Open Educational Resources

Policy guidelines &

Recommendations for implementation

Document history

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Preamble

Wageningen University is not alone in setting policy guidelines for Open Educational Resources. In answer to global and national developments towards more openness in academia, Dutch higher education institutions agreed in March 2022 that they will work together on creating, sharing and reusing learning materials. The 'Verklaring Nationale Aanpak digitale en open leermaterialen' was signed by the directors of the Universities in the Netherlands, the Association of Universities of Applied Sciences and SURF. Also, at a European level the European Commission EU Science Hub stresses the importance of Open Education on the European policy agenda.

In spite of this wider trend, the concept of Open Educational Resources is a novel concept to most academics and – more so than with regard to Open Science – sometimes feels counterintuitive: unlike research products educational materials have an 'inward focus'. While scientific publications are generally seen as strengthening the university's reputation, the fact that showcasing our educational resources may serve a similar purpose takes some getting used to. By sharing and re-using educational materials the concept of Open Educational Resources directly contribute to the quality of our education.

It is therefore all the more important that from the onset Wageningen University sets clear guidelines that safeguard the university's position, while also allowing others to benefit from our educational materials. These guidelines provide a starting point: they give direction to lecturers on the basic conditions for Open Educational Resources, such as which copyright-rules apply and which support is available.

Given the shift in mind-set that Open Educational Resources requires, implementation needs to be paced very carefully. It takes time to start seeing the sharing and re-using of materials as a chance to reduce the efforts of teachers when developing new materials. Also, in order to see Open Educational Resources as an opportunity rather than an extra task, lecturers may need to experience how the practice of sharing materials within Wageningen University may improve the quality of our education. A very gradual implementation trajectory allows our academic community to introduce elements of Open Educational resources over a longer period of time. Thus, step-by-step, we can integrate new insights and developments and gradually extend our Open Education practices.

Contents

Management summary

While Open Science and Open Access have become commonplace in academia and MOOCs are a well-established phenomeon, the concept of Open Educational Resources is currently (2023) still in the process of finding firmer ground.[1] The document at hand gives direction to how Open Educational Resources may be further developed and implemented at Wageningen University. It lays **down eight basic policy guidelines** and issues **eight recommendations** on how to operationalise Open Educational Resources.

Key elements in the policy decisions are:
- In principle Wageningen University intends to share all its educational materials with the wider public, with room for deviations from this default line.
- Copyright of all educational materials developed at Wageningen University lies with the university and not with the author (i.e. lecturer).
- The Dean of Education acts as representative for the university's copyright ownership.

Implementation of Open Educational Resources is complex, for two main reasons:

1. Copyright issues
   - 'Exposure' of WUR materials requires correct application of copyright regulations when integrating other sources in one's own educational materials;
   - Sometimes it is necessary to build in safeguards against misuse before 'opening up' one's materials. To this end the default CC license on WUR-materials is to be CC BY-NC.

2. Facilities needed for Open Educational Resources
   - There is as yet no established (inter)national platform to facilitate easy exchange of educational materials with parties outside the university. However:
   - WUR has its own platform for sharing educational materials within the organisation: Library for Learning.

Once these basic conditions are fulfilled, less visible hurdles may impede the actual sharing of WUR educational materials. The fact that WUR holds the copyright of all materials developed by WUR-staff goes against the feeling of most teachers that they - as authors – have, or should have, control over their teaching materials. Moreover, educational materials are by definition developed for use in a very specific context, usually the lecturer's 'own' courses, with a very specific group of students in mind. There is an inherent paradox in the 'inward focus' of most educational materials compared to the 'outward direction' of opening up those materials to the public.

In order to give lecturers time to get used to the idea that the concept of 'Open' also applies to educational resources, Wageningen University adopts a strategy of gradual implementation: from sharing materials with colleagues within the university, to sharing materials in the controlled setting of an alliance with other universities or a partnership with parties outside the university, to opening up materials to anyone who is interested. This step-wise approach may be moved forward by conducting various pilots.

