Open Education —
2022-2027 Strategy

Nantes Université

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1. Background and focus

Open education is built on the humanist and universal values that underpin universities and the roles they fulfil (furthering knowledge, the academic community and the individual, by providing a dedicated forum for debate, questions and sharing expertise, and space for self-development). Gradually, it is adopting the political, scientific and pedagogical models common to higher education institutions. In line with the UN's Sustainable Development Goals (SDG)[1], its purpose is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"[2].

> Open education is seen as 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 the two.
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> **The European Commission's definition of open education (2016)[3]**
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> OER are teaching, learning and research materials that make use of appropriate tools, such as open licensing, to permit their free reuse, continuous improvement, and repurposing by others for educational purposes.
>
> **UNESCO's definition of an open educational resource - OER (2020)[4]**

Many world leading universities (including EPFL, UC Louvain, TU Delft, Oxford, Harvard, and MIT) have introduced policies, organisations and services to trial new *open models and formats[5]* in education.

These initiatives have two distinct focuses:

Educational
- To facilitate academic success by constantly improving courses and support and assessment arrangements, with input from different protagonists (academic staff, students and guest speakers, partners);
- To provide more flexible ways to learn by adopting more diversified teaching practices that are open to wider audiences — with the longer-term aim of establishing modular programmes;
- To foster a multidisciplinary approach and local and international discussion about educational practices and co-constructed resources;
- To involve external stakeholders who have a direct interest (social and professional) in expanding an institution's educational provision.

Social and societal
- To further the expansion of an education system that promotes widespread access to learning, opportunities to meet and share knowledge, discussion between universities, and collaboration with members of the community and professionals from the social and economic sectors;
- To support a policy of opening up knowledge (output, publication, dissemination) in line with current changes in education;

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[1] UNESCO and sustainable development goals: https://en.unesco.org/sustainabledevelopmentgoals
[2] UNESCO, 2016, Incheon Declaration and Framework for Action SDG 4 – Education 2030, p.18.
https://unesdoc.unesco.org/ark:/48223/pf0000245656
[3] Inamorato Dos Santos A, Punie Y and Castaño Muñoz J. Opening up Education: A Support Framework for Higher Education Institutions. EUR 27938. Luxembourg (Luxembourg): Publications Office of the European Union; 2016
[4] UNESCO (2020) Guidelines on the development of open educational resources policies p.9
[5] "Bates (2015) and McGreal (2017) argued that Open Education can take a number of forms, such as open textbooks, open curricula, open research, open pedagogy, open data, OpenAccess to programs. 'The term often describes not only the policies, practices, resources, curricula, and pedagogy, but also their inherent values and the relationships between teachers and learners' (Cronin & Maclaren, 2018 p.1)."
Ebba Ossian Nilsson et al. (2022) ICDE – OERAC: OpenScience, Open Educational Resources, and Open Innovation. P.4

- To play an active role in the European and international drive to open up education, thus strengthening alliances and partnerships concerning the production, dissemination and transfer of knowledge;
- To increase that institution's appeal by providing the widest possible access to high-quality educational resources.

2. "Opening" education at Nantes Université

The purpose of open education is to accelerate **knowledge sharing**, by drawing on **communities of practice** for inspiration and to share experiences, by providing **open, digital and physical educational spaces**, by creating **open educational resources** and by establishing **customised and modular learning pathways** that can be accessed throughout life.
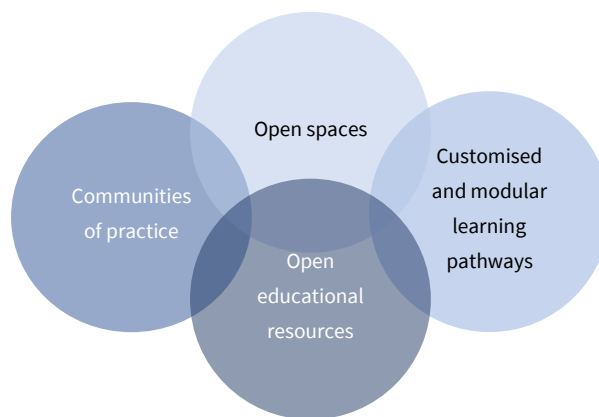
Nantes Université's commitment to open education is already widely recognised, notably through its UNESCO Chair for "Open Educational Resources and Artificial Intelligence" [6] which is held by Colin de la Higuera. The University also attended the virtual edition of the Open Education Global international congress in 2021 and hosted the in-person edition in 2022. Additionally, it has worked with international partners on developing learning objects to raise awareness of OER in the academic community (OpeN Game, MOOCs created by Class'Code, Univ-Ouverte@Maroc) and organised webinars and conferences for the general public.

