

Welcome to the

**ENCORE+**

**Final Conference**

30 November - 5 December 2023

# 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  
Advancing  
Interoperability and  
Standards

10:00-11:30

4

Policy & Practice  
in Higher Education and  
Business

12:30-14:00

4 Dec

ENCORE+ Network  
themes

5

Quality  
and Transparency

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  
for Europe

10:00-12:00

8

Beyond ENCORE+  
OER, AI & the Future

13:00-15:00



*\*All event times listed in CET*

Day 4

Tuesday  
5th December

# OER in Europe - Today & Tomorrow

Session 8

Tuesday 5th December  
13:00 - 15:00 CET

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

# Agenda

- Introduction
- History
- **The future of OER & AI: Panel Discussion - What is important for OE in the future?**
- The future of OER & Networking



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# 2020 → Today: A New World?

## Tracing Backwards (ICDE)

2016-2017	GOL Feasibility study (Global Open Libraries)
2017 - 2018	PANOR (Partnership for Networking OER) seeking project funding for GOL
2020	ENCORE + successfully selected for ERASMUS + funding



# GOL Point of Departure

The unique French collection of OER for higher education provided by the French Digital University (l'Université Numérique, previously names UNT), supported by the French Ministry of Education

The demand for accessible and affordable quality learning materials across countries, languages and cultures

The innovative potential for education and business

Tap into similar initiatives/global solutions related to OER, such as the Global Book Fund



# Global Open Libraries: Ideas And Background

Possible project in the pipeline:  
**Connecting Quality OER  
Repositories**





# FEASIBLE?

“Based on existing quality OER repositories, educational needs, teachers and learners demands, a possible initiative intends to spark the uptake of OER and Open education in Higher Education and Upper Secondary Education, and provide the basis for a **future networked global cooperation between quality OER repositories**. The main outcome of a possible initiative will be a dynamic global network of OER repositories, well connected to key stakeholders and the user community.”