The fact that the wider concept of Open Educational Resources tends to mutate requires flexibility in policies and in practice. This document therefore is not static and may undergo change as new insights take centre stage.

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[1] See for example the recent blog by the Dutch Open Education expert Robert Schuwer: Wat is Open Education, revisited – Open Education (robertschuwer.nl), consulted 1 September 2023.

1. Introduction

There is a worldwide movement, supported by UNESCO and other international organisations,[2] to encourage academia to open up to society. The rationale is that academic knowledge, whether transferred through scientific publications or through teaching, is construed with the aid of public funding and that therefore the public should be able to benefit from this body of knowledge. At the very least society should have easy access to academic output.

The commitment of WUR to this wider movement towards openness is apparent from the Open Science & Education Programme at Wageningen University & Research, which has been in place since July 2019 and encompasses four programme lines:[3]
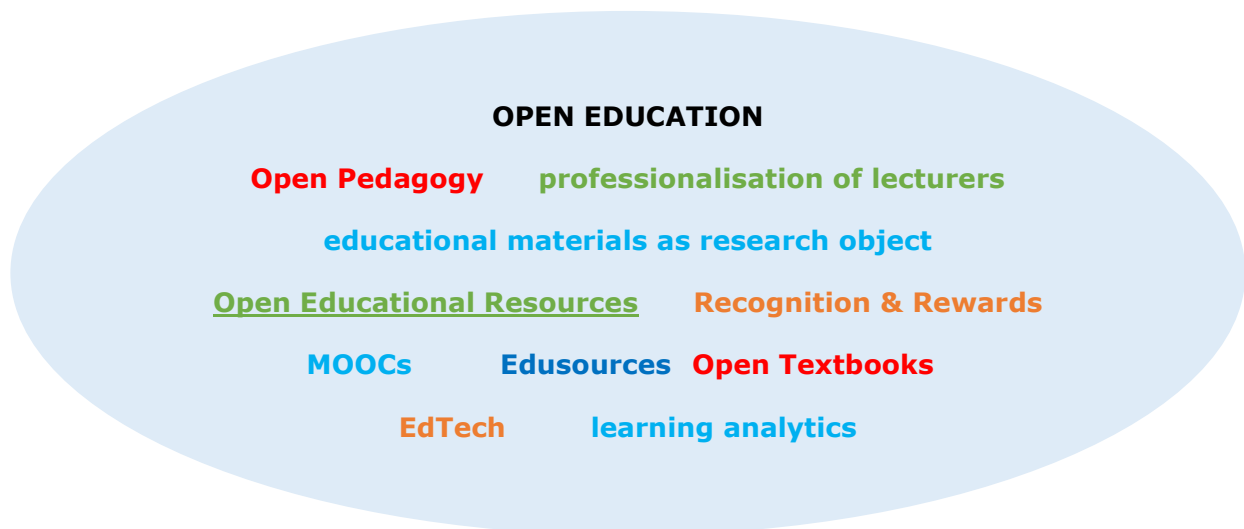
- Open Access & Scholarly Communication;
- FAIR Data;
- Citizen Science;
- Open Education;

and two connected conditions:

- Recognition and Rewards;
- Policy, awareness & skills.

The Strategic Agenda of the Ministry of Education stresses the importance of openness in Dutch higher *education*, with particular emphasis on how teachers, students and other learners may benefit from the huge collection of educational experiences and products that together make up Dutch higher education.[4] Various national initiatives grouped under the term Open Education have been taken to stimulate openness in education, also endorsed by Wageningen University (see appendix 1).