Thanks to numerous initiatives focusing on pedagogical development, our community now boasts some dedicated open education pioneers. Since 2017, the Centre for Pedagogical Development (CDP) has been spearheading an initiative known as OpeN (*Ouvrons la pédagogie sur les campus nantais*) which organises awareness raising, coordination, training, resource development and communication activities under various remits. These include: Open Initiatives, OPeN Badges (skills recognition), ACCESS (accessibility and inclusion in learning), and OPeN App (experiential learning workshop).

In addition to 5000 educational resources licensed under Creative Commons[7], a number of MOOCs were created between 2015 and 2020 which were very well attended (96,800 registrations). In parallel, open resources have been

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[6] UNESCO Chair "Open Educational Resources and Artificial Intelligence" - https://chaireunescorelia.univ-nantes.fr/
[7] "Creative Commons (CC) licenses were introduced in the USA in 2001 to provide a simple and lawful way to circulate academic works and encourage discussion and creativity. They rapidly became well known and acquired a considerable audience. Under the CC philosophy, academic works are considered a common asset, and the objective is to facilitate the re-use, sharing, improvement and enhancement of this body of knowledge. As an alternative way to provide access to copyright-protected content, CC licenses currently seem an inevitable aspect of an open approach to intellectual property in the digital age":
https://www.economie.gouv.fr/files/files/directions_services/apie/propriete_intellectuelle/publications/Licences_libres-Creative_Commons.pdf?v=1567152127

uploaded to dedicated platforms for digital subject-based universities[8], OER are available in conjunction with courses[9], and learning experiences have been shared[10].

We have noted a new appetite for developing and changing teaching practices. In a questionnaire, 85% of lecturer-researchers who responded[11] viewed distance learning as an opportunity to trial new modes of learning and 97 lecturers requested support to develop hybrid approaches to their teaching in March 2021. Some examples of noteworthy initiatives include the Clinique de la Donnée en Santé [health data clinic], and open innovation projects with major accounts such as Netflix (recognised at the prestigious Emmy Awards).

Nantes Université has been a member of the Open Education Consortium since 2012 and signed the EUniWell Open Education Declaration in January 2022.

As an outcome, resources and spaces for sharing practices do exist. However, these tend to be informal and/or *ad hoc* and therefore need developing. The challenges include:
- Raising awareness of open education practices in the academic community and developing open education strategies (universal design for learning, intergenerational approaches in education, access to knowledge at any time and from any place, modular courses, flexible learning pathways, customised educational relations, use of OER at the lesson planning stage, etc.).
- Guaranteeing quality in the design, creation and dissemination of shared knowledge.

