



Hidden in plain sight

The everyday epic impact of practitioners in Open Education

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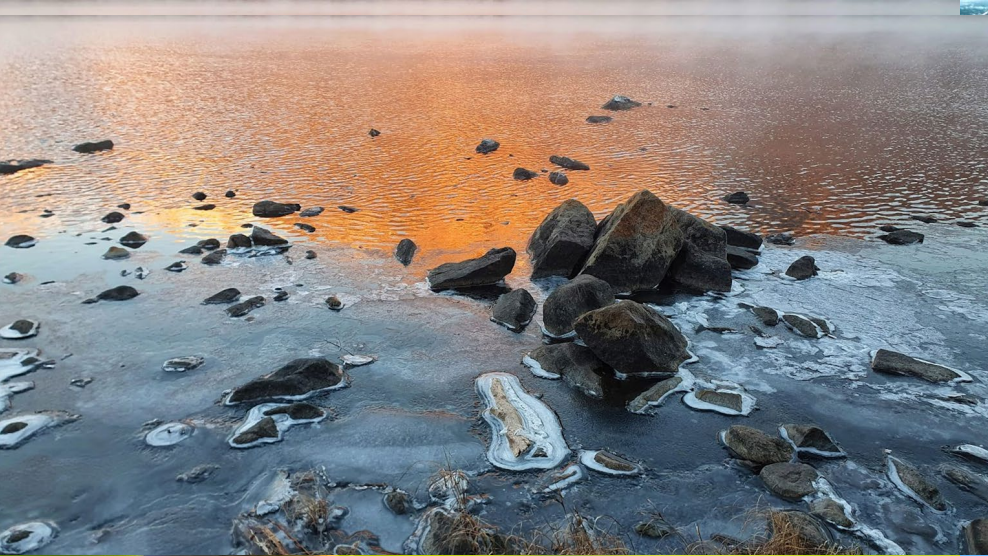
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HUMAN BEING

BEING HUMAN
towards other
HUMAN BEINGS

STAYING HUMAN
towards other
HUMAN BEINGS

In memory of Vittorio Arrighi (1975, 2011)



world us



homo sapiens



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初心

Shoshin

“The mind
of the beginner”

To possess an attitude of openness, determination, passion and absence of preconceptions when studying a subject, even when studying at an advanced level, just as a beginner would.

Close your eyes....

No Title Required (Wisława Szymborska)

It's come to this: I'm sitting under a tree,
beside a river
on a sunny morning.
It's an insignificant event
and won't go down in history.
It's not battles and pacts,
whose motives are scrutinized,
or noteworthy tyrannicides.

And yet I'm sitting by this river, that's a
fact.
And since I'm here,
I must have come from somewhere,
and before that
I must have turned up in many other
places,
exactly like the conquerors of nations
before setting sail.

Even a passing moment has its fertile past,
its Friday before Saturday,
its May before June.
Its horizons are no less real
than those a marshal's fieldglasses might
scan.

This tree is a poplar that's been rooted
here for years.
The river is the Raba; it didn't spring up
yesterday.
The path leading through the bushes
wasn't beaten last week.
The wind had to blow the clouds here
before it could blow them away.

And though nothing much is going on
nearby,
the world's no poorer in details for that,
it's just as grounded, just as definite
as when migrating races held it captive.

Conspiracies aren't the only things
shrouded in silence.
Retinues of reasons don't trail coronations
alone.
Anniversaries of revolutions may roll
around,
but so do oval pebbles encircling the bay.

The tapestry of circumstance is intricate
and dense.
Ants stitching in the grass.
The grass sewn into the ground.
The pattern of a wave being needled by a
twig.

So it happens that I am and look.
Above me a white butterfly is fluttering
through the air
on wings that are its alone
and a shadow skims through my hands
that is none other, no one else's, but its
own.

When I see such things I'm no longer sure
that what's important
is more important than what's not.



Courtesy of Kamila Kokot-Kanikuła, librarian at Gdansk University, Poland



Wisława Szymborska



Wisława Szymborska Monument in Kórnik, by Rafał M. Socha (Azymut), CC BY-SA 4.0, via Wikimedia Commons

Wisława Szymborska in Cracow, by Mariusz Kubik, CC BY 3.0, via Wikimedia Commons



“When I see such things, I’m no longer sure that what’s important is more important than what’s not.”

(W. Szymborska)







Weaver ant carrying food, by Moushomi B.C., CC BY SA

- shared food

- Enriched

- shared food

- Enriched
- healing
- shared food

- Enriched
- healing
- shared food
- **by default**



Open ed community

Standing On the Shoulders of by [Agata Lučić](#),
CC BY NC SA

Education

is a public good.

It should be part of the
common good.

It should be **open.**

Which is the best way to go from A to B?

