

**O
E
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**pen
ducational
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ENCORE Educathons Faculty Ed
Validated by ENCORE Team

LET'S MAKE A START FROM...



Image: [Freepik.com](https://www.freepik.com)

HOW OPEN I AM?



Frame the QRcode or
use the following link:

[How open I am](#)

Our Goals



- Learn about the benefits of OER for faculty and students through case studies.
- Learn how to effectively integrate OER in teaching and learning.
- Enrich our Syllabus from an open educational perspective

What are OERs?

«a way of carrying out education, often using digital technologies. Its aim is to widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customisable for all. It offers multiple ways of teaching and learning, building and sharing knowledge. It also provides a variety of access routes to formal and non-formal education, and connects» (Opening up Education: A Support Framework for Higher Education Institutions, 2016)

OERs can include any type of resource, such as a photo, an image, an animation, a podcast, a text or a video, up to textbooks (OpenTextbooks), as long as are educational resources with some educational relevance for teaching and self-learning (Nascimbeni, 2020).

OPEN EDUCATIONAL RESOURCES



techniques materials tools
used for
TEACHING + LEARNING + RESEARCH
SHARED UNDER PUBLIC DOMAIN
OR OPEN LICENSE FOR RE-USE

creative commons



Open Education on the European Agenda

The OpenEdu project was conceived as a response to the European Commission's Communication "Opening up Education: Innovative teaching and learning for all through new technologies and open educational resources".

The results of the project also contribute to priority 3 of the 6 new priorities of the Education and Training 2020 (E&T2020) monitoring programme:

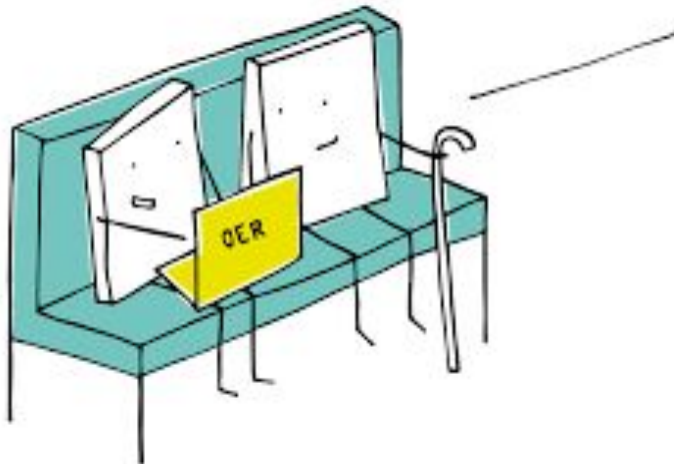
*«Open and innovative education and training, including by fully embracing the digital era»**

Open Education is an umbrella term under which different meanings of open education can be accommodated.

It goes beyond Open Educational Resources (OER) and open research findings to embrace teaching and collaboration between individuals and institutions.*

Open Education (OE) is not just about
(or not only) MOOCs and OER.

It's about the democratic openness of education,
the modernization and innovation of our
higher education systems in Europe,
through the use of digital technologies.



The 4 necessary conditions for OER

ACCESS to educational resources, through licenses and open technologies.

TRANSPARENCY of teaching practices, especially by teachers.

FREE compared to the possibilities offered by open licenses to use and modify existing resources.

SHARING of open resources, in an appropriate way.