As the visible face of an open education strategy, OER have an important role to play in the expansion of open education. Nantes Université has set itself the following goal for 2027 — to be an institution recognised for the positive contribution it has made within the academic community to facilitating the dissemination, adoption and appropriation of new expertise. It will achieve this goal by distributing open educational resources at three different levels:
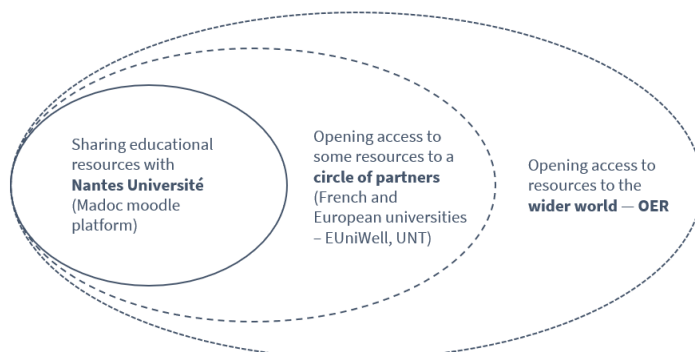
- **At Nantes Université**:
  Developing the practice of sharing and working together to devise educational programmes. In this way, lecturers will be able to access additional resources to enrich their own educational content, and more generally, these resources will be available to employees and students (in the form of an Open Moodle, for example)

> *"I have been able to explore additional educational content beyond what is provided for my registered course. Thanks to discovering these resources, I've been able to clarify my career choices and training pathway".*
>
> ***Chloé, student at IAE – Nantes Université***

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[8] For example, on the UVED and UNIT platforms: https://www.uved.fr/ and https://unit.eu/
[9] Example: Educational initiatives funds 2019/BM^{3}C^2 project – http://www.bm3c2.fr/
[10] Centre for Pedagogical Development – UN – OPeN Initiatives – https://cdp.univ-nantes.fr/accueil/je-veux-partager-et-ouvrir-mes-dispositifs/je-veux-partager-et-ouvrir-mes-dispositifs
[11] "Lecturers: your pedagogical practices during lockdown", questionnaire, February and March 2021

- **Partner universities, including EUniWell**: Developing and sharing teaching modules, resources, and software, forging relations with other professional communities, facilitating virtual mobility opportunities etc.

> *"My own lessons have been greatly enhanced by the resources my colleagues at overseas universities have shared. In return, I have been able to share my educational content with other colleagues".*
>
> ***Vincent, lecturer-researcher at UFR STAPS – Nantes Université***

- **Wider society:** Creating and sharing high-quality OER which are accessible around the world (in line with UNESCO's sustainable development goal). Some of these resources will be developed specifically for audiences in Francophone countries.

3. Open Education at Nantes Université — 5 objectives

Open Education draws on the same ethos as open science, open innovation and open governance, and is one of the pillars of our policy on widening access and participation at Nantes Université. We are committed to developing and disseminating knowledge widely in order to make an active contribution both to the continuing improvement of teaching and learning throughout the world and to social progress. We consider the knowledge developed at our university to be a *collective asset* that should be made freely available to the largest possible audience. To support the expansion of this policy, a model for recognising open education within the professional development of lecturer-researchers will be introduced.

Open Education at Nantes Université will be rolled out on a voluntary basis and in five stages:
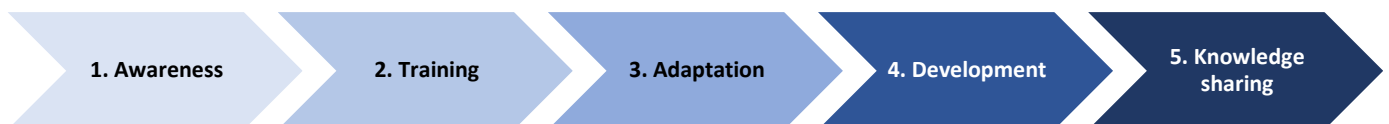
1. **The community will be made aware of the practice of open education**, to make sure there is a shared definition of its meaning and values, by drawing on established knowledge and previous experiences. *E.g.: Set up a network of Open Education ambassadors.*

2. **Staff and students can receive training in open education** by sharing open educational resources and accessible online resources (UNT, Moodle) and by cataloguing resources that can be used to create or enhance course content. *E.g.: Create training cycles and modules on using and cataloguing OER.*

3. **Courses can be adapted for open education** and the feedback and lessons learned from these "demonstration courses" then shared and disseminated. E.g.: *Develop a dedicated support service.*

4. **Open educational resources will be developed** by establishing systems to support the design, creation and use of OER by a given target audience. There will be a particular focus on immersive learning and promoting the French language/French-speaking world. *E.g.: Set up an "OER development group" based on the model of the multi-institution project currently hosted by the Université de Sherbrooke in Québec.*

Establish a model for recognising open education within the professional development of lecturer-researchers.