Open Education is an umbrella term which covers a diverse range of educational concepts:

OPEN EDUCATION

Open Pedagogy   **professionalisation of lecturers**

educational materials as research object

Open Educational Resources   **Recognition & Rewards**

MOOCs   **Edusources**   **Open Textbooks**

EdTech   **learning analytics**

The document at hand deals with one specific subcategorie of Open Education, Open Educational Resources, for which the commonly accepted UNESCO-definition is:

Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.[5]

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[2] Open science | UNESCO, consulted 1 September 2023
[3] Open Science - Intranet WUR, consulted 1 September 2023
[4] Ministry of Education, Culture and Science, 2015
[5] UNESCO (2020). *Recommendation on Open Educational Resources (OER)* (CL/4319). https://unesdoc.unesco.org/ark:/48223/pf0000373755

In this definition the phrase 'in the public domain' may need clarification. Since academic education at Wageningen University is publicly funded, *and* since all materials developed by WUR-staff are copyright owned by the university (and not by the developers, i.e. the teachers, as some may think) all educational materials created at Wageningen University should by definition be made available to the public. This is an important principle underlying Open Educational Resources, of which not all members of the university may be aware.

Two other crucial phrases in this definition are 'materials' and 'by others'. Open Educational Resources are limited to concrete educational materials, usually textual or visual and mostly in a digital format. Excluded from this definition are physical objects and non-material educational products, such as the actual act of teaching and the interaction between teachers and students. Moreover - although 'educational' - the *products* of the student learning process are part of the domain of the learner and are therefore not public.

The purpose of Open Educational Resources is that educational materials that are developed for a particular educational context may be accessed and used *by others*, i.e. by other people than the users originally targeted (in the context of a university: students or other learners the university caters for). These 'others' could be other teachers or students within the university, members of partner institutions, e.g. in an alliance of universities, the wider academic audience or even the public at large.

The concept of 'open' goes further than merely making materials available. Other users may use the materials for non-educational purposes, may alter the materials and may even redistribute them – and all of this free of cost. This does not mean that we have no control at all over what happens to educational materials produced at WUR: by attaching a copyright license to the materials we can require from users that they name the original author, that they ask permission from the author for certain forms of re-use or that they are limited in how they may adapt WUR-materials.

Reciprocity
The concept of Open Educational Resources works in two directions:

1. Sharing educational materials produced at the university allows colleagues and others to benefit from the knowledge and experience of our teachers;
2. Re-use of educational materials produced by colleagues within the university or by anyone outside the university increases the quality of education.

The reciprocity in the giving-and-taking of Open Educational Resources makes it a complex concept to discuss. The merits of sharing differ from the benefits of re-use, while at the same time there is *interdependency*, for re-use cannot take place without sharing. Also, effective 'opening up' places great demands on *platforms* for sharing and so any discussion on Open Education is also a discussion about practicalities. Moreover, integrating existing educational materials on a larger scale requires *new skills* from teachers for re-use to be effective and efficient, and thus goes right to the core of academic teaching.

2. Added value of Open Educational Resources

Over the last years, university staff at Wageningen University & Research have produced an increasing amount of digital learning material to be used in various forms of education: in degree programmes, in open courses and in courses for professionals (Continuing Education), both fully online and in a blended form. Almost all education is now blended, a mix of face-to-face activities and digital materials. The produced materials include text, videos, graphics, animations, quizzes, e-learning modules, apps and games.

Both the Strategic Plan and the Vision for Education of Wageningen University & Research[6] state ambitions to which Open Educational Resources can contribute:

Ambition	Relevance of Open Educational Resources
We want our education to reflect the state-of-the-art scientific knowledge we produce in the university	The quality of education at Wageningen University benefits from easy access not only to research output, but also to educational materials produced by colleagues within or outside the university, to incorporate up-to-date scientific insights
We want to increase the flexibility of our education for learners, providing them with a rich learning environment including various teaching and learning methods	Innovative open materials may quickly find their way in the university, adding to a greater diversity in teaching methods
We strive for an education ecosystem in which digital material is used, not only for campus students (blended or fully online) but also for other groups of learners	Professional education – or Continuing education – directly benefits from opening up the collection of educational materials developed at Wageningen
We support lecturers in innovating their education and in the use and production of adequate digital materials	Re-use of existing educational materials enriches the repertoire of teachers
We want to contribute to a better world: our knowledge can help in solving important societal issues in our domain of food and living environment	Open sharing of educational materials aids cooperation with partners all over the world and thus enhances the fame and profile of Wageningen University & Research

The university's stance towards Open Educational Resources can be phrased as the following policy decision:

Policy decision 1

Wageningen University & Research encourages staff to use, create and share open educational resources to enhance the quality of the student experience, improve teaching practices and enhance the provision of learning opportunities for all. The use, creation and publication of these open materials are consistent with our reputation and values and contribute to our mission 'to explore the potential of nature to improve the quality of life'.

