uv.es/~udie/documents/Resolucio_estic_2011.pdf">http://www.uv.es/~udie/documents/Resolucio_estic_2011.pdf</a> On the other hand some courses as the NANEC one is helping teachers to understand the necessity to work using open architectures and sharing information and resources.</p>

ITESM (Instituto Tecnológico y de Estudios Superiores de Monterrey) when discussing its own OER initiative 'temoa.info' states:

2.2b Please describe the reasons for your judgement:	<p>temoa.info borns in 2007 at the initiative of Dr. Rafael Rangel Sostmann, President of Tecnológico de Monterrey (1985-2010), who after attending the World Economic Forum (WEF) in Davos, Switzerland in the Global University Leaders Forum (GULF), proposed the creation of "Knowledge Hub", a knowledge base to expedite the discoverability for Open Educational Resources (OER) available on the Internet. The initiative was developed and is currently coordinated by the Center for Innovation in Technology and Education (Innov@TE) in the Virtual University of Tecnológico de Monterrey System. In the Open CourseWare (<a href="http://ocw.itesm.mx">http://ocw.itesm.mx</a>) we foster knowledge transfer and the use of information technologies to reduce the educational gap. This project seeks to share open educational resources of high quality to contribute in the development of better persons and societies.</p>
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Not all the institutions registered with the OPAL initiative felt entirely comfortable with submitting a maturity self-assessment. Many different reasons could be given, but mainly it was because OER were still a relatively new phenomenon to the teaching-learning environment, and organizations had not yet set up a structured leverage tool where teachers and policy makers shared an open vision. Even though certain organizations were able to submit the self-assessment, they did not want their comments to be published. These institutions are, however, able to visualize their reviewed assessment online, where they can see reviewers' comments and suggestions for future improvement to their current situation:

<b>3.8d Reviewer's Comment:</b>	Your initial efforts appear to be off to a good start. Overall, it seems like you are in the beginning stages of integrating OER within and across your institutions. Some of the faculty at your initiative, as well as several departments, have embraced OER and their initial efforts are beginning to congeal in strategic and organizational objectives. I wonder if there might be dedicated digital space where these individuals and departments can share their resources and begin to work in a more unified and deliberate manner.
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### OPAL Clearing House Practices

The second objective of the OPAL Consortium was to encourage all the OPAL institutions that registered for the project, to publish their practices in the OPAL Clearing House. Over a hundred practices were submitted and a few have been selected to illustrate how practices can enhance the value of open educational resources.

The author(s) had to give their practice a title, describe whether the practice referred to a specific organization or to a project or a network and tell us which institution they were representing. The organization then had to tell us what the case scenario was about, what the case was referring too and to which of the four groups (Policy Makers, Institutional Leaders, Educational Professionals and Students/ Learners) did the case apply.

<b>Small steps - giant leap: writing a book collaboratively.</b>	A Best Practice within a Specific Organisation	Aalto University School of Economics	Department of Communication	Innovation	Creation of OER, Using OER, Repurposing OER, Sharing...	Learners, Professionals, Organisational Leaders, Policy
<b>Support Centre for Open Resources in Education</b>	A Best Practice within a project or network		SCORE / Shared Solutions / Learning Teaching and Quality	Something Else	Creation of OER, Using OER, Repurposing OER, Sharing...	Professionals, Organisational Leaders, Policy Makers
<b>Combining OER with paid for resources for self-paced,...</b>	A Best Practice within a Specific Organisation	Western Governors University	Learning Resources	Using OER	Using OER	Learners, Policy Makers
<b>Jose Vladimir Burgos Aguilar, Liaison Officer of Innovation...</b>	A Best Practice within a Specific Organisation	Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)	Innov@TE Center – Center for Innovation in Technology...	Something Else	Creation of OER, Using OER, Repurposing OER, Sharing...	Learners, Professionals, Organisational Leaders, Policy
<b>Creative Commons Support in University of Cape Town...</b>	A Best Practice within a Specific Organisation	University Of Cape Town		Something Else	Strategy and/or Policy for OEP, IPR Framework for OEP,...	Professionals, Organisational Leaders, Policy Makers
<b>ERP lecture scripts of UDE open for reuse</b>	A Best Practice within a Specific Organisation	Duisburg Essen University	Economics & Business Administration/Information...	Something Else	Creation of OER, Sharing OER, Usage of OER, Open Educational...	Learners, Professionals

