

Good practice guide and recommendations

PUBLIC

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**Lifelong
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1. INTRODUCTION

OEI2 project deals with new forms of working for educators and students. During the 2,5 years of project lifetime, we developed the Idea Space – collaboration environment and went through multiple forms of pilots and validations. These experiences of researchers, teachers and students lead to good practices. These good practices are essentially about idea sharing that is organized in a collaborative manner. Some activities are solely organized in Idea Space but not all collaborations can be organized, being emergent and sudden. These practices are discussed in the report. On top of this, we create recommendations how to build your own successful idea sharing process (e.g. for future mobility activities).

This task aims at clearly defining the conceptual base for Emotional Ownership and thus Open Educational Ideas and Innovation developing a new Open Education Lifecycle. The conceptual approach will consist of processes and activities (initiation, partnership / trust building, idea sharing, design, development, re-use, republishing, practice sharing, improvement etc.). One of the key tasks is the process how the users with similar ideas are matched – it is essential to bring together educators who will then collaborate in their course development. In particular, this phase will define which artefacts will be used for sharing as different types of artefacts can be shared

The clear overall goal of the project is to improve the uptake of OER and increase access for and engagement by educators and learners. The project aims at achieving this by engaging users in early stages of the OER development process: when courses or program developments are started. The key idea of the project is to enable exchange of and collaboration around Open Educational Ideas, Resources and Practices (OEI, OER, OEP) in Europe. The project will focus on developing design guidelines to enable re-use and collaboration across borders. In general, OEI2 aims to:

- **To implement and validate the concept of Open Educational Ideas and Emotional Ownership** in the educational domain. The main idea is to



involve users at early stages of the development process. Currently, users have access to complete resources. The project aims at engaging educators at an earlier stage, i.e. when they develop resources. This will lead to higher acceptance and collaborative development of OER as well as to cross-border collaborations.

- **To create collaborative teaching and Virtual Mobility:** Early idea sharing leads in most cases to collaborative development of courses – these courses can be designed in project virtual environment in the form of a virtual mobility action. When participating in a course development, this should be done as a virtual mobility action leading to a commonly owned outcome (course, learning materials).

- **To create more awareness and engagement on open approaches and cross-border collaboration in educator communities.** The current main barriers of OER uptake have clearly motivational reasons. Therefore, it is necessary to increase awareness and engagement in the communities.

- **To allow feedback processes by industry and students:** Opening up new course ideas allows students and businesses to provide feedback and requirements already at an early stage.

- **To create idea sharing tools** which support the full lifecycle. The existing tools to modify and adapt resources are in many cases prototypical tools which have many functionalities but are complex to use. We need to utilize tools which are simple and fulfill the basic requirements of educators. Thus, tools need to be implemented which allow easy sharing processes: from sharing ideas to collaboratively developing educational resources.

- **To engage a broad community** across Europe in sharing and collaborating across borders. The proposed approach mainly aims at increasing user engagement. The project will run validations with higher education teaching communities, mostly business, management and ICT contents which are **especially important for SMEs, young entrepreneurs and new businesses.**



- **To create sustainable solutions.** The project aims at creating initial experiences and good practices. Starting with the awareness workshops (WP1) the results will opt to be sustainable by providing good practices as well as engaged, self-containing communities.

The main idea of the project is to create emotional ownership to OER by engaging at an early stage of the development process (Open Educational Ideas & Innovation) in collaborations with peer educators. Emotional ownership can play an important role in the adoption of OER and OEP. However, new mechanisms of sharing, collaborating and communicating need to be developed and supported.

The center of the project is the practical application of the OEI concept. From all practical settings, we will extract good practices which provide evidence that the concept is feasible and successful. From all trials and validations, we will provide good practices and guidance for educators how to use the collaboration environment and how to embed and use this in their own context. We also provide recommendations for different stakeholders (institutions, policy makers, educators, learners) how to embed OEI into their programs.

2 METHODOLOGY

This report will provide good practices and guidance for educators how to use the collaboration environment and how to embed and use this in their own context. We also provide recommendations for different stakeholders (institutions, policy makers, educators, learners).

- 1.. **Good practice collection:** The following report comprises good practices for different scenarios (e.g. cross border collaboration, virtual mobility in course development, inclusion of requirements by businesses and students).



2. **Recommendations:** Recommendations will describe how to integrate and implement the new approach into organizations' and educators' operations. We also will provide recommendations for further actions in the Open Education area.

We acknowledge and have identified during the OEI2-project that educators have differing preferences and methods for dealing with OERs. We also have witnessed that multiple types of environments are suitable for working collaboratively on OER. This is why the report at hand does not only report good practices how to use Idea Space for collaborative development of ideas towards educational resources and outputs but also reports also general good practices for working collaboratively towards similar goals. Therefore, we distinguish two types of practices:

For - **General Good Practices** – each partner provided *Good Practices* how Open Education Resources (OER) are created collaboratively according to the knowledge or what benefits users will have collaborating with others.

For - **OEI2-Good Practices** - each partner collected *Good Practices* performed and used in the idea space platform of our project and described the interaction among the collaborators.

3 SUMMARY OF GOOD PRACTICES

During 2014 and 2015 several ideas were created and collaborated on in Idea Space platform (idea-space.eu). Within many of the ideas, several other tools were used beside the Idea Space itself. The good practices range from international and cross-border collaboration to campus settings as well as to bridge industries/ worklife to education. The good practices can be classified to the two types of good practices in the following way:



3.1 GENERAL GOOD PRACTICES – in and outside Idea Space

Social peer reviewing of academic papers (Academia.edu)

Academia.edu is a social networking website for academics. The platform is used to share papers, monitor their impact, and follow the research in a particular field.

Text book co-creation involving educators, young pupils and graphic designers

The initiative “Schulbuch-O-Mat” (SBOM) set out to transparently provide free-of-cost and up-to-date teaching materials. More specifically SBOM aimed to create an openly licensed textbook for biology aligned to the curriculum of grade 7 and 8 in the federal state of Berlin, Germany.

Bar-Camp on open educational resources

Bar-Camps are user-generated conferences during which participants share and learn in an open environment. Unlike traditional conferences that work with a pre-scheduled programme, Bar-Camps rely on input from attendees to create the session programme on the spot and collaborate ad-hoc on emerging topics.

3.2 GOOD PRACTICES IN IDEA SPACE

Co-development of Term Papers

One of the main target groups of Open Educational Ideas are students at universities.

This good practice is showing the collaboration of students developing a term paper in class focusing on entrepreneurial skills in international business.

Development of a Computer Class in Primary School

One of the main target groups of Open Educational Ideas are schools. This case has aimed at developing a computer class focusing on programming skills in first grade. Around 6 collaborators were involved. The initial idea sharing has led to a collaboration as well as to new ideas, impulses and innovations

HOW GREEK ENGINEERING STUDENTS COLLABORATE ON LAB ASSIGNMENTS THROUGH AN ONLINE PLATFORM

Technology and engineering in higher education requires hands-on training. Usually undergraduate students get hands-on experience through lab sessions that are supervised by postgraduate students. Moreover in these lab sessions students collaborate with each



other and with the supervisor exchanging knowledge and completing their group assignment work. At the University of Macedonia in Thessaloniki engineering students and their supervisors extend and intensify this exchange through the Idea Space

eCourse creation at the University of Athens

e-Course development is done collaboratively between a team of technology and eLearning experts and the academics or industry experts (domain experts). Implemented as a collaborative exercise within an extended multidisciplinary team it provides continuous technical know-how and support to the academics throughout the development process.

Research Paper - Bachelor Thesis at University of Applied Science

Bachelor thesis is a research project and the development is done collaboratively between a team of business (company experts), academic experts and the student writing the thesis. The co-creation, implemented as a collaborative exercise within a multidisciplinary team - provides continuous research know-how, methodologies and support to the student throughout the development process of the thesis topics.

Creation of a Master Course

The Master program course named „Concepts of adult education“ for virtual mobility incubates a new idea on open education. The idea was to create a course in EN for virtual mobility of students of several partner universities. Preparation of an international course for virtual mobility with co-creators from several European required a common virtual space for collaboration. The IdeaSpace was useful because of its given course creation template with structure necessary for course creation.

Lead user collaboration

Reviews and summarizes what made the idea space collaboration successful

The full list of good practices with all related details is presented in the Annex.

4 HIGHLIGHTED GOOD PRACTICES

This section presents some of the selected good practices we wish to share. The good practices have been shared with OEI2 communities in both Facebook and Twitter as well as in the OEI2 blog: <http://project.idea-space.eu/blog/>



4.1 GENERAL GOOD PRACTICES – in and outside Idea Space

4.1.1 “SCHULBUCH-O-MAT” – A COLLABORATIVELY AUTHORED OPEN TEXT BOOK FOR BIOLOGY

The “open educational ideas and innovations (OEI2)” initiative has worked towards a better uptake of OER and increased engagement among educators and learners. We promoted open collaboration already when ideas for OER development are being formed so that trust into the educational materials gets higher and existing resources become more likely to be re-used.

Now, our team would like to share successful practices of OER creation, presenting initiatives that shared initial plans and ideas openly and reached out to (new) collaborators also at an early stage. Some of those practices made use of our custom-designed platform [Idea Space](#) whereas others organized their work through other online tools. We’ll start with “Schulbuch-O-Mat” from Germany:

WHAT IS IT ABOUT?





The initiative “Schulbuch-O-Mat” (SBOM) set out to transparently provide free-of-cost and up-to-date teaching materials. More specifically SBOM aimed to create an **openly licensed textbook for biology** aligned to the curriculum of grade 7 and 8 in the federal state of Berlin, Germany.

Initiators are biology teacher Heiko Przyhodnik and consultant/media producer Hans Wedenig.

It received high attention from the blogosphere and media. The initiative was launched in 2012 and financed through a crowd-funding campaign at startnext.de gathering 10.000€ in donations. The first version of the textbook was published in 2013.

WHO WERE COLLABORATORS?

Secondary school teachers, pupils, translators, graphic designer

WHY DID WE CHOOSE THE INITIATIVE AS GOOD PRACTICE?

SBOM initiators shared the intention to create an OER textbook early via **social networking** in order to promote the crowd funding project and raise awareness on openly licensed textbooks. [Twitter](#), [Facebook](#) and Google+ were used regularly to call for voluntary authors, present updates on the state of the book, revisions, new contributors and future plans. Community members suggested revisions or up-to-date topics for the book. The initiatives reached more than 760 followers on Facebook and 480 on Twitter.



Young **learners were involved** in the authoring of the textbook. It can be downloaded in two formats (ePub, pdf) or accessed in html licensed under **Creative Commons BY-SA**. It is accessible in improved version 1.3 at <http://schulbuch-o-mat.de/biobuch/> . The book contains numerous figures and media files as well as class activities. Furthermore, a teacher in Cologne produced an Ibook version with his pupils.

The Austrian Ministry of Education BMUKK contracted an **evaluation** of the initiative (costs, savings compared to non-openly licensed textbook) and the quality of the textbook also investigating the transferability to Austria.

HOW WAS THE COLLABORATION ORGANIZED? WHAT WERE MAIN ACTIVITIES, TOOLS USED AND ORGANISATIONS/INDIVIDUALS INVOLVED?



Schulbuch-O-MAT held an **open authoring workshop** to engage voluntary **teachers** in creating sub chapters in collaboration with the team. The workshops covered desk research, licence check, didactical fine tuning and upload using a specific cloud-based authoring software (LOOP, based on Mediawiki)

Supported by federal funding, Schulbuch-O-MAT promoted and held “**Textbook hacking days**” in 2013. **Pupils** collaboratively worked on a glossary of technical terms described in their own words. The results became part of the textbook under a specific section “from pupils for pupils”.

The initiative received support from several organisations

- [Wikimedia Germany](#) hosted the authoring workshops for teachers
- [Zentrale für Unterrichtsmedien im Internet \(ZUM\)](#) which runs a large wiki for German teachers of all subjects, hosted and promoted the initial authoring space for the biology text book
- University of Lübeck supported through their [authoring tool LOOP](#) at a later stage
- [Serlo](#), a German OER editor and repository with focus on biology and math, further developed the content of the book at its own platform.

Social media were continuously used for updates, queries, feedback etc.

HOW DID THE INITIATIVE EVOLVE FURTHER?

The initiative served as pilot project. There are on-going efforts to work towards more openly licensed textbooks:

- A [textbook for politics/economy](#) aligned with the curriculum in North-Rhine Westphalia is being authored
- The initiative held another authoring workshop to finance an OER thematic booklet on “Neural information processing”



NOTABLE DETAILS

It is noteworthy that the initiative succeeded to collect a respectable amount of donations and build a large community.

Schulbuch-O-Mat, however, could not find as many voluntary authors among teaching professionals as was hoped for. The challenge was solved by translating suitable OER from a US platform ([CK12Foundation](#)).

4.1.2 ANNUAL BARCAMPS ON OER – HOW AN OPEN EVENT INSPIRES OPEN EDUCATIONAL ACTIVITIES IN GERMANY

The “open educational ideas and innovations (OEI2)” initiative promoted open collaboration already when ideas for OER development are being formed so that trust into the educational materials gets higher and existing resources are more likely to be re-used. Now at the end of our project, we are excited to share good practices that demonstrate such an approach. Below we will describe how the annual unconferences called “OERCamps” established a growing grassroot community for open educational resources (OER) in Germany.

WHAT IS IT ABOUT?

BarCamps are participant-driven conferences during which attendees share and learn in an open informal environment. Unlike traditional conferences that pre-scheduled a programme, BarCamps rely on input

Open Educational Ideas



Session planning with all OERCamp attendees Photo by “[jmm-Hamburg](#)” under [CC BY 2.0 Generic](#)

from attendees to create the session programme on the spot and collaborate ad-hoc on emerging topics. The format was first established in the IT sector by web developers and software engineers. The OERCamp in Germany is based on this event format with a focus open educational resources (OER). Since 2012, several such camps have taken place in Bremen, Bielefeld and Berlin. On top of the ad-hoc sessions also some workshops are offered by the emerging OERcamp community members.

