Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

    OpenGame. Good practices about Open Teaching

2. Country or countries where the practice is implemented *

    Spain, Germany, France, Ireland, China, Tunisia, Colombia

3. Please select the **most relevant** Action Track(s) the best practice applies to *

    ☐ Action Track 1. Inclusive, equitable, safe, and healthy schools

    ☐ Action Track 2. Learning and skills for life, work, and sustainable development

    ☑ Action Track 3. Teachers, teaching and the teaching profession

    ☑ Action Track 4. Digital learning and transformation

    ☐ Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Universidad Internacional de La Rioja (UNIR)

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Open teaching, open education, open science, open competence framework
Designed for university professors, but implement-able by VET, High School and Secondary teachers, too

6. What makes it a best practice? *

It helps develop competences on university professors towards open education

Description of the best practice

7. Introduction (350-400 words)
This section should ideally provide the context of, and justification for, the practice and address the following issues:
i) Which population was affected?
ii) What was the problem that needed to be addressed?
iii) Which approach was taken and what objectives were achieved? *

The Handbook collects 24 real-life open teaching practices that respond to eight main challenges that educators face today and that can be tackled through open approaches. The practices are presented detailing their potential for transferability and the competences needed to put them in place, ultimately aiming at inspiring educators to try out these methods to make their teaching more inclusive and innovative. Also, the document presents an original Open Education Competences Framework, structured around one transversal attitude, two competences areas (open resources and open pedagogies).

8. Implementation (350-450 words)
   Please describe the implementation modalities or processes, where possible in relation to:
   i) What are the main activities carried out?
   ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
   iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
   iv) What were the resources needed (budget and sources) for the implementation?
   *

The first phase was focused on defining a long list of open teaching practices in the areas of open
content, open design, open pedagogies, and open assessment. Moreover, the practices were classified in two categories depending on the use of technology: advanced technology for open teaching and open teaching without technology. A total of 65 were collected through the online OpenGame Catalogue. The second phase consisted of a filtering process to select 24 representative practices that fulfilled the following criteria: broad applicability, technology neutrality, and easiness of transfer.

The first phase was focused on defining a long list of open teaching practices in the areas of open
content, open design, open pedagogies, and open assessment. Moreover, the practices were classified in two categories depending on the use of technology: advanced technology for open teaching and open teaching without technology. A total of 65 were collected through the online OpenGame Catalogue. The second phase consisted of a filtering process to select 24 representative practices that fulfilled the following criteria: broad applicability, technology neutrality, and easiness of transfer.

During the fourth phase a peer-review process was implemented to ensure the high quality of the description of the practices. Each practice was reviewed by two experts. The reviewer comments were considered by the editors of the practices and a second version was produced. The practices were then re-edited by a small group of experts in order to homogenize the descriptions and ensure the broad applicability, technology neutrality, and easiness of transfer.

9. Results – outputs and outcomes (250-350 words)
   To the extent possible, please reply to the questions below:
   i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
   ii) What were the concrete results achieved with regard to outputs and outcomes?
   iii) Has an assessment of the practice been carried out? If yes, what were the results? *

   The handbook gathers 24 real-life cases of open teaching practices. The practices come from the higher education sector, but might be useful and transferred to other educational levels.
   Open teaching is not something new. It dates back to the 60s and 70s [4-8], when Claude Paquette
   [9] proposed an open pedagogy focused on the individual's choices and responsibility, moving from uniformity and conformity to three sets of foundational values [7]:
   1. Autonomy that should be understood through a social life of interdependences, because each person lives in constant interaction with others.
   2. Freedom of students to choose amongst activities and projects, knowing that such choices also brings responsibility.
   3. Democracy and participation that have to do with freedom of expression in the class as well as cooperation amongst students through things like disagreements or difficulties.

10. Lessons learnt (300 words)
    To the extent possible, please reply to the following questions:
    i) What were the key triggers for transformation?
    ii) What worked really well – what facilitated this?
    iii) What did not work – why did it not work? *

    From an HEI's perspective, embracing openness is therefore a necessity which implies a significant and broad change in the organizational culture, as well as in the practices and internal procedures. Starting by institutional governance, policies and strategic planning, and reaching such areas as the technological infrastructure, teaching and learning practices, faculty support and professional development. In order to be successful, it is recommended that an holistic and bottom-up approach should be adopted.
    The OpenGame handbook of good practices represents an important contribution to trigger the complex and interconnected internal changes and adjustments needed for widespread implementation of OEP in HEIs. Although it focuses on teacher's capacity building it does so from an holistic perspective. The approach followed not only leads educators to understand the principles and values of open education, access and licensing, but also enables them to create and transform educational resources, design quality innovative learning experiences, teach and support students in open and personalised learning environments, and assess learning outcomes in new more engaging open formats. Another important feature is that those good practices helped create the OpenGame framework is that it is based on a broad and diverse selection of best practices which can be easily related to every teacher's own context and experience. Moreover, this was designed as an open framework and therefore it can be adapted and completed by the experiences collected and shared by the open practitioners which use it.

11. Conclusions (250 words)
    Please describe why may this intervention be considered a "best practice".
    What recommendations can be made for those intending to adopt the
    documented "best practice" or how can it help people working on the same
    issue(s)? *

    From an HEI's perspective, embracing openness is therefore a necessity which implies a
    significant and broad change in the organizational culture, as well as in the practices and internal
    procedures. Starting by institutional governance, policies and strategic planning, and reaching
    such areas as the technological infrastructure, teaching and learning practices, faculty support
    and professional development. In order to be successful, it is recommended that an holistic and
    bottom-up approach should be adopted.
    The OpenGame handbook of good practices represents an important contribution to trigger the
    complex and interconnected internal changes and adjustments needed for widespread
    implementation of OEP in HEIs. Although it focuses on teacher's capacity building it does so
    from an holistic perspective. The approach followed not only leads educators to understand the
    principles and values of open education, access and licensing, but also enables them to create
    and transform educational resources, design quality innovative learning experiences, teach and
    support students in open and personalised learning environments, and assess learning
    outcomes in new more engaging open formats. Another important feature is that those good
    practices helped create the OpenGame framework is that it is based on a broad and diverse
    selection of best practices which can be easily related to every teacher's own context and
    experience. Moreover, this was designed as an open framework and therefore it can be adapted
    and completed by the experiences collected and shared by the open practitioners which use it.

12. Further reading
    Please provide a list and URLs of key reference documents for additional
    information on the "best practice" for those who may be interested in knowing
    how the results benefited the beneficiary group/s. *

    Please, refer to the handbook on the good practices for further information: https://opengame-
    project.eu/wp-content/uploads/2020/07/OpenGame-IO1-
    HandbookOfSuccesfulOpenPractices.pdf