The standard of many of the submitted practices was extremely high. OPAL can only make a few of these practices available in this report but all practices are available for visualization on the OPAL website: <http://www.oer-quality.org/clearinghouse/browse/>

The Flemish Association for Development Cooperation and Technical Assistance for Teachers in Vietnam is a network revolving around learning in the classroom. The practice was described as follows:

Please describe your practice:	In cooperation with schools and teacher education institutions in Vietnam, the Flemish Association for Development Cooperation and Technical Assistance (VVOB: <a href="http://www.vvob.be">http://www.vvob.be</a> ) developed and implemented a teacher training programme in integration of ICT in classroom teaching. After capacity development of teacher trainers and teachers, these practitioners experimented with the use of ICT in classroom teaching. The best way to learn is to learn from each other. Therefore all partners in the programme encouraged each other to share good practices. VVOB set up an online platform where these best practices can be consulted in an organized way on <a href="http://www.ict4atl.org">http://www.ict4atl.org</a> . At the same time the portal is a self-study package on integration of ICT in education, addressing technological and pedagogical knowledge of teachers and teacher trainers.
Quality - OER/OEP:	Format requirements are developed for submissions of lesson examples to the portal. Best practices of applying ICT in classroom teaching are selected by different review committees at local and more central levels. Guidelines on quality have been developed in participation with different stakeholders: teachers, educational managers, offices of education. A resulting quality assessment rubric addresses also content of the submitted lesson examples, outputs and outcomes as the described activities of teachers and learners and the use of ICT.
Innovation:	OER can significantly widen the reach of capacity development. Especially in an approach where the focus is on learning from (good practice from) each other, this innovation can have a large impact. The Vietnamese version of the portal is also available offline, on a CD. In 2011 the CD has been used for training of more than 3000 in-service teachers in Vietnam. Participants of these trainings have been encouraged to develop best practices as well.
Tools and Repositories:	The portal is developed in Drupal a free and open source content management system: <a href="http://drupal.org/">http://drupal.org/</a>
Strategies:	Promotion: Via educational managers and core teachers in schools Via local and international NGO's Incentives for development of OER: Teacher competitions

The African Virtual University, which is a consortium of African Universities, submitted their award-winning initiatives and practices involving Learners, Professionals and Policy Makers:

<p>Please describe your practice:</p>	<p>The African Virtual University (AVU) Open Education Resources (OERs) Architecture which focuses on the creation, organization, dissemination and utilization of OERs led to the development of a dynamic, rational and comprehensive strategy for collaborative partnerships for African higher education and training institutions. In this regard, the AVU, in partnership with the African Development Bank and 10 African countries have developed 73 textbooks of Maths, Physics, Chemistry, biology, Teacher Education Professional courses, and ICT in education. The 73 textbooks are structured as 4 Bachelor of Education in Mathematics and Sciences. The textbooks are available in 3 languages, French, English and Portuguese, which make a total of 219 modules. As of January 2011, 4000 students were enrolled in programs derived from this initiative. The AVU has gone through the process of building an interactive portal called OER@AVU available at <a href="http://oer.avu.org/">http://oer.avu.org/</a>. The portal hosts AVU commissioned resources, the 219 textbooks developed with 10 countries. Through the portal, the AVU is enabling academics all around the African continent and beyond to access freely AVU resources and share, distribute and disseminate their resources globally and contribute towards Africa's economic development through education. The AVU launched officially the OER@AVU portal in January 2011. The resources have generated 393,000 views from 187 countries in October 2011, meaning that the resources are being access around the world. The AVU OER initiative gained global recognition by wining the OCW People's Choice award in August 2011 <a href="http://education-portal.com/articles/OCW_Peoples_Choice_Award_Winners_Final_List.html">http://education-portal.com/articles/OCW_Peoples_Choice_Award_Winners_Final_List.html</a></p>
<p>Quality - OER/OEP:</p>	<p>Quality was inbuilt in the process of designing, developing, reproducing and delivering the courses, as well as in the process of building the online repository. An Advisory Committee with members from AVU and its network was responsible for implementing the Quality Assurance Framework at the AVU and at the participating universities. The textbooks were peer-reviewed and adopted by the senates of the participating universities.</p>