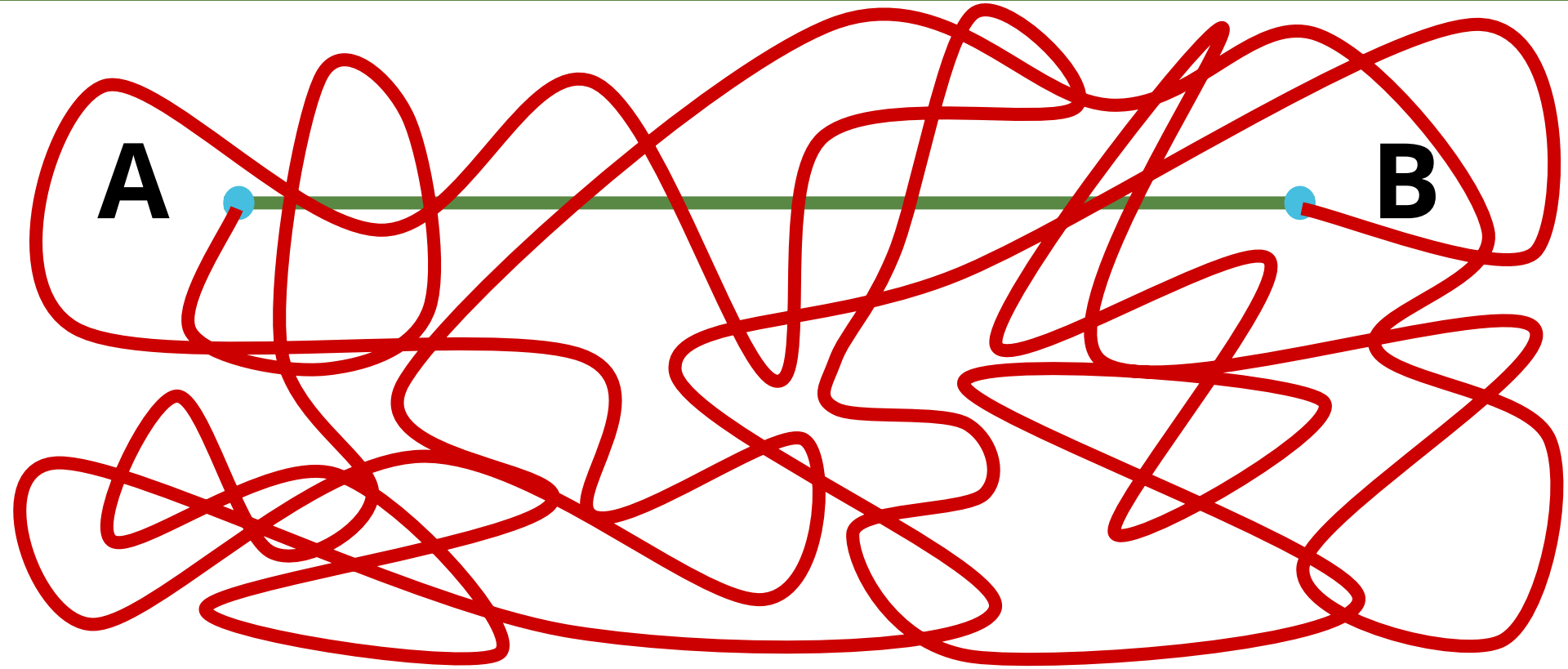
A ●

● **B**

Which is the best way to go from A to B?



Which is the best way to go from A to B?



Open state of mind

With open licences we are:
allowed to adapt
invited to adapt

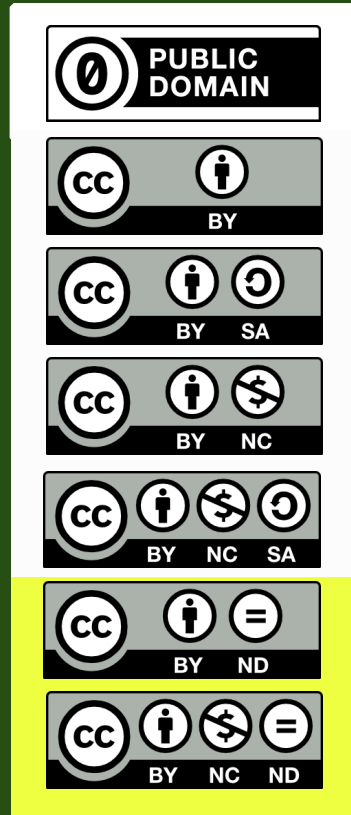
Adapting as a natural approach

Multiple degrees of openness

maximum



minimum



OER



NOT OER



Setting the Default to Open

ENOEL

Home > What We Do > Open Education > ENOEL

The European Network of Open Education Librarians (ENOEL)

ENOEL is a community of academics from across Europe who share educational values and advocate for Open Education (OE). Established in 2018, the network encourages and facilitates the exchange of ideas with peers, and values learning from one another to drive Open Education possibilities forward.

ENOEL members per country



MORE LINKS

Open Education

What are OERs?

OER benefits

Other OE work

OE Resources

Open Access

Open/FAIR Data

Sustaining Open

ENOEL: supporting
open education
across borders

Which values of “open” are we promoting?
Are all people welcome to contribute, consistently with their culture?

Преваги відкритої освіти (ВО) для студентів

Підтримка інклюзії:

ВОР можна адаптувати, щоб відобразити профілі та особливості студентів, задовольняючи потреби інклюзії на різних рівнях.

Benefici dell'educazione aperta per tutti

Promuovono la diversità e l'inclusione:

Le OER, condivise e accessibili via Internet, sono un ottimo strumento per scoprire e familiarizzare con diversi punti di vista

Οφέλη Ανοιχτής Εκπαίδευσης για ιδρύματα

Αξιοποιούν στο μέγιστο τις δημόσιες επενδύσεις:

Οι πόροι που προέρχονται από δημόσια χρηματοδότηση χρησιμοποιούνται για τη δημιουργία δημόσιας γνώσης και διαμοιράζονται ευρύτερα μέσω πολλών ιδρυμάτων μειώνοντας τα πρόσθετα κόσθη.

Prednosti otvorenog obrazovanja (OE) za profesore

Obezbijedite otvorenu nastavu: korišćenjem otvorenih obrazovnih izvora (OER), studenti aktivno učestvuju u obrazovnom procesu i stvaranju materijala za učenje koji, uz podršku profesora, u biti postaje njihov.

Fordeler med åpen utdanning for bibliotekarar

Støtte faglig utvikling:

Engasjement i OER og styring av åpne utdanningsressurser på bibliotek-, institusjons-, nasjonalt eller internasjonalt nivå kan gi muligheter for faglig utvikling og vekst utenfor de «tradisjonelle» eller mer etablerte fagfeltene, som for eksempel samlingsutforming og metadata.