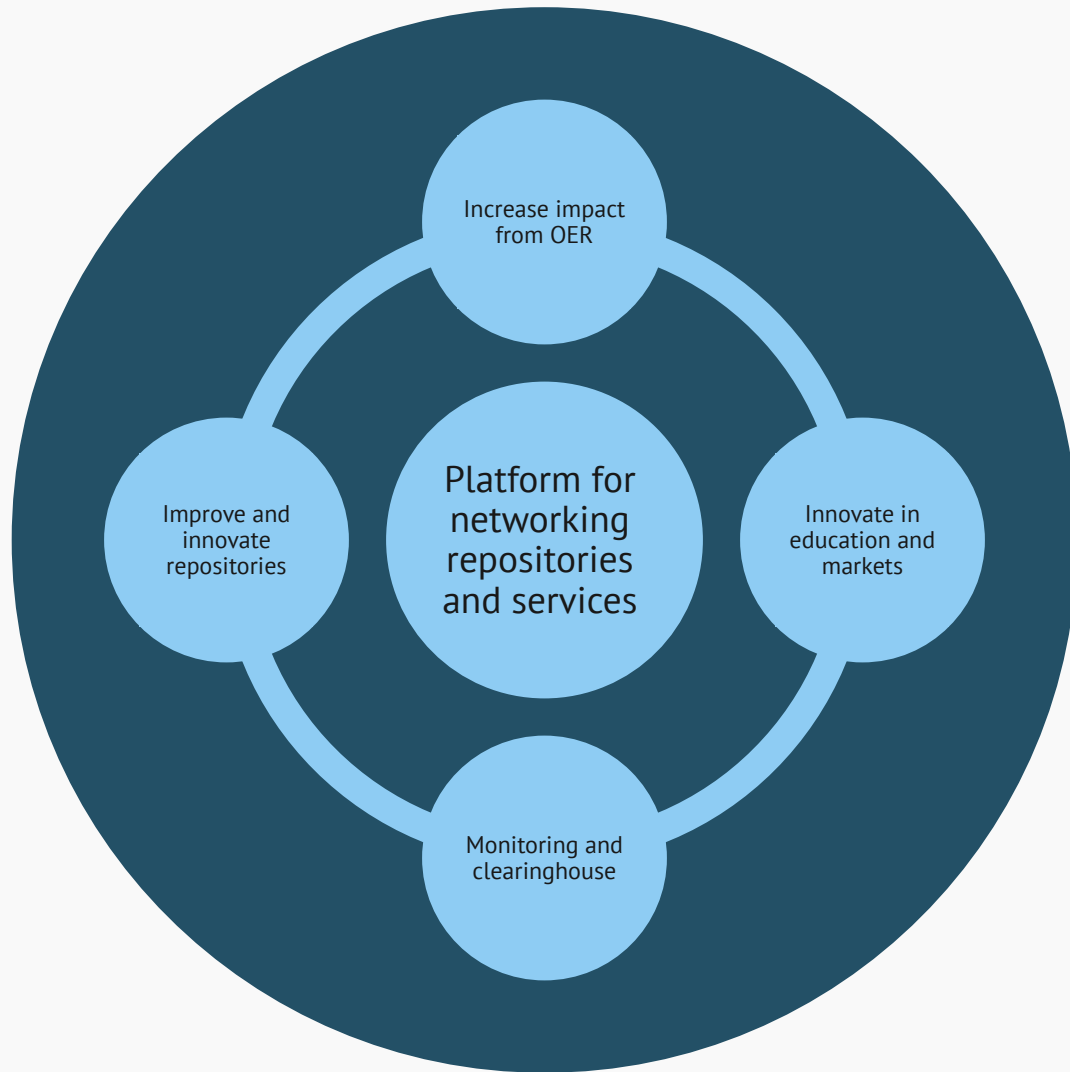
**Yes!**

# MAIN RECOMMENDATION

Networking repositories of high-quality OERs for strengthened external and internal impact should have priority.

**A GOL initiative should add software services to surface OERs that match user demands for quality, content and context. The aim of the GOL initiative should be to encourage initiatives in this space, such as the PANOR European-originated initiative, to accelerate regional and global collaboration.** A network of repositories could be formally established in 2018 and operational by 2019.