Main goals are to:

- network and connect stakeholders across diverse educational domains
- share knowledge and expertise on OER
- spread the word on existing as well as new initiatives
- promote open education among educational practitioners and to decision- and policy-makers

WHO WERE COLLABORATORS?



Practitioners and educators in media for education, adult educators, school teachers, researchers, policy-makers, educational publishers, OER advocates

WHY DID WE CHOOSE THE INITIATIVE AS GOOD PRACTICE?

The events are very participatory, incubate new ideas and attract attendees with diverse backgrounds.



Publication on OER stakeholders and activities in Germany, Austria and Switzerland

The OERCamp has directly or indirectly resulted in the following outcomes (selection):

- The low threshold to initiate discussions and share knowledge has been a main driver of a **growing OER grassroots community** in the German-speaking countries. Several established educational platform providers for school education have started to license resources with Creative Commons. The event built and

strengthened a **community on OER** which had a major influence on the growing political support for the topic in Germany, e.g. the availability of **national funding** for awareness raising and further education measures.

- A [concise guide for teachers](#) on the objectives behind OER, Creative Commons licenses and main educational repositories/platform has been developed by OERCamp participants from Austria and has been remixed and adapted to the German context
- Plans to issue an **OER award** were discussed openly during the OERCamp 2015 and put into practice early 2016. Also as a result of the award plans the event grew into 2 day BarCamp and a 1 day forum involving 7 partners, 30 supporters, 272 registrations, 109 speakers. From a large number of submissions to the award 26 jury members selected 32 nominees and finalists. The organizers presented all submissions in a CC-BY licensed publication that gives a good insight into the current OER landscape (see picture). OER Award 2016 Photo under CC0 (Courtesy of [Karl Kirst](#))



HOW WAS THE COLLABORATION ORGANIZED? WHAT WERE MAIN ACTIVITIES, TOOLS USED AND ORGANISATIONS/INDIVIDUALS INVOLVED?



Open Educational Ideas

About Leadership in Digital Education Environments Ossiannilsson Ebba Siv Ingegard	#OERCamp #MOOCcamp eTeach- Lehrerbildung Karsten D. Wolf	Kollegen von OER überzeugen Thomas
#MOOCcamp Corporate Learning 2.0 MOOC Karlheinz Pape	#OERCamp – OER in der Gesundheits (Aus-)Bildung Luka Peters	#OERCamp – Kooperative differenzierte Material/entwicklung NWT Arne
Digitale Bildung- Wege in die Schule Jana Kausch	#OERCamp Erste Klasse- Programmieren Jan Pawlowski	Was kostet digitale Hochschullehre und wie kann sie finanziert werden? Martin Lommel
#OERCamp OER im Chaos Jan Pawlowski		

Participant-driven session documentation via Etherpads

The camps have evolved as separate events out of unconferences focusing on educational technology, media education and innovation in education. Both are coordinated by the non-profit association “EduCamp e.V.” (website in German [here](#)). The organisation of the camps is financed through private sponsors and public funding that is acquired for every event. The list of media and other supporters (location, man power) has grown each year since the first OERCamp.

All session documentation is in the hands of participants with the organizers providing the technical infrastructure and core points to be recorded such as:

- Contact to session organizers
- Core results



- Interesting quotes
- Call for participation/follow-up events

Examples of participant-led documentation in German is available for [2014](#) and [2015](#).

Twitter is used by a high percentage of the attendees to share thoughts, critically comment, promote and reflect on sessions or share the documentation.

HOW DID THE INITIATIVE EVOLVE FURTHER?

It is foreseen to continue the organisation of annual OERCamps.

NOTABLE DETAILS

OERCamps are attended by both a dedicated community of experts and new attendees. The events attracts individuals who are new to OER; approximately 50% of participants have never been to an OERCamp before (according to the organizers).

4.2 GOOD PRACTICES IN IDEA SPACE

4.2.1 OERS FOR INTERNATIONAL MANAGEMENT – CASE STUDIES CO-CREATED BY LEARNERS & EDUCATORS ON THE IDEA SPACE PLATFORM

One of the main target groups of Open Educational Ideas are students and lecturers in higher education. Among those it is still uncommon to openly share classroom work with other students or colleagues they do not know. The “open educational ideas and innovations (OEI2)” initiative has worked towards a better uptake of OER and increased engagement among educators and learners. We promoted open collaboration already when ideas for OER development are being formed so that trust into the educational materials gets higher and existing resources become more likely to be re-used.

Open Educational Ideas

The following practice describes how a team of students and lecturers of an MBA class in Germany co-created OER with students/lecturers at other universities making use of custom-designed templates at the platform [Idea Space](#).

WHAT IS IT ABOUT?

By engaging students in business conflicts developed from real events cases immerse students in the challenges they are to face in the future. Challenges that require thoughtful analyses with limited or even insufficient information. That require effective responses within ambiguous circumstances or complex economic and political contexts. That, most of all, demand decisive action that must be articulated –and even defended – among other talented, ambitious individuals.



[Baden-Württemberg Cooperative State University](#) (Duale Hochschule Baden-Württemberg / DHBW) engaged an MBA class of international students who were familiar with open learning and MOOCs in co-creating case studies with other researchers at the institution and elsewhere.

The overall learning objective was to create an initial awareness for management failures and risk management. In detail, the aims were to

- Authore a term paper in International Management

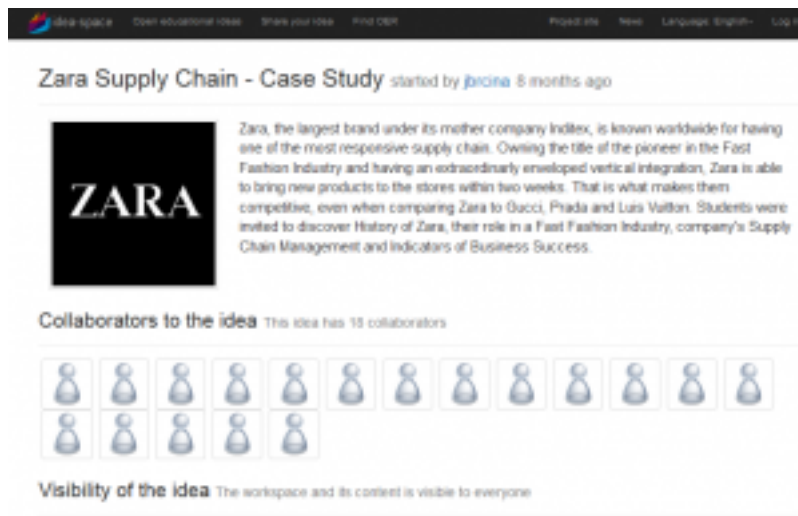
- Utilize existing resources to minimize research effort
- Analyse and elaborate on the findings published in the case study material, iterate and reach the key results of the research topic
- Map learning objectives to existing real case situations.

The work that was organized as a pilot during one semester in the frame of the “OEI2” project of which DHBW is a core partner.

WHO WERE COLLABORATORS?

MBA students, professors, researchers at Baden-Württemberg Cooperative State University (DHBW) and 2 other institutions.

WHY DID WE CHOOSE THE INITIATIVE AS GOOD PRACTICE?



The collaboration led to new openly licensed resources in form of case studies for business and management in Higher Education that can be of use to more learners and educators at DHBW and other institutions. Those provide insights into the fast fashion industry (e.g. on the multinational [H&M](#) and [Benetton](#)) or project management of large scale construction works (e.g. the [building Burj Khalifa in Dubai](#)) for example.

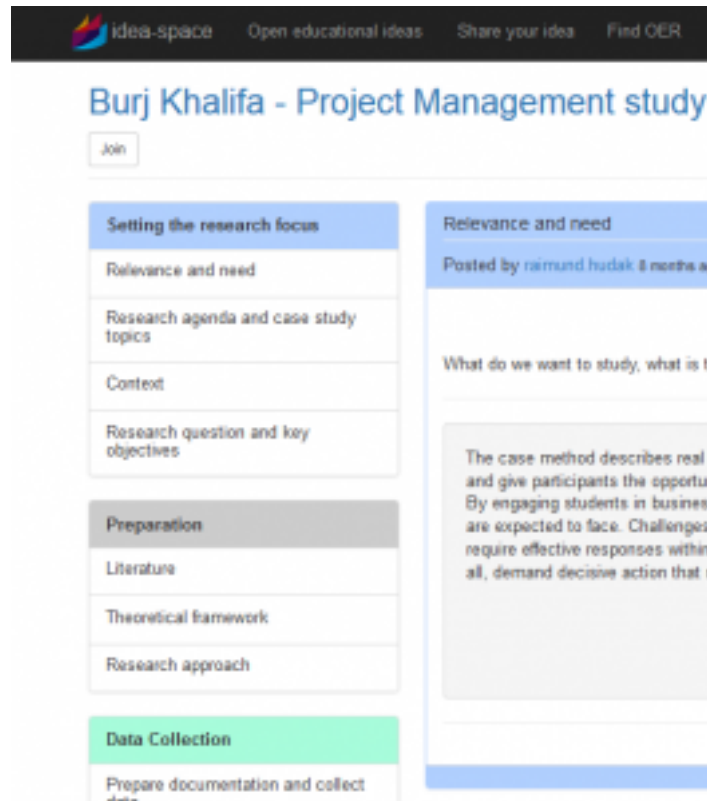


The idea spaces containing the case studies in progress were shared with HEI teachers of the same programme at other universities who also rely on research papers to assess their students. Two more classes joined the collaboration and new inputs were given to the different idea spaces, in particular many open resources which could be used.

The aim and objectives to develop an efficient process of collaboration among students and professors in research and project work were achieved. The collaboration with the network of students and HEI teachers was especially helpful in providing new efficient ways, resource suggestions and exchange of thoughts how to approach the research topic. The external HEI lecturers showed the willingness to further work together and, hence, the co-creation approach at DHBW supported networking among peer educators.

HOW WAS THE COLLABORATION ORGANIZED? WHAT WERE MAIN ACTIVITIES, TOOLS USED AND ORGANISATIONS/INDIVIDUALS INVOLVED?

Open Educational Ideas



Example how one of the Idea Space templates was customized to co-create case studies

After the research topic had been defined and laid out by the course leader, students received a business case and were asked to place themselves in the role of the decision maker as they explored the situation and identified the problem they were faced with. The next step was to perform the necessary analysis – examining the causes and considering alternative courses of actions to come to a set of recommendations.

In order to facilitate the collaborative work and establish a more efficient way of collaboration on the research topics, the course leader at DHBW customized the template “research project” on the Idea Space platform and initiated the collaboration among the students and other researchers at the university. 20 participants were enrolled to the Idea Space platform who then authored and provided input to the five different case studies along the steps provided online.



HOW DID THE INITIATIVE EVOLVE FURTHER?

The same approach is now used in further classes taught by the course leader at DHBW, i.e. the pilot turned into a lasting educational practice. Discussions are on-going whether and how the Idea Space can be used for class work organized by other lecturers at the institution.

NOTABLE DETAILS

After the initial successful usage of the platform, students confirmed the effectiveness and high level of knowledge distribution among the collaborators. Furthermore, students in other universities realized, that their knowledge grows faster, when they openly invite existing data and resources.

The key challenge was to find collaborators who share similar objectives and requirements. Regarding the collaboration with students at other universities, it seemed to be important to initiate a basis and structure with pioneers acting as lead users.

The use in class at DHBW led to several improvements of the Idea Space platform to ease future collaboration and idea sharing on OER and open education.

4.2.2 OPEN COURSE DEVELOPMENT IN THE IDEA SPACE: PROGRAMMING FOR FIRST GRADERS

The “open educational ideas and innovations (OEI2)” initiative has worked towards a better uptake of OER and increased engagement among educators and learners. We promoted open collaboration already when ideas for OER development are being formed and AFTER their educational use so that trust into the resources is increased and existing resources become more likely to be re-used.

In a number of blog posts we share successful practices presenting initiatives that shared initial plans and ideas openly and reached out to (new) collaborators at an early stage (see also the previous post on [a collaboratively authored open text book for biology](#)). In this article, we share how a group of individuals with diverse backgrounds in different locations used the [Idea Space](#) to collaboratively develop a course on an up-to-date topic for school learning: Programming in first grade.

WHAT IS IT ABOUT?



Source Wikipedia, Creative Commons Attribution 3.0 Unported

The initiative developed a course on programming for first class kids in primary school with a focus on the combination of physical and computer activities. A core aim was to use existing resources to keep the development effort low and to map learning objectives to existing (and new) curricula. The learning objectives of the course were:

- Creating initial awareness for computers and programming
- problem solving skills



- combination of subject curricula (maths, languages, ...) with computer contents
- understanding and creating basic algorithms with and without computers

The initial idea sharing has led to a collaboration as well as to new ideas, impulses and innovations. The result of the collaboration is published as an OER as well.

A main asset for the course development was the new curriculum in Switzerland which introduces media and information literacy from Kindergarten to K9. This was taken as an orientation for the course and can be transferred to countries which have not yet progressed that far.

WHO WERE COLLABORATORS?

Around core 6 collaborators were involved: a Higher education teacher (Information Systems), a pedagogical research institute, content expert and school teachers. Furthermore, a computer class in primary school and the public contributed.

WHY DID WE CHOOSE THE INITIATIVE AS GOOD PRACTICE?

We selected this initiative because in contrast to OER sharing at a late/complete development process, a full lifecycle of open educational practice:

- early & open idea sharing engaging new collaborators
- collaborative OER development
- use of the OER in different educational context
- exchange of experience and collaborative improvement of the OER

The initiator used a combination of channels to **engage collaborators** with similar objectives and requirements at an **early stage**: A barcamp, social media and the Idea Space platform.