Critical approaches to “openness” in education

OER21: Rajiv Jhangiani

OER24: Laura Czerniewicz & Catherine Cronin



Rajiv Jhangiani,
[Curious Contradictions and Open-ended Questions, CC BY](#)



Laura Czerniewicz, Catherine Cronin,
[The future isn't what it used to be, CC BY](#)



Photo from PxHere , [CC0](#)

Make *better* ripples

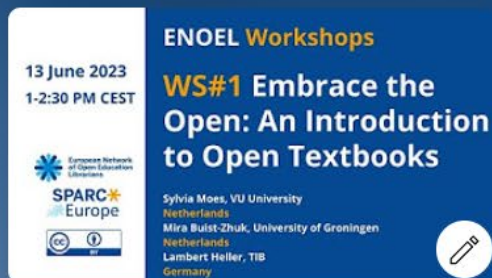
Embrace the Open - Recordings on @ENOELforOpen

13 June 2023
1-2:30 PM CEST

ENOEL Workshops
WS#1 Embrace the Open: An Introduction to Open Textbooks

European Network of Open Education Librarians
SPARC Europe

Sylvia Moes, VU University Netherlands
Mira Bulst-Zhuk, University of Groningen Netherlands
Lambert Heller, TIB Germany



ENOEL Workshops

by European Network of Open Education Librarians

Playlist • Public • 9 videos • 86 views

The "Embrace the Open" Workshop series aims to help librarians and other practitioners learn more about [...more](#)

▶ Play all



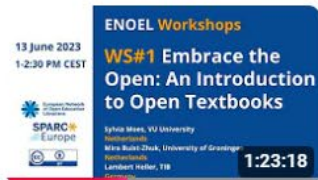
☰ Sort

13 June 2023
1-2:30 PM CEST

ENOEL Workshops
WS#1 Embrace the Open: An Introduction to Open Textbooks

Sylvia Moes, VU University Netherlands
Mira Bulst-Zhuk, University of Groningen Netherlands
Lambert Heller, TIB Germany

1:23:18



ENOEL WS#1: Embrace the Open: An Introduction to Open Textbooks

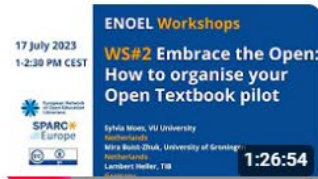
European Network of Open Education Librarians • 146 views • 1 year ago

17 July 2023
1-2:30 PM CEST

ENOEL Workshops
WS#2 Embrace the Open: How to organise your Open Textbook pilot

Sylvia Moes, VU University Netherlands
Mira Bulst-Zhuk, University of Groningen Netherlands
Lambert Heller, TIB Germany

1:26:54



ENOEL WS#2: Embrace the Open: How to organise your Open Textbook pilot

European Network of Open Education Librarians • 52 views • 1 year ago

12 September 2023
1-2:30 PM CEST

ENOEL Workshops
WS#3 Embrace the Open: How the Open Textbook publishing kitchen works

Sylvia Moes, VU University Netherlands
Mira Bulst-Zhuk, Margriet Niekrog, University of Groningen Netherlands
Lambert Heller, Simon Worthington, TIB Germany

1:26:21



ENOEL WS#3: Embrace the Open: How the Open Textbook publishing kitchen works

European Network of Open Education Librarians • 73 views • 1 year ago

24 January 2024
1-2:30 PM CET

ENOEL Workshops
WS#4 Embrace the Open: OE Librarianship 101

Maria Buelter, University College Dublin Ireland

1:26:45



ENOEL WS#4 Embrace the Open: OE Librarianship101

European Network of Open Education Librarians • 57 views • 9 months ago

[ENOEL Workshops playlist on YouTube](#)

Embrace the Open – educational resources

1



24 January
2024
1-2:30 PM CET
SPARC Europe
European Network of Open Education Librarians
Marta Bustillo, University College Dublin

2



A little introduction
Your facilitator: Marta Bustillo
Digital Learning and Leadership Administration
University of Lincoln

3



The plan for today
Workshop program
1. Introduction to OE Librarianship
2. Criteria to help you identify high-quality OER collections
3. Practical approaches to planning for OER
4. Creative Commons licenses for OER
5. Opportunities for librarians to contribute to Open Education
6. Summary and discussion

4



After this workshop, you will be able to
Learning objectives
1. Select criteria that can help you identify high-quality OER collections for use in your own Open Education projects
2. Apply practical approaches when planning OER to make them easily re-usable, adaptable and innovative
3. Distinguish the most appropriate Creative Commons license for OER
4. Reflect on ways to contribute to open educational practice in your role as a librarian

5



What is your involvement with Open Education, if any?
<https://ansp.org/open/en/4813223>

