

SCIENCE 2.0 & OPEN SCIENCE IN HIGHER EDUCATION

// CHALLENGES

OPEN COLLABORATIVE TOOLS:

Wikis, discussion platforms,
learning platforms

OPEN COMMUNICATION:

discussions and comment options,
feedback options

OPEN EDUCATIONAL RESOURCES:

literature, presentations, learning
material, exercises

OPEN MUTUAL ENGAGEMENT:

common goals, respect, open for
diverse opinions, open for criticism

// REQUIREMENTS / FIRST STEPS

CHECKLIST – HOW CAN A LECTURER CONTRIBUTE TO OPEN LEARNING?

Results from the OER Workshop, Feb. 2016, Berlin



Make yourself aware of how **COLLABORATION** and **EXCHANGE** qualitatively improve your lectures and those of others, e.g. referring to networking, visibility and reputation.



Use Wikis, Etherpads and other **COLLABORATIVE TOOLS REGULARLY** in your lectures to be able to get student feedback concerning the tools' usefulness and to encourage students to edit seminar material. Consider your teaching materials as "**LIVING SLIDES**" or "living handouts".



Show your students that collaborative working requires **COMMUNICATION** and **COMPREHENSION** about working processes, feedback processes as well as the future usage of collaborative content. **ENCOURAGE THEM** to use collaborative results for their studies.



Establish exchange and communication about collaborative teaching and learning among your colleagues:

- CAMPAIGN FOR SUPPORT** to foster collaboration and exchange as criteria for high-quality education.
- TELL YOUR COLLEAGUES**, who might have objections against more openness, about your positive experiences like achieving higher learning satisfaction with open teaching scenarios. Mention chances that come with open teaching and communicate them to foster exchange among your colleagues.
- Let your colleagues know that digital communication and collaboration (with and among students and also with colleagues) **SAVES TIME AND WORK** in the long run.



Establish a collaborative teaching process

- Try to **INCLUDE EXTERNAL PARTNERS** (universities, companies, ...) in your conception of team work to train realistic and hands-on project situations.
- Go along with the team work process and **PAY ATTENTION** to a well-balanced roles in the student teams.
- ASSESS** collaborative student contribution (e.g. extra credits)



Let your students know that collaborative work is an **ESSENTIAL SKILL** and important for their future profession because they will have to solve complex tasks and therefore need other peers to support them. Let your students **EXPERIENCE REALISTIC** and hands-on examples. Make them aware of the different roles that are essential in collaborative working (e.g. moderator, reviewer) and that are homogeneous and complementary.

Please join the discussion:

https://pad.okfn.org/p/science20_in_der_lehre_checklist



OER Camp: <http://bit.ly/OERcamp2016>

Blogpost: http://bit.ly/OERcamp_workshop

Literature:
Bocconi, S.; Kamyllis, P.; Punie, Y. (2012). Innovating Learning: Key Elements for Developing Creative Classrooms in Europe. JRC Scientific and Policy Reports. Luxembourg: Publication Office of the European Union. <http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=5181>
McAteese et al. (2014). Report to the European Commission on New Modes of Learning and Teaching in Higher Education. Luxembourg: Publications Office of the European Union.
OECD (2012). The next strand of the Innovative Learning Environments (ILE) project. Implementation and change. Retrieved Apr 26, 2016 from <http://www.oecd.org/edu/ceeri/49800333.pdf>

// PERSPECTIVES / YOUR IDEAS

