

OPENGAME

Transferability Toolkit



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OpenGame: Promoting Open Education through Gamification

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More Info and contact

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Introduction

About OpenGame

OpenGame project (Promoting Open Education through Gamification) aims to contribute to the uptake of **Open Education** Resources and Open Education Practices among educators in **Higher Education** in an innovative and motivating way, through the developing of a gamified and situated learning experience on Open Education.

It is a project funded by the **Erasmus+ Programme** of the European Commission.

The main objectives of the project are:

- 1** Foster awareness of HE educators to adopt **OEP** in their daily teaching, by mainstreaming successful practices.
- 2** **Increase motivation** of HE educators towards adopting OEP by providing an attractive and motivating environment.
- 3** Develop capacity of HE educators to work with open approaches, through an engaging **gamified** learning experience.

All the results of OpenGame Project can be found here:

www.opengame-project.eu/results/

About this Toolkit

The OpenGame Transferability Toolkit aims to help teachers, stakeholders, and institutions interested in the field of **Open Education** to apply the outputs produced by the project. That includes the handbook of good practices, the course contents and the game experience, among other results.

It is essentially a **'User Manual'** that provides Guidelines, procedures, tools and practice examples to support the successful **transferability** and use of the OpenGame outputs within organizations and individuals.

The toolkit can be browsed through its **11 video resources**. All the sections have a video resource embedded to facilitate the user experience and accessibility. The game related videos are also translated to Spanish to enhance local impact.



Video 1. Introducing the OpenGame Toolkit

We have drawn up this toolkit to:

- **inform** users about OpenGame and introduce them to the OpenGame results.
- **help** users access the good practice cases in the OpenGame Handbook and learn from successful examples;
- **show** users how to design, set up and deliver a successful Open Education Course
- **guide** users through the gamified learning experience.

The Toolkit approach is based on the main three project outputs, each of which takes the reader through the process of developing and customizing the **Open Education experiences** to suit local needs, from familiarization with the good practice cases contained in the handbook, through adaptation and customisation to the gamified learning process. Each result is based on a **What, Why, Where** questions and provides several shortcuts for a successful implementation.

Who the Toolkit is for?

The Toolkit is intended to be used mainly by **practitioners** willing to learn Open Education fundamentals and advanced knowledge. It is therefore useful for:

- **University educators** (intended as professors, lecturers and tutors).
- Professors are the **heads of research and academic programmes**, who lead the strategy and the core activities of the university.
- Higher education **managing staff**.
- **Policy** makers.
- Other education related **stakeholders** (Schools, VET, LLL).

However, the final part of the document deals with the transfer of the results from a different perspective, offering both individual and collective **pathways** to Open Education.

What the Toolkit is for?

The main objective of this transferability toolkit is to help users to improve their **knowledge and awareness** about Open Education approaches, providing examples tools and opportunities through the different project outputs and outcomes.

But, as with any journey - from Star Wars to Lord of the Rings; from Batman to Bambi – the hero of the story (aka the Toolkit User) encounters challenges and obstacles on the way that s/he needs to overcome – by changing the destination of the journey, by finding tools to dig her/his way out of a problem, and so on.



The Toolkit helps the hero overcome these obstacles and successfully reach their intended destination by:

- pointing out the **pitfalls** and monsters that might be lurking along the way
- providing **advice** on how to overcome them
- providing **tools** to help overcome them
- showing real world **examples** of how other people and projects successfully reached their destination.

Handbook of Successful Open Teaching Practices

What is it?

The handbook presents a set of **successful cases** of open education practices in higher education contexts, connecting them to an original competences framework and underlying, for each practice what **competences** should a teacher possess in order to successfully **replicate it in their own contexts**.

The handbook presents **24 real-world** open teaching practices that relate to eight challenges faced by higher education educators. The handbook shows how these challenges can be tackled through the use of effective open approaches.

The following video will help you understand what this output is:



Video 2. The Handbook and the practices

Why use it?