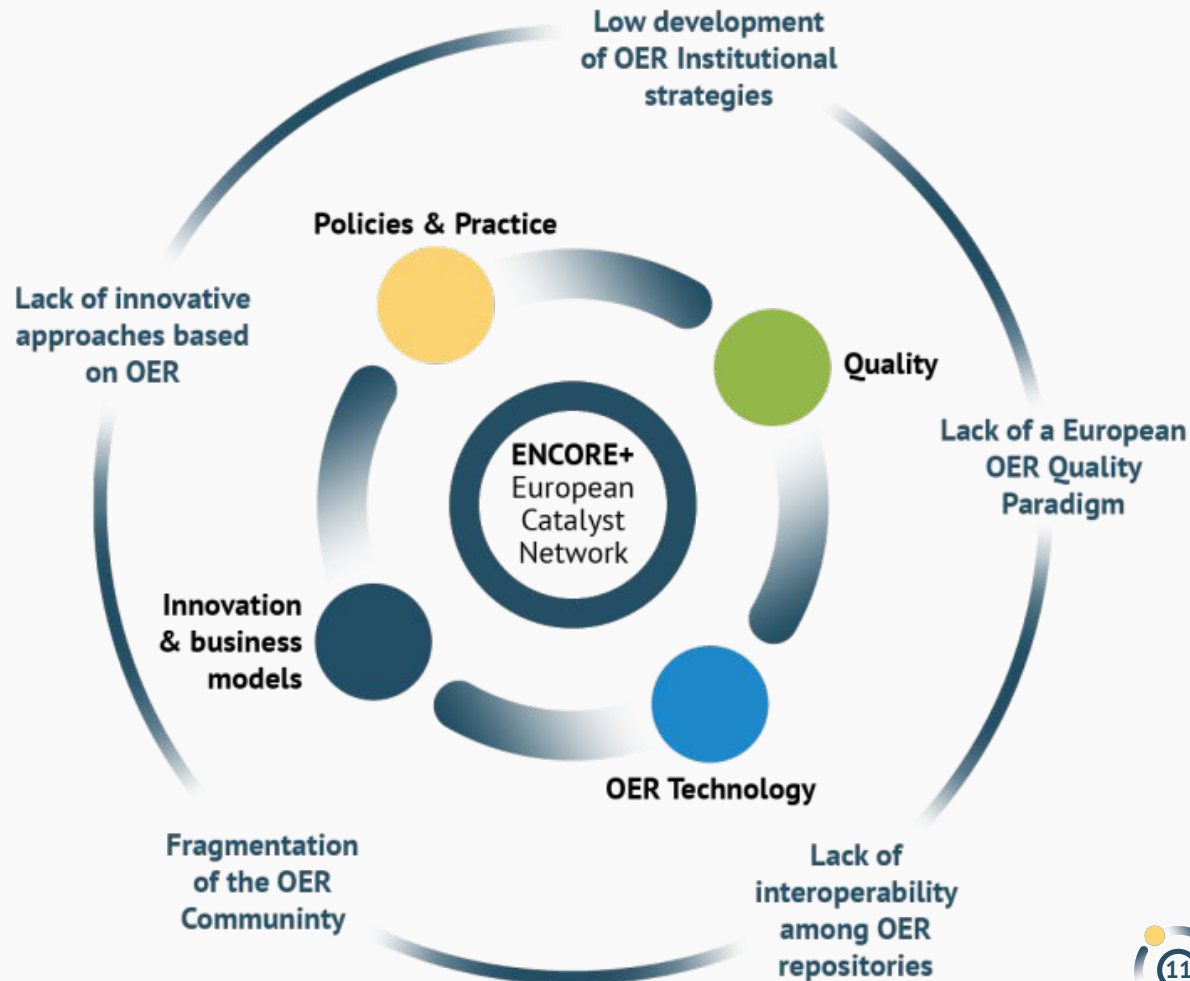
# The ENCORE+ Network

OER Focus themes:

- Policies & Practice
- Quality
- Technology
- Innovation & Business Models

Integrated through three crosscutting integrated issues:

- Business innovation and employment
- Innovation in higher Education
- Business-university cooperation





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European Network for Catalysing  
Open Resources in Education

**October 2023**

**The future of OER & AI: Panel Discussion**

*What is important for OE in the future?*

*Matteo Uggeri - Fondazione Politecnico di Milano*



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of the European Union





## Coffee Break

The conference will resume after a short break.



# ENCORE+

## Final Conference

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# The future of OER & Networking

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**Now What?**



## **Practically - The ENCORE+ Project**

- Finalize Deliverables
- Publish Results
- Report

The ENCORE+ Network remains.





# The ENCORE+ Network

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European Network for Catalysing  
Open Resources in Education

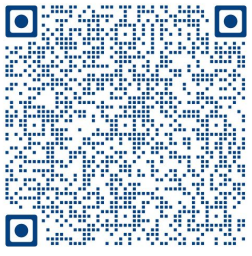
**Join, and contribute to the network on LinkedIn**

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

Group: ENCORE+ the European Network in Open Educational Resources

**Sign up for our newsletter**

<https://encoreproject.us1.list-manage.com/subscribe?u=d2389ce568a0a4c84c4a27554&id=b3ea5d6e45>