24 January
2024
1-2:30 PM CET



European Network of Open Education Librarians



SPARC Europe



CC BY

ENOEL Workshops
WS#4 Embrace the Open:
OE Librarianship 101

Marta Bustillo, University College Dublin
Ireland

Embrace the Open – workshop plans

ENOEL workshop series						
	A	B	C	D	E	F
1	ENOEL workshop series					
2	Workshop Title:	Embrace the Open: OE Librarianship 101 (WS4)				
3	Name of the Facilitator(s):	Marta Bustillo				
4	Date/time	24 January 2024, 13:00-14:30 CET				
5	Intended Learning Outcomes	*Select criteria that can help you identify high-quality OER collections for use in your own Open Education projects. *Apply practical approaches when planning OER to make them easily re-usable, adaptable and shareable. *Identify the most appropriate Creative Commons/ rights licenses for OER. *Reflect on ways to contribute to open educational practices in your role as a librarian.				
6	Workshop Plan					
7	Part/duration	ILO	What	Who	Notes	References and Links
8	Part 1 / 7 min	Intro	Intro	Paola + Marta		
9	Slide 1		General intro of the ENOEL workshops	Paola		
10	Slide 2-5		Intro + program + learning objectives + interaction / poll	Marta		https://docs.google.com/presentation/d/1_iqq248qh1P5Nch5QBZ2cqmVm8BAF5ZoZN-onsQ6LM/edit?usp=sharing https://answergarden.ch/4013223
11	Slide 5	Get to know the audience	Poll - What is your role in Open Education, if any?	Marta	Interaction! Tool - Answer Garden	
12	Part 2 / 10 min	Introduction to Open Education Librarianship	OE Librarianship: introduction	Marta		
13	Slides 6-10		OE Librarianship: introduction	Marta	- What do we mean by Open Education? - What are Open Educational Resources [5 Rs graphic] - Intro to the roles of librarians in	https://zenodo.org/records/7051088 https://joint-research-centre.ec.europa.eu/what-open-education_en https://libguides.ucd.ie/digital/oer
14	Part 3 / 10 min	Select criteria that can help you identify high-quality OER collections for use in your own Open Education projects	Criteria to identify high-quality OER collections	Marta		
15	Slide 11 - 20		Criteria to identify high-quality OER collections	Marta		https://open.teachingandlearning.ie/wp-content/uploads/2021/03/OER_Scores.doc https://tlp-lpa.ca/ld.php?content_id=34114519 https://www.ahead.ie/udl-framework
16	Slides 19-20		Some examples of OER Collections	Marta		https://oersi.org/resources/ https://oercommons.org/ https://www.merlot.org/merlot/
		Apply practical approaches when planning OER to make	Practical approaches when planning OER			

INCLUDE AND EMBRACE THE MARGINS

Use tools as tools

Focus on editable formats

Enable anyone to access and adapt as easily as possible.

- Fungi, natural transformers



tilt shift lens photography of beige mushrooms, CC0

— Mycelium —

Tobi Kellner, CC BY-SA 3.0,
via Wikimedia Commons

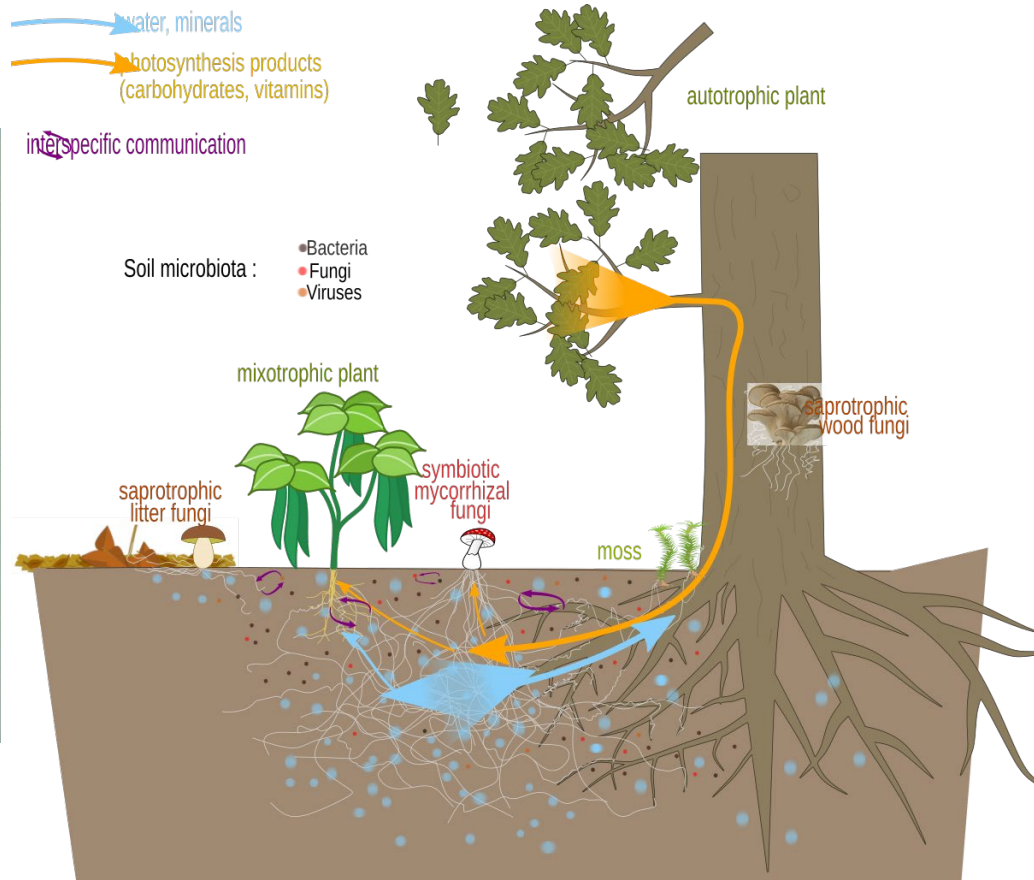


Mhychorryza

Fungi + roots



Mycorrhizal root tips (amanita), by Ellen Larsson, CC BY 2.5, via Wikimedia Commons



Mycorrhizal network, by Charlotte Roy, Salsero35, Nefronus, CC BY-SA 4.0, via Wikimedia Commons

A photograph of a forest floor where the ground is almost entirely obscured by a complex and dense network of large, gnarled tree roots. The roots are light brown and weathered, extending from the base of several large trees in the background across the foreground. The trees themselves have thick, reddish-brown trunks. Sunlight filters through the canopy, creating dappled light on the roots and the forest floor. A green banner with white text is overlaid on the left side of the image.

wood wide web

Photo from PxHere, [CC0](#)



PANDO

Estimated 47,000 stems
Root system spans 0,42 km²

Pando in fall colors, by John Zapell, [CC0](#)

Definition of OER (UNESCO)

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**.