The fact that at WUR there are fields of expertise that are relatively small, involving a limited number of staff who are highly specialised within their discipline, adds to the responsibility WUR has to share its knowledge with the world, also when it comes to educational materials.

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[6] *Vision for Education, the next step*. Wageningen University & Research, 2017.

3. Wageningen context

Open Educational Resources within the context of Wageningen University & Research has its own dynamics that may not play at other universities to the same extent.

Continuing education

Our so-called Education Ecosystem combines 'different forms of education for different groups of students', a system which is 'characterised by permeability between the various spheres, both in terms of the students and the (online) educational products. … The Education Ecosystem enables the development and promotion of new collaborative models around our online educational products with various stakeholders, and actively promotes network learning through the sharing of educational resources, feeding several communities of practice.'[7] This is in line with government directions, which specify that the university's educational task extends to professionals, thus contributing to life-long learning.

In concrete terms this means that Open Educational Resources pertain to both degree programmes and to education activities geared at professional education – or continuing education. At Wageningen University & Research two parties are active in this field: Wageningen Academy and the Wageningen Centre for Development Innovation. Sharing materials across educational target groups aids the exchange of knowledge and insights, and leads to a richer learning environment for all learners. Irrespective of whether educational materials are developed for degree programmes or for professional education, copyright lies with WUR, which makes sharing and re-using materials within the Education Ecosystem legally possible and in that sense easy.

MOOCs

Massive Open Online Courses, or MOOCs for short, are designed in the spirit of Open Educational Resources. Right from their inception MOOCs were meant to be open, with the purpose of 'making academic education available and accessible for everyone.'[8] At WUR they are self-paced online courses about typical WUR themes that anyone can sign up for and which upon completion may be granted with a certificate.

MOOCs can be seen as a formalised expression of Open Educational Resources. They are a means to share the expertise of WUR teachers and researchers with a wider audience, but MOOCs are also a world unto themselves. For instance, since MOOCs generally contain much video material, a specialised production team is involved in the development of MOOCs. Because MOOCs form an integral whole, a special copyright license is applied to safeguard misuse of MOOC-elements.

Open Textbooks

Open textbooks are one form in which Open Educational Resources may materialize. They are dynamic publications with an open license in which diverse media can be integrated, such as videos, audio or interactive elements. Open textbooks are freely accessible to users, while distribution, adaptation or re-use outside the organization are covered by licensing conditions. Open textbooks contribute to the quality of education in various ways:

- Lecturers who make open textbooks can include the latest scientific insights;
- Open textbooks need not be used as a whole, but can also be assigned in parts;
- Parts of open textbooks can be adapted to meet the needs of students in a specific course, institution or country;
- Open textbooks can easily be corrected on the basis of feedback;
- Besides text other media can be incorporated that possibly better meet the students' learning needs;
- From the point of view of the student a major advantage is open textbooks are free;
- Open textbooks can be accessed anywhere and at any time, also after graduation – which is relevant in the context of Life Long Learning;

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[7] Ibid, pp. 10-11.
[8] MOOCs - WUR. WUR offers 45 MOOCs (consulted 13 March 2023)

- The university benefits from the fact that it is less dependent on commercial publishers. Also, there is no delivery time and there are no shortage issues;
- Open textbooks contribute to the visibility of WUR expertise and thus promote WUR's academic position;
- Potentially an open textbook has a global impact.