For **individuals**, the handbook gives examples about creative and engaging ways to learn how to apply open approaches to teaching and learning scenarios, for example reducing barriers to study by replacing a commercial textbook on a module booklist with an open textbook.

For **teams/institutions**, the handbook can be used on its own or in combination with other OpenGame resources to build capacity and foster awareness in staff as to the benefits that accrue from adopting OEPs in daily teaching.

Where to next?

Academic staff need to start from their teaching practices in order to find ways in which they can share and collaborate **openly**, and this must be accompanied not so much by new competencies but rather by a mindset shift.

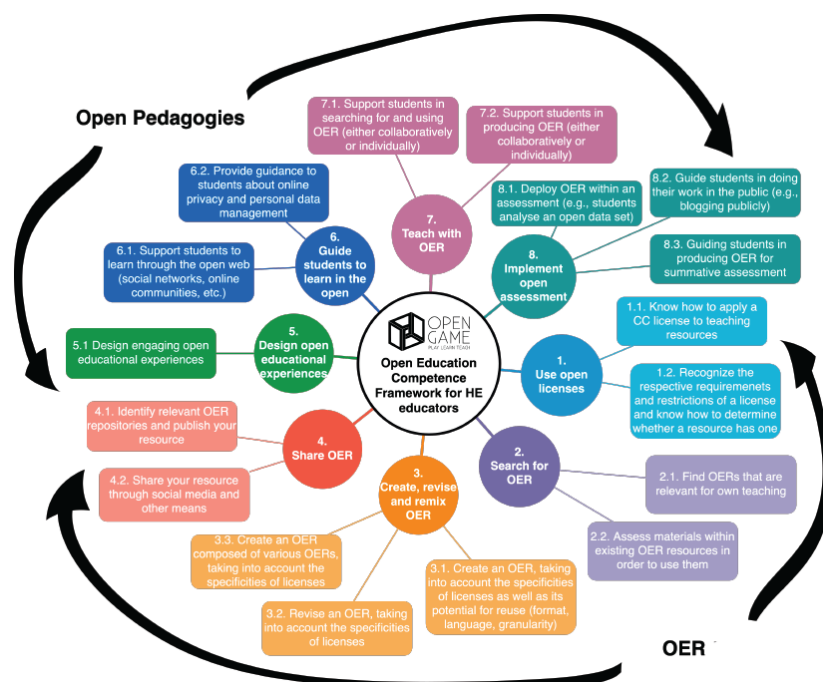


Image 1. Open Education Competence Framework for HE educators

All 24 practices follow the same structure to facilitate the practice understanding and to enhance its transferability and replicability potential:

- Practice implemented by: **who** is currently implementing the practices.
- **Description** of the practice: overall description, with details and characteristics
- **Impact** observed: The outcomes obtained by the practices, explained by their implementers.
- What you need to **replicate** the practice: the **steps** you must follow to replicate the practice in your own environment, with tricks and tracks
- To know more...: where to find **further information**

What you need to replicate the practice

In order to ensure the collaborative writing process, you have to decide upon one or more collaboration tools (i.e. etherpad, blog etc.). Furthermore, a suitable wiki-software has to be selected. Besides the technical preparation, the content also needs to be adapted. Therefore, you have to first define the content to be created and second the assessment scheme. In a kick-off meeting at the beginning of the course you have to introduce the students to the software and tools and/or study materials.

Afterwards the collaborative creation of content can take part during the face-to-face meetings or during the self-study phases. During the face-to-face sessions you should support your students in licensing and other legal matters when it comes to the use of image material, citing or the reproduction of external content. Finally, students are engaged to comment, edit and evaluate their fellow students' or groups' writings.


To know more...

