Open Education and Open Science for our Global Society during and after the COVID-19 Outbreak

www.opening-up.education
Open Education and Open Science for our Global Society during and after the COVID-19 Outbreak

by Christian M. Stracke et al. (2020)

Citation:

Contact:
Dr. Christian M. Stracke
ICDE Chair in OER
Associate Professor for Open Education and Innovation
Open University of the Netherlands
Adjunct Professor, Korean National Open University
Advisory Professor, East China Normal University
ORCID: 0000-0001-9656-8298
Christian.Stracke@OU.NL

http://www.opening-up.education
http://www.learning-innovations.eu
http://www.ICORE-online.org

© Christian M. Stracke
This article is published under the Creative Commons licence "Attribution 4.0 International (CC BY 4.0)". The full licence (legal code) can be read online here: <http://creativecommons.org/licenses/by/4.0>
You are free to:
Share — copy and redistribute the material in any medium or format
Adapt — remix, transform, and build upon the material for any purpose, even commercially, Under the following terms:
Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
Open Education and Open Science for our Global Society
during and after the COVID-19 Outbreak

Christian M. Stracke 1 [000-0001-9656-8298] , Aras Bozkurt 2 [000-0002-4520-642X] , Grainne
Conole 3 , Fabio Nascimbeni 4 [000-0002-2269-9989] , Ebba Ossianilsson 5 [000-0002-8488-5787] ,
Ramesh Chander Sharma 6 [000-0002-1371-1157] , Daniel Burgos 4 [000-0002-0498-1101] , Karen
Cangialosi 7 , Glenda Fox 8 [000-0001-9656-8298] , Jon Mason 9 , Chrissi Nerantz 10 [000-0001-9656-8298] , Jane-Frances Obiageli Agbu 11 , María Soledad Ramírez Montoya 12 ,
Gema Santos-Hermosa 13 , Cleo Sgouropoulou 14 , Jin Gon Shon 15

1 Open Universiteit, The Netherlands, 2 Anadolu University, Turkey, 3 Independent Consultant,
United Kingdom, 4 Universidad Internacional de La Rioja, Spain, 5 Swedish Association for
Distance Education, Sweden, 6 Ambedkar University Delhi, India, 7 Keene State College, Ca-
nada, 8 University of Cape Town, South Africa, 9 Charles Darwin University, Australia, 10 Man-
chester Metropolitan University, United Kingdom, 11 National Open University of Nigeria, 12
Tecnológico de Monterrey, Mexico, 13 Universitat Oberta de Catalunya, Spain, 14 University of
West Attica, Greece, 15 Korean National Open University, South Korea

christian.stracke@ou.nl

Keywords: Open Education, Open Science, Open Data, Open Scholarship, COVID-19.

Abstract (peer-reviewed and selected for publication and
presentation at OE Global Conference 2020)

Open Education and Open Science are global movements increasingly gaining interest
and awareness since the COVID-19 outbreak. These two concepts, which can be traced
back to the Middle Ages for Open Science and even earlier for Open Education, bear
the potential to support our global society in particular during the current COVID-19
emergency and to build more open and global futures for science and education.

Open Education is more a broad movement than a precise concept and discipline as
shown by the key dimensions of Open Education that have been analysed and integrated
into the OpenEd Quality Framework. Several studies revealed the constant changes in
the understanding and implementations of Open Education through the centuries. Spec-
fic emphasis of Open Education is on the requirement and need to provide innovative
pedagogical models and learning opportunities.

To improve the learning quality through Open Education, the learners as well as the
educators have to change their traditional strategies and views: Educators should facil-
itate learner-centred education and learners need to build and enhance key competences
including strategies for self-regulated learning processes and media literacy. These
change requests are strongly increasing when educators and learners are starting with
digital media and online education, in particular when established as "new standards" during the current COVID-19 outbreak (without any serious introduction and training).

Open Science is (like Open Education) a global movement beyond scientific research focusing changes in theoretical as well as practical approaches. The two key objectives of Open Science are reliability and trust to enable new ways for scientific progress that is also relevant for the individual citizens and collectives. Thus, Open Science concentrate on achieving and combining subjective and objective credibility within the global society but also in small communities including school classes and educational groups.

Through these goals and strategies, Open Science can support societal as well as educational tasks: Scientific thinking and argumentations are beneficial for judging about (fake) news and building knowledge concepts and key competences such as self-reflection. Online learning can utilize and implement Open Science as a guiding philosophy as well as research topic.

How can Open Education and Open Science support our global society in general and in particular during the current COVID-19 outbreak? Our first assumptions:

Assumption 1: Open Education and Open Science can facilitate new learning opportunities through digital media and online environments, fostering the combination of individual key competences for self-regulated learning and living.

Assumption 2: Open Education and Open Science can foster communication and collaboration opportunities in online systems and social media leading to more transparent facts, increasing media literacy and critical thinking, fighting against fake news and conspiracy theories.

Assumption 3: Open Education and Open Science can boost innovation by facilitating collaborations in findings solutions like medicines for COVID-19 through greater availability and accessibility of publicly funded scientific research outputs.

Assumption 4: Open Education and Open Science can strengthen democracy and resilience within our global society by building responsible citizens as well as reliability and trust in our local and regional communities.

Our Guiding questions are:

What are key factors for the effective and successful realization of Open Education leading to innovative pedagogical methodologies and learning opportunities? And how can Open Science with its focus on creating reliability and trust underpin these educational objectives?

We hope that our discussion and future research on the impact of Open Education and Open Science can provide first answers on these important questions.
References


