

Welcome to the

**ENCORE+**

**Final Conference**

**30 November - 5 December 2023**

**Day 1**

Thursday  
30th November

# A Network for Open - Why and for whom?

**Session 2**

Thursday 30th November  
13:00 - 15:00 CET

***Open to Open?***  
***Enabling Open &***  
***Multistakeholder Collaboration***



European Network for Catalysing  
Open Resources in Education

# Open to Open? Enabling Open and Multistakeholder Collaboration

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The Open University (UK)

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Erasmus+ Programme  
of the European Union



# Today's Panel

- Prof. Daniel Burgos (Universidad Internacional de La Rioja (UNIR))
- Dr. Andreia Inamorato dos Santos (University of Barcelona)
- Prof. Martin Weller (The Open University, UK)

<https://encoreproject.eu/events/>

# ENCORE+

## Final Conference



**30 November - 5 December 2023**

Free virtual event

*Register your interest now*

# ENCORE+ FINAL CONFERENCE



30 Nov

A Network for Open -  
Why and for whom?

1

*Networking for  
OER: 3 Years of  
ENCORE+*

10:00-12:00

2

*Open to Open?  
Enabling Open &  
Multistakeholder  
Collaboration*

13:00-15:00

1 Dec

ENCORE+ Network  
themes

3

*OER Technology*

10:00-11:30

4

*Policy & Practice*

12:30-14:00

4 Dec

ENCORE+ Network  
themes

5

*Quality*

10:00-11:30

6

*OER Innovation &  
Business Models*

12:30-14:00

5 Dec

OER in Europe -  
Today & Tomorrow

7

*Catalysing OER:  
Policies &  
Recommendations*

10:00-12:00

8

*Beyond ENCORE+:  
OER, AI & the  
Future*

13:00-15:00



\*All event times listed in CET

# Run of Play

- Introduction
- Overview of ENCORE+
- The 'Circles' concept for Knowledge Exchange
- Stakeholder Mapping
- Drivers, Barriers and Enablers
- Communicating the Value Proposition of OER
- Free Discussion

# Overview of ENCORE+





# ENCORE+

ENCORE+ is a Knowledge Alliance project funded by the European Commission under Erasmus+

- Supporting the uptake of open education resources (OER)
- Catalysing and sharing innovative practice across education and business
- Developing stakeholder communities for knowledge exchange
- 500 stakeholders, 20+ online events + face-to-face events

# ENCORE+ Partners



- International Council for Distance Education (Norway)
- Baden-Wuerttemberg Cooperative State University (Germany)
- The Open University (UK)
- Universidad Internacional De La Rioja (Spain)
- Knowledge 4 All Foundation (UK)
- Joubel (Norway)
- Fondazione Politecnico di Milano (Italy)
- Instructure Global (UK)
- Dublin City University (Ireland)

# Open Educational Resources (OER)

Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that are in the public domain and/or released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. They are free at the point of use and ‘free’ in the sense that they provide users with greater freedoms in how resources are shared, used, customised and iterated.

Compatible definitions of OER are provided by [UNESCO](#), [Hewlett Foundation](#) and [OER Commons](#).

# OER in Europe



# OER in Europe

- OER World Map included details of 1400+ organisations, 900+ services, 500+ projects and 300+ policies in support of OER
- However, activity is typically uncoordinated, and happens in clusters (national/regional, disciplinary, technological, etc.)
- Limited interactions between academia, public and private sectors
- Covid-19 has forced greater use of online learning and need for resources which can be met by OER

