Institutional Roadmap for Open Education

Institution	CCE CENTER FOR CONTINUING EDUCATION BIRZEIT UNIVERSITY مركز التعليم المستمر ـ جامعة بيرزيت **Birzeit University**
Country	Palestine
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Strategic Alignment

Links of this roadmap with the Institutional or Strategic Plan	The University's strategic plan for 2017-2022 is titled: Entrepreneurship and Enterprising. The plan lays out the foundations for moving Birzeit University towards new learning paradigms in higher education, Life-long-learning and working with educational providers on developing and adopting such paradigms in basic education: **Operationalizing OPEN EDUCTION**: The Center for Continuing Education (CCE) at Birzeit University has developed an operational definition of open education based on the underlying principal that the goal of open education is opening it up education to all learners and to all citizens. This effectively means that it is within the mandate of open education to remove barriers to learning for all learners: barriers to access and to quality (relevance). Open education should strive to make education more accessible to all – both physically and affordably. Alternative learning models such as on-line learning, self-learning, and use of open educational resources, aim at facilitating access to learners. CCE strongly believes that the more challenging element of open education is quality education. The classical educational paradigm teaches subjects typically in artificial contexts. CCE will working on implementing a paradigm shift designed to make education relevant, inclusive and effective; an education that teaches learners what is important to their lives, their community, their wellbeing and their future; targeting both children and adults. This means that an effective open educational strategy must provide learners with access to high-quality, stimulating and exciting education. This also means that learning cannot continue to be confined within University walls, and cannot work/ function

	independently from community actors and stakeholders – whether institutions (governmental, civil society, private sector) or society members at large. Engaging community actors and establishing mechanisms that open up the learning experience to include professional and technical engagements with the community and businesses, opening up community data and using it in learning (to serve both learners and society), supporting startups and entrepreneurship and creativity; internships, joint projects, startups, etc. is thus an integral part of such the strategy being adopted by the University.
Processes required for implementation	- Model building: Developing models and show-cases in Open Education - Awareness raising at the University community level - Advocacy and lobbying at the policy and decision making level - Mechanisms to support the development and scaling of Open Educational at the institutional level

Relevant Actions:

Actions to be developed	1. Non-formal Educational Programs based on OER and Open learning methodology	
Description	**Open Future**: Develop non-formal programs targeting University students and fresh graduates on skills and knowledge required for future of work and future societies by heavily deploying open educational resources and open education models. Non-formal is a strategic entry point because it targets the same student population and covers subject areas that are directly in line with what they are learning – and engages some faculty members (interested and open to "open education") – yet the programs are free from the formal academic protocols and strict frameworks. This will be an important mechanism in serving the student population and graduates – and a very effective way to create awareness on open education.	
Timeframe	Immediate. The University has already begun to implement the project.	
Priority	High	
Expected results	**Stakeholder**	**Expected results:**
	Students	• Acquire knowledge and skills in areas relevant to the future of work that are not available to them through the mainstream educational programs • Are more prepared/ oriented to effective self-learning strategies and use of open learning resources and methodologies that they will need to acquire to "survive" in future work and societies.
	Faculty:	• Participating academics will being to apply open learning in their academic programs (adopting learning resources, models or methodology) • A growing community of open educational adopters, advocates and supporters will be created at the University
	Institution	• Provide a more relevant, diversified and richer learning experience for its students • Able to begin "liberating" itself from closed and expensive (and very often not relevant) educational resources.
	Community:	• Broader awareness and understanding of open learning models and methods

Expected impact	Birzeit University shifting towards new learning paradigms necessary for the University to survive.
People, teams or department in charge	The Center for Continuing Education (CCE)

Actions to be developed	**2. Pilot academic programs using OER**	
Description	Open educational models and methods will be used to develop blended academic programs that typically target foundational courses offered to large numbers of students. These courses will be designed following a MOOCs structure: guided self-learning using open educational resources (existing or specifically developed for the program), and stimulating learning strategies linking learning to real contexts that are relevant to the students.	
Timeframe	Pilots to be started in 2019	
Priority	High	
Expected results	**Stakeholder**	**Expected results:**
	Students	• Acquire strong understanding, knowledge and skills in foundational programs. • Are more prepared/ oriented to effective self-learning strategies and use of open learning resources and methodologies that they will need to acquire to "survive" in future work and societies.
	Faculty:	• Are able to provide better learning outcomes with their students. • Will develop skills in how to apply open learning models and methods in their academic work. • A growing community of open educational adopters, advocates and supporters will be created at the University
	Institution	• Provide a more relevant, diversified and richer learning experience for its students • Able to begin "liberating" itself from closed and expensive (and very often not relevant) educational resources.
	Community:	• Broader awareness and understanding of open learning models and methods

