

# Plan of action Open Education

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## 1. What is Open Education?

An open attitude and an open mind are core values of education at UU. We see providing education as a collaborative process and we are willing to share education freely with others - including outside the university. In line with the Open Science programme<sup>1</sup> and the UU Strategic Plan, we opt for a broad definition of Open Education<sup>2</sup> with attention for both accessibility and engagement.

This means that we want to make our education more accessible to both our own students and outsiders, we want to encourage open dialogue in our education, and we want to exchange both educational resources and practices with colleagues inside and outside the walls of our university. In addition, we recognise the added value of engagement, across disciplines and in our interaction with society. We train students to be able to reflect critically on their own actions and on their discipline. All these values come together in what we understand by Open Education<sup>3</sup>.

We are aware that Open Education in the broader (inter)national context has a wealth of different interpretations<sup>4</sup>. While some emphasise open educational resources, others see Open Education as a movement in which society and education are brought closer together again. The UU makes its own choices in this regard, emphasising the following aspects:

### *Open attitude as an educational goal*

- Students are the scientists/scholars and professionals of the future. Therefore, it is important that students learn what an **open academic attitude** is.
- We encourage UU students to act now and later in this open spirit and enable them to make considered choices in this, for example by publishing their publications open access, making their data FAIR available, using open software and involving society in their research.
- An open attitude among students prepares them for their role in which they engage in social, and sometimes polarised, **dialogue**, now and in the future. Open Education is working on ways to prepare students for this.
- The student's open attitude also takes shape in cooperation with partners in society. This collaboration in academic education is not only valuable for students themselves, students and teachers can also help social partners solve

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<sup>1</sup> The term 'Science' is meant in here in a broad sense; the Open Science programme focuses on all disciplines within UU.

<sup>2</sup> This is in line with the joint position of the Dutch universities to adopt a broad definition of Open Education.

<sup>3</sup> The Open Education vision applies to all forms of education: Bachelor, Master, PhD en Continuing Education.

<sup>4</sup> See for example <https://www.robertschuwer.nl/?p=3438>

their challenges. Therefore, Open Education is also about involving people from outside in academic education.

#### *Open attitude in designing and delivering education*

- Developing **educational resources** together and reusing each other's educational resources can have many advantages, such as inspiration and quality improvement. Utrecht University encourages the development, storage, findability and availability to others of reusable educational resources and works towards an open culture that puts the quality of educational resources first.
- Open Education is also about **removing barriers** to participating in university education, such as **finance, language and accessibility of locations**. These barriers can be reduced by using new forms of education such as Small Private Online Courses (SPOCs), Massive Open Online Courses (MOOCs) or collaboration between international partners.

#### *Recognising and rewarding education*

The way academics and university staff are recognised and valued is key to changing behaviour towards open science. **Recognising and rewarding teaching equally** with respect to research is one of the key university challenges today and essential to making the change towards open science teaching and research.

## 2. Why Open Education?

The question of how we want to shape the relationship between the university and society is one of the most pressing of our time. What values do we propagate as a knowledge institution and what role do we take within our society? Utrecht University takes a stand on this and stands for an open attitude. We want to share our knowledge and contribute to the scientific process and societal challenges together with others.

Open Education is pre-eminently a way of bringing the university closer to society. In our vision of Open Education, it is normal to collaborate in education, to make educational resources available to colleagues and to society, and to train students as bridge-builders between the university and society. Commitment to Open Education is crucial to better prepare students for their future role in society.

In other words, Open Education is an essential condition for the transition to Open Science to succeed; after all, students are the academics of the future. Giving them the Open Science attitude and skills during their studies will contribute to a future in which an open attitude is standard in their work and society.

Open Education is also a way to increase the quality of education. By sharing educational resources openly, teachers and teaching teams can use each other's work, learn from each other and improve the educational resources. Potentially, the use of open software and open educational resources can also ensure that students and universities spend less money on buying books or software. Moreover, by using open source software, universities become less dependent on Big Tech<sup>5</sup> and have more control over our data.