Partnerships, alliances and communities

Wageningen educational materials are used in degree education and professional education at Wageningen itself, as well as in collaborative activities with external partners. These can be informal in character, as is the case in communities of teachers - for instance around a disciplinary topic (Dutch: *vakcommunities*) – who share their knowledge and experiences and possibly also their educational materials. By discussing, sharing, using and adapting these materials in the community, the quality of the materials and the education improves. Examples in which WUR participates are the community Urban Resilience and Boundary Crossing.[9]

More formal collaboration can take the form of joint degrees. Wageningen University participates in alliances with other Dutch universities, as in the 4TU.Federation and EWUU.[10] One objective of the EWUU-alliance is: 'To continue to develop and improve support processes for education, research and innovation by learning from each other and exchanging and pooling expertise.'

Such collaborations are a natural setting for Open Educational Resources: there is no question that educational materials that were originally developed at Wageningen University ought to be shared and used for the common good of those collaborations. WUR retains copyright of those materials, while *use* of these materials extends beyond the university.

These issues culminate in the following policy decision:

> **Policy decision 2**
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> The policy and practice of Open Education Resources extends to WUR's entire Education Ecosystem, including degree programmes, continuing education (e.g. in the form of MOOCs) and partnerships.

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[9] See Urban Resilience | SURF.nl; materials on Boundary Crossing are shared in an Edusources-community.
[10] See www.4tu.nl and https://ewuu.nl (consulted 10 March 2023, emphasis added)

4. Conditions for practising Open Educational Resources

For Open Educational Resources to claim a position as a justified objective of education in the organisation, two main conditions need to be met that are peculiar to the concept of Open Educational Resources: teachers need to know how to apply copyright rules and they need to be properly facilitated. Without guidance on the complicated issue of copyright, or without a suitable platform on which to share educational materials Open Educational Resources would not just be more difficult, it would simply not take place. The WUR Library plays a crucial role in this[11], since it hosts both the Copyright Information Point[12] and provides the necessary digital tools, such as the Library for Learning (L4L) from which materials are shared (see appendix 2).

Copyright

Wageningen University on the one hand, and WUR-lecturers on the other hand have different objectives in mind when considering Open Education: they hold different legal positions when it comes to copyright:

'Waar een medewerker van WUR originele onderwijsmaterialen ontwikkelt in het kader van zijn/haar dienstverband, rusten de rechten op dat materiaal op grond van het werkgeversauteursrecht bij WU of WR.'[13]

Thus, while lecturers may feel they 'own' educational materials because they are the makers/authors, in fact it is the university who is the copyright holder of all the educational materials that are made by employees. The right of the author (i.e. the lecturer) is limited to the right of having to be cited as the creator or author of the materials.

Policy decision 3

On behalf of Wageningen University & Research the Dean of Education acts as representative of copyright ownership of the university's educational materials. Policy changes or complex cases regarding copyright will go through the Dean of Education. To ensure structural representation this role is included in the job description of the Dean of Education.

Copyright issues in general
Before any form of Open Education can take place, the first step is to make sure the materials one wants to open up have correctly applied the copyright regulations of those original materials. Often lecturers re-use materials developed by others (e.g. text, graphs or knowledge clips) in their own teaching materials at WUR. As long as these materials are only used within the university any copyright errors will likely go undetected. But as soon as these materials are shared outside the university it becomes all the more important that they contain correct source references and/or – if relevant - that permission from the

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Recommendation a

Create awareness amongst WUR-lecturers (i) that WUR has copyright of all educational materials and (ii) about the latitude of their own rights and obligations regarding the educational materials they have produced.

Recommendation b

A first step towards Open Educational Resources is to increase the knowledge lecturers have about the application of general copyright rules. Only when these are correctly applied is there a basis for opening up WUR educational materials to users outside the university.

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[11] MOOCs excepted, with are serviced by the team Open and Online Education (TLC).
[12] Copyright Information Point - WUR (consulted 13 March 2023)
[13] Peter Ras, Internal Memo Auteursrechten, 24 Juli 2019

copyright holder(s) was obtained. If, step-by-step, sharing and re-using takes place on a larger scale, also with colleagues outside Wageningen, lecturers first need to know how to correctly re-use work from others.

Copyright and sharing within WUR
WUR is the copyright owner of all educational materials, therefore all WUR-employees can freely share their materials amongst each other; no license is necessary. This applies to both existing materials and to new materials that are yet to be developed. Also, since Wageningen University and Wageningen Academy are one legal entity educational materials can be freely exchanged, whether they were first developed in the context of degree programmes, or in the context of continuing education.