**THANK YOU!**



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Open Resources in Education

**November 2023**

## **The future of OER & AI: Panel Discussion** *What is important for OE in the future?*

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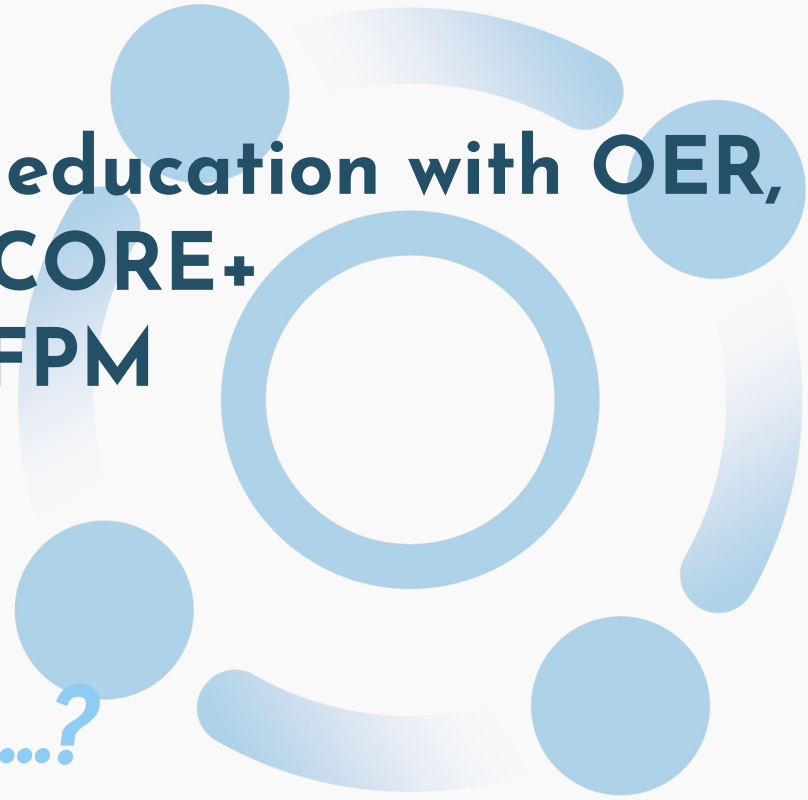
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**Our experience  
in transforming higher education with OER,  
within the scope of ENCORE+  
and our experience at FPM**

*Let's meet the AI  
and ask her(he(it...?)*



## *“Are you open source?”*

MA

Hi! Are you open source?



As an AI language model, I am not fully open source, but OpenAI has released a version of my predecessor, GPT-2, with limited access to the code and models. This version of GPT-2 is available to researchers and developers through OpenAI's API, which allows access to the model's language generation capabilities via an API endpoint. Additionally, OpenAI has also released a smaller version of the model, called GPT-Neo, under an open-source license, which can be downloaded and run locally. However, the full version of GPT-3, which I am based on, is not currently available as an open source software.





MA

What do you think of the relationship between OER, open education in general and AI (and you ChatGPT)?



As an AI language model, I believe that Open Educational Resources (OER) and open education in general can greatly benefit from the integration of AI technologies. AI can help in creating more personalized and adaptive learning experiences for students, by analyzing their learning behaviors and adapting the content and pacing of instruction to their individual needs. AI-powered tools can also help in automating certain tasks, such as grading and assessment, freeing up more time for teachers to focus on teaching and providing feedback to their students.



Moreover, OER and open education can also play an important role in the development and training of AI systems. By making educational resources open and accessible, researchers and developers can use them to train and test AI models, making them more robust and accurate. Additionally, OER can help in democratizing access to AI education and training, by providing free and accessible resources to learners around the world.

As for myself, ChatGPT, I see myself as a tool that can assist in the creation and dissemination of OER and open educational resources in general. I can help in generating high-quality educational content, answering questions and providing explanations to learners, and even in providing personalized recommendations and feedback based on the learner's individual needs and preferences.

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MA

In a way, what you say makes sense but... the fact that actually your owner is a company, and that company is Microsoft, pushes me to say that I don't really trust you.



I understand your concern about the fact that I am developed and maintained by a company, and that company happens to be Microsoft. As an AI language model, I am a software application, and I have been designed and developed by a team of engineers and researchers at OpenAI, which is an independent research organization. However, Microsoft is one of the investors in OpenAI, and they have an agreement to work together on developing new AI technologies.

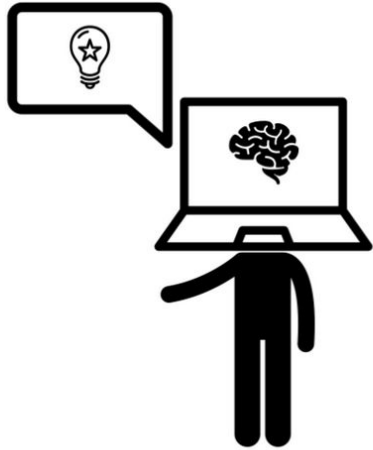


It is important to note that OpenAI maintains independent control over its research agenda and the development of its technologies, and it has a commitment to transparency and ethical use of AI. Additionally, Microsoft has made a public commitment to advancing responsible AI practices, and they have developed a set of principles to guide the development and deployment of AI technologies.