(<https://www.unesco.org/en/open-educational-resources>)



Guidelines on the implementation
of the OER Recommendation

Action Area 1:
Building the capacity
of stakeholders



Guidelines on the implementation
of the OER Recommendation

Action Area 2:
Developing Supportive Policy



Guidelines on the implementation
of the OER Recommendation

Action Area 3:
Effective, Inclusive and Equitable
Access to Quality OER



Guidelines on the implementation
of the OER Recommendation

Action Area 4:
Nurturing the creation of
sustainability models for OER and
monitoring progress



Guidelines on the implementation
of the OER Recommendation

Action Area 5:
Promoting and reinforcing
international cooperation



[UNESCO Digital Library](#), CC BY-SA 3.0 IGO

UNESCO Guidelines on the implementation of the OER Recommendation

Merging pathways

A photograph of a traditional Japanese garden. In the foreground, a stone bridge made of large, flat, grey stones crosses a small stream. The stones are covered in green moss. To the right, a gravel path leads towards a wooden sign that reads "USE CAUTION CROSSING BRIDGES & STONES". The garden is lush with greenery, including various trees and purple irises. The background shows more of the garden and a wooden fence.

3rd UNESCO World OER Congress

(19-20 Nov 2024)

Digital Public Goods: Open Solutions and AI
for Inclusive Access to Knowledge

Convergence by [eric molina](#), CC BY

SPARC Europe and ENOEL work on OE at different levels:

- resources
- practices
- policies



[Open Mic Playlist](#)



[Strategic Plan on Zenodo](#)



[Report on Zenodo](#)



[OE Café playlist](#)

Connecting the Opens



- Provide more equitable access to information for all
- coordinated approach to OS and OE
- Identify and resolve organisational barriers
- Enable institutions to
 - meet Open policy requirements for both OE and OS
 - implement national R&I and dissemination policy agendas
 - comply with funder requirements

What is important for the community of open practitioners?

- Knowledge exchange between people?
- Tangible, measurable results?
- Intangible, long-lasting ripples?
- Enabling adaptation?
- How do we define “success”?
- What do we identify as *preferable*?
- Continuously questioning ourselves and our resources?
- Are we addressing the most urgent challenges?

“We learn more from people who challenge our thought process than those who affirm our conclusions. (...) Although we might be on board with the principle, in practice, we often miss out on the value of a challenge network.” (A. Grant)

初心

Shoshin

“The mind
of the beginner”

To possess an attitude of openness, determination, passion and absence of preconceptions when studying a subject, even when studying at an advanced level, just as a beginner would.



To “think that the canvas is a blank surface [...] is so stupid that it just makes you want to cry.”
(G. Deleuze)

Antonio Vnciguerra, tela bianca. [Photo by Jacopo Suggi](#),
[CC BY-SA 4.0](#), via Wikimedia Commons

- “Can we discuss as if we were right but listen as if we were wrong?”

(A. Grant)