In addition, Open Education brings to the attention once again how important and valuable education is within the university, precisely in relation to research and social engagement, and in what ways this can all be made visible. In doing so, Open Education contributes to the movement towards a different way of recognising and rewarding academics and university staff.

### 3. Assignment and approach Open Education

Within UU, several colleagues are already putting the ideals of Open Education into practice (such as within the [Mixed Classroom](#)) and many aspects of Open Education already have a place (implicitly) within the numerous educational innovation initiatives at UU (Community Engaged Learning, Internationalisation, Interdisciplinary Education, Education for Professionals, etc.). This means that the Open Education theme primarily stimulates, connects and supports existing initiatives and sets up new initiatives itself only if necessary. For new initiatives, the aim is to embed them in the standing organisation before the end of Open Education programme.

The Open Education theme of the Open Science team sees it as its mission to:

- (further) develop the UU vision for Open Education, which is in line with the wishes and ideas of students and staff, and fulfils the ambitions formulated in the UU strategic plan.
- Ideally, this vision should be in line with the ambition from the government to make Open Education the norm; therefore, where appropriate, we will work together with other Dutch universities and universities of applied science.
- To embed this vision within existing UU policy (e.g. Education Guidelines), so that it becomes clear that Open Education is a guiding principle within the UU.
- Ensure that current and new initiatives put the Open Education vision into practice, within education but also in connection with the other themes within

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<sup>5</sup> See for example <https://www.uu.nl/nieuws/jose-van-dijck-over-publieke-waarden-in-het-digitale-landschap>

the Open Science Programme (Public Engagement, FAIR data & Software, Recognition and Rewards, and Open Access).

- Accelerate on specific themes that fit particularly well with the Open Education vision and for which there are no ongoing projects or programmes yet (see action lines under 4.1-4.3).

Within the UU, we collaborate on this with the Open Education Fellows, who are also members of the Faculty Open Science Teams (FOSTs), and regularly consult the Open Education Sounding Board (for members, see appendix 2).

Also within the international context, the Open Education movement has grown considerably in recent years and the palette of issues has expanded. The [2007 Cape Town Declaration](#) was a nice kick-off but has long since become inadequate. As an Open Education theme, we ensure that:

- UU seeks (inter)national alignment to follow and/or drive the latest developments in Open Education, and we ensure that UU is well represented externally.
- We explore the possibility of taking steps internationally in terms of accessibility, cooperation and knowledge sharing in education.

## 4. Phases and action lines

We choose to provisionally run Open Education until the end of 2024. This duration provides sufficient space to set up and implement activities. In spring 2024, we will analyze the current situation and determine which activities require further attention within the standing organisation or as project-based/programmatic activities<sup>6</sup>.

### Action lines

We have defined three action lines, within which we want to achieve acceleration on specific aspects of Open Education, namely:

1. An integral vision of educational innovation
2. Open Educational Resources
3. Training the new generation of Open Science academics and professionals

We see that not all Open Education action lines develop at the same pace. We therefore have defined three phases and for each action line we specify how the phases below

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<sup>6</sup> The Open Science programme runs up and until December 2023, but budget has been set aside to continue certain activities, such as Open Education, beyond 2023.

will be filled in, in line with the developments taking place in the relevant field at that time.

### **Phase I: Inventory and horizon determination**

We start with an inventory for each action line: What is already happening and with which goals? What are the experiences and developments? What do we know for sure and what do we need to find out or think about further? For each action line, we actively look at the connection and interactions with other programmes and initiatives already in place at programmes and faculties.

### **Phase II: Implementation and dissemination**

The second phase looks at what is needed for each action line to actively achieve the set goals. This may involve various actions, such as campaign(s), making materials available, providing information and support initiatives of study programmes and educational innovation initiatives, supporting teacher development, e.g. by means of teach the teacher/train the trainer.