It resulted in a **full course** (OER) including lesson plans and learning scenarios for about **30 hours** including comments for teachers. The course makes **use of of open educational**

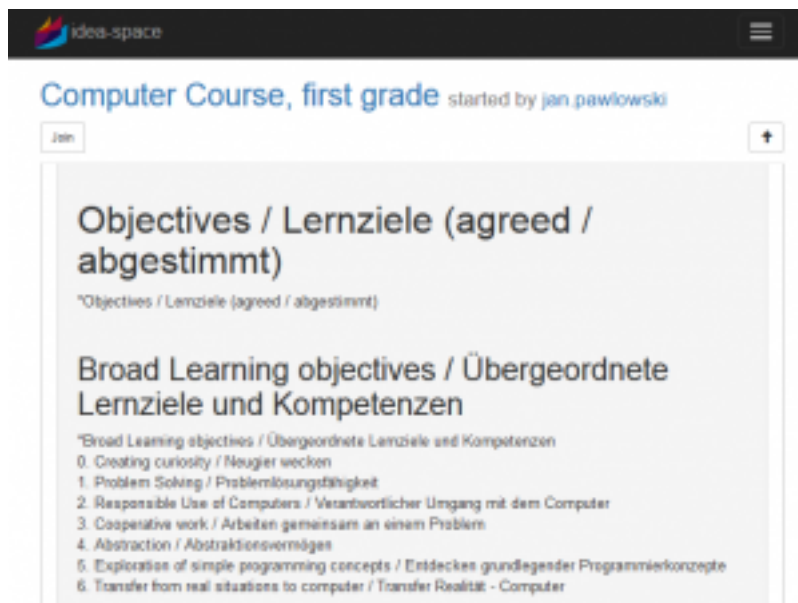


resources, such as work sheets, and open source products. The result are fully accessible and editable in the idea space and google sheets.

The collaboration led to **new ideas and concepts** for the course and was especially effective in when providing initial feedback/recommendations to the idea, creating new scenarios and suggesting educational resources. The shared course development decreased the development effort significantly by about 2 months, in particular identifying existing OER and other materials, and collaboratively. Most individuals involved have agreed to continue to work together and extend the collaboration.

The course has been initially validated with teachers and the **materials will be improved** after the courses were held.

HOW WAS THE COLLABORATION ORGANIZED? WHAT WERE MAIN ACTIVITIES, TOOLS USED AND ORGANISATIONS/INDIVIDUALS INVOLVED?



Idea space for course development



The initiative was launched at an unconference for educators and innovators in education ([EduCamp](#)) in Germany. The initial idea developed in this open context through a brainstorming session. About 10 participants participated and provided input regarding the idea. Those were enrolled in the **idea space** and results were documented there collaboratively. The collaboration was made easier through a pre-set template for collaborative course development which was enriched with information by the idea initiator for new collaborators. Especially the idea process was supported and facilitated in the platform created by the OEI2 project and the outcomes are accessible [here](#) (contributions are still welcome).

After the initial brainstorming phase, a loosely coupled **project team** was established. In this phase, three core collaborators (from Germany and Switzerland) agreed to develop the course together. This team establishment with lead users was important as a basis for the development.

The idea was then shared in relevant communities on **Facebook and Twitter** by making use of specific hashtags. A few requests came and new inputs were given to the idea space, in particular useful resources. New collaborators with different degrees of involvement were attracted.

For the core course development **further online software** was used, i.e. google docs and graphical tools. The resources will be posted next to a public repository, feedback is then collected again through the idea space.

HOW DID THE INITIATIVE EVOLVE FURTHER?

The collaborators will continue to work together. In 2016 the team plans further improvement and exchange of experience after the courses have been held.



Furthermore, the collaborators have agreed to develop a further course and a project which will extend the scope to other countries in the European Union. The resources will also be used for teacher education in the future.

Thus, the networking effort has been very successful as a strong team was established. Also, loose connections to further collaborators have been developed which can be utilized in the future

NOTABLE DETAILS

The course development was driven by three lead collaborators. However, in between others have provided feedback and (OER) suggestions.

A key challenge to the initiative was the selection and combination of tools for authoring/adapting outside the idea space. It was helpful that all participants had rather advanced technical skills, so results could be transferred between tools.

4.2.3 OPEN COLLABORATION ON INDUSTRY-RELATED RESEARCH AMONG B.A. STUDENTS, ACADEMICS AND COMPANIES

The “open educational ideas and innovations (OEI2)” initiative promoted open collaboration already when ideas for OER development are being formed so that trust into the educational materials gets higher and existing resources are more likely to be re-used. Now at the end of our project, we are excited to share good practices that demonstrate such an approach.

On this page you will read how B.A. students’ research for and with companies became more collaborative, efficient and better guided when their supervisor opted for the online platform “[Idea Space](#)” as a central work tool.

WHAT IS IT ABOUT?

[Baden-Württemberg Cooperative State University](#) (DHBW, Duale Hochschule Baden-Württemberg) is professional higher education institution with strong ties to companies. At DHBW each semester is divided into two phases: Learners attend lectures and seminars at the university and spend practice phases at a private company or in the public sector.



Furthermore, the cooperation partner from industry offers research questions and fields for final theses. By engaging company members and exploring real work scenarios in business, working on their thesis students means researching the challenges they are expected to face in the world of work. For a thoughtful analysis effective collaboration is needed among the student, her supervisor/other academics and the company managers/experts.

Instead of being limited to occasional meetings in order to discuss the goals of the research, methodology and results, some B.A. students in the programme “International Business” at DHBW deployed the online platform “Idea Space” to co-create within a multidisciplinary team. This group provided continuous research know-how, methodologies and support to the student throughout the different research processes.

WHO WERE COLLABORATORS?

B.A. students, B.A. supervisors as well as other academic experts at DHBW and a team of business/company experts at universities cooperation partners.

WHY DID WE CHOOSE THE INITIATIVE AS GOOD PRACTICE?

The co-creation through the online portal transformed how research goals and processes are defined by both young and established researcher and associated industry partners. The practice overcomes a lack of disclosing research methodologies and results among other academics and industry and further tightens the ties between the world of work and professional higher education. It provides a good example how to open up in that sector of higher education.

Opening up the research approach helped to address challenges that students typically face in their industry-related research work, such as limited or even insufficient information from the companies, acting under ambiguous circumstances or in complex economic and political contexts.

HOW WAS THE COLLABORATION ORGANIZED? WHAT WERE MAIN ACTIVITIES, TOOLS USED AND ORGANISATIONS/INDIVIDUALS INVOLVED

On top of personal meetings, the collaboration on the B.A. theses was organized through the Idea Space in the following phases:

- Initiation: The B.A. thesis supervisor provided a structure for the research topics on the Idea Space platform by further customizing the template “Open Research”.
- Industry and peer involvement: The supervisor initiated the online collaboration among the B.A. student and the manager in the industry. The idea was also shared



with professors at other universities running industry-related research projects with their students that result in research papers for bachelor theses. Two more professors joined the collaboration and new ideas and resources were initiated on the Idea Space platform. Collaborators provided input on the research theme.

- Resource sharing: The different collaborators gathered resources, information and literature and discussed constraints.
- Conducting the research: Students developed the research methodology and gathered data for or within the companies in order to achieve all research project goals.
- Improvement ideas and validation: Feedback was collected through the idea space from associated professors and/or researchers. The theses and publication was validated by the B.A. supervisor and company managers.

The primary challenge of the research projects was to agree on a methodology and means for quantitative analyses. The secondary — and more ambitious — challenge was to find collaborators to contribute their input that can be integrated to meet pre-defined research objectives.

HOW DID THE INITIATIVE EVOLVE FURTHER?

As a result of the co-creation process several DHBW academics recommended some existing OER as well as other learning materials which are now used in classes in the following years and will be further improved.

Furthermore, some students and academics agreed to continue to work together on other research topics and projects in class, i.e. team building/networking was strengthened.

NOTABLE DETAILS

The company representatives supported the research team to different degrees. A main driver of their contributions was the commitment of the B.A. supervisor regarding an open collaboration on the Idea Space platform. The working method and tools used were acknowledged by further collaborators.

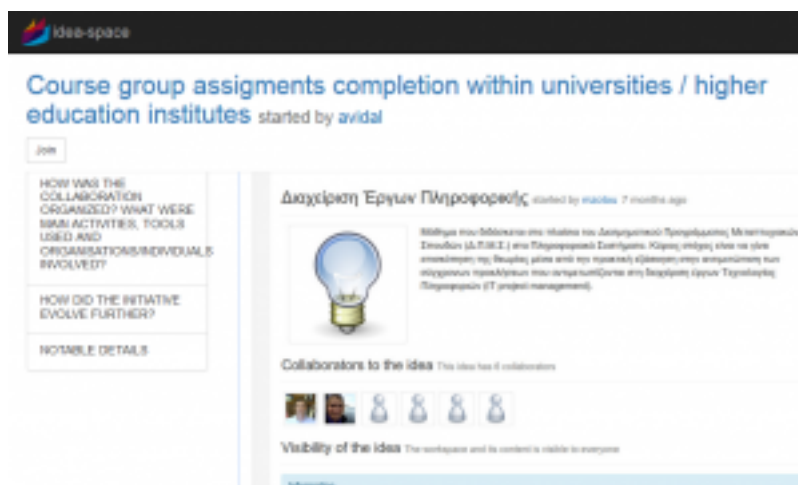
Students and researchers perceived that open collaboration on the idea space platform improved knowledge generation and transfer. It also provided more clarity on the different perspectives from academics and industry. Furthermore, openly sharing the research effort and collaboration opportunities in the “Idea Space” engaged entire courses and significantly decreased the development effort of B.A. projects and research work of students (also for term papers).



4.2.4 HOW GREEK ENGINEERING STUDENTS COLLABORATE ON LAB ASSIGNMENTS THROUGH AN ONLINE PLATFORM

Technology and engineering in higher education requires hands-on training. Usually undergraduate students get hands-on experience through lab sessions that are supervised by postgraduate students. Moreover in these lab sessions students collaborate with each other and with the supervisor exchanging knowledge and completing their group assignment work.

At the [University of Macedonia in Thessaloniki](#) engineering students and their supervisors extend and intensify this exchange through the [Idea Space](#) platform developed in the frame of the “Open educational ideas and innovations” initiative. [Here you can read more](#) on how a group of undergraduate and graduate students made use of and benefited from the platform when collaborating on a group course assignment.



The details: How Greek engineering students collaborate on lab assignments through an online platform

Some background info: Idea Space is a collaboration and idea sharing environment for experts and newbies in Open Education and Open Educational Resources (OER). One core focus is connecting educators and learners within this area. The University of Macedonia as



well as several other Technical Universities in Greece participated in the pilots to make use the platform within Higher Education teaching and learning. After several conversations the educators caught on the idea to use the platform for group student assignments which is a common practice for several courses in all participating institutions.

4.2.5 CO-CREATING A VIRTUAL MOBILITY COURSE ON ADULT EDUCATION FOR MASTER STUDENTS

The “open educational ideas and innovations (OEI2)” initiative has worked towards a better uptake of OER and increased engagement among educators and learners. We promoted open collaboration already when ideas for OER development are being formed and sharing practice AFTER their educational use so that trust into the resources is increased and existing resources become more likely to be re-used.

In a number of blog posts we share successful practices presenting initiatives that were open with initial plans & ideas openly or reached out to (new) collaborators at an early stage. In the next paragraphs you will read about how Higher Education lecturers from two European countries co-created an online course for learners at their universities making use of the [Idea Space](#) platform.

WHAT IS IT ABOUT?

Open Educational Ideas



Vytautas Magnus University (VMU) offers students the possibility to participate in virtual mobility programmes, i.e. to learn for a limited time with students at a partner university without physically leaving their home country by means of online technology. The idea was to create a course on “Concepts of adult education” in English for students of several partner universities. VMU was already running a course on the topic in Lithuanian, but the course curriculum needed to become more suitable for virtual mobility and students from different national and cultural context. Developing and launching the course was funded by an ERASMUS+ project called „[OUVM – Opening universities for virtual mobility](#)“.

WHO WERE COLLABORATORS?

Higher education teachers at Vytautas Magnus University (Lithuania) and University of Pavia (Italy)

WHY DID WE CHOOSE THE INITIATIVE AS GOOD PRACTICE?



Open Educational Ideas

Content (topics)	Study week	Meetings/lectures
Introduction and topics. Welcome All teachers	Week 1	February 4 (F2F) <u>19.00 – 20:00 hour CET</u>
Lifelong Education. Lifelong learning and the state: link between learning, economy and social cohesion. <i>Prof. Margarita Teresevičienė</i>	Week 1	February 4 (F2F) <u>20.00 – 20:30 hour CET</u>
Analysis of Adult learning and Education Policies. Analytical policy models of adult learning and education: <ul style="list-style-type: none"> - Democratic emancipatory model; - Modernisation and state control model; - Human resources management model. <i>Prof. Margarita Teresevičienė</i>	Week 2	<u>Febr. 11</u> <u>19.00 – 20:30 hour CET</u>
Literacy, OECD and UNESCO as Policy actors in Education. Lifelong learning: state supervision and individual responsibility. <i>Prof. Margarita Teresevičienė</i>	Week 3	<u>Febr. 18</u> <u>19.00 – 20:30 hour CET</u>
Validation of non-formal and informal learning. Methods, resources, procedures	Week 4	<u>Febr. 25</u> <u>19.00 – 20:30 hour CET</u>

Course outline “Concepts of Adult Education” (Click on the picture for the full document)

The course leaders co-created the course online at the [Idea Space](#) platform. The three course leaders shared educational resources early and used those to run the course with learners at two universities in Lithuania and one in Italy. Those efforts resulted in a 14 week course.

HOW WAS THE COLLABORATION ORGANIZED? WHAT WERE MAIN ACTIVITIES, TOOLS USED AND ORGANISATIONS/INDIVIDUALS INVOLVED?