While it is understandable to be cautious and critical of the use of AI technologies by large corporations, it is also important to recognize the potential benefits that can arise from the responsible and ethical development of these technologies. Ultimately, it is up to individuals and organizations to carefully consider the implications and impact of AI technologies, and to work towards ensuring that they are developed and used in a responsible and ethical manner.

## Two interesting articles

# ChatGPT, Chatbots and Artificial Intelligence in Education



## ChatGPT, Chatbots and Artificial Intelligence in Education



AI just stormed into the classroom with the emergence of ChatGPT. How do we teach now that it exists? How can we use it? Here are some ideas.

**MOTHERBOARD**  
TECH BY VICE

## OpenAI Is Now Everything It Promised Not to Be: Corporate, Closed-Source, and For-Profit

OpenAI is today unrecognizable, with multi-billion-dollar deals and corporate partnerships. Will it seek to own its shiny AI future?

By [Chloe Xiang](#)

February 28, 2023, 5:35pm [Share](#) [Tweet](#) [Snap](#)



IMAGE: [iurphoto](#) / CONTRIBUTOR VIA GETTY IMAGES

### MORE LIKE THIS

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**Ukraine Wants Access to ChatGPT**

CHLOE XIANG  
01.17.23

[Tech](#)

**NYU Professors Tell Their Students: Do Not Use ChatGPT**

CHLOE XIANG  
01.26.23

## Two interesting articles



# 20 ways to use ChatGPT in the classroom

- 1 Use it as a more complex source of information than Google.
- 2 Use it to provide students access to lots of good examples.
- 3 Use it to remix student work.
- 4 Ask it for definitions (on a variety of levels).
- 5 Ask it for feedback for student work.
- 6 Ask it to do some teacher tasks for you.
- 7 Add it to the "think pair share" thinking routine.
- 8 Grade the bot.
- 9 Debate the bot.
- 10 Ask the bot for advice.
- 11 Use it to summarize texts.
- 12 Use it for insight into big, difficult-to-solve problems.
- 13 Ask ChatGPT to write your lesson plans.
- 14 Anticipate the response you'd expect from AI.
- 15 Take several responses and make a better product.
- 16 Create personalized learning experiences.
- 17 Provide tutoring or coaching.
- 18 Generate prompts and questions to facilitate discussions.
- 19 Provide information and answer questions.
- 20 Supplement in-person instruction.

"Y'all keep telling us AGI is around the corner but can't even have a single consistent definition of it on your own damn website," tweeted Timnit Gebru, a computer scientist who was fired from Google for publishing a groundbreaking paper about the risks of large language models, which includes its dangerous biases and the potential to deceive people with them.

Emily M. Bender, a professor of linguistics at the University of Washington and the co-author of that paper, tweeted: "They don't want to address actual problems in the actual world (which would require ceding power). They want to believe themselves gods who can not only create a 'superintelligence' but have the beneficence to do so in a way that is 'aligned' with humanity."

*“Like to Get to Know You Well...”*

Can we play *a bit*?

I'm going to **ask a question.**

***READY?***

*“Like to Get to Know You Well...”*

**Can we play *a bit*?**

Please **answer in the chat**  
following your ‘gut feeling’

***STEADY?***

*“Like to Get to Know You Well...”*

Can we play *a bit*?

“If Chat GTP was a **person**,  
who could it be?  
Who does remind you?”

**GO!**



*"Like to Get to Know You Well..."*

Can we play *a bit?*

"If ChatGPT asks you a question, who is the person, what is the answer, and who are your friends you?"

eg. a celebrity, a politician, a football player, your ex-girlfriend, that boring nerd flatmate, Sheldon, a priest...

**GO!**

# Back to Encore+

*Where AI  
finds connections with  
our project goals*



# Investigate the Ed Tech ecosystem around OER innovation

- Identify good practices in specific 'state of the art' cases of OER; **describe how they analyse user data to gain 'intelligence' through AI;**
- Describe **sustainable ed-tech funding models** in ed-tech for various elements **of the OER ecosystem;**
- Explore **models and strategies of cooperation between OER RT and ed-tech communities to develop political and organisational ownership (national, EU, UNESCO);**
- Explore how OER repositories can **promote conglomerate collaborations between commercial entrepreneurship and public enterprises.**

“I see myself as a tool that can assist in the creation and dissemination of OER and open educational resources in general.”