### **Phase III: Make it stick**

We consciously work towards incorporating the various aspects of Open Education into the standing organisation. The ideas are embedded at the core of the organisation and developed in the existing educational programmes. It is no longer necessary to drive this further via the Open Education theme.

### **Continuous: Connecting with current and new initiatives**

In addition to these action lines, we also work intensively with ongoing initiatives within and outside UU. They are already putting the Open Education vision into practice. Therefore, the Open Education team does not take action itself in these areas, but rather connects with what is already being organised and supported. Appendix 1 contains an overview of this.

## 4.1. Action line 1: Integral vision on educational innovation

### **Problem/opportunity**

UU has many educational innovation initiatives that are closely aligned with our broad vision of Open Education. In Interdisciplinary Education, Community Engaged Learning, U-Collaborate in Education and CHARM-EU, among others, work is being done on open attitudes of students (learning across disciplinary boundaries, and learning in contact with society). In, for example, Continuing Education, Diversity in Enrolment and Selection and Working with regional educational partners, the university's accessibility is central. Many of these programmes interface or overlap with each other, including with

the Open Education programme. Various activities in the standing organisation also focus on educational innovation in line with our broad vision of Open Education (CAT/Educate-it, honours education). It is far from clear to teachers and administrators whether, and if so how, these are connected.

The negative consequence is that this creates the (false) image of competition between these educational innovation initiatives. Moreover, there is a danger of teachers, programmes and administrators becoming overloaded because they are called upon from different angles. A shared vision and joint action by these initiatives brings more coherence in the innovations and brings (more) overview and calm to the parties involved.

### **Objectives**

- There is a shared narrative between the educational innovation initiatives that overlap with Open Education at UU.
- These educational innovation initiatives are encouraged to act in line with this narrative and to cooperate where possible and useful.

**Target group:** Bachelor, Master, PhD and Continuing Education.

### **Alignment with ongoing projects/programmes**

- Other educational innovation initiatives and the other tracks of the Open Science programme.
- 'Update and clarify educational model' project: this project will develop a vision on what UU alumni are equipped with.
- Head of Education and Education Policy team: the Head of Education coordinates the educational innovation initiatives.

### **Approach**

The Open Education team supports the Head of Education in the coordination role by promoting cooperation between the educational innovation initiatives. By focusing on the substantive interfaces between Open Education and the educational innovation initiatives, Open Education encourages the propagation of a shared vision on education (innovation) and collaboration on joint projects.

### **Actions:**

#### **Phase I: Taking stock**

- Organise an off-site on how other educational innovation initiatives and Open Education relate to each other and whether there is enthusiasm to develop a

joint narrative, where an open attitude is the starting point (already carried out on 19 May 2022).

- Identify among educational innovation initiatives where opportunities for collaboration may lie in line with the Open Education vision (already implemented on 4 October 2022).

### **Phase II: Implementation and dissemination**

- Develop a joint narrative about educational innovation related to Open Education and how each educational innovation initiative implements it, including testing this narrative among teachers (as part of the 'update and clarify educational model' project).
- Facilitate that the educational innovation initiatives set up joint (rather than competing) activities and exchange experiences.

### **Phase III: Make it stick**

- Publish narrative on CAT Teaching & Learning collection.
- Embed narrative in existing policy documents (e.g. Utrecht Education Model and Education Guidelines) in close cooperation with Education Policy.

## 4.2. Action line 2: Open Educational Resources

### **Problem/opportunity**

In the field of Open Educational Resources (OER), a number of important developments have taken place in recent years that guide our ambitions. In 2019, the [UNESCO Recommendation on OER](#) was adopted, in which UNESCO calls for large-scale adoption of OER, particularly as one of the means to realise SDG 4 (equal access to quality education and promote lifelong learning for all). This Recommendation has been translated to the Dutch context in [the Statement on the National Approach to Digital and Open Educational Resources](#) in March 2022. In addition, the [National Growth Fund application Digital Transformation Impulse for Education](#) was recently awarded. The resulting programme includes the development of the [National Transformation Hub for Digital Learning Materials](#).