- Further information and contact details: <https://www.e-teaching.org/praxis/referenzbeispiele/kollaborativ-erstellte-online-publikationen>
- Insight into the corresponding publication: <https://www.bcf.uni-freiburg.de/people/papers-rotter/rotter-2015-ida.pdf>

Image 2. Replicate the practice section at the Handbook

Going even further

We propose here some recommendations that can potentially increase the adoption of OEP within a university by improving faculty's capacities:

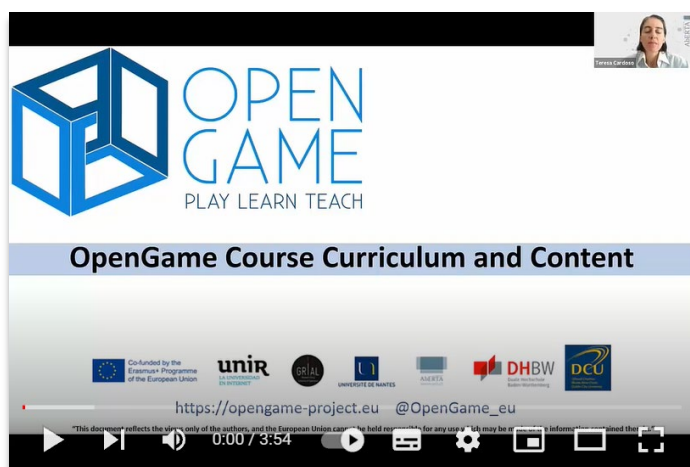
- Creation of an Enabling Environment. Universities can play a critical role in **supporting their teaching staff** in the creation of open learning experiences for students, both through ongoing opportunities for professional development and by supporting in different ways the use of OEP and OER.
- Support Gradual Adoption. Educators discover the benefits as well as the costs of openness starting from one aspect (often open content) and then they move to explore other openness areas. University decision makers and services in charge of teaching innovation should consider that the adoption of open teaching practices, similarly to the one of general digital practices, needs to be **supported gradually**.
- Support Community Building. Typically, educators start looking into the option of using OER starting from a recommendation from a trusted colleague or because they see this being done within trusted communities of practice. **Collaboration** is an integral part of OEP and of OER creation, therefore the existence of communities that can support and maintain these collaborations is key.
- Support **Grassroots Experimentation**. In order to foster ownership of open practices among educators, institutional open education initiatives should be attentive and somehow build on the micro initiatives of the single educators: this would help open education sustainability beyond the necessarily limited funding of institutional projects.

The **Handbook of successful Open Educational Practices** and their 24 practices can be viewed and downloaded, both in Spanish and English here, and also from the [OpenGame website](#).

OpenGame Course Curriculum and Content

What is it?

This resource contains the entire **course curriculum and content** designed to be the basis of the interactive online game. There are 8 modules, based on 8 identified competencies, with learning outcomes, related practices presented in order to engage trainees, and associated learning activities. You can access the document [here](#).



Video 3. OpenGame Course Curriculum and Content

This **video** explores the course curriculum and content developed by the OpenGame project, explains the competency framework that informed the structure of the course curriculum and content, as well as the efforts made to translate the course curriculum and content into five languages.

Only one prerequisite is given: being **digitally competent**.

Digital competence involves the confident, critical, and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society (European Council 2018). See

<https://ec.europa.eu/jrc/en/digcomp>.

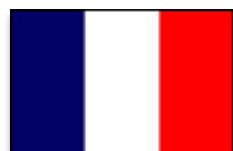
About the structure

These contents are based on the results obtained in the previous project output, the **Handbook of successful open teaching practices**. Starting from these practices and the subsequent competences framework, 8 modules and 8 Units of Learning (UoL) are therefore proposed.

The course has been written following 3 levels:

- **Level 1** is a course to be taken in **8 hours**, as there are 8 modules and 8 learning units.
- **Level 2** is a course built upon Level 1 to be taken in **15 hours**, which could be made in a week.
- **Level 3** is a course built upon Level 2 to be taken in **30 hours**, which could be made in a semester.

The contents are also available in 4 languages (German, Spanish, Portuguese and French).



Click on the flag to access the translated contents

The following table links several educators' challenges with a single open practice, together with the specific competence to put it in place.