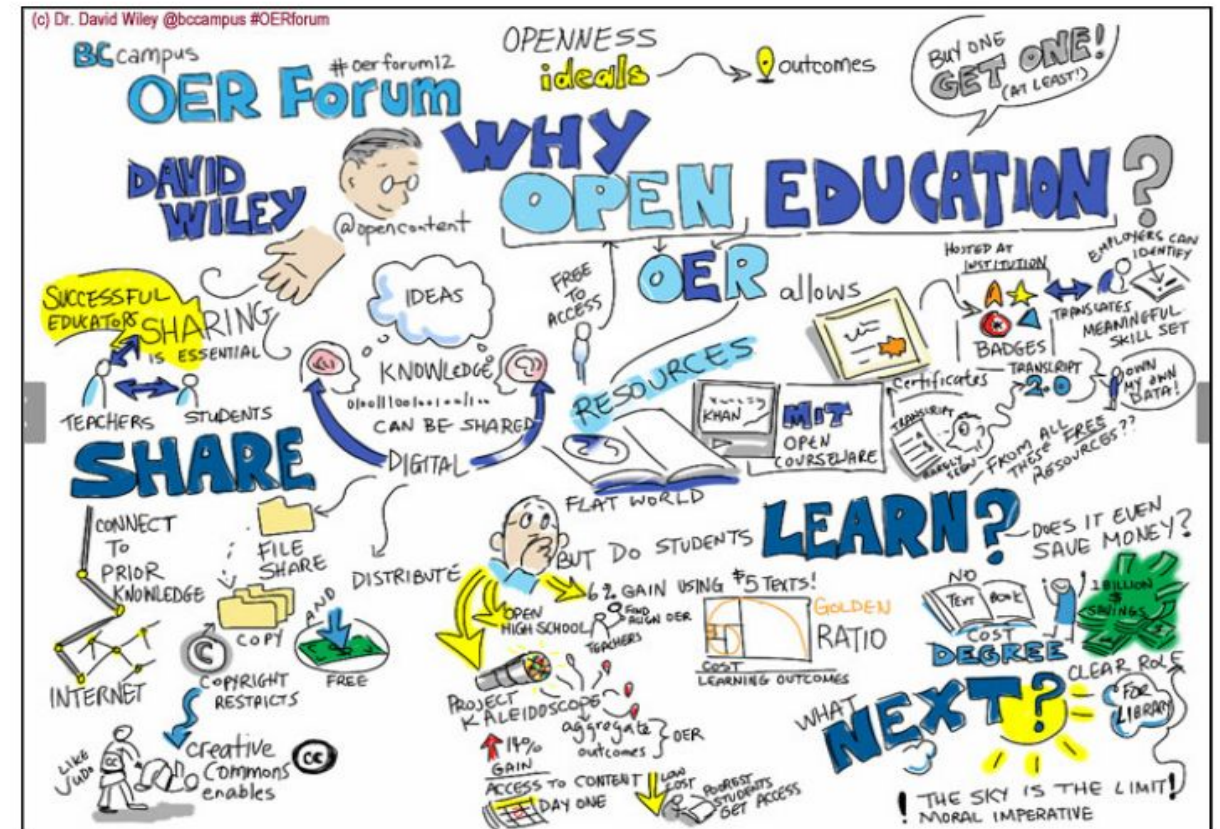


Figura 2: Why Open Education? Autore: David Wiley, immagine di Giulia Forsythe. Licenza: Pubblico Dominio.

R

reuse: use the original, revised, or remixed copy publicly, such as on a website, or in a classroom presentation.

R

remix: combine an original or revised copy of the asset with other existing material to create something new.

R

redistribute: share copies of your asset with others, such as online or sending it to a colleague.

R

revise: modify and adapt a copy of the asset, for example, by translating it into another language.

R

retain: keep and own a copy of the asset, for example, by downloading a copy to your computer.

Licenses and Copyrights

OERs are often released under open licenses, such as Creative Commons, which allow users to use, modify, and share the material.

However, it is important to comply with the conditions specified in the license (BY – Attribution; NC - Non-Commercial; ND – No derivative works; SA – Share Alike) when using OER.