The number of practices was by no means exhaustive. Institutions even openly collaborate with their students in OEP. The School of Economics at the University of Aalto in Finland collaborated with students to write a book. The project initially met with resistance which through involvement then transformed learners into OER enthusiasts:

<p>Actors:</p>	<p>In our project we have both a teacher and learners involved as actors. During the first stage of the projects learners were passive in terms of promoting OEP. Later, having learned what OER is and how it can be used and for what, some learners became really active promoters of OEP.</p>
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Achieve, Inc (an American organization) which recently was granted an award with ISKME on the promotion of OER guidelines, tells of their practice benefitting learners, professional and organization leaders:

Please describe your practice:	To help states, districts, teachers, and other users determine the degree of alignment of OERs to the Common Core State Standards, and to determine aspects of quality of OERs, Achieve has developed eight rubrics in collaboration with leaders from the OER community. To allow users to apply these rubrics and evaluate the quality of instructional resources, Achieve partnered with OER Commons to develop an online evaluation tool. OER Commons, an online repository for open education resources, is now hosting the tool and its resulting evaluation data. Resources rated on OER Commons will create a pool of metadata, and this metadata will be shared through the Learning Registry with other interested repositories.
Quality - OER/OEP:	To help states, districts, teachers, and other users determine the degree of alignment of OERs to the Common Core State Standards, and to determine aspects of quality of OERs, Achieve has developed eight rubrics in collaboration with leaders from the OER community. To allow users to apply these rubrics and evaluate the quality of instructional resources, Achieve partnered with OER Commons to develop an online evaluation tool. OER Commons, an online repository for open education resources, is now hosting the tool and its resulting evaluation data.

While ISTEM, the largest industrial university in Mexico with 31 campuses nationwide talks about an innovative center for learning - TEMOA, already discussed in their self-assessment. The practice is described as being specific to the organization but also involving the entire university nationally:

Innovation:	The adoption of innovations and technology in education is not a simple task. Professors are always looking for ways to foster their teaching learning practice but in the process they have to face several barriers such as lack of time, lack of training and the difficulty of trying new things. The objective of this service is to ease the task of introducing educational innovation through OER in the higher education classroom which will improve the teaching-learning process, and by consequence, student retention, motivation and attention. TEMOA offers a technological platform that eases the socialization of educational experiences through discussion forums and evaluation tools, to motivate the community to evaluate OER by considering specific educational criteria.
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OER quality was of paramount importance for the OPAL project and it has been interesting to observe the many, different ways organizations went about assessing the quality of their practices in the learning environment.

Valencia University:

Quality - OER/OEP:

We use three types of evaluation: 1. Initial Evaluation: While we were creating the course we had some aspects in mind as to the students, the necessities for that kind of course, the resources we and they had, etc. 2. Process Evaluation: At the same time that the course is developing we had to evaluate the difficulties we and the students found, and correct them 3. Final Evaluation: We evaluate the overall process: difficulties teachers, students and technicians have, comments we received, people who completed the course, people who wanted to do it and they couldn't, and reasons why. Our institution doesn't perceive quality from the perspective of either OER or OEP.

ACHARYA NARENDRA DEV College (University of Delhi):

Quality - OER/OEP:

The commitment of Acharya Narendra Dev College (ANDC) to OERs is established by the college website created using Drupal (<http://andcollege.du.ac.in>). OERs to a certain extent are well embedded in the college's policies. The college is in the process of establishing the links with other organizations for funding to develop OER repositories. We have been called upon by Commonwealth of Learning - CEMCA to help the Mumbai University to create OER's for two undergraduate courses (see <http://wikieducator.org/India>). Two workshops have been conducted and third one is in pipeline at the end of this month. An institution-wide policy to create, use and publish educational resources under free and open licenses has been developed though we had faced a tough time to do this. The college authorities have decided to give incentives for creation of OERs to the faculty. Being the convener of the OER development committee I am in the process of creating the portal for the same. A policy for institution-wide agreed quality concepts for OERs is in use and regularly updated. Support mechanisms are embedded in the organization's policy in order to support teachers involved in the development of OER.