Within the transformation hub, the development, sharing and use of OER by teachers will be centrally supported and encouraged.

UU also has the ambition to encourage the development, central storage and availability to others of OER (Strategic Plan 2025). To this end, a learning resources platform was created in 2018 within the broader open access repository Figshare. However, for various reasons, few teachers actually uploaded or reused materials.



## Objectives

- Lecturers know what OERs - including open textbooks - are, what the benefits of (re)using and sharing OERs (within subject communities) are, and what the UU ambitions are for sharing and (re)using OERs (within subject communities).
- Teachers are supported in creating, sharing and (re)using OERs within subject communities. Obstacles to this are identified and removed where possible, and we are alert to possible (unforeseen) adverse effects.
- Teachers in subject areas that lend themselves particularly well to the sharing and reuse of OERs in subject communities feel inspired and stimulated to do so.

## Main target groups in the coming period

- UU lecturers in undergraduate and graduate programmes and developers of education for PhD students and professionals.
- Colleagues at University Library, ITS and education offices (in teaching teams or under subject communities).
- National and international education partner networks such as SURF.

## Alignment with ongoing projects/programmes

- Exploration from SO&O, UB and ITS into moving from Figshare to national platform for OER [Edusources](#), and possibly partnerships (e.g. Github, Graspale). Note: DGK faculty are currently participating in the [Accelerate with Edusources pilot](#).
- Current policy from 2018 that faculty, coordinators and/or programmes are responsible for determining whether and under what conditions their educational materials are shared, with the advise to share educational materials under the Creative Commons licences CC-BY or CC-BY-SA.
- Start of the National Transformation Hub for Digital Learning Materials, originating from the awarded National Growth Fund application Digital Transformation Impulse for Education.

## Approach

The teacher or teacher team are the ones who develop, share and use the learning materials. Our own experiences are that teachers are quite willing to share teaching materials, but there is little incentive to do so. In addition, the threshold to sharing is felt to be high due to the knowledge and time investment required in areas such as metadata or licensing. This despite the presence of expertise on relevant sub-topics in various organisational units (such as copyright specialists at the University Library, educationalists at CAT/Educate-It and information managers at ITS).

Another aspect of sharing materials is that there are teachers who want to use others' materials. Currently, it is still time-intensive to search for materials to reuse outside your own teaching team and this search does not always yield high-quality educational materials.

At the same time, UU or students now sometimes pay high costs for access to educational materials and books.

Our approach therefore focuses on enthusing teachers and improving teacher support. The reuse of educational resources is more likely if they are developed within a subject community. A subject community is a group of instructors from (possibly different) educational institutions working in the same field, domain or discipline and organised around the shared content expertise in some form. Together, they build a collection of OERs, identify and fill gaps in the collection, and maintain the collection. They also jointly develop a quality model for OERs and ensure that the OERs comply with it. The educational resources developed in this way are called '[big OER](#)': educational resources developed/created within a subject community with the aim of being openly shared and used/reused. This approach promotes the exchange and thus the circularity of educational resources. To achieve this, we actively collaborate with SO&O (incl. CAT/Educate-it), the UB and ITS.

OERs are thereby not an end in themselves, but supportive of education, and offer important opportunities in the areas of sustainable access, co-creation and educational innovation.

## **Actions**

### **Phase I: Inventory**

- Identify and bring together early adopters of the sharing and reuse of OERs, to gain insight into opportunities for further growth of the sharing and reuse of learning materials, exchange experiences and identify bottlenecks.

### **Phase II: Implementation**

- Together with Education Policy, CAT (incl. Educate-it and O&T), UB, ITS and faculty education support staff, explore whether and if so how further development of the support organisation for OER is desirable (e.g. in the person of an OER coordinator). Consider subtopics such as OER community building, instructor professionalisation, quality control, copyright and licensing, metadata and findability and business-IT liaison for the repository.
- Together with the University Library's publishing team, determine whether an open textbook platform like the one in Delft ([TU Delft OPEN Textbooks](#)) is of added value and which forms of support are required.