Policy decision 4

Within Wageningen University **existing** educational materials may be shared and re-used without restrictions, irrespective of copyright regulations such as Creative Commons types of license and All rights reserved copyright. This also applies to paid courses in the context of continuing education.

The group of professional learners requires special attention. Their primary ties are to organisations other than the university and through them educational materials may perhaps more easily end up in commercial hands. To preclude misuse the Dean of Education therefore retains the right to make exceptions and attach a restricted copyright license to educational materials that for instance were particularly expensive to develop or that are of a sensitive nature.

Recommendation c

Set up a process through which exceptions to Policy decision 4 can be regulated, i.e. limiting the re-use WUR-educational materials by Wageningen Academy or WCDI in the case of potential misuse by a third party. In this process the Steering Group Open Science & Education provides policy guidelines, on the basis of which the Dean of Education decides in individual cases on the degree of openness.

Copyright and sharing outside WUR
The concept of 'openness' defies any limitations one may want to place on the re-use, adaptation or redistribution of educational materials by others (see Introduction). It is in the spirit of Open Education to allow everyone free access to our materials, in which case no copyright license should be attached to any materials.

Policy decision 5

In principle Wageningen University aspires to a maximum degree of openness and intends to share all its educational materials with anyone outside the university.

Exceptions can be made in case of a security risk or for materials of a sensitive nature.

However, in this process WUR's reputation needs to be safeguarded. It may happen that users of WUR-materials give no credits to WUR-employees as the original authors, or that parts of materials are re-used inappropriately, e.g. by placing them in an incorrect context. It is therefore wise to allow for exceptions to the general rule of maximum openness. WUR – as copyright owner – can stipulate under which conditions materials may be shared and re-used. Several options for this are possible under the Creative Commons regulations, indicated by a set of abbreviations: CC, BY, NC, SA, ND and NA[14]:

- A CC-BY license is desirable when re-use of WUR-materials can only take place provided the orginal author is acknowledged;

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[14] For information about the various CC-licenses, see About The Licenses - Creative Commons (consulted 1 September 2023)

- By adding NC (CC-BY-NC) the re-use of materials is limited to non-commercial purposes; since WUR-materials were developed with public funding, this makes sense. A note: NC does not prevent the *use* of educational materials by commercial parties, but prohibits selling those materials or gaining financial benefit from them;
- the criterion SA means that those who re-use WUR-materials have to open up their derivatives (i.e. publications into which WUR-materials are incorporated) under the same conditions. This guarantees that those materials remain open;
- ND stands for non-derivative, which can be a useful license for materials that the maker feels should only be used as an integral whole. For instance, it may be undesirable when parts of a video are taken out and re-used in an inappropriate context.

Of the potential risks that come with opening up WUR-materials to the wider audience commercial misuse goes most against the foundations of Open Educational Resources and is considered the most undesirable. In particular exemplary materials, for instance certain knowledge clips or MOOCs, may need to be protected against commercial misuse.[15] Although difficult to detect and almost impossible to take legal action against, WUR wishes to prevent such misuse by placing a general restriction of NC on all newly developed educational materials that are shared outside the university.

Policy decision 6

The default preferred copyright license for **newly developed** educational materials at Wageningen University is CC BY-NC.

Platforms: Library for Learning and Edusources

No amount of sharing digital materials can take place without a platform to facilitate this. Wageningen University was ahead of its time in making sharing possible within the organisation by developing the WUR Library for Learning, which is refined and updated on a regular basis. This WUR-platform can be linked to national platforms through for instance Edusources (see appendix 2). As yet there is no (inter)national technological standard for the exchange of educational materials. It is essential that WUR monitors the technological developments, e.g. by purchasing (temporary) licenses to new tools and by setting up pilots on how new technology may help to serve the aims of Open Educational Resources at Wageningen University. SURF is an important partner in this.