Educators challenges	Open Practices (Modules)	Competences (UoL)
Broaden access to learning for enrolled students	Use OER in their teaching activities	Use open licenses, Create, revise and remix OER
Broaden access to learning for non-enrolled learners	Release their teaching resources as OER	Use open licenses, Create, search for OER, revise and remix OER, share OER
Improve quality of teaching resources	Use OER produced by other educators and experts	Use open licenses, Create, search for OER, revise and remix OER,
Improve course design	Share lesson plans and content with other educators	Search for OERS, share OER, Design OEd experience
Increase students motivation	Use OER to address learners' preferences and learning	Use open licenses, Design open educational experiences, guide learners to work in the open, teach with OER
Increase students engagement	Co-produce your content with your students as OER	Use open licenses, Design open educational experiences, teach with OER
Assess students in a useful way for their future career	Open up assessment to real-world contexts	Use open licenses, Design open educational experiences, teach with OER, guide learners to work in the open.
Use the learning potential of students' online life	Support students to learn in the open	Use open licenses, Create, revise and remix OER, guide learners to work in the open

Why use it?

For **teams/institutions**, some or all of the course curriculum and content can be used in its current form, on its own or in combination with other OpenGame resources, to build capacity and foster awareness in staff as to the benefits that accrue from adopting OEPs in daily teaching. As this resource is text-based some or all of this resource can easily be used in and/or adapted for different contexts. The course curriculum and content can be reworked under a Creative Commons Attribution-NonCommercial-ShareAlike (CC-BY-NC-SA) licence.

For **individuals**, this resource provides a series of non-linear modules relating to Open Education and OEPs that are based on engaging real-world open practices. However, we would direct individuals interested in this area to the interactive [online game itself](#).

Where to next?

This content is delivered as OER so everybody can use it or take parts of it. As an example, although activities are intended to be developed individually, a **group of teachers** could work in any of the activities collaboratively, both face to face or online, to have a common understanding, discussion or designing a learning experience for students.

The main goal of this document is to compile the developed content on open education in order to allow any person to use it as they better judge, as well as to feed the gamified course, the open game. However, to allow other stakeholders to use this content further than the gamified tool, the result includes some **pedagogical guidelines** or suggestions.

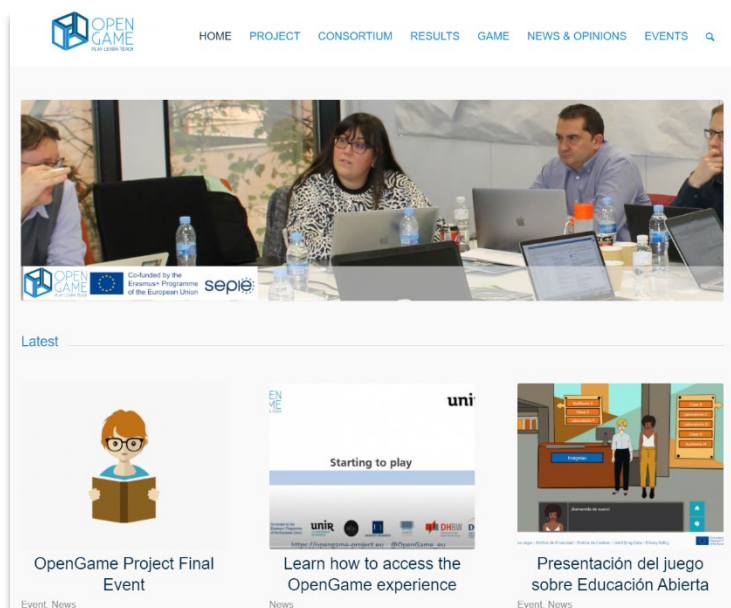
Going even further

The course was designed as **non linear**: Modules can be taken in any order and even could be not taken. This offers many individual paths through the material and different trainees can have their own learning experience, according to their needs. Since this information is a building block, this richness is not shown in the document, but it is highlighted in the gamified learning experience and can be adopted if any reader reuses this information in any other delivery format.