- Communication and information to lecturers about UU ambitions and facilities in the field of OERs, e.g. through training during Education Week or during faculty education days. Raise awareness of toolkit(s) on sharing and using/reusing OERs, including introduction to OERs, when is sharing and reusing of added value, repositories for OERs and copyright for dummies.
- Collaborate with Education Policy, UB and ITS on the possible switch to the national educational repository Edusources, providing expertise that can contribute to the university-wide introduction and implementation of the tool. Develop additional policy for OERs, by further defining UU ambitions from the Strategic Plan in the field of OERs in an OER policy.

### **Phase III: Make it stick**

- Embed that developing OERs is the practice within faculty (teams) innovation projects (e.g. Comenius grants and faculty and university USO projects).
- Embed that sharing and reusing educational resources in subject communities is the norm, including through their inclusion in teacher professionalisation offers.

### **Communication**

The deployment of OER is a topic that requires a great deal of communication, precisely because many of those involved are unfamiliar with the open sharing and reuse of educational resources. In doing so, the message needs to be tailored to the various target groups. Communication should emphasise that deploying OER is a means and not an end in itself.

## 4.3 Action line 3: Training the new generation of Open Science academics and professionals

### **Problem/opportunity**

UU wants to integrate the open attitude and Open Science principles into education (Strategic Plan 2025). In this way, we train our future academics and professionals in the Open Science philosophy, and encourage an open attitude and collaboration across boundaries. This not only benefits academic education and research, it also contributes to citizenship and the professional practice in which the vast majority of graduates eventually end up working. At the moment, however, there is insufficient insight into the extent to which programmes have embedded Open Science attitudes and skills in their teaching, nor is there insight into the support for programmes to do so.

### **Objective**

- All programmes have recognisably embedded in their curriculum how they teach students an Open Science attitude and Open Science skills.

- This involves the importance of Open Science values such as transparency, accessibility, reliability, connectedness (including with society) and inclusiveness.
- Skills include open forms of data management, (software) version control, working with open licences (sharing & reuse) and the process of peer review and publication.
- Students have a grounding in science communication, in the broad sense from explaining complex subject matter comprehensibly to engaging audiences and engaging in dialogue.
- Students who have studied at UU are 'scientifically literate'. They have knowledge of the history of their field and understand how their discipline is organised. They can critically reflect on their own academic identity<sup>7</sup>, on the paradigms that define their discipline and they are able to see their discipline in relation to society.

**Target group:** Bachelor, Master, PhD.

### **Approach**

Institution-wide, UU stands for an open attitude in education, in many different forms. Initiatives from the Open Education team therefore focus exclusively on those aspects of Open Education not yet taken up within existing educational innovation initiatives. We collaborate with other themes within the Open Science programme to embed those aspects (stakeholder engagement, open access publishing, FAIR data and software) in education. In addition, we naturally encourage existing educational innovation initiatives that fit the broader vision of Open Education. Finally, we take into account the fact of disciplinary differences between courses.

### **Phase I: Taking stock**

- Make an inventory of which Bachelor's and Master's courses already explicitly pay attention to Open Science attitudes and skills, and request programmes to make the electives from this inventory visible via the study guide and [course planner](#). Also make an inventory of which workshops and courses UU offers, for example within the Graduate Schools, extracurricular initiatives and in the offerings of the UB and ITS.
  - Make contact with these parties and explore collaboration opportunities.
- Make an inventory of what role scientific literacy has in the various educational programmes and investigate which institutes, networks or individual colleagues are working on this and put them in contact with each other.

### **Phase II: Implementation and dissemination**

- Offer workshop to bachelor and master programmes to identify opportunities for incorporating Open Education in (existing) educational programmes<sup>8</sup>.