5. **The ethos of knowledge sharing will be promoted through open educational resources made available** in a catalogue and by creating spaces for discussion and co-construction. *E.g.: Create an ad hoc platform and an open Moodle. Establish new "open" spaces to encourage knowledge sharing.*

This rollout will inform research conducted to improve understanding of new practices in open learning in and through higher education (contributory approaches, use of resources, etc.), and the dissemination and appropriation of knowledge generated from research and relevant to everyday life.

4. Steering and monitoring the rollout

To achieve these objectives by 2027, an action plan (AP) will be adopted based on this roadmap. Progress with this roadmap will be visualised in a performance chart accessible to anyone at a dedicated online space.
To ensure that action taken aligns with strategic direction as effectively as possible, the following committees will oversee the rollout.

A **steering committee** will monitor the rollout of open education within Nantes Université on a regular basis (once monthly). This project team will comprise:
- The Vice President for training and open education;
- The Vice President for students;
- The holder of the RELIA UNESCO chair hosted at Nantes Université;
- The deputy director for training and campus life;
- The director of the Centre for Pedagogical Development.

To monitor development and implementation of the action plan, a **monitoring committee** will meet on a less frequent basis (once every two months). In addition to the steering committee, its members will comprise:
- Representatives from constituent institutions;
- Deputy training directors from the research hubs;
- Student representatives (from the committee for student life).

Additionally, a **committee for strategic direction** will meet twice each year. It will comprise representatives for our academic and economic partners and from the local authorities and the members of the monitoring committee.

Further Reading:

- Carina Bossu et al. (2013) Feasibility Protocol: an instrument to assist institutional adoption of OER, DEHub Innovation in distance education, University of New England, NSW 2351, Australia.
  https://eprints.usq.edu.au/24303/7/Busso_Brown_Bull_rep2013_PV.pdf

- Yves Deville (2021) Open Education et Open Science à l'horizon 600.
  https://oer.uclouvain.be/jspui/bitstream/20.500.12279/819/1/UCLouvain_Open_Education_and_Science_CC-BY.pdf

- Inamorato Dos Santos A, Punie Y and Castaño Muñoz J. Opening up Education: A Support Framework for Higher Education Institutions. EUR 27938. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC101436.
  https://publications.jrc.ec.europa.eu/repository/handle/JRC101436

- Institut national de santé publique du Québec, animer un processus de transfert des connaissances, aide-mémoire. [An aide memoir for facilitating a knowledge transfer process].
  https://www.inspq.qc.ca/institut/transfert-des-connaissances/animer-un-processus-de-transfert-des-connaissances

- Luc Massou, « Mutualisation des ressources pédagogiques numériques pour l'hybridation: vers l'éducation ouverte ? », *Distances et médiations des savoirs* [online], 38 | 2022, uploaded 9 June 2022, accessed 18 July 2022.
  http://journals.openedition.org/dms/7997; DOI: https://doi.org/10.4000/dms.7997

- Equipe Renard, research on knowledge transfer, resources for disseminating knowledge.
  https://www.equiperenard.org/diffusion

- Ebba Ossian Nilsson et al. (2022) ICDE – OERAC: Open Science, Open Educational Resources, and Open Innovation.
  https://www.icde.org/publication/open-education-framework-report-from-the-icde-oerac-2022/

- UNESCO, 2016, Incheon Declaration and Framework for Action SDG 4 – Education 2030.
  https://unesdoc.unesco.org/ark:/48223/pf0000245656

- UNESCO (2020) Guidelines on the development of open educational resources policies

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