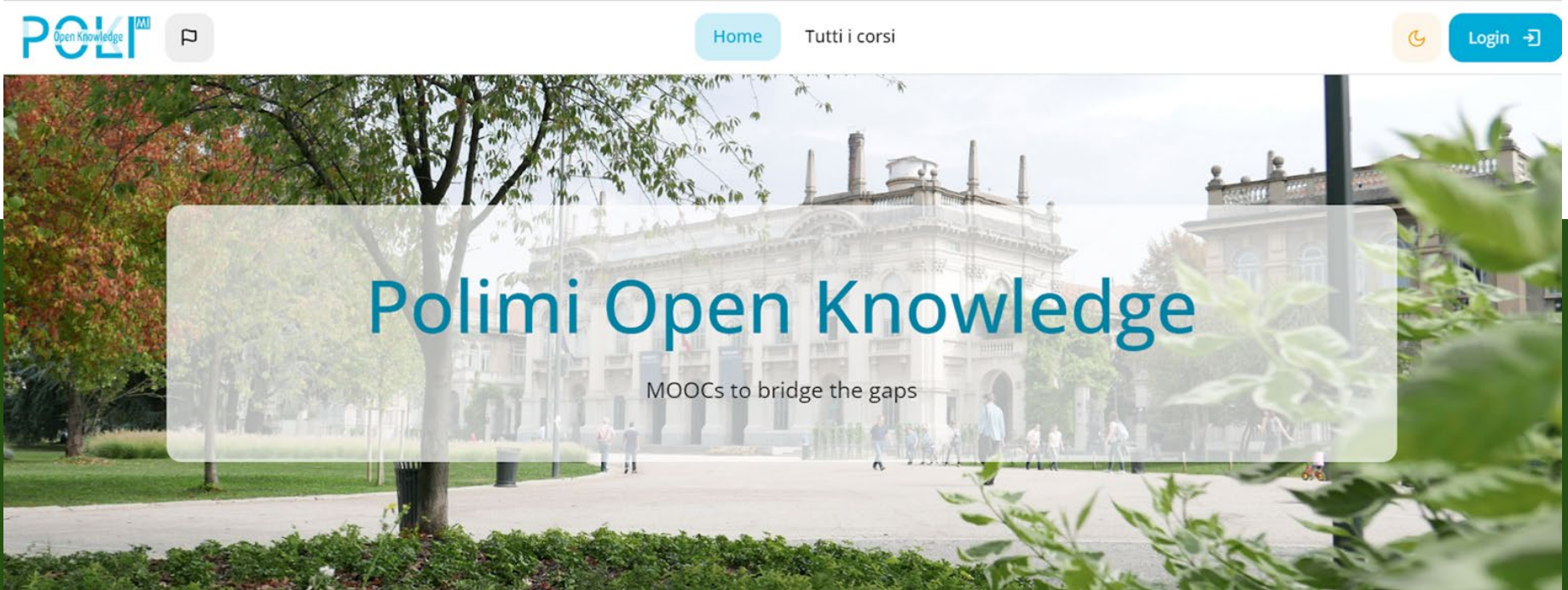
Ask politely as a practice

Creators and copyright owners might surprise you



Different shades of openness, small steps tactics

Openly licensed MOOCs



The image shows the top portion of a website. At the top left is the logo for 'POLIMI Open Knowledge' with a small 'MI' in a blue square. To its right is a search icon. In the center, there are two navigation buttons: 'Home' and 'Tutti i corsi'. On the right side, there is a refresh icon and a 'Login' button with an external link icon. Below the navigation is a large hero image of a university building with a semi-transparent white box overlaid. The box contains the text 'Polimi Open Knowledge' in a large blue font, and 'MOOCs to bridge the gaps' in a smaller black font below it.

POLIMI Open Knowledge MI

Home Tutti i corsi

Login ↗

Polimi Open Knowledge

MOOCs to bridge the gaps

<https://www.pok.polimi.it/>



minimising

Maximising access to knowledge by ~~removing~~ the barriers



Image by [Andreas, Pixabay](#)



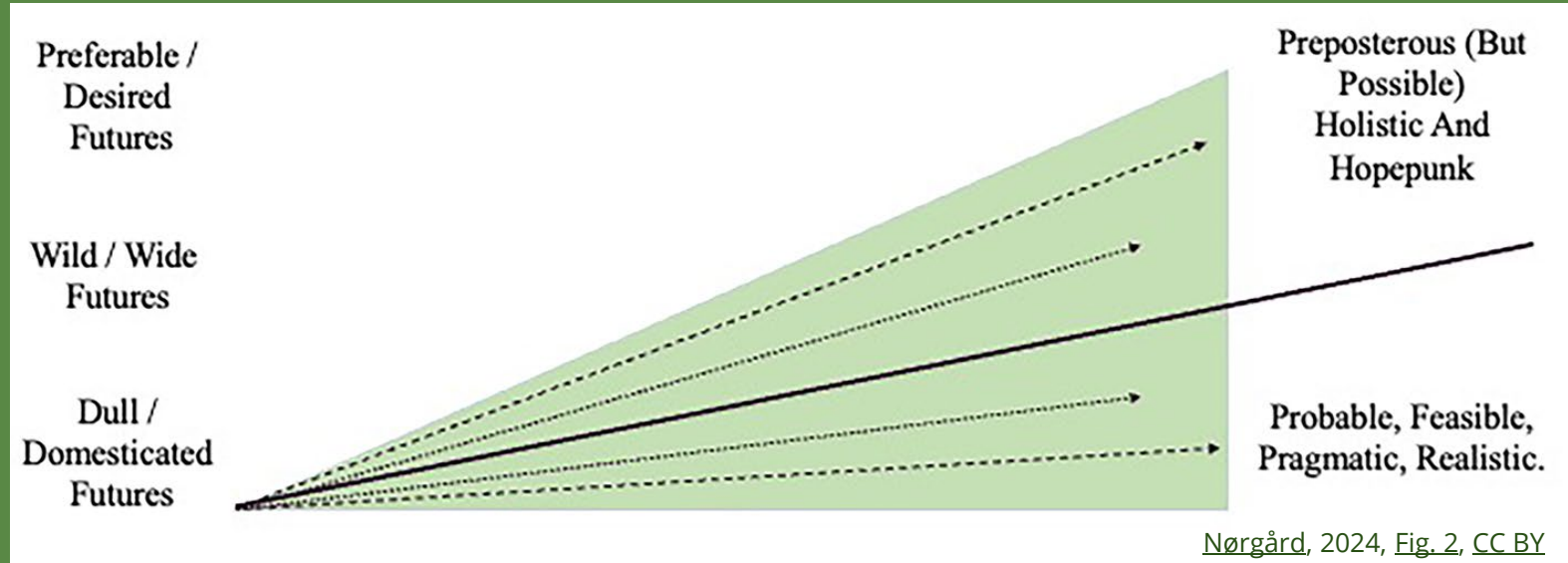
“When you look at a rhizomatic painting, (...) the image can be seen from all directions and changes from viewpoint to viewpoint – You walk freely in an open country -” (E. Bosch)



“Rhizomatic thinking is not constrained by common sense, logic, dogma, assumption, or political (sic) views. It is not linear or confined to a single form and it is not static.”
(E. Bosch)