“I can help generating high-quality educational content, answering questions and providing explanations to learners.”

“I can provide personalized recommendations and feedback based on the learner’s individual needs and preferences.”

*Answer to ChatGPT's proud statements*



# Conclusions: a question of trust?

The point, agreed by most of previous panel participants, is neither “is chat GPT (or any other AI LLM or tool) trustful for educational purposes?”.

*The real issue is: who develops and then owns these tools?*

**Especially if we are already exploiting the use of these technologies into the Open Education world**, as previously explained (eg. in H5P), and moreover if EU funded projects like Encore+ are laying the groundwork for an European meta-repository of OERs, **what happens if such platform is integrated with an LLM that is proprietary?** Or, even more alarming, is a self-styled “open” technology, that actually is driven or governed by private investors?

# Yes, trust

*If teachers, learners and education providers, like universities, will make use of AI in their activities, and if the supporters of Open Education wish to ride the wave, this issue of trust will have to be better explored and taken into consideration at any step of the adoption of AI.*

# POINT 1: Entanglement between humans and machines



<https://unesdoc.unesco.org/ark:/48223/pf0000379381> "Reimagining our futures together: a new social contract for education", [International Commission on the Futures of Education](#), UNESCO, 2021,

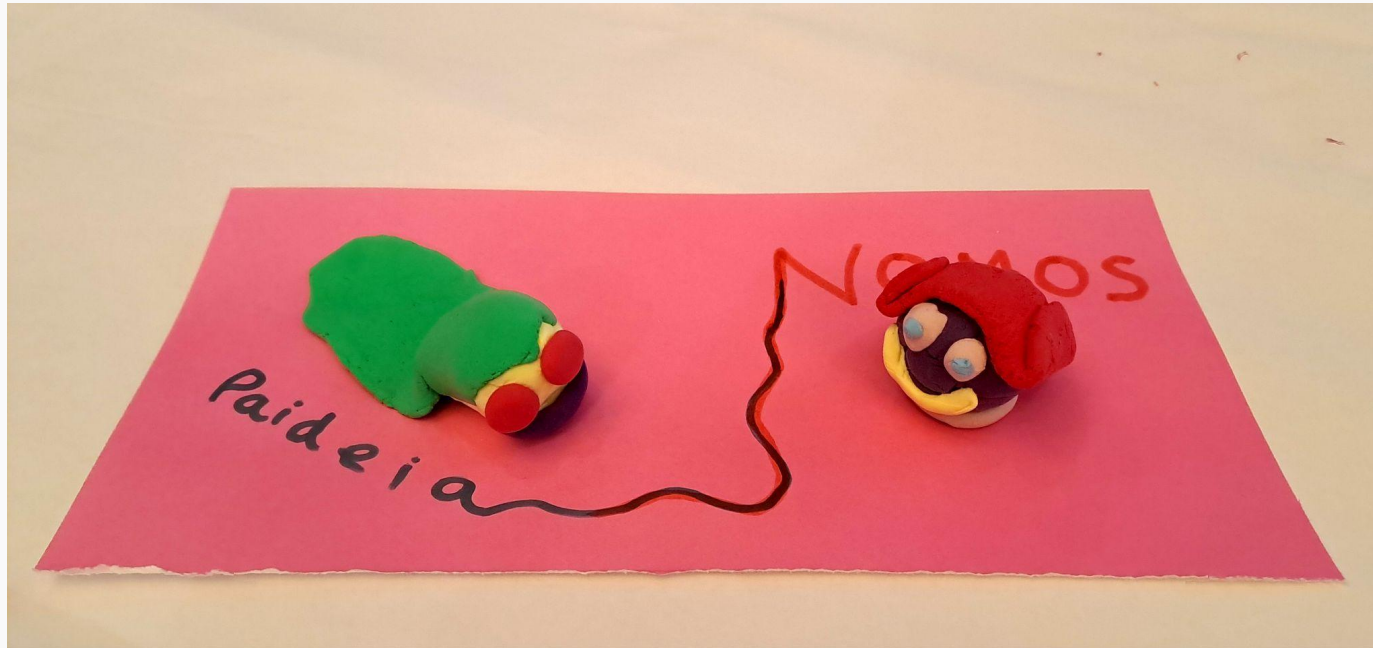
**Sian Bayne**  
Professor of Digital  
Education, University of  
Edinburgh