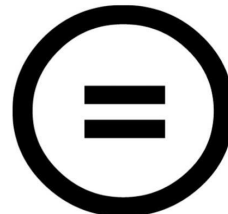


Attribution

Noncommercial

Non- Derivatives

Share alike



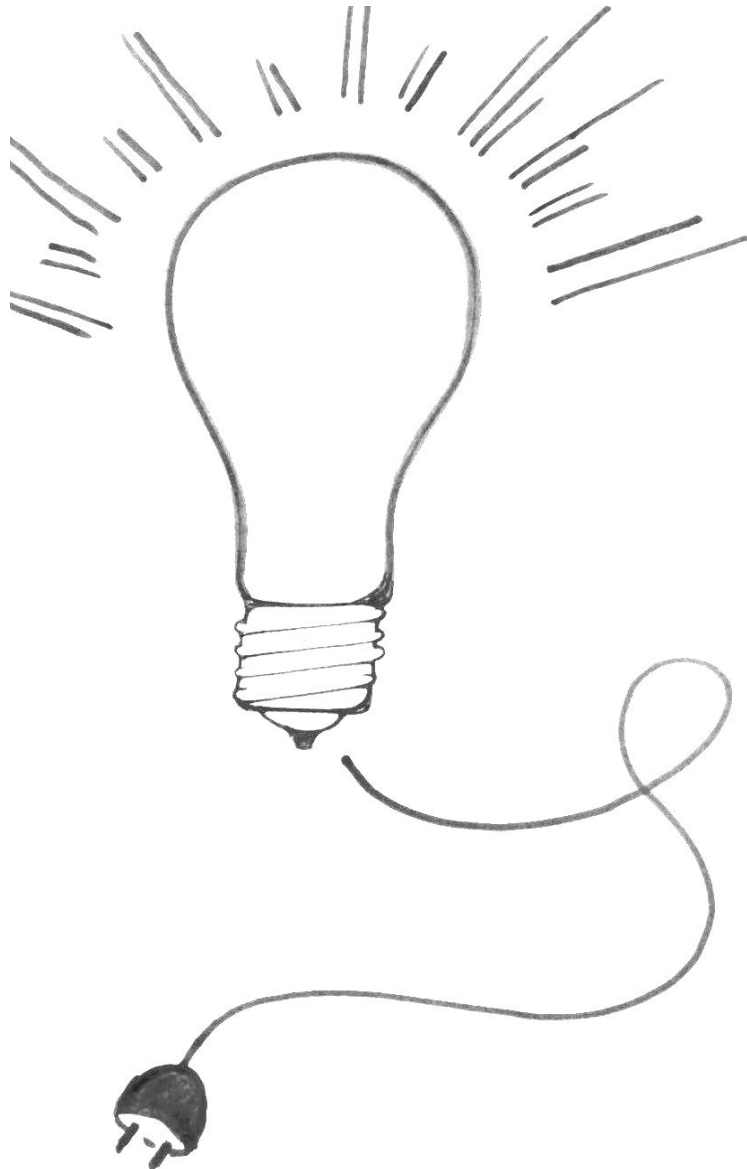
Compulsory - Must always **credit** me.

Use it but don't make **money**

Your version must **equal** mine - no changes

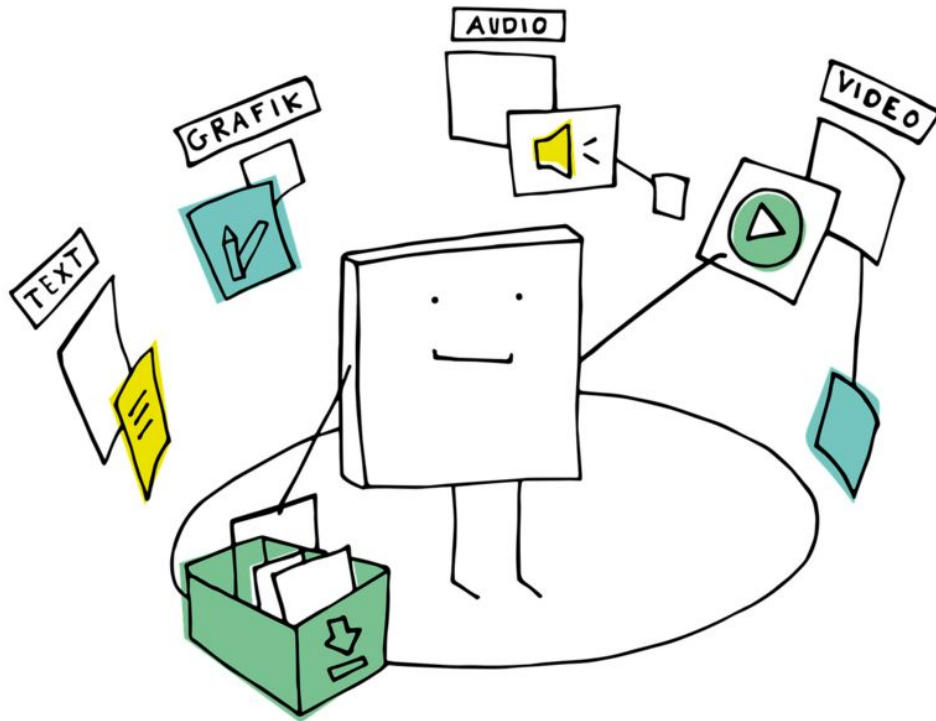
If I allow you to change it, **repeat** my CC **licence**