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<sup>7</sup> For a further explanation of 'academic self' in relation to open science, see: 'Reshaping the academic self' – Knecht, Van der Meer, Brinkman, Kluijtmans & Miedema (2021) - <https://zenodo.org/record/5345573>

<sup>8</sup> NB: herein the focus is on the Open Science skills and abilities but we obviously introduce the broad concept of open attitude and the other educational innovation initiatives that also flesh this out.

- Develop a reflection tool on the basis of which instructors can assess how 'open' their education is
- Develop and implement a plan to actually realise the development and support of the Open Science attitude and skills in education (in any case, a learn-and-design trajectory; in addition, based on an inventory, think for example of finances for teaching hours, materials, etc.)
- Based on the inventory, make good practices available via CAT's Teaching & Learning Collection
- Facilitate a network (e.g. at the CAT) of teachers engaged in teaching Open Science attitudes and skills.
- A tool/choice guide to guide teachers who want to start open education.

### **Phase III: Make it stick**

- UU's educational vision safeguards the values of Open Education and Open Science.
- Open Education is embedded in existing course offerings and curricula for teaching. Teachers and educational leaders apply the Open Education philosophy to teaching and educational development.
- UU safeguards the values of Open Education by providing space for development and recognising and rewarding staff for their efforts in this area.

## 5. Appendix 1: Relationships with other initiatives

Over the past year, Open Education has explored extensively where natural links and cooperation with other organisational units are possible. The overview below briefly describes the relationships with programmes, projects and initiatives.

### **Themes within the Open Science Programme**

#### **Recognition and rewards**

Recognising and rewarding teaching equally with respect to research is one of the major university challenges today and essential to make the change to open science and education. The role of OBP in teaching is a key focus in this regard. Recognising and rewarding the development and provision of open education is crucial to making the transition to Open Education successful. Finally, we can challenge and remind staff that Open Education can also connect with research and other activities such as Public Engagement. In other words: Open Education can lead to other UU activities.

#### **FAIR data and software**

Students, as future Open Science scholars, need to know why FAIR data and open software are important and how to put it into practice. Moreover, much more use can be made of open software such as JASP in education.

#### **Open access**

Students, as future Open Science scholars but also as professionals, need to know why open access is important, how to publish open access and where to access (open access) literature. Moreover, there is an important relationship in the field of open educational resources: open access articles can be more easily used as teaching materials.

#### **Public engagement**

Students, as future Open Science scholars, need to know why (and when) it is important to engage society in research and teaching. Moreover, public engagement, community engaged learning and Open Education can reinforce each other as they share the core value of accessibility of education and research to societal partners.

## **Education innovation initiatives**

### **Community Engaged Learning**

Through Community Engaged Learning, there is interaction between societal partners and UU education. This fits well with Open Science and Open Education, which focuses on the accessibility of education and research and the involvement of societal partners.

### **Interdisciplinary education**

Much research into social issues benefits from a multi- or interdisciplinary approach. This requires students (and colleagues) to be able to switch perspectives, have an open and appreciative attitude towards other disciplines, be able to reflect on their own field of study and also apply these skills in translation between fields of science.

### **Internationalisation**

Social problems are not limited to national borders. A diverse student and teacher population leads to innovative insights into societal challenges. And there is a gap between knowledge exchange in the Global North and South. For all these reasons, promoting internationalisation of the university fits well with Open Education.

### **Education for professionals**

Through Education for Professionals, professionals get access to the knowledge and methods of research at the university. This provides an excellent opportunity to train current professionals in Open Science skills as well. Moreover, there are teaching formats in which UU students and professionals work together on social issues. Both fit well with Open Education, in which the accessibility of education to society is an important core value. Moreover, in collaboration with Education for Professionals, we are exploring the need among professionals (outside the UU) for professional training in Open Science (e.g. in relation to the Wet Open Overheid (Open Government Act) and society's call for transparency and public engagement).