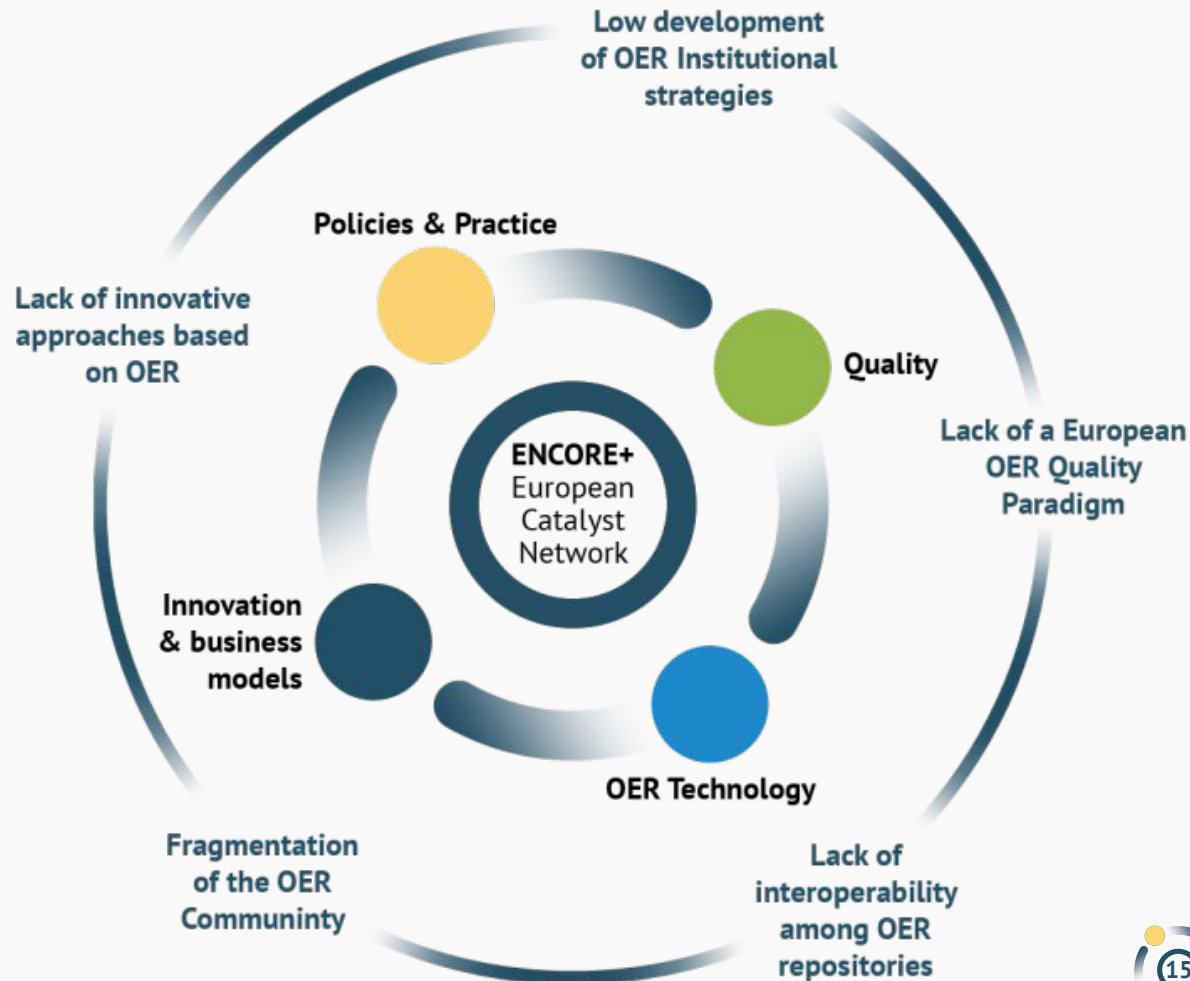
# ENCORE+ Background and Rationale

- The European Network for Catalysing Open Resources in Education (ENCORE+) responds to the priorities of opening up and modernising the European education and training sector through a coordinated European OER ecosystem
- ENCORE+ brings together meaningful and focused human networks; technological solutions for sharing and discovering OER; policy reviews; quality criteria; and will generate business models which draw on the affordances of OER to support innovation
- ENCORE+ supports uptake of OER through business and academia by formulating value propositions for using OER in education, training and business

## ENCORE+ Ecosystem

ENCORE+ functions as a **network catalyst** for a socio-technical ecosystem.

ENCORE+'s main mission is to amplify existing OER initiatives, projects, platforms and networks by integrating them across the four thematic *Circle* strands and three crosscutting integration events.



# ENCORE+ Ecosystem

## Coordination

- Coordination of efforts in producing, sharing, using & reusing OER
- Improved collaboration, connection and user-friendliness among repositories
- Interconnected OER repositories, user communities, institutions, companies
- Sharing and development of quality OER across borders, languages and cultures
- Exchanging perspectives and information about effective innovation in practice
- Connecting and fostering knowledge exchange across HE and business



# ENCORE+ Ecosystem

## Provision

- Enhanced training opportunities in formal and informal learning settings
- Generalised access to quality OERs and better support for language and culture adaptation
- Local companies (especially SMEs) access to high quality free training resources

# ENCORE+ Ecosystem

## Culture

- Promotion of open educational practices (using OER and participatory technologies to facilitate collaboration, innovation and flexible learning)
- Promoting a culture of self-empowerment, innovation and entrepreneurship
- Increasing inclusiveness of higher education institutions through effective strategies for open education
- Trust for OER in teacher and learner communities & institutional leaders

# ENCORE+ Ecosystem

## Catalysation

- Increased availability of quality OER
- Strengthened innovation around OER both in universities and enterprises
- Implementation of existing technical and quality standards for OER at scale
- Opportunities for local entrepreneurs, companies and Ed Tech companies to innovate through OER
- Demonstrating the innovation potential of OER for HR development in companies
- Stimulating innovation in learning and teaching through the uptake of quality OER