Some Tools to create OER



- OSS Watch provides suggestions for selecting open source or buying free or open software.
- SchoolForge and SourceForge allow you to find, create, and publish open software. SourceForge, for example, has millions of downloads every day.
- Wikipedia is an online, free and collaborative encyclopedia. Anyone can contribute to existing entries or create new ones.
- Open Source Education Foundation and Open Source Initiative, and other organizations like these help spread knowledge.
- Creative Commons is the non-profit organization Creative Commons, founded by Lawrence Lessig, at the origin of the Creative Commons licenses. These are licenses that allow the author of a work to choose the rights they wish to assign or not to a given work.

Sources of OER



1. OER Repositories: There are a number of online repositories dedicated to OER, such as the OER Commons website, MIT OpenCourseWare, and even Wikipedia.

1. Universities & Educational Institutions: Many universities and institutes offer free online courses and open learning materials.

2. Collaborative Projects: Groups of educators often work together to create and share OERs. For example, the Wikimedia Commons project offers a wide range of free images.

Therefore...

Open Educational Resources are an important tool for democratizing education, allowing anyone to access high-quality educational materials. They promote accessibility, sharing, and collaboration, helping to transform the way we learn and teach.

C

CASE I - UNIPD - FULLY OPEN COURSE

A

CASE II - UNIPD - MOOCS

S

CASE III - OTHER UNIVERSITY

E

CASE IV - Students' generated content

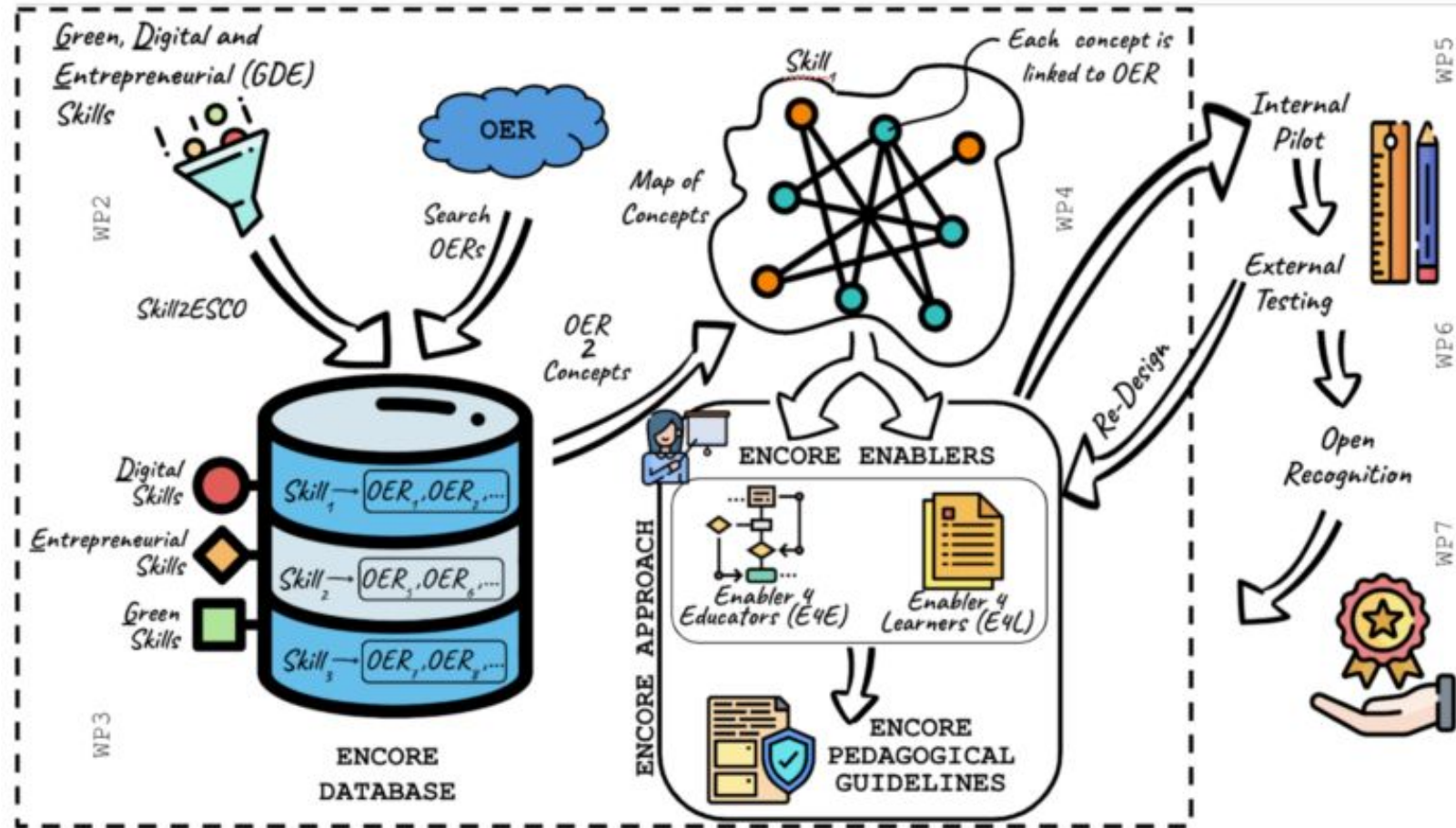
S

THE ENCORE TOOL



Frame the QRcode or
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[ENCORE](#)



A specific focus on Green, Entrepreneurial and Digital Skills

Objective-based design

To adopt an objective-based design means to take objectives as the regulating factor of the entire instructional process.

Contents, resources, and activities proposed to learners are considered valid insofar as they are consistent with the objectives.

The assessment, which is defined from the outset, must also be aligned with the identified objectives.

What objective(s) do I intend to pursue?
What objectives do I want to set for the learners?



Through which instructional experiences can I achieve these objectives?



How can I effectively organise these experiences?