The course is designed to be taken **individually**, adapting the progress to the individual advance. In its conception, no teacher, coach or learning buddy are needed, although it could be used in many other scenarios.

This course content is distributed in an open form on the project website. However a better experience can be obtained through the open game gamified course, **Catch The Open!**, an interactive version of this material that is also openly distributed in the same webpage, including a careful selection of the external learning material.

The [OpenGame Course Curriculum and Content](#) can be viewed on the [OpenGame website](#).



Interactive Online Game: Catch the open!

What is it?

Catch the Open! is an **interactive online learning game**, available in five languages (EN, DE, FR, PT, ES), for training higher education staff about a selection of open tools and approaches into Open Education first steps

Why use it?

For **individuals**, playing the game provides a creative and engaging way to learn how to apply open approaches to teaching and learning scenarios, for example reducing barriers to study by replacing a commercial textbook on a module booklist with an open textbook.

For **teams/institutions**, the game can be used on its own or in combination with other OpenGame resources to build capacity and foster awareness in staff as to the benefits that accrue from adopting OEPs in daily teaching. The game can be reworked under a Creative Commons Attribution-NonCommercial-ShareAlike (CC-BY-NC-SA) licence. Should you want to use the game engine for any other educational purposes, please contact research.ict@unir.net.













Where to next?

The [game can be accessed on the OpenGame website](#).

This educational experience is played online, so that you just need a stable Internet connection to be able to play. You can use any of the **most frequent web browsers**, such as Chrome, Firefox or Edge, in any of the

most commonly used operative systems: Windows, Linux or Mac. Make sure that your web browser is updated. No special requirements about memory are established.

To live a full experience, please view these helpful **video tutorials** on how to play the game (available in English and Spanish):

Video	Title	Description	Languages
	First steps into the game	How to access, register and language selection	 
	Starting to Play	First steps into the game, understanding the structure	 
	Learning by playing	Going through the different modules, UoL, tests and quizzes	 
	Assessing the knowledge	How to measure the acquired knowledge	 

Going even Further

Catch the Open! is an Open Educational Resource (**OER**). It can be used, shared and played for free, anytime from anywhere, under a copy-left license. All the project contents and outputs are freely available at the project website, as you refer back to the project's authorship, properly: <https://opengame-project.eu/results/>. Should you want to use the game engine for any other educational purposes, please contact research.ict@unir.net.

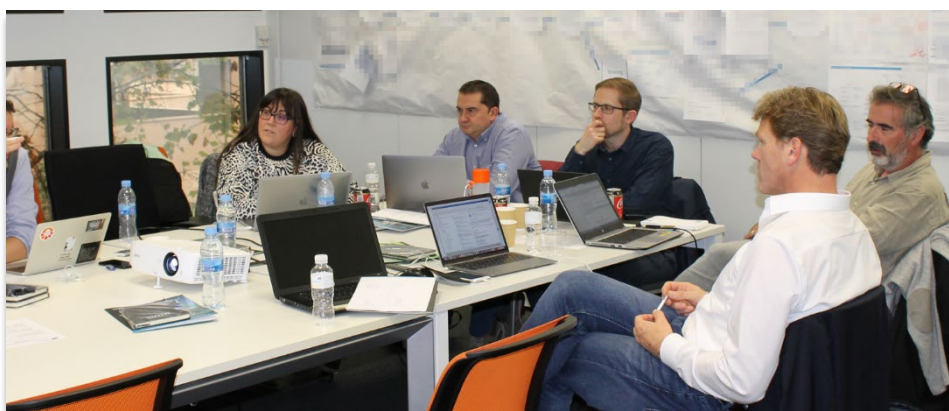


Networking Open Education

Existent networks

Getting involved in goal-oriented **networks** usually fosters individuals to continue learning, exploring and practicing about a topic. To engage you and your users in Open Education practices we suggest to follow and participate in some of the already existing networks about OER, OEP, and/ OE in general.