### **Equality, Diversity & Inclusion**

A diverse student and faculty population leads to innovative insights on societal challenges. The added value of a diverse student and teacher population is greater when students also have an open attitude towards students and teachers from different backgrounds. Therefore, Open Education and EDI are mutually reinforcing.

## **Relevant UU bodies**

### **Graduate Committee**

The Graduate Committee is actively promoting Open Science and Open Education within the PhD agenda. Among other things, this is done through the mandatory course

in scientific integrity for PhDs and additional SPOCs. The Graduate Committee has included in the PhD Agenda a commitment to embed the Open Science principles in supervision and quality assurance procedures, and to create space for the Open Science attitude in the PhD regulations.

### **Comenius Leadership application**

The UU is developing a Comenius Leadership application to UU-wide train students in conducting open (academic) debate. This aligns closely with the Open Education philosophy.

### **Strategic Themes**

UU's strategic themes are currently given a visible place in undergraduate and graduate education at UU. Social issues and engagement are guiding principles in this and this education is interdisciplinary in nature. This approach fits seamlessly with the Open Education vision.

### **University Library**

The University Library has a lot of knowledge in the field of Open Science and making scientific material available. The University Library offers advice and support in various areas that overlap with Open Science and Open Education, including (open) data management, licences and copyright, metadata, open access, information skills for students and the (open) sharing of learning materials. Thus, in a project on Open Education, collaboration with the library cannot be missing.

### **Journal of Trial and Error**

This scientific journal, founded by UU master's students, has in recent years become a leading platform for scientific publishing in the spirit of open science. Not only is it becoming an important centre where students can learn the 'inner workings' of academic publishing through assistantships, it also focuses on publishing educational materials (open textbooks) and developing teaching (activities). It is thus a natural partner in exploring the potential of open textbooks within the Open Education theme.

### **CAT**

The CAT is the point of contact for teachers in the field of teacher professionalisation, educational innovation and educational scholarship. Open Education could have a place in all these pillars. We actively collaborate with the CAT to explore how this can be shaped, both during the term of this action plan and beyond.



## **Education policy, in particular Project Update Utrecht Education Model**

The Education Policy team directs various educational innovation initiatives, including Open Education. This team also coordinates the Project 'Update and clarify educational model'. This project examines whether Open Education deserves a place in the Utrecht Education Model / the Education Guidelines. Open Education therefore actively contributes to this project.

### **External Parties**

#### **LERU**

In LERU context, a Open Education focus group exists. As a member of this focus group, the UU is exploring how this cooperation can strengthen the UU ambitions in the field of Open Education.

#### **UNL and NPOS**

The government states that Open Education is becoming the norm. Within Universities of the Netherlands (UNL), we are discussing how universities can shape this together and what is needed from the government to achieve this. This involves looking at how to cooperate with the National Programme Open Science (NPOS). The UU is active in UNL's Open Education working group to help think about this.

#### **Various organisations surrounding OERs**

At the national and international level, there are already many communities in the field of OERs. We actively participate in the main communities, such as within SURF (Acceleration Plan), the National Transformation Hub for Digital Learning Materials, [Sparc Europe](#) and [Open Education Global](#).

## 6. Appendix 2: Open Education fellows and sounding board

### Fellows:

- GNK - Marc van Mil
- UCU – Christel Lutz
- FSW – Maarten van der Smagt
- GW – Christianne Smit
- Beta – Gil Cavalcanti and Maura Burke
- GEO – Tine Beneker (temporary)
- DGK – Vivian Goerlich
- REBO – Pauline Jacobs and Rients Galema

### Sounding board:

- Marjanneke Vijge
- Gisela van der Velden
- Frans van Dam
- Jeroen Janssen
- Brianne McGonigle
- Pim Huijnen
- Sigrid Merx
- Jeroen Bosman
- Gerko Vink
- Frank van Rijnsoever
- Niels Bosma