# The 'Circles' Concept for Knowledge Exchange

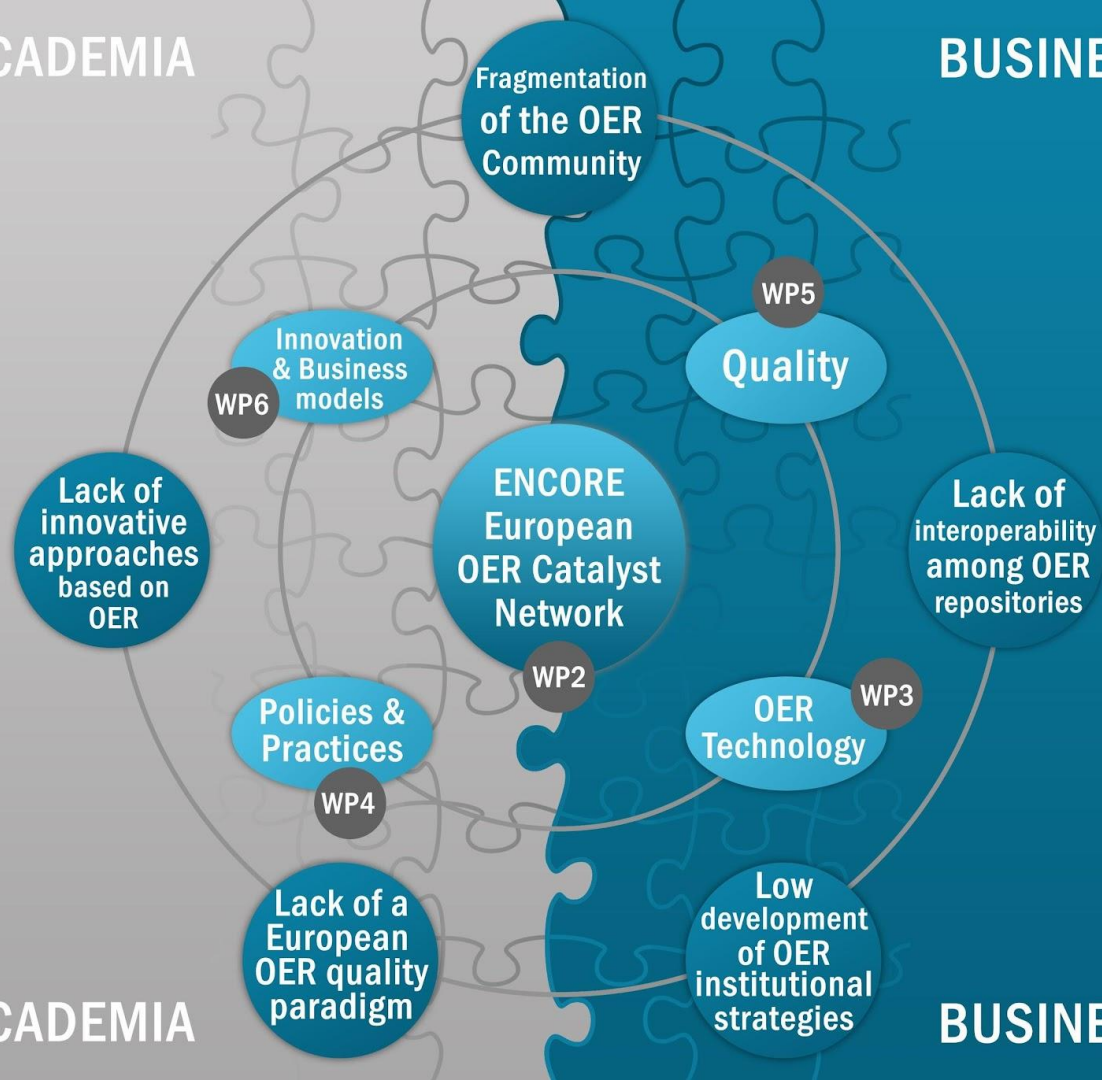


# ENCORE+ Circles

- Stakeholder engagement approach
- Concept: overlapping communities of practice brought together
- Four 'Circles': OER Technology, OER Policy/Strategy, OER Quality and OER Innovation
- Stakeholder profiles match thematic scope
- Core partners with outreach multipliers
- Working across Circles to generate solutions and improvements in practice
- Harmonization through integration events

ACADEMIA

BUSINESS



ACADEMIA

BUSINESS

29 October 2021

OER Technology Circle

30 September 2021

Policies & Practice Circle

25 October 2021

Quality Circle

27 September 2021

Innovation & Business Models  
Circle

03 May 2022

AI and OER: Integrating  
Ecosystems

05 May 2022

Key quality concerns for future  
OER repositories, communities  
and users

04 May 2022

Policy & Practice in educational  
and business contexts -  
Connecting OER and business  
strategy

02 May 2022

Repository offerings,  
technologies, and strategies and  
the integration of existing  
innovations in the OER domain.

10 November 2022

What makes OER repositories  
work? Is it human services or  
technology (artificial  
intelligence)?

30 November 2022

A landscape snapshot of  
European OER Policy

26 September 2022

Foresight on the European OER  
Ecosystem 2030 and  
Credentialing learning in the  
European OER Ecosystem

26 October 2022

Understanding Vectors for  
Innovation in Open Education

21 March 2023

From OER to OAI: what's next  
now we all play with ChatGPT?

29 March 2023

Organisational Integration of  
OER: Good Practice from HE &  
Business

13 March 2023

Quality by means of  
Transparency: The ENCORE+  
Quality Transparency Framework

07 March 2023

Sharing Innovation Practices  
around OER: Theory, Practice,  
Examples and Debates



**7th June**  
**12:00 CEST**

Free virtual event

## **ENCORE+ Network Event**

*OER as a Catalyst for*

*Business-University Cooperation*



**15th June**  
**14:00 CEST**

Free virtual event

## **ENCORE+ Network Event**

*OER as a Catalyst for*

*Innovation in Higher Education*



**27th June**  
**14:00 CEST**

Free virtual event

## **ENCORE+ Network Event**

*OER as a Catalyst for*

*Business Innovation and Employment*





# White Papers

The deliverable will document the results of three workshops which will synthesize findings from the thematic focus work packages into a converging view on solutions, good practices and recommendations for the three cross-cutting areas:

- OER as catalyst for business innovation and employment
- OER as catalyst for innovation in higher education
- OER as catalyst for business-university cooperation & entrepreneurialism

The outcome of each integration event will be a strategy white paper that will include a practice guide. The workshops will take place after all thematic focus work packages have finished their third Circle webinar (between M22 and M26 of the project).

# Stakeholder Engagement: Theory vs Practice

- The integration of knowledge communities was hard to implement and the Circles concept was iterated as the project went on
- Covid19 was a great inconvenience to the establishment of effective knowledge communities within the project
- Webinar / Zoom burnout
- Having four groups may have made messaging harder



# Stakeholder Engagement: Theory vs Practice

- There could be no in-person initiation meeting – all connections were virtual
- Network momentum was easier to achieve when face-to-face meetings became possible again
- Perhaps network events become more attractive later in the project cycle when there are more results to report or the network is more mature
- Ecosystem approach confers advantages but can complicate messaging



# Reflections

- Covid19 provided unforeseen challenges for the project
- The Circles concept could be more effective for communities that already exist rather than establishing new communities
- We consistently struggled to attract the interest of particular stakeholder types (especially those without prior interest in OER)
- Interest in ENCORE+ continues to grow with a sustainability pathway provided by the LinkedIn group

<https://www.linkedin.com/groups/9085936/>



## Coffee Break

The conference will  
resume after a short break.