First of all, the **European Network for Catalysing Open Resources in Education** ([ENCORE+](#)) is a recently created network about OER, whom “*main mission will be to amplify existing OER initiatives, projects, platforms and networks*”. This initiative is led by the International Council for Open and Distance Education (ICDE).



However, several networks can be joint. For example, the **Open Education Network** is mainly constituted by American institutions, who are “*reimagining higher education together*”. You can also follow this network in its active Tweeter account ([@OpenEd_Network](#)).

And the **Commonwealth of Learning** (COL) is another organization to develop and share open learning and distance education resources and technologies. The COL was created by the Commonwealth heads.

Further Open Education

www.oerworldmap.org

Repository with organisations, projects, contacts and events about Open Education

www.oeglobal.org/

Open Education Global is a member-based, global, non-profit supporting the development and use of open education around the world

www.icde.org

The 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.

en.unesco.org/themes/building-knowledge-societies/oer

Unesco Position about Open Education

www.openlearning.unesco.org/

Unesco Position about Open Learning

www.openeducationconference.org/

Annual convening for sharing and learning about open educational resources, open pedagogy, and open education initiatives.

www.creativecommons.org/

Creative Commons is a nonprofit organization that helps overcome legal obstacles to the sharing of knowledge and creativity to address the world's pressing challenges

www.sparcopen.org/

SPARC (the Scholarly Publishing and Academic Resources Coalition) works to enable the open sharing of research outputs and educational materials.

Transferability Factsheets

OpenGame Step by Step Guide: Individuals

1. Adopt an 'Open Attitude'

Be ready to openly share one's work, to use the knowledge created and openly distributed by others, in order to improve access, participation, and the quality of teaching and learning. Collaboration is an integral part of OEP and of OER creation, therefore the existence of communities that can support and maintain these collaborations is key

2. Play the Game!

Play the [interactive online game](#) and explore a number of ways in which you can apply open approaches to your teaching and learning practice, thus facing the challenges of everyday teaching, with an open-minded approach

3. What Works for You?

Which OEPs in the game, based on real-life case studies, resonated with you? What problems do you want to combat using an open approach?

4. Go Further

Look to the [Handbook of successful OEPs](#) for more information on the competencies to develop in order to fully engage in OEPs, as well as 24 real-life cases where open teaching approaches have been utilised.

The following table presents some challenges and the opportunity that Open education brings to deal with them:

In order to...

You can...

Ease learning material preparation time and/or reduce costs

Use OER in their teaching activities

Aid others in their teaching activities

Release their teaching resources as OER

Increase student engagement

Use OER produced by other educators and experts

Assess students in a useful way to their future careers

Share lesson plans and content with other educators

OpenGame Step by Step Guide: Teams & Institutions

1. Create an Enabling Environment

Support staff to engage in OEPs and create open learning experiences for students by: providing ongoing opportunities for professional development in OEPs; support the ways OEPs can be utilised through facilitating gradual adoption of practices and grassroots experimentation; as well as supporting community building among those engaging in OEP.

2. Use the Game to Promote OEPs

By promoting engagement with the [interactive online game](#) you will encourage staff to partake in this gamified experience and explore the ways in which they might apply open approaches to their teaching and learning practice. Use of the game can scaffold staff towards further engagement with other open education initiatives already in place.

3. Develop a Facilitated or Unfacilitated OEP Course

The [interactive online game](#) and [Course Curriculum and Content](#) are resources that can be used to create your own team/institutional professional development course on OEP. The following table provides two different examples:

Unfacilitated

Staff explore open teaching approaches in the game and answer a questionnaire that provides automated feedback to help them identify their ideas for OEP use in their teaching and make a plan to action those ideas.

Facilitated

Staff explore open teaching approaches in the game and then attend a workshop to discuss ideas for OEP use in their teaching and make an action plan

A formal CPD course is developed using the game and/or the course curriculum and content, using the listed learning outcomes and competency framework. Assessments, for example learning portfolios relating to OER use planning, are developed to evaluate learning.



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