Collaborators used different tools for communication (email, Skype, etc.) and the Idea Space platform with its course creation template that provides a tested structure for collaborative course creation.

The topics of the curriculum were accommodated to better take advantage of the cross-national collaboration between Italian and Lithuanian Higher Education lecturers. The following learning outcomes were agreed on:

- To assess tendencies of lifelong learning in educational policy documents of the EU.
- To prepare critical analysis of the chosen theories of adult learning.
- To identify literacy skills for adults for employment and active participation
- To analyse ethical problems in adult life



To adapt and further develop the course for learners from Europe, the course leaders shared materials in English such as readings, videos, tests, etc. The course itself is grounded in Education science and learners need to consider adult education theories to interpret the topics discussed. The course is part of VMU formal Master of Education Management study program but it has been elaborated to make it in EN, suitable for virtual mobility and outside students from other partner universities who will undertake virtual mobility.

HOW DID THE INITIATIVE EVOLVE FURTHER?

Two instances of the course were held starting in September and November 2016. Those carried 6 ECTS for students of the “Master of Education Management” study programme at VMU.



NOTABLE DETAILS

Collaborators found the Idea Space platform useful, especially to share educational resources in English and to agree on a course structure. Feedback from VMU lecturers helped to improve the platform further, in particular the template for collaborative course development.

5. RECOMMENDATIONS

This section discusses what made the good practices recommendable and how idea sharing can be successful in the educational domain by integrating and adopting idea sharing as a work practice.

Embedding OER and collaborative development of ideas to an organization

This was one of the leading problems of the project, even though broader than idea sharing. Our work was motivated by what are some effective tactical and strategic methods to encourage sharing of information and How do you most effectively affect organizational behavior to support collaboration, cross-departmental interest, community, innovation?

Open Educational Resources, and open education more generally, is considered to have huge potential to increase participation and educational opportunities at large and to promote widening participation and lifelong learning. At the same time the past decade has shown that openness in itself is not enough to unfold these potentials. A number of elements need to be taken into account in order to move from OER to Open Educational Opportunities and Good Practices.



Various studies have documented additional benefits of the adoption of Open Educational Resource principles. Thus, it has been argued that OER increases the innovation impact of work by stimulating cooperative work (Larsen & Vincent -Lancrin, 2005). A review of studies on open publishing found consistent increases in the number of downloads from open access journals as compared to subscription - model journals. It also listed 10 different studies which claim that free or open access to scientific publications leads to a significant increase in article citations. (Davis & Walters, 2011). Importantly, the data collected in the same review seems to indicate that open access of data makes a larger impact in non-scholarly contexts.

In addition, the increasing scope of Open Educational Resources, increases opportunities for access to education, and potentially widens participation.

Recognition of the importance of investment and effort into promotion of the use and uptake of OER is evident in the prominence given to OER developments in a recent major report on Cyberlearning, commissioned by the UK National Science Foundation (NSF, 2008). One of the five higher-level recommendations in the conclusion to the report is to 'adopt programs and policies to promote Open Educational Resources.' One can state that OER and open education are challenging traditional structures of traditional HE institutions as well as learning and training in all other educational sectors.

The effective use of online portals requires both a transformation of the pedagogical goals and the processes the lecturer associate with teaching management. The goals are not to set up a virtual campus but to establish a technological framework in which the students will learn about business, and are able to produce reusable modules that can be shared and improved by their colleagues. **Innovation in class requires rethinking the relationship between the skills we would like to develop, the technologies we deploy, and the methodologies we use to evaluate their success or failure.**



RECOMMENDATIONS FOR INDIVIDUALS AND ORGANIZATIONS ON IDEA SHARING

The aim and objectives to develop an efficient process of collaboration among students, teachers and professors in teaching, education and research project work could be achieved and is shown in the good practice collection. The collaboration has been very successful in some of the cases among the stakeholders. **New ideas and concepts were developed.** Sometimes, the collaboration did not initiate even though far amount of interest was initially shown. Some of the reasons for this can be read from D2.1b and the validation reports. However, the **collaboration with the network of students and professors was especially helpful in providing new efficient ways and data resource suggestions and exchange of thoughts how to approach the teaching or research topic.**

Among students, teachers and lecturers at schools and universities it is not easy to find users **to openly share their work** done in the classroom with other students or colleagues they do not know. The key challenge was to find **collaborators which have similar objectives and requirements.** Sometimes even when sharing similar objectives, **emotional ownership can become a barrier if we get protective about our ideas.** See D2.1b for details. Therefore, **use emotional ownership as an enabler!** Start the online collaboration in a private mode with the peers you are comfortable sharing your ideas with. Gradually see whether including wider networks could be useful. When that time comes and you are already collaborating in idea space, turn the privacy setting of that project to public, not before

Current good practices have shown a culture where relationships are highly valued, most often maintained and developed through a lot of **face-to-face interaction**, the adoption rate for the digital platform for knowledge sharing and information integration has been low at the beginning. In many of the cases documented here and also regarding many other



collaborative efforts in Idea Space, the collaborators are showing the willingness to further work together and extend the collaboration. Therefore, the **networking effort that combines F2F and online collaboration moving step by step from closed settings to sharing in an open and transparent way** has been very successful.

A key success factor for further usage of the same idea by other collaborators is the **selection and combination of data** found within one idea space which will be further developed – authoring / adapting is happening now among other universities and students. For new users it was helpful that **all participants could built on an existing structure**. And **the technical skills of new users are sufficient to use the platform and understand the functions of the tools**.

As discussed here and in D2.1b, the key issue is that the **leading users lead the way in idea development**. Only then can the benefits be reaped. It needs to be stated that while sharing similar goals in Idea Space, **educators might only be interested to try out whether the idea has potential, not to develop it fully in idea space!** It is critical to **set the clear goals for the collaboration and especially, which parts are foreseen to be handled in Idea Space**. In many of the witnessed collaborations in idea space, the focus has changed also during the process. Therefore, **objectives and goals can change, discuss this with collaborators. Discuss clearly the benefits as well**.

We also have witnessed during the project that **previous engagement to online collaborative activities**, no matter if those related to OER, **foster future motivation** to take part in collaborative work as well. **When individuals are willing to work with early ideas and to expose those for others to contribute on, they are more likely to be accepting towards Idea Space collaboration**.



To conclude, the following guidelines are still applicable and recommendable for building on ideas in a collaborative manner. Just consider carefully the recommendations above and avoid the pitfalls mentioned in D2.1b. The following describes 9 key statements for successful idea sharing:

When we start building new OERs in a collaborative manner or start thinking about educational innovations with our peers to revolutionize education, we naturally want the collaborative effort to be a successful one. It should be rather simple, right?

During the last 2,5 years we have explored differing ways to collaborate on educational ideas with the OEI2-team. In general we can say that an optimal process is something you see in the figure here. The reality is sometimes slightly different. Below we raise few statements regarding idea sharing one should consider.

STATEMENT 1: LEAD USERS GUIDE THE WAY

What we have learned is that there are certain educators who are extremely active in collaborating on ideas. These lead users are often the initiators of a certain idea. In such case it is very obvious that such person has the strongest motivation to develop that idea further.

If this description sounded like yourself, you're on a good way to successful idea sharing!

STATEMENT 2: ONLINE ENVIRONMENT NOT THE PLACE WHERE ALL MAGIC HAPPENS

In the OEI2 project we have learned that fully distributed idea sharing projects hardly exist or sustain. The successful projects usually had some face-to-face activity where like-minded people got together.



Use all opportunities of co-located collaboration to your advantage and at minimum, set regular conferencing sessions. Try the conferencing tool included in each Idea Space!

STATEMENT 3: EDUCATORS CAN BE PROTECTIVE TOWARD THEIR IDEAS

While we need to feel a bond to our ideas to be motivated, educators can also be protective toward their ideas when they feel those are “their own”. This can turn out in a way that one does not take part in idea sharing.

Agree early on with your collaborators whether the process can be fully open and transparent. If some are hesitant, agree on approach that the ones uncertain are happy with. This is a necessary step to do!

STATEMENT 4: FIND THE MOTIVATED PEOPLE

Shared passion is critical. Setting up collaborations where not all participants are devoted, is unlikely to take off. Additionally, the chances for successful collaboration is higher if the participants have previous experience in working collaboratively in ICT environments. This does increase sharing intentions.

STATEMENT 5: EXPECT CONTRIBUTORS TO GET INVOLVED AT DIFFERENT STAGES

While the lead users usually remain from start to the end, contributors (both in offline and online settings) tend not to remain from the early idea setting to the diffusion of ideas. This is why it is beneficial that several online networks are utilized throughout the process to keep an ongoing activity and discussion up and running. Ideas that stop, even for days, often remain untouched and unchanged. This is when great ideas remain as ideas and do not come out as OERs, practices etc.



Therefore, don't worry if not everyone is interested in every single step of the way. Acknowledge this and utilize several networks in different steps of the process.

STATEMENT 6: KEEP IN MIND THAT PREFERENCES MATTER

One of the lessons learnt early in the OEI2 project was that educators have very different types of attitudes and behaviors and even hidden agendas to technology use and to idea sharing. These attitudes and behaviors are unfortunately very hard to detect except afterwards when idea sharing should have taken place. One of the most critical factor to sharing open educational ideas is the preference to collaborate on early, not-so-fully-thought-through ideas. The second issue is whether educators appreciate to brainstorm (both asynchronously and synchronously) on these early ideas with professionals they do not know well, even by their reputation.

Idea sharing is highly creative so ensure participation of individuals who truly like brainstorming and are happy to discuss various perspectives and solutions.

STATEMENT 7: IF OBJECTIVES AND GOALS CHANGE, STAY FLEXIBLE

What might start as an idea toward a new course or course material might result in a national or even international project. Not all projects set in Idea Space even have a clear outcome in mind but the process and common ideas will be pursued further.

Be open minded about changing the direction when good opportunities arise.

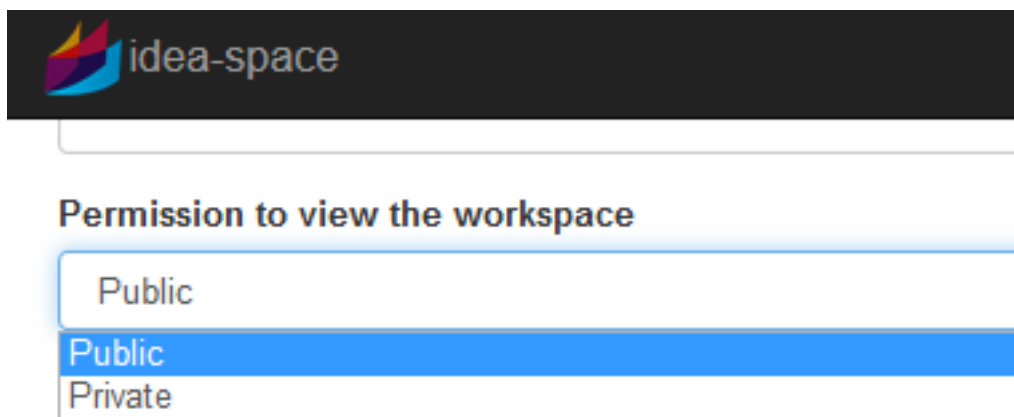
STATEMENT 8: BENEFITS NEED TO BE CLEAR WHILE RAISING STATUS OR REPUTATION DO NOT PLAY A BIG ROLE IN OEI SHARING



Outcome expectations such as an increase in reputation and position in a certain network do not seem to influence the sharing intentions of educators. This does not mean the benefits for sharing should not be evident. On the contrary, our validation results indicate that the benefits for sharing need to be perfectly clear for both short-and long-term.

Discuss what value the collaboration brings to participants and adapt your approach accordingly.

STATEMENT 9: IF YOUR CONTRIBUTORS ARE NOT FULLY AT EASE WITH EARLY IDEA SHARING, GO OPEN GRADUALLY



While educators can be protective towards their ideas, the findings of our studies in the last two years have shown the importance of interaction between educators and the benefits they get from the rich contributions of others.

Thus, start the online collaboration in a private mode with the peers you are comfortable sharing your ideas with. Gradually see whether including wider networks could be useful. When that time comes and you are already collaborating in idea space, turn the privacy setting of Idea Space to public, not before.