Math Future Network:

Quality - OER/OEP:

We are developing taxonomies for several types of resources, such as mathematics education games. We are also aggregating groups of experts in innovative areas such as computer-based math, math game design, early advanced mathematics that aren't available for communities outside of a few (closed) university groups.

Open Universiteit - UNESCO Chair "Knowledge Transfer for Sustainable Development supported by ICTs":

Quality - OER/OEP:	The institution does not really differ between the regular quality assurance of course production and the production of OER or OEP. We approach the OER or OEP in the same way as the standard course design. This includes testing of designed materials with the target group before releasing the materials.
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And one of the fore-runners in the concept of Open Learning WikiEducator:

Quality - OER/OEP:	WikiEducator relies on commons-based peer production for quality. This means that multiple collaborators are involved in development of the resource continuously evaluating the changes, commenting and editing as appropriate. Educators and learners are free to make copies and adapt resources to their own needs. Quality is contextual. WikiEducator communities may institute their own processes to manage quality.
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All the submitted OPAL practices are published openly in the Clearing House on the OPAL website:

## THE OEP BEST PRACTICE CLEARING HOUSE

This page contains a list of cases of best practice in Open Educational Organisations.

[Submit a Practice](#)

[Clear Filters](#)

Case	Topic	Area	Group
<a href="#">(HEFCE) The Higher Education Funding Council for England</a>	Improving Quality	Strategy and/or Policy for OEP	
<a href="#">A SOCIETY FOR ALL through EDUCATION</a>	Innovation	Strategy and/or Policy for OEP, Partnerships, Incentives and/or Motivation, Open Educational Practices, Commitment, Mindsets and Attitudes, Digital Literacy	Organisational Leaders
<a href="#">An OERs-Based Digital Textbook for Instructional Technology</a>	Using OER	Creation of OER, Using OER, Sharing OER, Incentives and/or Motivation, Open Educational Practices, Tools for Sharing, Digital Literacy	Learners

Like this anybody interested in improving their own OER or interested in what others are doing in the area can take a look at the 100 odd practices already published depending on the topic or area of interest.

The overall objectives and deliverables set out by the OPAL consortium have been met, with over 100 open educational practices published in the OPAL clearing house online and with 45 maturity self-assessments submitted to the OPAL website.

The OPAL consortium would not have been able to undertake the current project without the generous funding of the E.E.C. and would like to take this opportunity to thank the European Commission for their support.

## ANNEX: The OPAL Consortium Group

The 'Open Educational Quality Initiative' is an international network to promote innovation and better quality in education and training through the use of open educational resource. It was partly funded by the European Commission. OPAL was initiated through international organizations like UNESCO, ICDE and EFQUEL and a number of universities like the Open University UK, the Aalto University in Finland, University Duisburg-Essen and the Catholic University in Lisbon. OPAL aimed at establishing a forum which worked to build greater trust in using and promoting open educational resources. The Open Educational Quality Initiative focuses on provision of innovative open educational practices and promoting quality, innovation and transparency in higher and adult education. The focus moved beyond access to open educational resources (OER) to focus on innovation and quality through open educational practices (OEP).

### The OPAL Initiating Organizations

The project ran through a time span of two years (2010-2011) and included the following partners:



University Duisburg-Essen (Germany)

Coordination



Aalto University (Finland)



The Open University (UK)



European Foundation for Quality in E-Learning (Belgium)



Universidade Católica Portuguesa (Portugal)



International Council for Open and Distance Education –  
ICDE

UNESCO

This project has been carried out with the support of the European Community. The content of this report does not necessarily reflect the position of the European Community, nor does it involve any responsibility on the part of the European Community.