# ENCORE+ Final Conference

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# Mapping Stakeholders



# ENCORE+ Stakeholder Mapping

- Most stakeholder mapping approaches encourage focus on a particular group or value chain (e.g. power-interest grid; salience model) so efforts to reach them can be more efficient
- One challenge for ENCORE+ in this respect was that the stakeholder concepts are very large and very diverse: four thematic interest areas with outreach connections
- ‘Defragmentation’ concept: trying to understand the whole ecosystem

Education	Business	Policymakers
HEI leaders, decision makers	Course providers	Educational authorities
Learners (formal/informal)	Ed Tech companies	Ministries
Educators	Service providers	Public bodies
Libraries / Collections / Repositories	Workers	Quality assurance agencies
Instructional Designers / Technologists	Infrastructure providers	Charities / NGOs (macro/micro)
Copyright / Data Officers	Publishers	Funders / Philanthropy



Users	Providers	Influencers	Governance
Learners (formal/informal) Educators Instructional Designers / Technologists Workers	Libraries / Collections / Repositories Course providers Ed Tech companies Service providers Infrastructure providers Publishers	Funders/Philanthropy Charities / NGOs (macro/micro) Lobbyists Leaders	HEI leaders, decision makers Copyright/Data Officers Educational authorities Ministries Quality assurance agencies

	USERS			PROVIDERS	INFLUENCERS				GOVERNANCE		
MACRO	MOOC Providers National/ International Education Providers National & International Training Providers Open Education Initiatives	Repositories	Publishers	Ed Tech Companies Infrastructure Providers Technology Providers	Funders International Development Agencies International Education Partnerships Lobbyists NGOs Philanthropy	Leaders	Broadcast Media	Policymakers	Management	Student Assessment and Testing Organizations Standardization Bodies Quality Assurance Agencies Ministries	
MESO	Companies and Employers Continuous Education Industry and Corporate Sector Lifelong Learning Initiatives Training Providers			Collections Course Providers Galleries, Libraries, Archives, Museums Open Access Publishers Open Source Software Communities	Advocacy Groups Charities Education Associations Open Data and Open Science Communities Open Education Communities Professional Associations Professional Organizations Researchers & Scientists Student Organizations: Trade Unions and Labor Organizations					Local Governments and Municipalities Evaluators Educational Authorities Copyright and Intellectual Property Experts	
MICRO	Community-Based Organizations Educators Instructional Designers Learner Support Services Learners Workers			Content Creators Education Technology Startups Libraries Remixers	Accessibility and Inclusion Advocates Advocates of OER Education Consultants Institutional actors Learning Analytics Experts Parents and Guardians Private Foundations and Donors		Social Media			Copyright/Data Officers Higher Educational Institution decision makers Student Governments	

	USERS		PROVIDERS	INFLUENCERS		
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MESO	Companies and Employers Continuous Education Industry and Corporate Sector Lifelong Learning Initiatives Training Providers			Collections Course Providers Galleries, Libraries, Archives, Museums Open Access Publishers Open Source Software Communities	Advocacy Groups Charities Education Associations Open Data and Open Science Communities Open Education Communities Professional Associations Professional Organizations Researchers & Scientists Student Organizations: Trade Unions and Labor Organizations	
MICRO	Community-Based Organizations Educators Instructional Designers Learner Support Services Learners Workers			Content Creators Education Technology Startups Libraries Remixers	Accessibility and Inclusion Advocates Advocates of OER Education Consultants Institutional actors Learning Analytics Experts Parents and Guardians Private Foundations and Donors	Social Media

PROVIDERS		INFLUENCERS			GOVERNANCE			
repositories	Publishers	Ed Tech Companies Infrastructure Providers Technology Providers	Funders International Development Agencies International Education Partnerships Lobbyists NGOs Philanthropy	Leaders	Broadcast Media	Policymakers	Management	Student Assessment and Testing Organizations Standardization Bodies Quality Assurance Agencies Ministries
		Collections Course Providers Galleries, Libraries, Archives, Museums Open Access Publishers Open Source Software Communities	Advocacy Groups Charities Education Associations Open Data and Open Science Communities Open Education Communities Professional Associations Professional Organizations Researchers & Scientists Student Organizations: Trade Unions and Labor Organizations					Local Governments and Municipalities Evaluators Educational Authorities Copyright and Intellectual Property Experts
		Content Creators Education Technology Startups Libraries Remixers	Accessibility and Inclusion Advocates Advocates of OER Education Consultants Institutional actors Learning Analytics Experts Parents and Guardians Private Foundations and Donors		Social Media			Copyright/Data Officers Higher Educational Institution decision makers Student Governments

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Discussion  
Break

# Drivers, Barriers and Enablers



# Drivers, Barriers and Enablers

- Results from desk research 2022-2023 at The Open University, UK (N=252) – thanks to colleagues! (Carina Bossu, Paco Iniesto, Beck Pitt, Martin Weller)
- SCOPUS database - Search for the terms “OER” and “innovation” (n=238). A second search for “OER” and “drivers” or “barriers” or “challenges” or “solutions” (n=399).
- The total resources considered was therefore 637. 121 items excluded to focus on recent material. 188 duplicates and false positives were removed. A further 76 were removed for lacking empirical data or being of low quality.