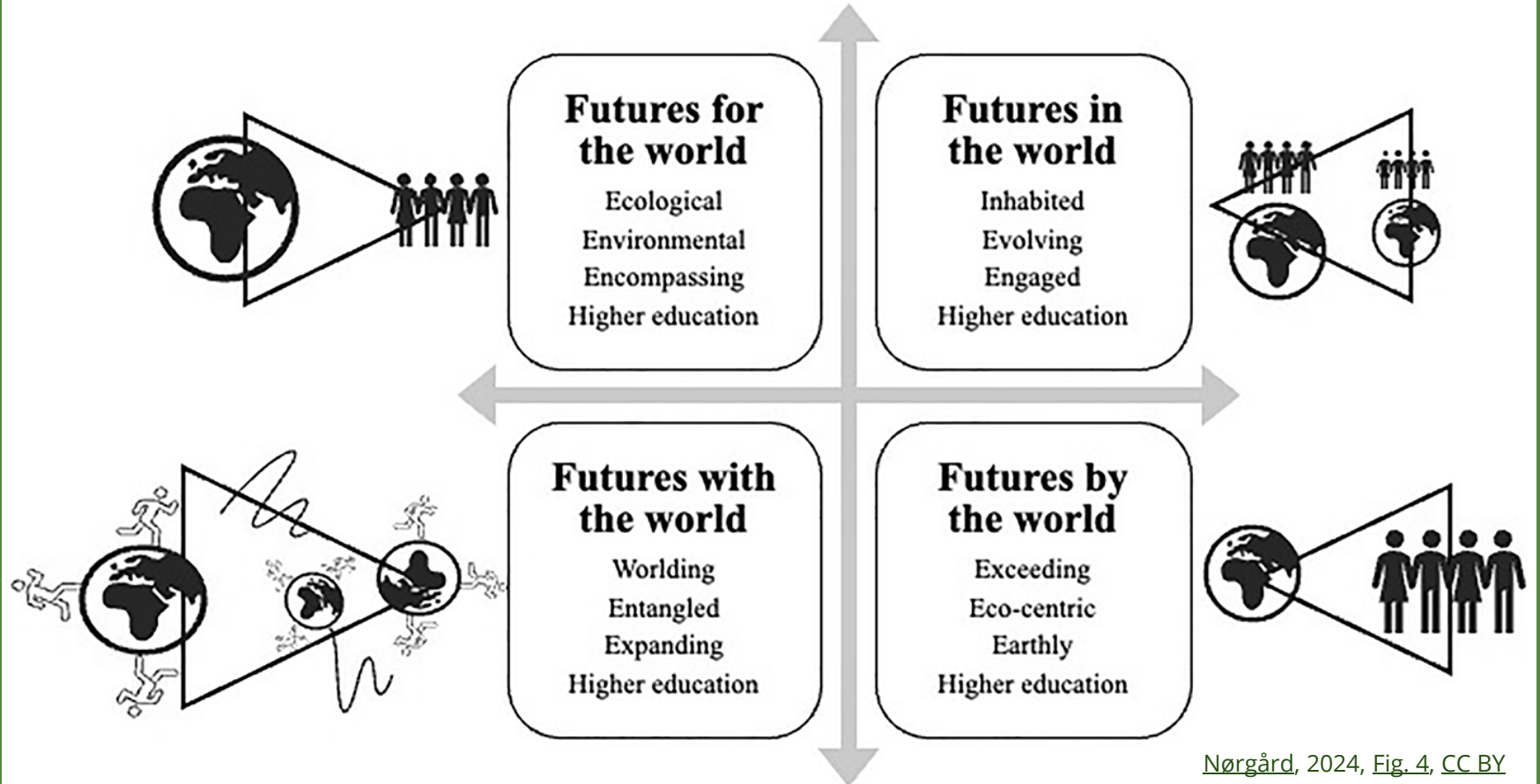
<https://www.cokunst.nl/kunstenaars-en-collecties/ernst-bosch/> All rights reserved, courtesy of [CoKunst Cooperative](#)

Hopepunk futures for Higher Education



“The pathways close to the dull and domesticated futures (bottom of triangle) are probable and ‘realistic’, while the pathways unfolding in the upper half of wilder/wider futures are ‘preposterous’ and holistic. The bottom half leads us into domesticated utopias as preferable and probable futures to settle for, while the other half leads us into utopian imagination towards desired and hopepunk futures for people and planets.” (R. Nørgård)

Hopepunk futures for Higher Education





IMAGINATION

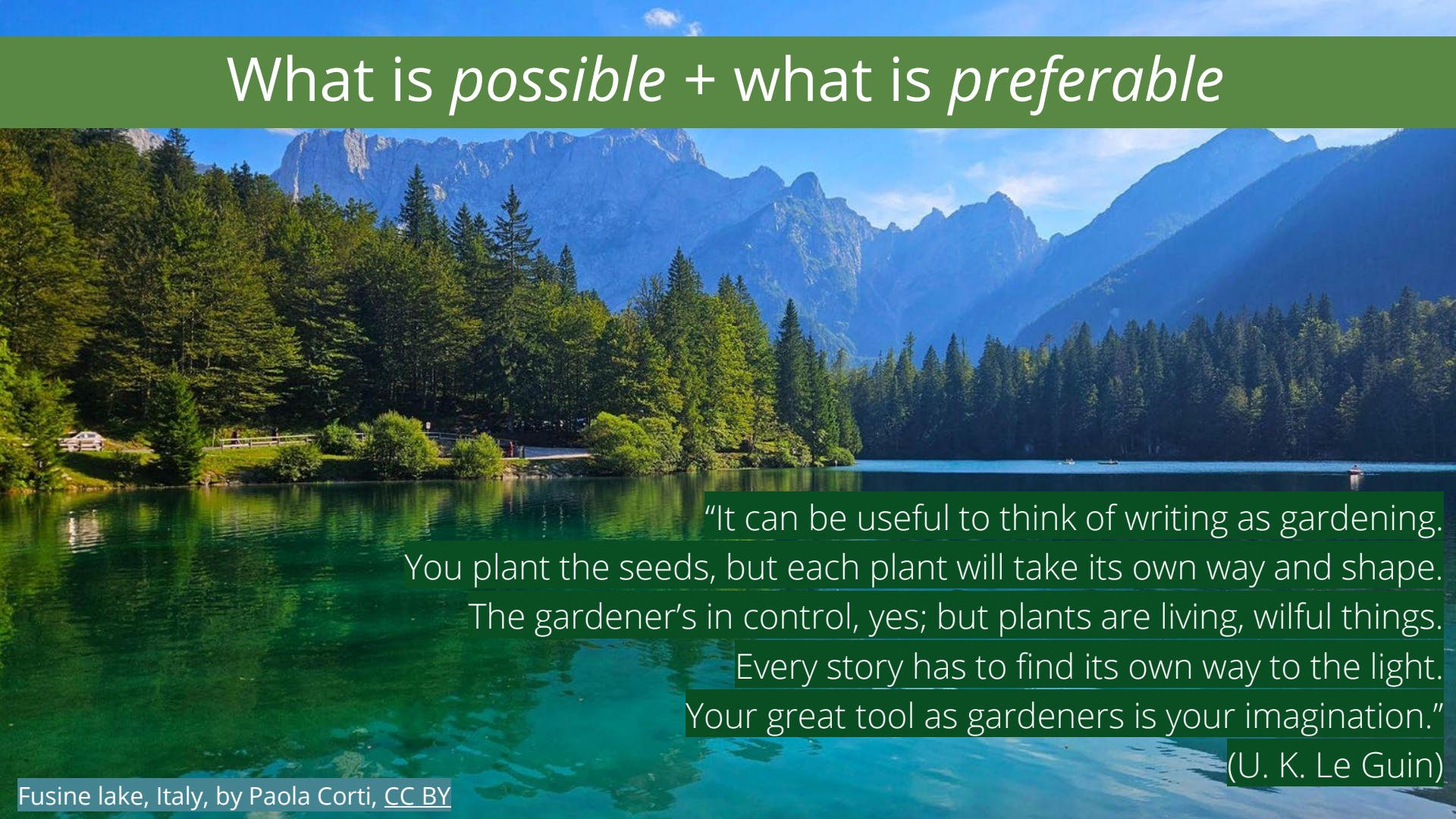
IF THERE IS ONE MUSCLE THAT NEEDS A SERIOUS WORKOUT, IT IS THE MUSCLE OF IMAGINATION. TRAIN IT EVERY DAY.