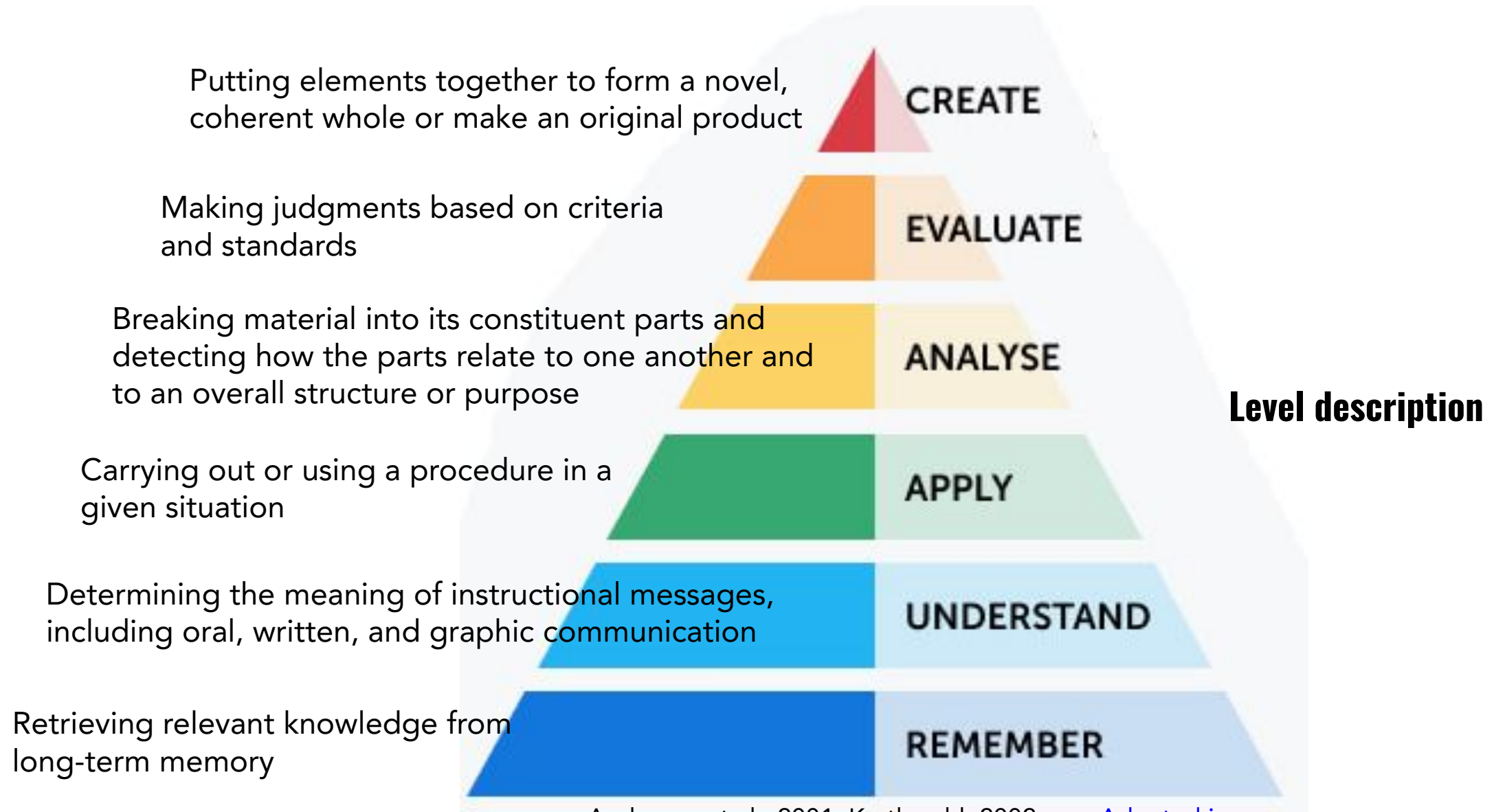
How can I determine whether these objectives have been achieved?