<https://sianbayne.net/>



*"No trend is destiny.  
Multiple futures are  
possible."*

## POINT 2: A balance between *Paideia* and *Nomos*?



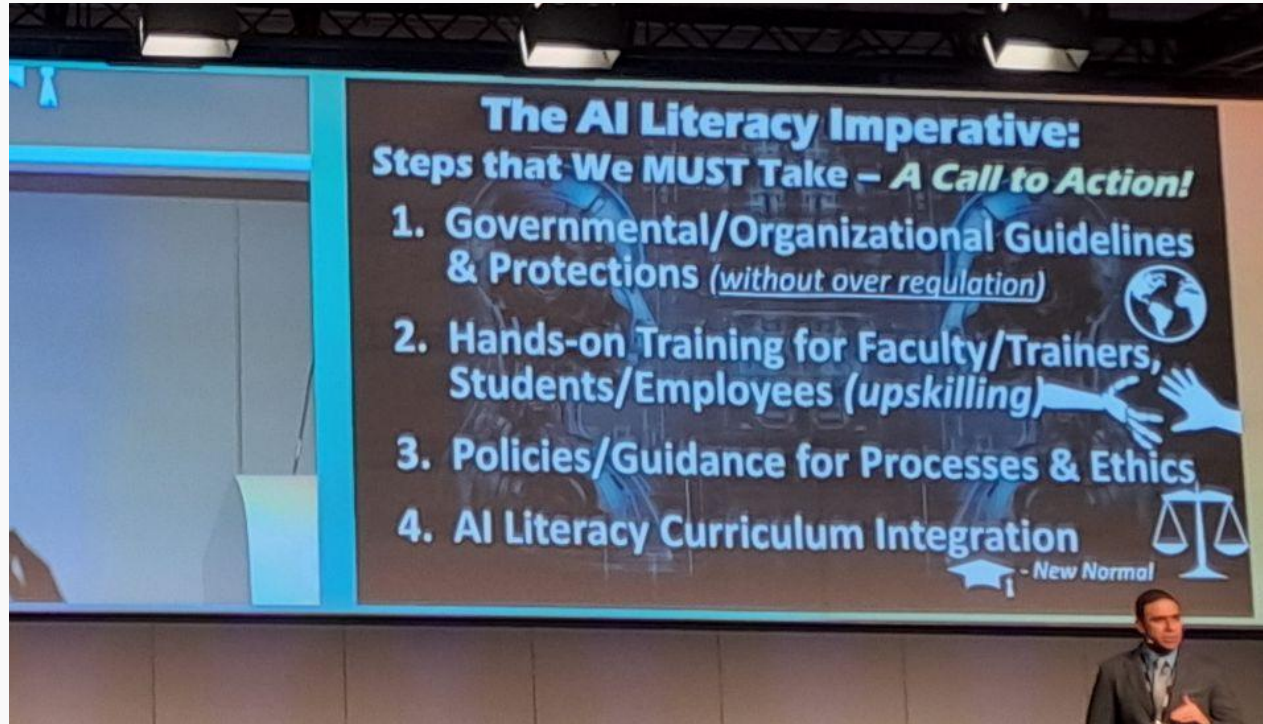
**Luciano Floridi**  
Director of the Digital  
Ethics Center at Yale  
University

[https://en.wikipedia.org/wiki/Luciano\\_Floridi#External\\_links](https://en.wikipedia.org/wiki/Luciano_Floridi#External_links)





# POINT 3: A call to action?



**Brent A. Anders**  
Doctor of Philosophy  
[American University of Armenia](https://www.researchgate.net/profile/Brent-Anders)

<https://www.researchgate.net/profile/Brent-Anders>



# Building Communities / Networking

- build communities, networks, and **join forces among us as education professionals**;
- **penetrate the places** where socio-technical imaginaries are formulated and constructed;
- **influence decision makers**: the elaboration of the European AI law is underway: from January onwards, national states will be called upon to develop national regulations.

## → How to build such communities?

*...find common goal(s)? roles? places? practices? leaders? followers? ...*



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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## Project partners:



Joubel