LOOK AT A SPOON AND THINK ABOUT HOW HER DAY MIGHT BE GOING. DOES SHE GET ALL MADE UP FOR BREAKFAST? DOES SHE LIKE TO SWIM IN MILKY COFFEE? MAYBE SHE WOULD LIKE SOME EXTRA FOAM?

TRAIN YOUR IMAGINATION EVERY DAY, WITH DISCIPLINE AND JOY.

SWEAT IT OUT, PEPE.

What is *possible* + what is *preferable*



"It can be useful to think of writing as gardening. You plant the seeds, but each plant will take its own way and shape. The gardener's in control, yes; but plants are living, wilful things. Every story has to find its own way to the light. Your great tool as gardeners is your imagination."

(U. K. Le Guin)

OPEN EDUCATION as an intentional choice

- democratisation of knowledge
- access and participation
- empower underrepresented and marginalised communities and individuals
- challenge predominant narratives

We are naturally
programmed
to reuse and adapt

Image by [Ivana Tomášková](#) from [Pixabay](#)



Practitioners: epic impact, even when hidden in plain sight

They shape Open Education in transformative, inclusive ways

They foster resilient, local and global educational ecosystems

They are the *mycelium* of open education

They let the world *world* them

They are designing futures rooted in collective hope and action

Let's *intentionally* enable adaptation!

We can have hope for *preferable, desirable* futures (plural), educate ourselves toward *them*, and act on that hope *together with the world.*



“When I see such things, I’m no longer sure
that what’s important
is more important than what’s not.”

(W. Szymborska)

Dawn at Upper Kananaskis Lake, by Paola Corti, [CC BY](#)

THE MORE
WE SHARE,

TAKK!!!!

Paola Corti



THE MORE
WE HAVE.

*The More We Share, The More
We Have, by Pietro Soldi for
Creative Commons, CC-BY-SA*

SPARC Europe and ENOEL resources

The European Network of Open Education Librarians (ENOEL) aims to **build capacity for Open Education in libraries of Higher Education in Europe**. We work to enable libraries to partner with pedagogues, educators and students on **Open Education initiatives**. We do our best to understand the community's needs and progress through research, sharing knowledge across countries, and advocating for Open Educational Resources, Open Education, and open infrastructure. Our work helps advance the implementation of the [UNESCO OER Recommendation](#).

Most of our outcomes are available on Zenodo, as part of the [SPARC Europe Collection](#) (CC BY), including

- SPARC Europe's [Open Education Strategy 2024-2026](#)
- The [ENOEL Toolkit](#): a resource that supports Open Education advocacy by listing the evidence-based benefits that diverse stakeholders experience from Open Education. The Toolkit consists of slides, leaflets and cards that can be reused and adapted. The Toolkit exists in three versions and 18 languages. The fourth version, in English, will soon be uploaded and localised through translation.
- Survey instruments, data and reports on SPARC Europe's yearly efforts to map the developments in Open Education across Europe in [2021](#), [2022](#), and [2023](#).
- The report [Insights into developments in European Open Education institutional policymaking \(2023\)](#)
- "Embrace the Open" is a workshop series run by and for members of the ENOEL. Educational materials created for these workshops are on Zenodo.

We share recordings of events on our [@ENOELforOpen YouTube Channel](#):

- ["Embrace the Open" workshops](#)
- [OE Champions](#) are interviews where European experts in Open Education share their experience and expertise with the audience
- [Open Mic podcast](#) episodes to disseminate the UNESCO OER Recommendation
- [OE Café](#) series with OE Champions at the European level, sharing their experience and discussing how to advance the implementation of the UNESCO OER Recommendation's action areas.
- [Pass the OE Expert Baton](#) series with international guests discussing important OE topics underlying the importance of having an active involvement of librarians
- [Under the Spotlight](#) series, with our own ENOEL members sharing their path in open education and invite others to discuss starting from their experience.

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