cf., Tyler, 1949

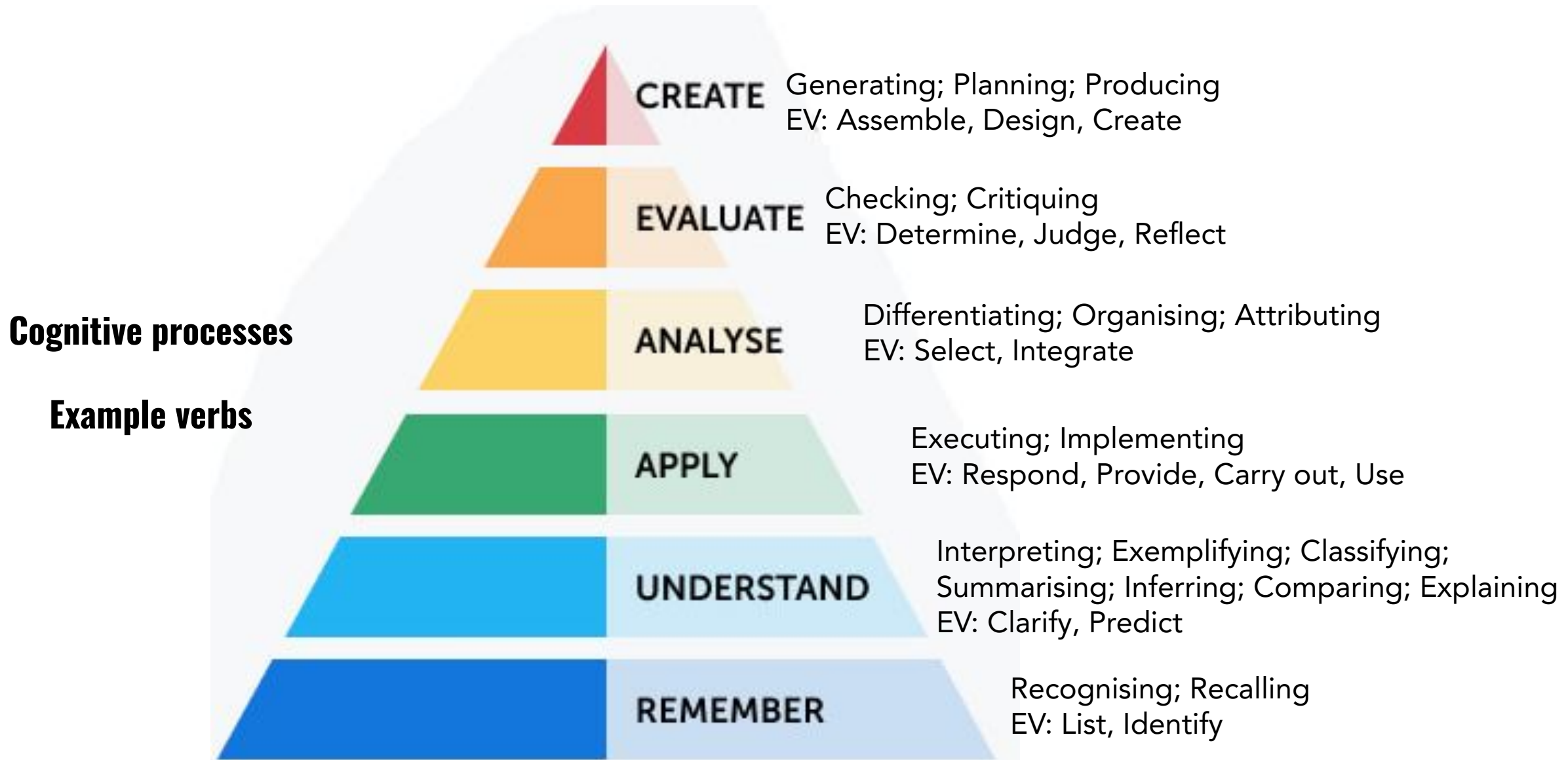


This pathway is not to be understood in a rigidly static and linear manner but rather as a dynamic and self-regulating process

Bloom's Revised Taxonomy



Bloom's Revised Taxonomy



Formulating a learning objective

A statement of a learning objective contains a verb (an action) and an object (usually a noun).

The verb generally refers to [actions associated with] the intended cognitive process.



The object generally describes what a teacher/trainer/educator expects or intends learners to learn.

It may be helpful to consider preceding each objective with something like:
"Learners shall be able to...", "Learners will..."

The student shall be able to: **develop** a **successful business model**

↓
verb

↓
noun phrase

The ENCORE Approach

Bloom's taxonomy with exemplar activities for learning and assessment: Table 2 pp. 22-25.

Bloom's taxonomy with possible scenarios and interactions with the ENCORE system: Table 3. pp. 26-28.

Limitations: pp. 25-26.



Frame the QRcode or
use the following link:
[The ENCORE approach](#)

HANDS ON :)



Frame the QRcode or use
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[Template - Learning Design](#)

A TEMPLATE TO SHARE RENEWED EDUCATIONAL DESIGNS!

- Syllabi
- Module
- Unit
- Lesson
- Training Session
- Activity

YOUR EXPERIENCE WITH OER...



Image: [Source](#)



Frame the QRcode or use the following link:

[Your opinion on the session](#)

LET'S WRAP UP...



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[How open can I be](#)

HOW OPEN CAN I BE?

We will send a synthesis of responses to all participants, comparing with the beginning of the session!

CLAIMING AN OPEN BADGE



Frame the QRcode or use
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[Open Badge Recognition -
OREC - Reconnaitre](#)

- To claim an Open Badge (Open Recognition):
- Prepare your design to be published (as shared Gdoc, Canva, infographic, etc.);
 - Get the link;
 - Use the link demonstrating your work to share;
 - Invite a colleague to endorse and comment your work.

Useful Bibliography

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Enriching Circular use of OER for Education

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