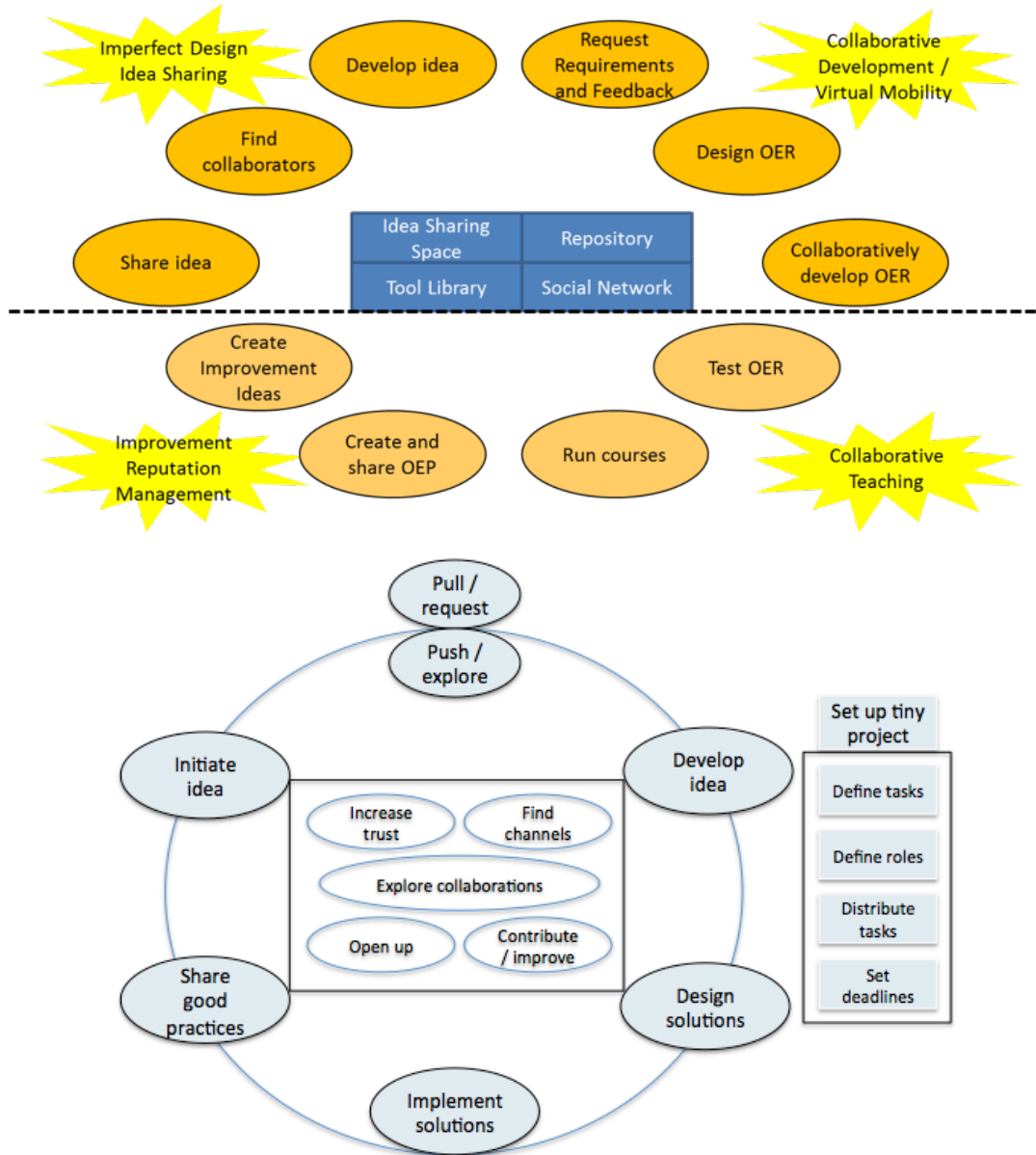
With these considerations in mind, you're well prepared to idea sharing online!

Open Idea Development

The Idea Space platform is a place to find others to connect and work together on open education from the very beginning when bouncing around ideas to the final outcome - whether this is an open course or open textbook or anything else that helps to open up education.



Open Educational Ideas



CONCLUSION

Open Education Practices are more and more defined nowadays as practices which support the (re)use and production of OER through institutional policies, promote innovative



pedagogical models, and respect and empower learners as co-producers on their lifelong learning path. OEP address the whole OER governance community: policy makers, managers/ administrators of organisations, educational professionals and learners (Ehlers, 2011).

The good practice collection has shown that in OER development we have seen a shift from a focus on resources to a focus on open educational practices being a combination of open resources use and open learning architectures to transform learning into 21st century learning environments in which universities', adult learners and citizens are provided with opportunities to shape their lifelong learning pathways in an autonomous and self-guided way.

ANNEX – FULL LIST OF GOOD PRACTICES

General Good Practices and OEI2-Good Practices:

Overview of good practices (Example 1: NCSR - Greek)

Good practice how to run idea or OER sharing in practice (e.g., school, university)	Social peer reviewing of academic papers (Academia.edu)
Good practice on open idea sharing and OER creation	Social peer reviewing of academic papers While the new service proposed by Academia.edu, is aimed at creating a “more rigorous peer-review system”, linked with the Open science movement, this approach opens a new way towards Open Scientific Education Resources. Academia.edu is a social networking website for academics. The platform is used to share papers, monitor their impact, and follow the research in a particular field. It was launched in September 2008 and currently has 29 million registered users and over 8 million uploaded texts.

Good Practices in Open Education (Internet)	1
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Type of Collaborators: <i>(The field that the users represent)</i>	Academics/scholars
Description of good practice: <i>(Briefly describe the idea and its objectives)</i>	Social peer reviewing of academic papers <p>Academia.edu is a social networking website for academics. The platform is used to share papers, monitor their impact, and follow the research in a particular field. It was launched in September 2008 and currently has 29 million registered users and over 8 million uploaded texts.</p> <p>The site's new tool, called Sessions, lets researchers post papers that are still in progress, and invite colleagues to comment on them so the papers can be improved before being submitted to peer-reviewed journals.</p> <p>Richard Price, chief executive of Academia.edu, says the intention is to recreate online what happens at academic conferences, where scholars present new research and face questions and critiques from peers in the field. In Sessions, researchers upload a draft paper and then invite a list of other scholars on the network to comment on it. After the review time has expired, the author can either extend the session or close off comments.</p> <p>Anyone can see that a researcher created a session. Some of their followers and qualified users (e.g. professors and faculty) can automatically join this session. Others will need to request access to be able to see the comments and contribute their feedback.</p> <p>Opening a paper to comments creates a special page where peers and colleagues can leave comments, either on the paper in general, or with line-specific annotations. Sessions uses the Scribid viewer to display content and a hypothes.is like</p>

	<p>annotation system.</p> <p>The tool guards the privacy of those making comments. Comments in Sessions are not searchable on the internet (via Google etc).</p> <p>References:</p> <p>Academic Social Network Hopes to Change the Culture of Peer Review http://chronicle.com/blogs/wiredcampus/academic-social-network-hopes-to-change-the-culture-of-peer-review/57419</p> <p>Academia.edu support http://support.academia.edu/customer/en/portal/articles/2080806-opening-your-draft-to-feedback http://support.academia.edu/customer/en/portal/articles/2080805-drafts-and-feedback</p> <p>Academia opens 'Sessions' to general audience http://phys.org/news/2015-09-academia-sessions-audience.html</p> <p>Why I have started to like Academia.edu recently http://openscience.com/why-i-have-started-to-like-academia-edu-recently/ http://openscience.com/why-i-have-started-to-like-academia-edu-recently/</p> <p>Social network launches bid to get academics chattering about papers online http://www.nature.com/news/social-network-launches-bid-to-get-academics-chattering-about-papers-online-1.18410</p> <p>Accidental blogging: some thoughts on academia.edu's sessions format http://lagraciada.blogspot.gr/2015/08/accidental-blogging-some-thoughts-on.html</p>
<p>Description of the good Practice: <i>(Why is this a</i></p>	<p>The tool was opened to the general audience only recently, after months of being tested with a small group of users. Its aim is to allow writers of research papers to get peer feedback before submitting for publishing.</p>

<i>good practice and what differentiate this OER and collaboration from others?)</i>	According to Richard Price, chief executive of Academia.edu, the mix of a social network and a collaboration tool is new, and could change how scholars work. Through Sessions, he argues, there could emerge a “more rigorous peer-review system”
What practical context do Collaborators use within their collaboration?	<p>Aim of the tool is to foster academic discussion around published research work at an early stage. Until now the typical way for scholars to receive comments from the wider academic community was to present and discuss their papers at academic conferences.</p> <p>Draft versions of unpublished papers could be exchanged privately between selected individuals (e.g. professors and faculty) for commenting.</p> <p>The Sessions tool aims to replicate online the kind of debate that takes place in academic conferences, opening the process to a wide online community. A paper might receive attention from those in your extended network, or beyond, who can offer valuable insights</p>
Any own thoughts how this practice evolves further?	<p>The service is already stirring discussions about collaborative processes in the public domain. Given the novelty of this approach, Sessions is met with skepticism by academics. The tool’s usefulness and provided functionalities are also under scrutiny.</p> <p>Who are the potential users of this service? What incentive do academics have to share online an early draft of their work? Would an experienced academic make their unfinished papers available for public commentary? Is the service more suitable for less experienced scholars?</p> <p>Are the author’s IPR protected?</p> <p>Would a Dropbox, Google Docs, or email-based collaboration be equally effective or preferable?</p> <p>Should collaboration be limited to commenting or should it</p>

	<p>also allow for joint editing?</p> <p>The presumed advantage of Sessions is that academics get to use a massive peer network to improve their work. Achieving the right-level of “openness” remains a challenge.</p> <p>The original notification process had to be modified, after users started complaining about receiving unsolicited review requests. Similarly, authors complained about the fact that, once uploaded, their draft papers were automatically open to comment by certain groups of followers (e.g. supervisors or mutual followers).</p>
Any further comments to the best practice?	<p>Although not strictly related to the teaching function of academics, this case highlights another important area of academic collaboration.</p> <p>With respect to the OEI2 platform this case points to the direction of a multipurpose academic platform linking academics and students for the exchange of ideas and the collaborative production of various artifacts: educational resources, research papers, group assignments etc.</p>

Overview of good practices (Example 2: NCSR - Greek)

Good practice how to run idea or OER sharing in practice (e.g., school, university)	eCourse creation at the University of Athens
Good practice on open idea sharing and OER creation	<p>eCourse creation at the University of Athens</p> <p>e-Course development is done collaboratively between a team of technology and eLearning experts and the academics or industry experts (domain experts).</p> <p>This is a different paradigm of co-creation, implemented as a collaborative exercise within an extended multidisciplinary</p>



Open Educational Ideas

	<p>team that provides continuous technical know-how and support to the academics throughout the development process.</p> <p>This case is signaled as best-practice because it addresses an important barrier to Open Education: the lack of digital skills (eLearning) among several academics.</p>
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Good Practices in Open Education (idea space)	2
Type of Collaborators: <i>(The field that the users represent)</i>	Professors, external experts, IT specialists, employers
Description of good practice: <i>(Briefly describe the idea and its objectives)</i>	<p>eCourse creation (eLearning & Open Courses)</p> <p>In 2001 the University of Athens established an E-Learning Centre for Continuing Education and Training of (https://elearn.elke.uoa.gr/). The E-Learning Centre has implemented a large number of corporate training programs and projects in cooperation with third parties and businesses. Currently, they provides more than 150 training programs covering areas like Business Administration, Shipping, Logistics, Finance, Entrepreneurship, Marketing, Accounting, Human Resource Management, Information Technology, Tourism, Environment, Educational Studies, Psychology, Special Education, Sociology, Health, Nutrition, Culture, Philosophy etc.</p> <p>The training programs are conducted solely via the Internet and are aimed at helping participants develop a dynamic and competitive professional profile. They are designed for</p>

people of any age group, i.e. people who are just starting their professional career, people who are already working in business and are keen to update their knowledge to become more competitive in the labor market, people who want to return to labor market or to move to another industry etc.

The E-Learning Centre constantly proposes new programs to address specific knowledge and professional skills needs of the labor market. For this purpose they recruit domain experts, either from within the University of Athens, or from external organisations, to develop the course materials. Course development is done in collaboration with the E-Learning Centre team members.

In addition to providing eLearning courses to the general public, the University is opening up existing courses (curriculum courses). The initiative, titled "Open Academic Courses at the University of Athens" (<http://opencourses.uoa.gr/>), aims to develop open digital courses, and to make them freely available to both students of the University of Athens and the general public. The term "Open Course" means that free access to the environment of the course and educational material is provided. The aim is to produce self-containing courses for independent use and consumption. The action is not part of the formal curricula of the University, does not constitute a distance education program and does not grant a degree or certificate.

The University of Athens and the involved academic personnel retain the intellectual property rights of the educational material of the Open Course. The use of this material by third parties is allowed under specific license.

The Open Courses of the University are hosted in the educational platform Open eClass. (<http://eclass.uoa.gr/>).

The action is part of "Central Repository of Greek Open Courses" project, a national support initiative for the development, hosting and free online delivery of digital open

	<p>courses, with the participation of the majority of Greek universities and technological institutes (http://opencourses.gr/).</p>
<p>Description of the good Practice: <i>(Why is this a good practice and what differentiate this OER and collaboration from others?)</i></p>	<p>The E-Learning Centre coordinates the development of new programs tailored to the specific knowledge and skills needs of the labor market. For this purpose they recruit domain experts, either from within the University of Athens, or from external organisations, to develop the course materials. Similarly, the Open Course team works closely with the University's professors to create an open electronic version of their courses.</p> <p>In both cases, e-Course development is done collaboratively between the team members and the academic experts. This is a different paradigm of co-creation, implemented as a collaborative exercise within a multidisciplinary team. This has significant advantages for the engagement of less digitally savvy educators, who would otherwise be unable to benefit from Open Education.</p>
<p>What practical context do Collaborators use within their collaboration?</p>	<p>In both cases the course development work is a lengthy process, involving a multidisciplinary team (course domain expert, technology experts, managers etc.) in face-to-face meetings, electronic exchange of documents, online collaboration etc. Exploiting the potential of an online collaboration space linking together all the involved stakeholders can improve the effectiveness of the process and facilitate its scaling-up.</p>
<p>Any own thoughts how</p>	<p>Members of both teams of the University of Athens, were involved in the OEI2 validation: participants from the team in</p>

<p>this practice evolves further?</p>	<p>charge for the design and deployment of eLearning services and members of the team responsible for the “Open Courses” action. The latter are also responsible for the technical coordination of a national initiative for the development of a repository of Greek open courses.</p> <p>In this light, the investigation of the applicability of the OEI2 platform is twofold: as a means to support the collaboration within the two teams (the E-Learning Centre team and the Open Courses team) and also between the teams and the domain experts (content authors from within or outside the University).</p> <p>A specialised toolset could support collaborative development, bringing together people, ideas and resources to increase the ease of collaboration with remote experts and accelerate content production overall. The use of the platform could also benefit the internal operation of the two teams, allowing for a better coordination and overview of the projects in progress.</p> <p>Early collaboration and continuous peer support provide significant advantages towards the engagement of academics in Open Education practices. The online environment could serve as a workspace for the development of synergies between academic institutions for the development of joint courses and materials.</p> <p>Individual academic institutions could leverage the capabilities of the wider academic community to produce quality OER.</p>
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General Good Practices and OEI2-Good Practices:

Overview of good practices (Example 1: ESCP - Germany)

Good practice on open idea sharing and OER creation	Text book co-creation involving educators, young pupils and graphic designers.
Good practice on how to set up collaboration	Early idea sharing via several social media channels (Facebook, Google+, Twitter) Collaborative authoring on wikis and during dedicated face-to-face authoring workshops.