Recommendation d

Set the WUR Library the task of keeping up-to-date with technological developments needed to facilitate Open Educational Resources, e.g. by experimenting with new (inter)national tools. For easy exchange of educational materials within WUR the Library for Learning is to be further developed on the basis of user experiences, at least until a national standard technology has become available.

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[15] For that reason MOOCs currently have the license CC-BY-ND (non-derivative).

5. Towards implementation of Open Educational Resources

Drivers to open up

Since 2019 a working group Open Educational Resources has been active at Wageningen.[16] The working group investigated on a local scale how implementation of Open Educational Resources could be set in motion, focusing on what would help the most important actor in Open Education: the lecturer. A workshop on the Teachers' Day in December 2019 resulted in the following conclusions:

1. It seems lecturers stay _'close to home'_: they primarily share educational materials with colleagues they know, e.g. within their own chair group.
2. There seems to be a wish to extend the use of materials made by others to colleagues who are somewhat further removed, in particular when it comes to _visuals_ and _practical materials_.
3. A paradox presents itself when it comes to the factor _'time'_: on the one hand re-using materials made by others is said to save time, but on the other hand lack of time is mentioned as a reason for not making use of this possibility.
4. A platform for sharing and re-using educational materials that is _user-friendly_ is essential for efficient and effective exchange of materials.[17]

Recommendation e

Provide lecturers with guidance and support in making their new materials open. This involves knowledge about copyright issues, (didactic) training on how to effectively integrate materials made by others and support in the administration of making materials available.

Another development at WUR is the operationalization of Recognition & Rewards: if Open Educational Resources is a criterion on which lecturers may be assessed, this will not only stimulate Open Educational Resources, but possibly also lead to a higher appreciation of open materials in the academic teaching community.


Policy decision 7

The importance of Open Educational Resources to Wageningen University is effectuated in the Academic Career Framework, by formally recognising individual achievements concerning Open Educational Resources.

A stepwise approach

In the Open Science and Education steering group meeting of 19 October 2020 a process was suggested of gradually opening up our educational materials, resulting in a stepwise approach to Open Educational Resources.

Such a phased approach serves two purposes: (a) lecturers have time to get used to the idea of sharing their materials, and (b) the university can use each new step to generate attention for Open Educational Resources and thus energise the process.

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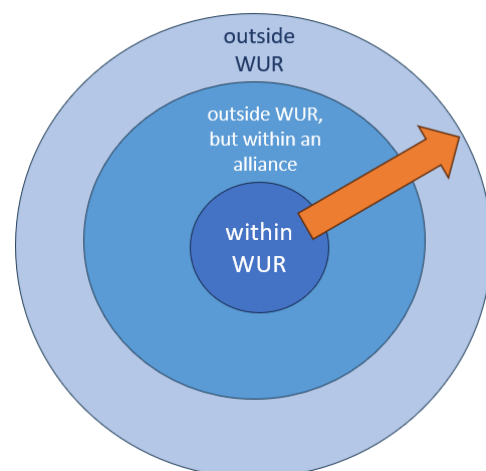
[16] In 2022 the working group Open Educational Resources was incorporated in the regiegroep Library for Learning, which then became the regiegroep Open Educational Resources.
[17] Internal WUR memo _Outcomes workshop Sharing & Re-using Educational Materials_, 16 December 2019, p.5.

1. <u>Share materials within WUR</u>

By sharing materials with colleagues within the university lecturers may get used to the idea of opening up their teaching materials to others. They may experience how re-using or adapting graphs, visuals or rubrics made by colleagues increases efficiency. Also, sharing course materials helps to improve alignment between courses within one programme, or between programmes. A good example is the implementation of a set of skills in all bachelor programmes: lecturers may share best practices and inspire colleagues in other parts of the university. Thus Open Educational Resources may directly affect the quality of education.

2. <u>Share materials within an alliance</u>

Wageningen University participates in various alliances and partnerships, such as 4TU and EWUU. It is only natural that in situations of close cooperation educational materials are exchanged or even jointly developed. At the same time the context of a partnership, alliance or professional community means that there is some control over who has access to which materials. In that sense this form of Open Educational Resources could be labelled 'semi-open'. It should be noted though that in terms of copyright the opening up of any semi-open materials outside the university is strictly speaking completely 'open' and that the regulations for semi-open sharing are the same as for sharing with the wider audience.