## OER “Innovation”

1. OER as an innovation in teaching and learning (includes adoption / substitution)
2. OER is being used to support or enable innovative behaviours and practices



# Drivers, Barriers and Enablers

## Driver

- Generates interest in OER
- Economic, political, cultural, ideological, etc.
- Broadly incorporates Stoffregen et al. (2016)

## Barrier

- Impedes the successful implementation and adoption of OER
- Ambiguity with 'challenges'

## Enabler

- Factors or strategies that facilitate the successful integration and adoption of OER innovations
- Schuwer & Janssen (2018) note that barriers and enablers are often interchangeable

	Drivers	Barriers	Enablers
Structural, Systemic & Contextual Factors	<ul style="list-style-type: none"> <li>● Access &amp; Equity Strategy</li> <li>● Reducing Costs</li> <li>● Knowledge &amp; Learning</li> <li>● Responding to Crisis and Disruption</li> </ul>	<ul style="list-style-type: none"> <li>● Aligning Strategy for OER Adoption</li> <li>● Shaping Institutional Practice</li> <li>● Navigating Cultural and Global Realities</li> <li>● Implementing OER and Assessing Impact</li> </ul>	<ul style="list-style-type: none"> <li>● Community Engagement and Advocacy</li> <li>● OER Strategy</li> <li>● Support and Resources</li> </ul>
Pedagogical Practice	<ul style="list-style-type: none"> <li>● OER as Collaboration Catalyst</li> <li>● Institutional Culture</li> <li>● Pedagogical Enhancement</li> <li>● Improve Learning Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum Integration</li> <li>● Educator Engagement</li> <li>● Implementation</li> <li>● Localisation</li> </ul>	<ul style="list-style-type: none"> <li>● Innovative Practice</li> <li>● Perspective Change</li> <li>● Pedagogical Support</li> </ul>
Information, Awareness & Attitude	<ul style="list-style-type: none"> <li>● Attitudinal Change</li> <li>● Awareness of OER/OEP</li> </ul>	<ul style="list-style-type: none"> <li>● Access</li> <li>● Encultured Practice</li> <li>● Low Awareness</li> <li>● Knowledge &amp; Impact</li> <li>● Quality &amp; Trust</li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholder Engagement</li> <li>● Educator Mindset</li> <li>● Knowledge Base</li> <li>● Quality Feedback Mechanisms</li> <li>● Empowered Vision</li> </ul>

	Drivers	Barriers	Enablers
Resourcing & Sustainability	<ul style="list-style-type: none"> <li>• Funding Streams</li> <li>• Reducing Costs</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Resourcing</li> <li>• Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Funding Models</li> <li>• Institutional Support</li> <li>• Capacity Building</li> </ul>
Technology & Infrastructure	<ul style="list-style-type: none"> <li>• Access to Technology</li> <li>• Compatibility/Interoperability</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructural</li> <li>• Sociotechnical</li> <li>• Technological</li> </ul>	<ul style="list-style-type: none"> <li>• Accessibility and Usability</li> <li>• Open Infrastructure/Ecosystem</li> <li>• Interoperability and Integration</li> <li>• Digitalisation &amp; Emergent Technologies</li> </ul>
Policy & Culture	<ul style="list-style-type: none"> <li>• Policy</li> <li>• Institutional Alignment</li> <li>• Localization</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Gap</li> <li>• Institutional Approach</li> <li>• Change Management</li> </ul>	<ul style="list-style-type: none"> <li>• National</li> <li>• Strategic</li> <li>• Alignment with Equity, Diversity and Inclusion</li> </ul>

# Structural, Systemic & Contextual Factors

- OER can be seen as a strategic route to a range of goals
- Improving access to education is the most commonly cited driver
- A key theme that emerges from the challenges is the difficulties associated with coordination and harmonization of efforts (ranging from national level to specific institutional implementations)
- Enablers include community engagement and coordination; importance of institutional vision; role in higher education strategy; central role of library and campus services

# Pedagogical Practice

- Key drivers include facilitating forms of collaboration (n=6); pedagogical enhancement (n=4) and improved learning outcomes (n=8)
- Language barriers (n=14) were the most frequently mentioned challenge when localising OER (n=19)
- Key cluster around curriculum integration (n=14) as a barrier

# Pedagogical Practice

- Wide range of pedagogical innovations identified as enablers, including adaptive learning, gamification, open pedagogy, personalised learning, visualisation, etc.
- Key cluster around the importance of evolution and perspective change for educators (n=10)
- Another cluster of enablers around effective pedagogical support (n=13) including learning design, resource recommendation, library services and flexibility in delivery

# Information, Awareness & Attitude

- Relatively few drivers, mostly regarding mindset change (n=8)
- Wide range of barriers: lack of information and awareness of open (n=21) may lead to a range of perceptions or misunderstandings (particularly around quality & trust)
- Shortcomings in the knowledge base (often relating to specific localisations of OER)

# Information, Awareness & Attitude

- Diverse strategies suggested as enablers, including improved stakeholder engagement (n=11); changing educator mindsets (n=8); improving the knowledge base (n=9); improved quality feedback mechanisms (n=10) and empowered vision/mission (n=9)
- The appeal is generally to the principle of greater autonomy and empowerment of local actors



# Resourcing & Sustainability

- Although a perennial focus for OER, few drivers were identified: national OER funding (n=2); reducing costs (n=8) and reuse of resources (n=2)
- Key clusters of barriers included lack of adequate funding (n=3); resourcing issues (n=11) and lack of sustainability (n=4)
- Proposed enablers include exploring alternative funding models (n=7); improved institutional support (n=6) and building capacity (efficiency) (n=5)