<i>Good Practice: Early idea sharing for open education</i>	Schulbuch-O-Mat
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Type of collaborators	Secondary school teachers, pupils, translators, graphic designer
Description of good practice: <i>(Briefly describe the idea and its objectives)</i>	<p>The initiative “Schulbuch-O-Mat” (SBOM) set out to transparently provide free-of-cost and up-to-date teaching materials. More specifically SBOM aimed to create an openly licensed textbook for biology aligned to the curriculum of grade 7 and 8 in the federal state of Berlin, Germany.</p> <p>Initiators are biology teacher Heiko Przyhodnik and consultant/media producer Hans Wedenig.</p> <p>It received high attention from the blogosphere and media. The initiative was launched in 2012 and financed through a crowd-funding campaign at startnext.de (10.000€ donations).</p> <p>The first version of the textbook was published in 2013.</p>
Description of the good Practice: <i>(Why is this a good practice; distinctive features of OER and collaboration?)</i>	<p>SBOM initiators shared the intention to create an OER textbook early via social networking in order to promote the crowd funding project and raise awareness on openly licensed textbooks. Twitter, Facebook and Google+ were used regularly to call for voluntary authors, present updates on the state of the book, revisions, new contributors and future plans. Community members suggested revisions or up-to-date topics for the book. The initiatives reached more than 760 followers on Facebook and 480 on Twitter.</p>

	<p>CreativeCommons BY-SA. It is accessible in improved version 1.3 at http://schulbuch-o-mat.de/biobuch/ . The book contains numerous figures and media files as well as class activities. Furthermore, a teacher in Cologne produced an Ibook version with his pupils.</p> <p>The initiative (costs, savings compared to non-openly licensed textbook) and the textbook itself (quality) was evaluated by an external body. The evaluation was contracted by the Austrian Ministry of Education BMUKK also investigating the transferability to Austria.</p>
<p>Core elements of the collaboration (tools, activities, organisations/individuals involved)</p>	<p>Schulbuch-O-MAT held an open authoring workshop to engage voluntary teachers in creating sub chapters in collaboration with the team. The workshops covered desk research, licence check, didactical fine tuning and upload using a specific cloud-based authoring software (LOOP, based on Mediawiki)</p> <p>Supported by federal funding, Schulbuch-O-MAT promoted and held “Textbook hacking days” in 2013. Pupils collaboratively worked on a glossary of technical terms described in their own words. The results became part of the textbook under a specific section “from pupils for pupils”.</p> <p>The initiative received support from several organisations</p> <ul style="list-style-type: none"> • Wikimedia Germany hosted the authoring workshops for teachers • Zentrale für Unterrichtsmedien im Internet e. V. (ZUM) which runs a large wiki for German teachers of all subjects, hosted and promoted the initial authoring space for the biology text book • University of Lübeck supported through their authoring tool LOOP at a later stage • Serlo, a German OER editor and repository with focus

	<p>on biology and math, further developed the content of the book at its own platform.</p> <p>Social media were continuously used for updates, queries, feedback etc.</p>
How did the practice evolve further	<p>The initiative served as pilot project. There are on-going efforts to work towards more openly licensed textbooks:</p> <ul style="list-style-type: none"> • A text book for politics/economy aligned with the curriculum in North-Rhine Westphalia is being authored (http://politik-wirtschaft.oncampus.de/loop/Hauptseite) • The initiative held another authoring workshop to finance an OER thematic booklet on “Neural information processing”
Further comments to the practice	<p>It is noteworthy that the initiative succeeded to collect a respectable amount of donations and build a large community.</p> <p>Schulbuch-O-Mat, however, could not find as many voluntary authors among teaching professionals as was hoped for. The challenge was solved by translating suitable OER from a US platform (CK12Foundation).</p>

Overview of good practices (Example 2: ESCP - Germany)

Good practice on open idea sharing and OER creation	Annual Bar-Camp on open educational resources
Good practice on how to set up collaboration	Open unconference format of with participant-driven ad-hoc session planning (presentations, discussions, workshops) Collaboration and event documentation in etherpads and Wikis Major driver of a grass root movement for OER in Germany

Good Practice: Early idea sharing for open education	OERCamp
Type of collaborators	Practitioners in media for education, adult educators, school teachers, researchers, policy-makers, educational publishers, OER advocates
Description of good practice: (Briefly describe the idea and its objectives)	Bar-Camps are user-generated conferences during which participants share and learn in an open environment. Unlike traditional conferences that work with a pre-scheduled programme, Bar-Camps rely on input from attendees to create the session programme on the spot and collaborate ad-hoc on emerging topics. OER-Camps transfer the concept focussing on the topic of open educational resources (OER). Since 2011, several OER-Camps have taken place in Bremen, Bielefeld and Berlin. The approach combines the unconference approach with some pre-scheduled workshops and presentations. Main goals are to:

	<ul style="list-style-type: none"> • network and connect stakeholders across diverse educational domains • share knowledge and expertise on OER • spread the word on existing as well as new initiatives • promote open education among educational practitioners and to decision- and policy-makers
<p>Description of the good Practice: <i>(Why is this a good practice; distinctive features of OER and collaboration?)</i></p>	<p>The events are extremely participatory and attendees have diverse backgrounds.</p> <p>The OER-Camp has led to the following results (selection) and outcomes:</p> <ul style="list-style-type: none"> • The low threshold to initiate discussions and share knowledge has been a main driver of the OER grass root movement in the German-speaking countries. Several established educational platforms for school education have started to license resources with Creative Commons. • A core guide for teachers on the objectives behind OER, Creative Commons licenses and main educational repositories/platform has been developed by OER-Camp participants from Austria and will be adapted to the German context • Plans to initiate a German OER award were made public and discussed during the OER-Camp 2015 (and put into practice in 2016) • Inspired by the practice, further OER-Camps were held in Cologne by a different provider. <p>OER-Camps are attended by both a dedicated community of experts and new attendees. The events attracts individuals who are new to OER; approximately 50% of participants have never been to an OER-Camp before.</p>
<p>Core elements of the</p>	<p>The camps have evolved as separate events out of unconferences focusing on educational technology, media</p>

collaboration (tools, activities, organisations/individuals involved)

education and innovation in education. Both are coordinated by the non-profit association “EduCamp e.V.”. The organisation of the camps is financed through private sponsors and partnering for public funding that is acquired for every event.

All session documentation is in the hands of participants with the organizers providing the technical infrastructure and core points to be recorded such as:

- Contact to session organizers
- Core results
- Interesting quotes
- Call for participation/follow-up events

Examples of user-generated documentation can be found for 2014¹ and 2015².

Sessionplan #OERCamp14 - Barcamp zur OER-Konferenz 2014 #OERde14 ☆ ■

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#OER Camp14	Kleist (1. OG)	Einstein (1. OG)	Kepler (1. OG)	Darwin (2. OG)	Newton (2. OG)
	284 P., Beamer, Audio, Mik.	70 P., Beamer, Audio	70 P., Beamer, Audio	50 P., Beamer, Audio	50 P., Beamer, Audio
10:15 – 11:00	meinunterricht.de - Inspiration für die OER-Welt? E David Klett https://etherpad.wikimedia.org/p/ber	Co-laboratives wissen-rahmen-teiler MLHIS E/F quereist.info, @HeinerBenking https://etherpad.wikimedia.org/p/ber	Unglaubliche Dinge, die einem bei der Nachnutzung passieren E Guido Brombach, @gibro https://etherpad.wikimedia.org/p/ber	Wofür ist ein Freies Online-Kinderlexikon gut? E/F Michael Schulte https://etherpad.wikimedia.org/p/ber	Wie machen wir die DDB fit für Lehrer, OER und SuS E Stephan Bartholmei @therealstief https://etherpad.wikimedia.org/p/ber
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¹ https://docs.google.com/spreadsheets/d/1N0Ky_0hDyWxvyGaoMG8JdM5qNBc74a6pTMq1qF_Vh3M/edit#gid=0

² <https://ecber15.educamps.org/sessions/>

	<p>About Leadership in Digital Education Environments Ossiannilsson Ebba Siv Ingegard</p>	<p>#OERCamp #MOOCcamp eTeachr- Lehrerbildung Karsten D. Wolf</p>	<p>Kollegen von OER überzeugen Thomas</p>
	<p>#MOOCcamp Corporate Learning 2.0 MOOC Karlheinz Pape</p>	<p>#OERCamp – OER in der Gesundheits (Aus-)Bildung Luka Peters</p>	<p>#OERCamp – Kooperative differenzierte Material/entwicklung NWT Arne</p>
	<p>Digitale Bildung- Wege in die Schule Jana Kausch</p>	<p>#OERCamp Erste Klasse- Programmieren Jan Pawlowski</p>	<p>Was kostet digitale Hochschullehre und wie kann sie finanziert werden? Martin Lommel</p>
	<p>#OERCamp OER im Chaos Jan Pawlowski</p> <p>Twitter is used by a high percentage of the attendees to share thoughts, critically comment, promote sessions, link to their documentation or reflect on their content.</p>		
How did the practice evolve further	<p>A larger-scale OERCamp will take place in April 2016, combining the unconference format with an award for OER in Germany and an OER forum for policy-makers. It is foreseen to continue the organisation of annual events.</p>		
Further comments to the practice	<p>Depending on the input from participants, OERCamps constitute a mix of promotional/informative sessions on existing initiatives and educational materials with more discursive elements, discussions and exchange on new ideas.</p>		

General Good Practices and OEI2-Good Practices:

Overview of good practices (Example 1: DHBW - Germany)

<p>Good practice how to run idea or OER sharing in practice (e.g., school, university)</p>	<p>Co-development of Term Papers - Case Study Class - University Master Program</p> <p>One of the main target groups of Open Educational Ideas are students at universities.</p> <p>This good practice is showing the collaboration of students developing a term paper in class focusing on entrepreneurial skills in international business.</p> <p>The study of company case studies in teaching is common in MBA classes mainly in International Business programs.</p>
<p>Good practice how to make the idea or OER sharing successful (e.g., how to set up the collaboration)</p>	<p>The portal Idea Space was introduced by the lecturer to five groups consisting of up to 4 students. The platform was well accepted by the collaborators. A simple but successful user-training has been used combining electronic data and other publications to kick-off the research work. Through the dynamic process of exchanging perspectives, countering and defending points, and building on each other's ideas, students become adept at analysing issues, exercising judgment, and collected different type of data to kick-off the project work.</p>

<p>Good Practices in Open Education (Internet)</p>	<p>1</p>
<p>Type of Collaborators: <i>(The field that the users represent)</i></p>	<p>Professor from the field of International Business MBA Course at university of applied science Students</p>

	Teachers Public
Description of good practice: <i>(Briefly describe the idea and its objectives)</i>	<p>Co-development of Term Papers - Case Study Class - University Master Program</p> <p>When students are presented with the case, they place themselves in the role of the decision maker as they read through the situation and identify the problem they are faced with. They perform the necessary analysis - examining the causes and considering alternative courses of actions to come to a set of recommendations.</p> <p>This good practice is showing the collaboration of students developing a term paper in class focusing on entrepreneurial skills in international business. Around 4 collaborators were involved in each of the idea space created. The initial idea sharing has led to a collaboration as well as to new ideas, impulses and innovations. The result of the collaboration is published as an OER as well and now used at different universities.</p> <p>The case method is a profound educational innovation that presents the greatest challenges confronting leading companies, non-profits, and government organizations – complete with the constraints and incomplete information found in real business issues – and places the student in the role of the decision maker.</p> <p>Aims and objectives:</p> <p>Improving the effectiveness in teaching a given discipline - management in this case - is a long and difficult task. The effective use of online portals requires both a transformation of the pedagogical goals and the processes the lecturer associate with teaching management. The goals are not to set up a virtual campus but to establish a technological framework in which the students will learn about business, and are able to produce reusable modules</p>

that can be shared and improved by their colleagues. Innovation in class requires rethinking the relationship between the skills we would like to develop, the technologies we deploy, and the methodologies we use to evaluate their success or failure.

By engaging students in business conflicts developed from real events, cases immerse students in the challenges they are expected to face. Challenges that require thoughtful analyses with limited or even insufficient information. That require effective responses within ambiguous circumstances or complex economic and political contexts. That, most of all, demand decisive action that must be articulated –and even defended – among other talented, ambitious individuals.

