

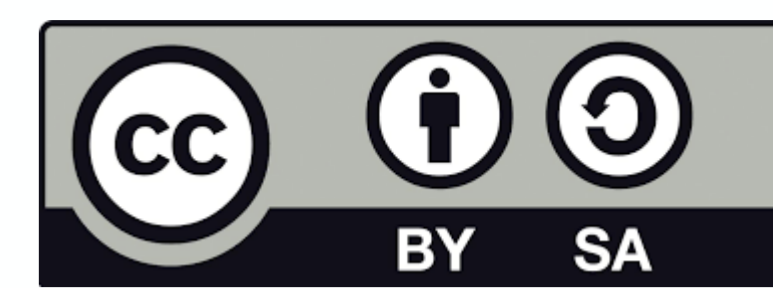
# Open Scholar: What's That?



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## Orientation

The resource is targeted to novices and is a toolbox to understand the breadth and depth of the Open Scholar and the scope of skills and knowledge required. It addresses epistemic and operational levels. This resource is not related to any course or credential and represents, in terms of workload, a range between 10 hours and many more. Learning goals are: to be able, on one hand, to discuss some basic aspects of the Open Scholar and on the other to operate them in practice. The resource is made of material originating from international organisations, academics and policy, generally produced in the Global North.

## Introducing Openness

Key concepts and values of openness are **transparency** and **freedom**. From these values other unfold, i.e. sharing, responsibility, agency, ubiquitous ownership, respect, participation, democratisation, access, equity, etc. ([Baker, 2017](#)).

For a historical overview of Openness and Open Education, please read [Deimann, 2019](#), [Weller, 2014](#) and [Peter and Deimann, 2013](#).

The open landscape is made up of several domains, including Open Source Software, Open Science, Open Educational Resources, Open Technologies, Open Access, Open Data, Open Government, Open Policy, Open Galleries, Libraries, Archives, and Museums, etc.

All have in common values of Openness, share similar principles and generate value for and from perspectives of the common good. [Stacey's 2018](#) map captures the landscape with an insightful metaphor of a tree.

## Focus on Open Science

**Open Science:** This is an umbrella term. [UNESCO](#), in its 2021 recommendations says: "open science is defined as an inclusive construct that combines various movements and practices aiming to make multilingual scientific knowledge openly available, accessible and reusable for everyone, to increase scientific collaborations and sharing of information for the benefits of science and society, and to open the processes of scientific knowledge creation, evaluation and communication to societal actors beyond the traditional scientific community."

## Focus on Open Education

**Open Education:** "[Open Education](#) is both an umbrella term and a complex ecosystem that operates on a number of very different levels. It is inherently open in the way it functions and cannot be captured by a single definition. It considers knowledge as a common good. It is neither synonymous of free nor of extractive approaches. It is a means to foster knowledge societies by leveraging collective human intelligence" [OE Roadmap project](#).

**Open Educational Resources (OER):** "Are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others." ([UNESCO, 2019](#)). Understand [OER with myth busting](#) and a [basic guide](#).

**Open Educational Practices** are inclusive of open pedagogy, often understood with respect to the use of OER but can also be conceived with more expansive conceptualisations, reaching out to social justice issues as developed by [Bali et al.](#)

## Focus on other Opens

**Open Source Software:** Computer software and source code published under an open license may be used, studied, modified and distributed. It is copyleft rather than copyright oriented. More from the [guide all around Open Source](#).

## Food for thought

Which are the next steps you would like to take? Would you like to engage with Open Citizenship, the [Commons](#), [Policy](#), technology, i.e. AI, open up to other epistemologies, i.e. [Buen vivir](#)? How do you consider [Open Washing](#)?

## Operationalising Open values

As a scholar, adopting these values in daily activities may mean a change in practices. You should undertake these changes at your own pace and in alignment with the stance you claim.

You may want to reflect on questions available in surveys on [Open Scholarship](#) or [Open Educators](#).

## Operationalising Open Science

To gain insights in concrete day to day actions, you can consult the [FOSTER website](#) which entails many resources including a handbook and the possibility to upskill and earn badges.

As a scholar, you may want to adopt the [DORA CV](#) - for Swiss scholars, you can find detailed information on the [SNSF website](#). The Open Researcher and Contributor ID ([ORCID](#)) is part of the process.

To make your research data accessible, several open archive exist – in Switzerland we have [OLOS](#) and [YARETA](#) for instance.

As an author, you may want to adopt the green route that consists of publishing your article upon submission on an open platform like [Zenodo](#). Once your article is published, should it not be [Open Access](#), you can publish an author pre-print on an open archive like Zenodo or your institutional repository. To enhance collaboration, you may also share your research projects' on platforms such as [Open Science Framework](#).

Finally, as a reviewer, you may want to adopt [Open Peer Review](#) practices.

## Operationalising Open Education

Where to start with OER as a student? Find out what is available in your institution and start from there with the help of this [toolkit](#). You may become an [open influencer](#), inspired by South African colleagues' work.

Should you be willing to design open textbooks in a participatory manner, this [handbook](#) with its case studies and "key takeaways" can help you get started.

If you like game-based learning, you can develop skills towards OER and OEP through the Open Game project – [game](#) and [toolkit](#). Other guides exist for OEPs as the [one](#) based on the EU [Open Education framework](#) or the one by [Huang et al.](#)

Finding relevant OER is still difficult but interesting OER repository [initiatives](#) are emerging. [Rubrics](#) to evaluate OER are also in their infancy.

You may want to check [10 facts](#) about OER.

## Digital Open Scholar

Have a read at [The Digital Scholar](#) by M. Weller, 2011: "Every aspect of scholarly practice is seeing changes effected by the adoption and possibilities of new technologies. This book will explore these changes, their implications for higher education, the possibilities for new forms of scholarly practice and what lessons can be drawn from other sectors."

## Towards version 1.2 of this OER

Submit this OER to the OEG community for peer-review.

Make both the OER and the discussion available.

## References, Societies, Conferences, Journals

*All resources are available from the links. Here are some additional very new ones that are available in a 2 steps-click away from previously mentioned links but we would like to foreground some in this section:*

Zawacki-Richter, O., & Jung, I. (Eds.). (2022). Handbook of Open, Distance and Digital Education Springer. <https://doi.org/10.1007/978-981-19-0351-9>

Bates, A. W. (2022). Teaching in a Digital Age: Third Edition – General. <https://pressbooks.bccampus.ca/teachinginadigitalagev3m/>

International Council for Open and Distance Education (ICDE) is the leading, global membership organisation that works towards bringing accessible, quality education to all through online, open and distance learning. <https://www.icde.org/>

Open Praxis is a peer-reviewed open access scholarly journal focusing on research and innovation in open, distance and flexible education, published by ICDE. <https://openpraxis.org/>

Open Education Global, (OEG) is a global, members based, non-profit organization supporting the development and use of open education around the world. <https://www.oeglobal.org/>