# Technology & Infrastructure

- Relatively few drivers included growing access to internet/technology (n=3) and improved compatibility/interoperability of tools and formats (n=5)
- Many barriers including inadequate infrastructure (n=17); socio-technical issues (n=18); and technology issues (n=11)
- Enablers focused around more effective use of technology: improved accessibility and usability (n=13); open infrastructure/ecosystem (n=6); greater interoperation and integration (n=8) and emergent technologies (n=4) (n.b. AI)

# Policy & Culture

- Policy as (top-down) driver (n=17); another important cluster of drivers regarded institutional alignment with OER (e.g. assessment, learning outcomes) (n=9)
- Barriers are more diverse, reflecting localisation challenges. One cluster here around the 'policy gap' between theory and practice (n=5); limited ability of institutions to appropriate change (n=11) due to conservatism or lack of support
- Another cluster of barriers around managing and communicating change (n=7)

# Policy & Culture

- Few enablers identified included integration into national or institutional strategy; using OER as a route to fulfil other goals (such as diversity, equity and inclusion or decolonisation of curriculum)

# Reflections

- We should be circumspect about generalising from this data set because of the method used
- However, there are some indications which may be useful:
  - Drivers, barriers and enablers are identified across diverse aspects
  - The value proposition of OER is often sound but not communicated effectively
  - Issues often arise around the (practical) localisation or recontextualization of OER

# Reflections

- Many enablers have a common theme around using more openness, innovation, transparency and stakeholder engagement as a way to overcome barriers (which may reflect an influence of open practice)
- Enablers also often contained some aspect of mindset change, renewed vision, experimentation, innovation and local empowerment – openness may be understood as a route to this

# Communicating the OER Value Proposition



# Competition vs Collaboration

Konkol et al. (2021) recently wrote about OER business models and sustainability. They frame this in terms of what they call the paradox “that generating revenue out of OER is not intended, but ignoring income can make OER unsustainable”.





# ENCORE+ OER Business Model Typology

Externally Funded	Internally Funded	Community Funded	Service Models
Donations model	Institutional model	Community owned infrastructure	Data exploitation model
Governmental model	Substitutions model	Membership model	Dual mode university
Sponsorship / Advertising model	Author Pays model	Platformisation	Freemium
			Online programme
			Segmentation model

Synthesis of Konkol et al (2020); Belleflamme & Jacqmin (2015); Tlili et al. (2020); Paula Rodriguez et al. (2018); Tlili et al. (2020); Farrow (2019)

# Consistency of strategy (e.g. Frontiers for Young Minds)

	Users	Providers	Influencers	Governance
Value proposition	Easy access to free OERs	Peer review process and mentoring	To increase views and downloads to be considered attractive partners	To increase international partners' interest
Impact	Increased interest, use, and access. CC-BY licences enabled the re-use of resources. Social media enabled dissemination	Impact is varied due to different ways of engagement, but they have received excellent feedback from educators	Regional funders/sponsors gained excellent brand exposure and corporate social recognition	Plans to expand their services and resources
Innovation aspect	<i>Simplicity</i>	<i>Relative advantage</i>	<i>Observability</i>	<i>Trialability</i>



# Qualities of OER Value Propositions (ENCORE+ Innovation Showcase)

1

## Transformative

Mostly related to the “modification” and “redefinition” approaches (SAMR)

2

## Practical

Mostly targeted to users and providers (UPIG)

3

## Observable, simple & compatible

Top 3 perceived attributes of innovation

4

## Aspirational

A progressive interest in making value propositions to all stakeholders

# OER for Business Sustainability (K4ALL business interviews)

1



2



3



4

## Decentralise OER

Value propositions  
are service-based

## 'Living' OER

Accessible,  
discoverable,  
useful

## Innovative

Transformational  
practice

## Cutting Edge

Supporting  
innovation  
through  
technology (AI)

# OER Service Models

Accreditation/Recognition	Platformisation
Authoring & Publication	Proctoring
Authentication	Quality Assurance
Course creation	Rapid reskilling
Curation	Self-directed learning
Equality, Diversity & Inclusion (EDI)	Teaching
Forecasting & Needs analysis	Training
Learning pathways	Translation
Lifelong learning	TVET

# Edupreneurship Business Models (Darwish, 2019)

Model	Definition & providers' motivations	Technical requirement, organization & management	Revenue streams & issues
<i>Static</i>	<p>This model is content-based (content aggregation &amp; curation) for supplementary use (e.g. repositories, libraries &amp; courseware)</p> <p>.....</p> <p><b>Motivations of provider:</b> Making educational material available for free &amp;/or creating relationships with the educational community</p>	<p>open-source platform (e.g. ATutor &amp; WordPress blogs)</p> <p>.....</p> <p><b>Organization:</b> Classification &amp; categorization model, search engine for updating</p> <p><b>Management:</b> DIY, system development</p> <p>.....</p> <p>Community production, collaboration &amp; sharing.</p>	<p><b>Revenue:</b> None, Donation, subsidizing model</p> <p>.....</p> <p><b>Issue:</b> Members participation is not sustainable and updated</p> <p>.....</p> <p>Lack of committed members</p>
<i>Interactive</i>	<p>IMM Courses/ products for self-study &amp; blended learning (xMOOCs, Edutainment &amp; Games)</p> <p>.....</p> <p><b>Motivations of provider:</b> Production-based Industry/Business</p>	<p>platform with interactive learning environment such as OpenMOOC</p> <p>.....</p> <p>multimedia authoring software and audio/video production equipments</p> <p>.....</p> <p><b>Organization:</b> On-site studio production, IMM learning theory and approaches, AI scenarios,</p> <p>.....</p> <p><b>Management:</b> Meetings with institutions &amp; agreeing on the business model or models</p>	<p><b>Revenue:</b> Based on level of interaction and optimization of user experience</p> <p>.....</p> <p><b>Issues:</b> Updating material isn't feasible, production for different platforms</p>
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<i>Transformative</i>	<p>Service-based/Career-based Courses/</p> <p>.....</p> <p><b>Motivations of provider:</b> Tailoring projects/ On job training</p>	<p>platform with interactive learning environment such as Second life/ game development environments</p> <p>MOOCs/Object Oriented software and audio/video communication channels</p> <p>.....</p> <p><b>Organization:</b> scheduled, Real time online communication</p> <p>.....</p> <p><b>Management:</b> Recruitments/ Needs Analyses of the market &amp; industry/ transdisciplinary team management/ intermediating contracts between institutions &amp; industry</p>	<p><b>Revenue:</b> Platforming/ Brokerage Model: Marketplace Exchange Efficiency/ service-network</p> <p>.....</p> <p><b>Issues:</b> Outsource parties commitment</p>