- Developing a term paper in project management
- Utilizing existing resources to minimize research effort
- Analysing and elaborating on the findings published in the case study material, iterate and reach the key results of the research topic
- Mapping learning objectives to existing real case situations.
- Overall learning objectives: Creating initial awareness for management failures and risk management

Project Phases

When students are presented with the case, they place themselves in the role of the decision maker as they read through the situation and identify the problem they are faced with. The next step is to perform the necessary analysis – examining the causes and considering alternative courses of actions to come to a set of recommendations. It was achieved in the following phases:

- Initiation: The project was launched during a PHE

	<p>programme – Project Management.</p> <ul style="list-style-type: none"> • Collaborator involvement: The first collaborators with different degrees of involvement were attracted with the support of the lecturer. Now other students at the same university, but also outside follow the example and use it in their classes too. • Project development: The first project was in the MBA classroom at one university and with 20 students. Dive groups were built with the target to analyse four cases and research papers and collect data from different resources and upload all documents and data to the Idea Space platform. However, now after three years of experience more collaborators from different universities built on and have provided feedback and initial (OER) suggestions. • Initial validation: The term paper and publication has been initially validated with professors and was part of the examination. • Improvement and experience exchange: The OER is now used by 4 different universities and became part of the annual lecture program for 2016. • Extension of activities: The collaborators (university teachers) have agreed to develop the OER further and use it also in other classes and programmes, which will extend the scope. <p>Reducing barriers and build guiding coalition</p> <p>Also among students and lecturers at universities it is not easy to find users to openly share their work done in the classroom with other students or colleagues they do not know. The key challenge was to find collaborators which have similar objectives and requirements, which was the case for the five groups in one class. The combination to</p>
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	<p>collaborate with researchers from the institution with the task to present the results, which were examined, helped to kick-off the usage of the platform</p> <p>Kick Off by project hosts</p> <p>The initial idea was developed in a MBA class of international students being familiar with open education learning and MOOCs. In this context, a professor build the structure for the research topics on the Idea Space platform and initiated the collaboration among the students and other researchers at the university. About 20 participants participated and provided input regarding the five different ideas generated on the platform. All 20 participants were enrolled in the idea space.</p> <p>Idea and context development</p> <p>The initial idea development was done in the idea space (http://www.idea-space.eu/idea/85/info) developed as a pilot in the classroom with 20 students. Especially the idea process was supported and facilitated by the professor seeking for a more efficient way of collaboration of researchers in projects. The core development was then done structuring the steps of a research project on the Idea Space platform.</p> <ul style="list-style-type: none"> • Motivational issues are emphasized because students had to participate • Context preparation is easier and lead to fewer problems in group dynamics. There needs to be a leader at the beginning of the experiment • Technological problems were not encountered. Students had similar technical backgrounds • Interaction is successful after explaining to students their role in the virtual team. • Structure provides ways of reducing variability in
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	<p>activities and procedural aspects of projects as well as use of technology.</p> <ul style="list-style-type: none"> • The initiator of the idea used this opportunity to structure students' activities within this environment. • Process reinforces students' beliefs about activities such as planning within project management area. • National cultural background is non-existent in our idea collaboration. • Professional background reflects different ways of working. All participants are student majors, so this was not an issue in this collaboration project. • Creative content formation is achieved by the strong interaction of three categories of users: students, teachers (specifically those involved in the scenarios) and administrative personnel. <p>In addition external research papers and case study materials were given to the students. Other sources such as external database, literature and online data, such as videos, were used and uploaded to the Idea Space. The resources were posted next to a public repository, and feedback was then collected again through the idea space from associated professors or researchers.</p> <p>Distribution of concept</p> <p>The idea was next shared with professors at other universities running the same programme and using the same type of research paper for exams in their classroom. Two more classes joined the collaboration and new inputs were given to the page (in particular resources which could be used).</p> <p>Sustainability</p>
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After the initial successful usage of the platform students confirmed the effectiveness and high level of knowledge distribution among the collaborators. Students were easily convinced by the hosts and professors to use the platform and the way of lecturing also in other classes. Students in other universities but in the same study programme realized, that the knowledge further improves, when they built on existing data from students at different universities are classes from previous years. It seemed to be important to initiate a basis and structure with pioneers acting as lead users.

Conclusion

The aim and objectives to develop an efficient process of collaboration among students and professors in research and project work could be achieved. The collaboration has been very successful among the stakeholders. New ideas and concepts were developed. The collaboration with the network of students and professors was especially helpful in providing new efficient ways and data resource suggestions and exchange of thoughts how to approach the research topic.

The collaborators are showing the willingness to further work together and extend the collaboration, also the networking aspect has been very successful.

A key success factor for further usage of the same idea by other collaborators is the selection and combination of data found within one idea space which will be further developed – authoring / adapting is happening now among other universities and students. For new users it was helpful that all participants could built on an existing structure. And the technical skills of new users are sufficient to use the platform and understand the functions of the tools.

<p>Description of the good Practice: <i>(Why is this a good practice and what differentiate this OER and collaboration from others?)</i></p>	<p>Results</p> <p>The project has led to practical results which are implemented now at four different universities and faculties. Key results are:</p> <ul style="list-style-type: none"> • Project structure for students and researchers and the Idea Space platform • Course material for four different programmes based on case-study teaching and learning • Data and project results from previous classes of three semesters including final term papers and presentations • Open Source products to speed to the development process for the next users within the same teaching programme • Network of collaborators at different universities <p>Effort and Impact</p> <p>It can be reported that the collaboration has led to a decrease of the development effort of projects and research work of students significantly. Through recommendations by professors within a HE institutions, existing OER and materials are now used in classes in the following years. Also, sharing the project effort has led to engagement of entire classes and reduced the time for development of research and term papers significantly.</p> <p>Future activities</p> <p>The collaboration has led to the agreement that the students and professors want to continue to work together in other research topics and projects in class. The team building approach and setting up a network of students, researchers and professors has been very successful in terms of efficiency and quality of knowledge generation.</p>
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	<p>The working methods and tools used will be acknowledged by further collaborators and outcomes will be utilized in the future and improved.</p>
<p>What practical context do Collaborators use within their collaboration?</p>	<p>The collaboration was a combination of students, researchers and professors from different faculties and universities. However, the results are mainly used for students and training with case-studies. The portal Idea Space has been viewed very favourably by a large majority of MBA students. The portal was explicitly mentioned in written evaluations of both their course and their instructor. Most students have praised the use of the portal to explore and structure their course work rather than using the technology simply to "store PowerPoint presentations". The majority of students also feel that the project focuses on developing competencies that were market relevant and not just abstract knowledge. Finally, several students have underlined that public access to their work would be a definite advantage in selling their skills to current and future employers.</p>
<p>Any own thoughts how this practice evolves further?</p>	<p>Although teaching staff they felt that the technical skills required to manage their course on the portal Idea Space are easily attainable, they struggle with how to adapt their current course content and process to benefit from the Idea Space project. Many have expressed different opinions over the required coherence degree of programme's learning objectives, as well as to what degree their courses could be digitized. Most feel that the Idea Space entails more work than more traditional instruction, and many have expressed concerns of how such work would be recognized by their professional communities. However most professors mentioned that this practice will evolve further and professors will use it also for master thesis and other</p>

	research work in collaboration with external stakeholders in the world of work. First pilot projects can be found, but are not show as open resources.
Any further comments to the best practice?	The majority of students also feel that the platform – Idea Space - focuses on developing competencies that were market relevant and not just abstract knowledge. Finally, several students have underlined that public access to their work would be a definite advantage in selling their skills to current and future employers.

Overview of good practices (Example 2: DHBW - Germany)

Good practice how to run idea or OER sharing in practice <i>(e.g., school, university)</i>	Research Paper - Bachelor Thesis at university of applied science One of the main target groups of Open Educational Ideas are students at universities. Bachelor thesis is a research project and the development is done collaboratively between a team of business (company experts), academic experts and the student writing the thesis.
Good practice how to make the idea or OER sharing successful <i>(e.g., how to set up the collaboration)</i>	The platform was well accepted by the collaborators. A simple but successful user-training has been used combining electronic data and other publications to kick-off the research work.

<p>Good Practices in Open Education (Internet)</p>	<p>2</p>
<p>Type of Collaborators: <i>(The field that the users represent)</i></p>	<p>Professor from the field of International Business Bachelor Thesis at university of applied science Student Teachers Industry Partner Non-Public</p>
<p>Description of good practice: <i>(Briefly describe the idea and its objectives)</i></p>	<p>Bachelor Thesis – University of Applied Science Program</p> <p>Bachelor thesis is a research project and the development is done collaboratively between a team of business (company experts), academic experts and the student writing the thesis.</p> <p>This is a different paradigm of co-creation, implemented as a collaborative exercise within a multidisciplinary team - that provides continuous research know-how, methodologies and support to the student throughout the development process of the thesis topics.</p> <p>This case is used as good-practice because it addresses an important barrier to Open Education: the lack of disclosing research methodologies and results among other users in an open environment and several academics.</p> <p>Aims and objectives:</p> <p>Improving the effectiveness in teaching a given discipline - management in this case - is a long and difficult task. The effective use of online portals requires both a transformation of the pedagogical goals and the processes the lecturer associate with teaching management. The goals</p>

are not to set up a virtual campus but to establish a technological framework in which the students will learn about business, and are able to produce reusable modules that can be shared and improved by their colleagues. Innovation in class requires rethinking the relationship between the skills we would like to develop, the technologies we deploy, and the methodologies we use to evaluate their success or failure.

The platform is used to share papers, monitor their usage and read comments and follow the research in a particular field.

By engaging company members and using real work scenarios in business from real events, the thesis immerse students in the challenges they are expected to face. Students are facing challenges in the thesis that require thoughtful analyses with often limited or even insufficient information from the companies. That require effective responses from the three collaborators (student, professor, manager) within ambiguous circumstances or complex economic and political contexts. That, most of all, demand decisive action that must be articulated –and even defended – among other theoretical knowledge.

- Developing a thesis paper
- Utilizing existing resources to minimize research effort
- Analysing and elaborating on the findings and company data, iterate and reach the key results of the research effort
- Mapping research objectives from the institution comparing to existing real case situations.
- Overall learning objectives: writing thesis paper based on a theoretical framework and field analyses results

Project Phases

When students are presented with the thesis topic, they place themselves in the role of the decision maker as they read through the situation and identify the problem they are faced with. The next step is to perform the necessary analysis – examining the company issues and problems and considering alternative courses of actions to come to a set of recommendations. It was achieved in the following phases:

- **Initiation:** The thesis was launched during a PHE programme – International Business
- **Industry involvement:** The company supported the research team with different degrees of involvement but were attracted with the support of the professor.
- **Project development:** The primary challenge of thesis work was to achieve all of the project goals and constraints. The required resources, information and literature was described first, which is created at the beginning of the development. The primary constraints of the research was the quantitative analyses and methodology used for. The secondary — and more ambitious — challenge was to find collaborators to gather necessary inputs and integrate them to meet pre-defined objectives.
- **Initial validation:** The thesis paper and publication has been initially validated with the professors and company managers.
- **Improvement and experience exchange:** The concept is now used by the professors to support other students in their thesis work with the same approach of collaboration, e.g. Student, professor and industry manager on the learning platform Idea

	<p>Space.</p> <ul style="list-style-type: none"> • Extension of activities: The collaborators have agreed to develop the data exchange further, which will extend the scope. <p>Reducing barriers and building guiding coalition</p> <p>The potential value of collaborative technologies is strongly influenced by organizational context, both in and between the university and the business community. Users proposed that the effectiveness of collaborative technologies depends to a large degree upon the depth and coherence of learning objectives designed for the learning and work places. Also among managers and professors at universities it is not easy to find collaborators to share data relevant for the thesis and research study. The key challenge was to find collaborators which have similar objectives and requirements, which was the case only in a non-public environment. The combination to collaborate with researchers from the institution with the task to present the results, which were examined, helped to kick-off the usage of the platform, but not within the idea itself.</p> <p>Kick Off by project host</p> <p>The initial idea was developed in between a student and professor being familiar with the Idea Space platform and the possibilities to share data and knowledge among the three stakeholders in a three months research project. In this context, the professor build the structure for the research topics on the Idea Space platform and initiated the collaboration among the students, other researchers at the university and the manager in the industry. Collaborators provided input regarding the research theme.</p>
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Idea and context development

The initial idea development was done in the idea space (<http://www.idea-space.eu/idea/80/info>) developed as a pilot in the classroom. Especially the idea process was supported and facilitated by the professor seeking for a more efficient way of collaboration of researchers in projects. The core development was then done structuring the steps of a research project on the Idea Space platform. In addition external research papers and case study materials were given to the student. Other sources such as external database, literature and online data, such as videos, were used and uploaded to the Idea Space. The resources were posted next to a repository, and feedback was then collected again through the idea space from associated professors or researchers.

Distribution of concept

The idea was next shared with professors at other universities running the same type research projects and using the same type of research paper for bachelor thesis. Two more professors joined the collaboration and new ideas were initiated on the Idea Space platform.