3. <u>Sharing materials outside WUR</u>

In the final stage sharing educational materials gradually becomes common practice. For Open Educational Resources to reach this stage much depends on the world around us. 'Open' means making materials available for re-use, but it also means that reciprocity should be possible. Other universities will have to adopt similar 'open' policies, so that it becomes normal to deploy the full collection of educational materials in order to advance the quality of education.

Policy decision 8

Wageningen University adopts a stepwise approach of gradually opening up educational materials to a wider public, without setting an end date for partial or 100% realisation.

Recommendation f
Allocate extra resources for implementation through the budget for the programme Open Science & Education.

Recommendation g

Invest in pilots that explore different aspects of Open Educational Resources. Concrete examples are:

-   encouraging (semi-open) sharing of Boundary Crossing-materials in a professional community;
-   supporting an individual lecturer in creating an Open Textbook.

Recommendation h

Ask the 'Regiegroep Open Educational Resources' to draw up a detailed plan for the implementation of the university's policy guidelines on Open Educational Resources. The plan should (i) indicate how implementation of Open Educational Resources does not lead to extra work for teachers, and (ii) contain a timeframe for implementation.

Appendix 1. National and European context of Open Education

The open educational materials movement also aligns well with the open access movement in research. In the case of open access, the growing hegemony of editors was an important driver. In the US there is a similar driver for open educational resources: the prices of textbooks became so high that they impede groups to participate in higher education. In Europe the role of editors in education textbooks and the adhering digital content is increasing. Their future role in digital material is not yet crystalized and it is hard to predict if we will manage to do without them or will cooperate with them.

European Commission EU Science Hub (2016)
- reduce or remove barriers to education
- support the modernisation of higher education in Europe
- bridge non-formal and formal education

ENOEL – European Network of Open Education Librarians (2018)
- Librarians work together to push Open Education forward.
- This group is part of SPARC Europe who envision 'that open access to European education and research is the default".

Strategische agenda Hoger Onderwijs en onderzoek (Dec 2019)
- stimulating education innovation
- ambition for 2025
- condition for education grants

Sectorplan BetaTechniek (2020)
- promoting cooperation in the development of educational materials
- focus on efficiency and re-use, for which Open Education is a prerequisite

and Versnellingsplan zone Naar digitale (open) leermaterialen
- focus on facilitating sharing/re-using by providing among others an infrastructure
- to put together and deploy the best possible mix of digital (open) educational resources in the classroom.
- The vision document "Visiedocument leermaterialen in 2025. De optimale mix van leermaterialen in 2025, met bouwstenen om deze mix samen te kunnen stellen en gebruiken" can be found here.

National Programme Open Science (2020)
- impetus to the transition to Open Science
- suggestion to add Open Education as a fourth programme line

Verklaring Nationale Aanpak digitale en open leermaterialen (March 2022)
- Dutch higher education institutions agree that they will work together on creating, sharing and reusing learning materials
- signed by directors of the Universities in the Netherlands, the Association of Universities of Applied Sciences and SURF

National Growth Fund / Digitaliseringsimpuls (2021)
- joint program of MBO (vocational education), HBO and WO (higher education) of the Netherlands
- 560 million euros to stimulate digitalisation in education
- Centres for Teaching & Learning
- Two transformation hubs, of which one is about digital learning material in which, among others, teachers will receive support in together developing and sharing new educational material

Recognition & Rewards / WU Academic Career Framework (2023)
- As part of the Academic Career Framework Wageningen University rewards the sharing and reusing of Open Educational Resources as part of the assessment of lecturers (analogous to rewarding Open Science for researchers)

Appendix 2. Library for Learning and Edusources

SHIFTING FOCUS

STEP 1
Share within WUR

STEP 2
Share within a pre-defined alliance or professional community

STEP 3
Share outside WUR