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# Qualities of OER Value Propositions (ENCORE+ Innovation Showcase)

1

## Transformative

Mostly related to the “modification” and “redefinition” approaches (SAMR)

2

## Practical

Mostly targeted to users and providers (UPIG)

3

## Observable, simple & compatible

Top 3 perceived attributes of innovation

4

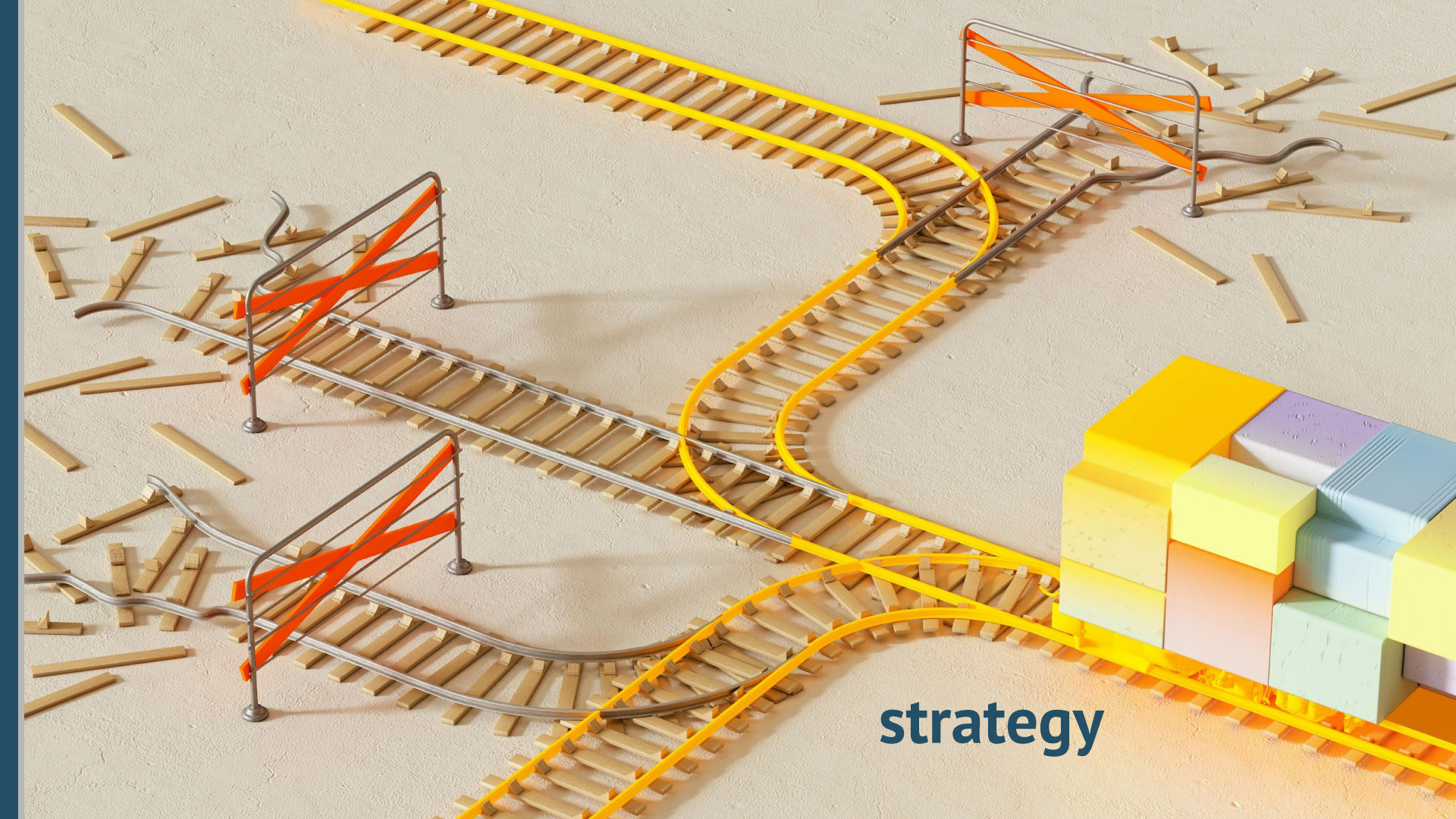
## Aspirational

A progressive interest in making value propositions to all stakeholders

Discussion  
Break

# Discussion





strategy





**co-ordination**

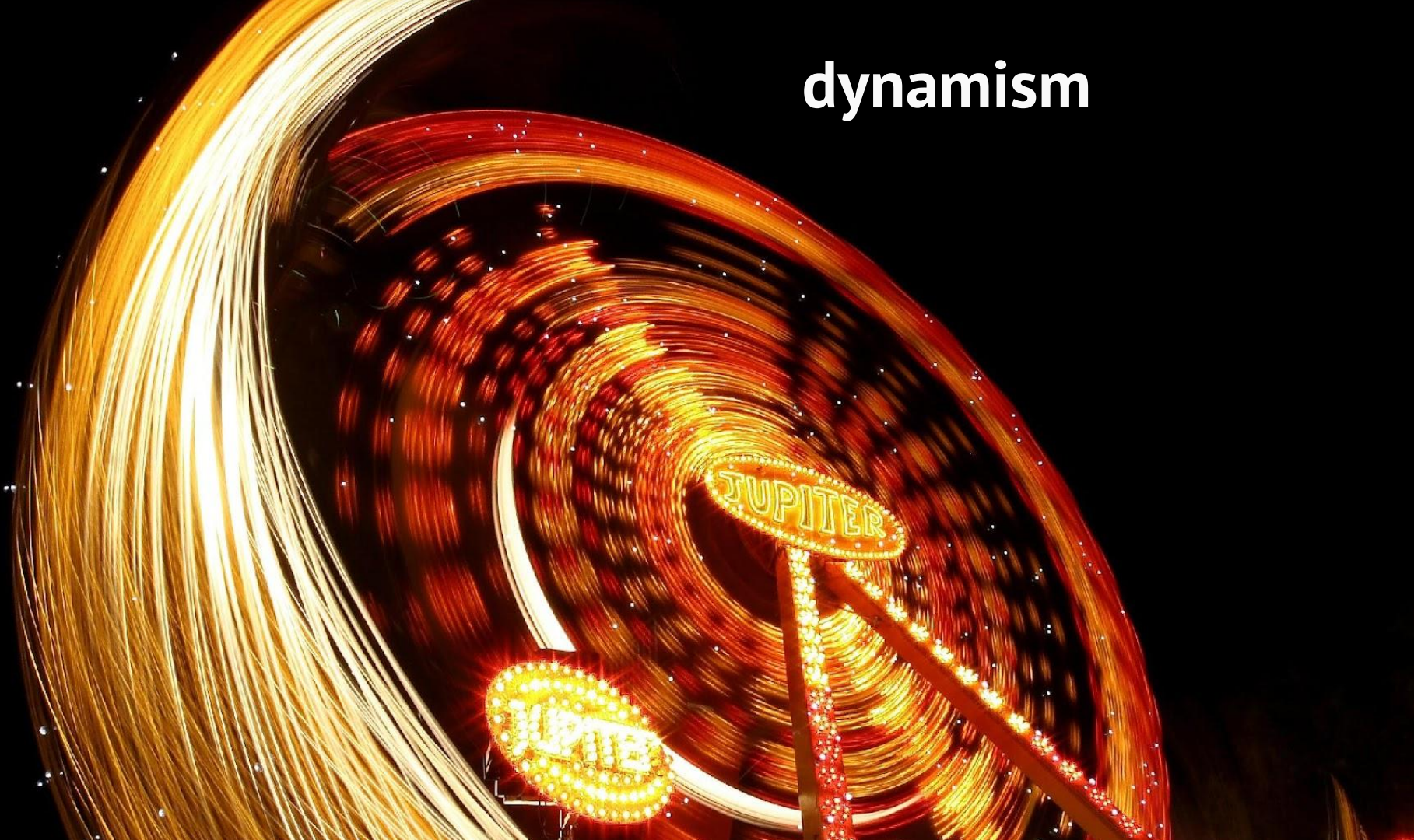


A high-angle, top-down photograph of a group of people sitting in a circle on a lush green lawn. The focus is on the center of the circle, where many hands and bare feet are reaching in, touching or nearly touching. The people are mostly young adults, and their legs and arms are visible around the perimeter of the circle. Some individuals are wearing colorful beaded bracelets, and one person on the left is wearing a black and red cycling glove. The word "community" is printed in a clean, white, sans-serif font in the middle of the image, over the grass and the central cluster of hands and feet.

community



dynamism



**sustainability**



# Thank you!

<https://encoreproject.eu>