Sustainability

Program lecturers stressed the contrast between the potential using the portal – Idea Space – and university real environment. On the one hand, they have applauded the focus on developing individual and team competencies rather than "classroom learning" in an open environment – the online portal. They have stressed the positive spin-off for recruiting and developing professional networks. On the other hand, they feel poorly equipped to drive organizational and pedagogical changes needed to reap the

	<p>full benefits from this proposal. They have cited real challenges in compensating instructors for their use of the portal, in dealing with administrative concerns over standard university practice, and in providing a clear road map for the future of blended learning.</p> <p>Conclusion</p> <p>The university administration must also be considered in evaluating OEI and the Idea Space success. The University's policy of centrally driven technology initiatives has been perceived to be directly challenged by this departmental initiative using an open platform – the Idea Space-. Some university officials have been concerned that using the portal to provide maximum value to the program conflicts with university goals of assuring minimum functionality in an e-learning platform across departments. Given the visibility of e-learning initiatives on campus and within University community, the project has been subject to conflicts of interest present in most universities that limit the possibilities of a shared vision concerning the role played by IT in supporting higher education.</p>
<p>Description of the good Practice: <i>(Why is this a good practice and what differentiate this OER and collaboration from others?)</i></p>	<p>Results</p> <p>The project has led to practical results which are implemented now at four different universities and faculties. Key results are:</p> <ul style="list-style-type: none"> • Project structure for students and researchers on the Idea Space platform for further use • Course material for different programmes • Data and project results from previous classes of three semesters including final term papers and presentations • Open Source products to speed to the development

	<p>process for the next users within the same teaching programme</p> <ul style="list-style-type: none"> • Network of collaborators at different universities <p>Effort and Impact</p> <p>It can be reported that the collaboration has led to a decrease of the development effort of projects and research work of students significantly. Through recommendations by professors within the HE institutions, existing OER and materials are now used in classes in the following years. Also, sharing the project effort has led to engagement of entire classes and reduced the time for development of research and term papers significantly.</p> <p>Future activities</p> <p>The collaboration has led to the agreement that the students and professors want to continue to work together in other research topics and projects in class. The team building approach and setting up a network of students, researchers and professors has been very successful in terms of efficiency and quality of knowledge generation. The working methods and tools used will be acknowledged by further collaborators and outcomes will be utilized in the future and improved.</p>
<p>What practical context do Collaborators use within their collaboration?</p>	<p>The collaboration was a combination of students, researchers and professors from different faculties and universities. However, the results are mainly used for students and training with case-studies.</p>
<p>Any own thoughts how this practice evolves further?</p>	<p>The learning place, Idea Space as a collaborative workplace in education and training, is defined by the nature of the relationships with other students, faculty and administrators, as well as the learning agenda, structures,</p>

	<p>and outcomes. However key questions remain and need to be defined for the teaching staff, such as:</p> <ul style="list-style-type: none"> • What is the institution's learning agenda, and what role does information technology play in shaping that agenda? • How is the university structured to support e-learning, and to what degree does information technology strengthen (or weaken) its organizational foundations? • How have the programs defined the desired outcomes or university experience, and to what extent does e-learning enrich this experience?
Any further comments to the best practice?	<p>Students perceive that the usage of the platform Idea Space improves the knowledge transfer and clarify the different perspectives of the collaborators in an efficient way.</p>

General Good Practices and OEI2-Good Practices:

Overview of good practices (Example 1: JYU – Finland)

<p>Good practice how to run idea or OER sharing in practice (e.g., school, university)</p>	<p>Computer Class Primary School</p> <p>One of the main target groups of Open Educational Ideas are schools. This case has aimed at developing a computer class focusing on programming skills in first grade. Around 6 collaborators were involved. The initial idea sharing has led to a collaboration as well as to new ideas, impulses and innovations. The result of the collaboration is published as an OER as well.</p>
<p>Good practice how to make the idea or OER sharing successful (e.g., how to set up the collaboration)</p>	<p>The portal Idea Space is not yet very well known in the community. Therefore, it is necessary to attract possible collaborators in different channels. A simple but successful strategy has been used combining electronic and traditional channels.</p>

<p>Good Practices in Open Education (Internet)</p>	<p>1</p>
<p>Type of Collaborators: (The field that the users represent)</p>	<p>Professor from the field of Information Systems Research Institute (Pedagogical) Content experts Teachers Public</p>
<p>Description of good practice: (Briefly describe the idea and its objectives)</p>	<p>Computer Class Primary School</p> <p>One of the main target groups of Open Educational Ideas are schools. This case has aimed at developing a computer class focusing on programming skills in first grade. Around</p>

6 collaborators were involved. The initial idea sharing has led to a collaboration as well as to new ideas, impulses and innovations. The result of the collaboration is published as an OER as well.

Key objectives:

- Developing a course on programming for first class kids in primary school with a focus on the combination of physical and computer activities
- Utilizing existing resources to minimize development effort
- Mapping learning objectives to existing (and new curricula): A main asset for the course development was the new curriculum in Switzerland which introduces media and information literacy from Kindergarten to K9. This was taken as an orientation for the course and can be transferred to countries which have not yet progressed that far.
- Overall learning objectives: Creating initial awareness for computers and programming, problem solving skills, combination of subject curricula (maths, languages, ...) with computer contents, understanding and creating basic algorithms with and without computers

Phases

Generally, the practice has led towards a full course / OER with more than 30 hours of contents including scenarios, resources and lesson plans. It was achieved in the following phases:

- Initiation: The project was launched at an educational conference (see below).
- Collaborator involvement: New collaborators with different degrees of involvement were attracted.

	<ul style="list-style-type: none"> • Course development: The course was mainly developed by three collaborators. However, in between other collaborators have provided feedback and (OER) suggestions. • Initial validation: The course has been initially validated with teachers. The course will run from January 2016 in primary schools. • Improvement and experience exchange: This phase is planned for 2016. • Extension of activities: The collaborators have agreed to develop a project which will extend the scope. <p>Finding collaborators</p> <p>Usually, one of the key challenges is to find collaborators which have similar objectives and requirements. A combination of channels was used in this practice:</p> <p>Kick Off at Conferences</p> <p>The initial idea was developed in a conference / bar camp specifically for educators (https://ecber15.educamps.org/). In this context, a short brainstorming session was initiated. About 10 participants participated and provided input regarding the idea. This was documented in the idea space. Participants were enrolled in the idea space.</p> <p>Social Media Distribution: Twitter and Facebook</p> <p>The idea was next shared in relevant communities / using hashtags on twitter. A few requests came and new inputs were given to the page (in particular resources which could be used)</p> <p>Project team establishment</p> <p>After the initial brainstorming phase, a loosely coupled</p>
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	<p>project team was established. In this phase, three core collaborators (from Germany and Switzerland) agreed to develop the course together. This team establishment seemed important as a basis for the development (lead users).</p> <p>Idea and course development</p> <p>The initial idea development was done in the idea space (http://idea-space.eu/idea/92/workspace). Especially the idea process was supported and facilitated in the OEI workspace. The core course development was then done using external tools: google docs and graphical tools. The resources will be posted next to a public repository, feedback is then collected again through the idea space.</p> <p>Conclusion</p> <p>The collaboration has been very successful: new ideas and concepts were developed. The network was especially helpful in providing new ideas (for scenarios), resource suggestions and initial feedback.</p> <p>As the collaborators have agreed to continue to work together and extend the collaboration, also the networking aspect has been very successful.</p> <p>As one of the key challenge, the selection and combination of tools can be identified – authoring / adapting is happening outside the idea space. Here, it was helpful that all participants had rather advanced technical skills, so results could be transferred between tools.</p>
<p>Description of the good Practice: <i>(Why is this a good practice and what</i></p>	<p>Results</p> <p>The project has led to practical results which are implemented in schools. Key results are:</p> <ul style="list-style-type: none"> • Course for programming / computer introduction for

<p><i>differentiate this OER and collaboration from others?)</i></p>	<p>first grade</p> <ul style="list-style-type: none"> • Learning scenarios for about 30 lessons including comments for teachers • Resources for 30 lessons including work sheets • Inclusion of OER / Open Source products to speed to the development process • Network of collaborators <p>Effort and Impact</p> <p>It can be reported that the collaboration has led to decrease the development effort significantly. Through recommendations, existing OER and materials were identified. Also, sharing the development effort has led to engagement while reducing the time for development significantly (about 2 months).</p> <p>The course has a direct impact as it will be used in schools in Germany and later in other countries.</p> <p>Future activities</p> <p>The collaboration has led to the agreement that collaborators want to continue to work together (for a further course and also towards a European project). Thus, the networking effort has been very successful as a strong team was established. Also, loose connections to further collaborators have been developed which can be utilized in the future.</p>
<p>What practical context do Collaborators use within their collaboration?</p>	<p>The collaboration was a combination of researchers (both pedagogical and technical), teachers, and the open public. However, the results are mainly used for schools and later for teacher education.</p>

Overview of good practices (Example 2: JYU – Finland)

Good practice how to run idea or OER sharing in practice <i>(e.g., school, university)</i>	Lead User collaboration in Idea Space This good practice reviews existing collaborations in idea space and reflects what made them successful.
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Best Practice on idea-space	2
No of Collaborators:	2-20
Type of Collaborators: <i>(The field that the users represent)</i>	e.g.: Professors, students, employers
Description of Idea: <i>(Briefly describe the idea and its objectives)</i>	The idea space included various ideas with various topics. Within each there was usually one person that lead the way and moderated the discussion. This lead person was the one making sure the collaboration reached the objectives and decided how long Idea Space is needed.
Description of the Best Practice: <i>(Why is this idea a</i>	Lead users facilitating and moderating idea sharing process

<p><i>best practice and what differentiate this idea and collaboration from others?)</i></p>	
<p>What practical context do Collaborators use within idea collaboration?</p>	<p>The created idea spaces within OEI2-project and the related empiric data collected by the project shows certain practices that enable the exchange of ideas. One of the key things is relating to a lead user who drives the process.</p> <p>Shared goal not enough</p> <p>We can observe from the created idea spaces that a common goal is not enough to drive the online collaboration of like-minded peers online. E.g. a foreseen potential project or common course</p> <p>However, if the common goal is pressing enough (e.g. the course that requires a new collaboration to emerge is integrated to the curriculum), the effort is likely to be taken</p> <p>Contributions differ</p> <p>The lead users do not expect everyone will contribute evenly. Small comment might be all that is needed at a particular phase</p> <p>New and existing ties</p> <p>The lead users know what to expect from new communities. When they need feedback, they combine</p>

	<p>smartly various channels to awaken their networks. The idea space is the place to handle much of the work but not the only site.</p> <p>The lead user has strong networks that step up when needed (strong and trusted ties).</p> <p>Lead users know that the fresh perspectives often come from outside the strong core teams one works with. This is where new interesting contacts are needed.</p> <p>Emotional ownership as an enabler</p> <p>The lead users are highly devoted and feel ownership of the ideas that are being exchanged with the community. Doesn't get too attached to early ideas as those are often improved by increasing discourse with the contacts in the network.</p> <p>Lead user does not become protective towards their ideas when they realize the potential but discuss it with his network to find mutual benefits that would help the collaboration to continue.</p> <p>What drives the lead user?</p> <p>More research is needed to explain why lead users keep on pushing the idea further. However, we see few key issues:</p> <p>Lead users are extroverts</p> <p>Lead users are interested to share their early ideas</p> <p>Lead users are interested in collaborating on their early ideas</p> <p>Lead users are willing to take criticism and change the</p>
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	<p>course of collaboration if there is a need for it</p> <p>Lead users are tech-savvy</p> <p>Lead users might have a contractual obligation to run the collaboration</p> <p>Lead users benefit from the outcome of the collaboration directly</p>
<p>Any own thoughts how this practice evolves further?</p>	<p>In the idea Space many of the ideas were not collaborated to the end in the platform. There are many reasons for this. For some of the collaboration, the purpose was to get initial ideas together that the team or parts of it can work on those further in their own work or in a collaboration between several peers.</p>
<p>Any further comments to the best practice?</p>	

General Good Practices and OEI2-Good Practices:

Overview of good practices (Example 1: VMU - Lithuania)

<p>Good practice how to run idea or OER sharing in practice (e.g., school, university)</p>	<p>Creation of a Master Course</p> <p>Your idea or OER needs to be findable. You may open it and be willing to share, but it needs to be findable to those who need it. Thus it is important to place it in places where interested users would likely to be looking for it. For example a European Commission initiative platform EPALE for adult educators is a very good place to store OER for adult educators. Correct tagging is very important as well.</p>
<p>Good practice how to make the idea or OER sharing successful (e.g., how to set up the collaboration)</p>	<p>Dealing with educators in different sectors we found that:</p> <ul style="list-style-type: none"> - Educators are not aware about OER and about open licences. In the best case they have a vague notion of what OER is – „probably if it is online...” and have heard a notion of open licenses or creative commons licenses. Therefore, there is a need of information/training about the basics of OER, open licenses and sharing. - Middle-aged and senior educators are copyright-minded. They need to open their minds to the notion of open sharing as such. Young people, who are soaking in social networks, are quite immersed in the culture of sharing. - There is a need to create a culture of OER and culture

	of sharing in education world.
Other good practices how to use OER	<p>Seeking to make OER more usable and acceptable not only in a higher education, but in a schools as well:</p> <ul style="list-style-type: none"> - Share your ideas with others and accept other opinion; - Collaborate with colleagues, teachers, students.

Good Practices in Open Education (Internet or idea space)	1
Type of Collaborators: <i>(The field that the users represent)</i>	Higher education teachers from several EU countries collaborating to create a Master course for universities.
Description of good practice: (Briefly describe the idea and its objectives)	<p>We created a Master program course named „Concepts of adult education“ for virtual mobility. This course incubated a new idea on open education. Mainly it is for adult education. The idea was to create a course in EN for virtual mobility of students of several partner universities.</p> <p>The course itself is grounded in Education science. Adult education theories have to be considered and used to interpret the topics discussed. The course is part of VMU formal Master of Education Management study program but it has been elaborated to make it in EN, suitable for virtual mobility and outside students from other partner universities who will undertake virtual mobility.</p> <p><u>The topics of the course:</u> Lifelong Education. Lifelong learning and the state: link</p>

	<p>between learning, economy and social cohesion. Intergenerational learning. Learning in later age. Analysis of Adult learning and Education Policies. Analytical policy models of adult learning and education: Democratic emancipatory model; Modernisation and state control model; Human resources management model. Literacy. OECD and UNESCO as Policy actors in Education. Lifelong learning: state supervision and individual responsibility. Validation of non-formal and informal learning. Methods, measures, procedures, developments in EU countries Adult learning related learning theories: humanistic (Carl Rogers), experiential (David Kolb), andragogy (Malkolm Knowles), transformative (Paulo Freire, Jack Mezirow) learning. Practices of OER in adult education.</p>
Description of the good Practice: <i>(Why is this a good practice and what differentiate this OER and collaboration from others?)</i>	<p>Preparation of an international course for virtual mobility with co-creators from several European required a common virtual space for collaboration. We used other tools for communication (email, skype, etc.), but IdeaSpace was useful because of its given course creation template with structure necessary for course creation. That was helpful.</p>
What practical context do Collaborators use within their collaboration?	<p>The main aspects of the course were transfered from an existing course in Lithuanian. However, course creation included elaboration of the course curriculum to make it suitable for virtual mobility and students from different national and cultural context, adding materials in EN (readings, videos, tests, etc.) and accommodating parts of the curriculum (topics and materials) from teachers that belonged to two universities (LT and IT). In this case IdeaSpace was useful.</p>



Any own thoughts how this practice involves further?	Our university will probably continue experimenting with virtual mobility and course creation.
Any further comments to the best practice?	New open contexts require new open spaces for sharing and creating.