# ENCORE+ FINAL CONFERENCE



30 Nov

A Network for Open -  
Why and for whom?

1

*Networking for  
OER: 3 Years of  
ENCORE+*

10:00-12:00

2

*Open to Open?  
Enabling Open &  
Multistakeholder  
Collaboration*

13:00-15:00

1 Dec

ENCORE+ Network  
themes

3

*OER Technology*

10:00-11:30

4

*Policy & Practice*

12:30-14:00

4 Dec

ENCORE+ Network  
themes

5

*Quality*

10:00-11:30

6

*OER Innovation &  
Business Models*

12:30-14:00

5 Dec

OER in Europe -  
Today & Tomorrow

7

*Catalysing OER:  
Policies &  
Recommendations*

10:00-12:00

8

*Beyond ENCORE+:  
OER, AI & the  
Future*

13:00-15:00



\*All event times listed in CET



European Network for Catalysing  
Open Resources in Education

## Website

For further and updated information  
about this project please see:

[www.encoreproject.eu](http://www.encoreproject.eu)

## Contacts

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[info@encoreproject.eu](mailto:info@encoreproject.eu)

## Project partners:



INTERNATIONAL  
COUNCIL FOR OPEN AND  
DISTANCE EDUCATION



**DHBW**  
Duale Hochschule  
Baden-Württemberg



The Open  
University

**unir**  
LA UNIVERSIDAD  
EN INTERNET



**K4A**  
knowledge for all

**Joubel**



Fondazione  
Politecnica  
di Milano



canvas



**DCU**  
Official Charter  
Bhaile Átha Cliath  
Dublin City University