Expected impact	Birzeit University shifting towards new learning paradigms necessary for the University to grow and join the new higher educational paradigm..
People, teams or department in charge	CCE in partnership with faculty members interested to drive this model

Actions to be developed	3. Enriching the learning experience with extra and co-curricular Open learning.
Description	Birzeit University has already launched a number of extracurricular and co-curricular programs and projects namely MASARI, the B-Hub and a number of innovation labs, etc. While some of these programs have a structured educational component (all based on open educational philosophy) within, the foundation of these programs is to engage students in an open learning eco-system that is based on doing work the community, businesses or start-ups. The strategic effort in the coming period is to create a culture within the University where the entire community would engage: Students would feel left out if they don't participate in such programs, and faculty would feel outdated if they don't join or link some of these programs to their educational work.
Timeframe	On-going
Priority	High

Expected results	Stakeholder	Expected results:
	Students	• Graduate with much stronger understanding of their specialization and how to apply it in real contexts • Will graduate with stronger professional and social skills • Some students will graduate with business ideas or would have already experienced starting their own business or community project. • Are more prepared/ oriented to effective self-learning strategies and use of open learning resources and methodologies that they will need to acquire to "survive" in future work and societies.
	Faculty:	• Are able to provide better learning outcomes for their students by working with their students on the community or business projects. • Will develop skills in how to apply open learning models and methods in their academic work.

		• A growing community of open educational adopters, advocates and supporters will be created at the University
	Institution	• Provide a more relevant, diversified and richer learning experience for its students • Able to begin "liberating" itself from closed and expensive (and very often not relevant) educational resources.
	Community:	• Directly benefiting from projects being implemented by the University students • Becoming more engaged, responsible and responsive in sharing the learning load and responsibility with the University
Expected impact	Birzeit University shifting towards new learning paradigms necessary for the University to grow and join the new higher educational paradigm..	
People, teams or department in charge	B-Hub, MASARI, Innovation Labs and new initiatives	

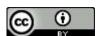| **Actions to be developed**	**4. Support creation of an Open Education culture within the University**	
Description	Two types of activities will be implemented to support such a culture: i- **Awareness raising campaigns** consisting of a series of seminars, webinars, workshops and discussions will be organized to create awareness within the general university community on open education; and ii- **Advocacy** targeting senior management and decision makers advocating the importance of shifting existing learning paradigms to "Open" vs. the threat of "being left behind". The fact that concrete actions on the ground are either taking place or are being planned will significantly support this strategy because a) projects on the ground can be used to show-case what is being promoted and b) people who are being bought into the idea will have something concrete within the institution to engage with.	
Timeframe	Immediate	
Priority (if applicable)	High	
Expected results	**Stakeholder**	**Expected results:**

	Students	• A shift in their thinking and appreciation of the importance of engaging with open learning models (beyond traditional theoretical learning) • Students become more aware of the skills and needs of the future of work and their society and choose specialties more relevant to their interests and work trends • More females (who outperform males in all stages of the educational system) join the workforce after they graduate
	Faculty:	• A shift in the thinking of an increasing number of faculty members towards open education, to be reflected in their teaching practices and engagement in the various open learning initiatives at the University
	Institution	• Greater adoption and institutionalization of Open Learning practices reflected in practices and policies.
	Community:	• Broader awareness and understanding of open learning models and methods and its importance to the overall wellbeing of the society
Expected impact	Birzeit University shifting towards new learning paradigms necessary for the University to maximize its benefit and impact on the society and community.	
People, teams or department in charge	Champions within the University that are engaged and leading Open Ed initiatives.	

Actions to be developed	**5. Scale up the xLOBs OpenEd model nationally and regionally**
Description	The younger people engage in Open Education the more effective the impact. Birzeit University - through Center for Continuing Education has been engaged in a major program in Open Education targeting K-12: The experiential learning objects (xLOBs). For close to 10 years, the Center has been engaged in an extensive design based research to develop the model and refine it and since 2016, CCE has implemented the program at a large scale in partnership with the ministry of education and others like UNICEF and IDRC. In the coming period, the University will continue to develop the model and expand on it, and scale it both locally and regionally and will continue to expand the use of Open Educational tools.
Timeframe	On-going
Priority (if applicable)	High

Expected results	Stakeholder	Expected results:
	School Children	• Enjoy learning, acquire deeper knowledge in subjects that are of interest to them (become better students) and learn and develop skills • Decrease in the number of school dropouts and early marriages • Gender biases are lowered and more girls (who outperform boys at school) decided to engage in specializations that have high economic or social returns in the future.
	Teachers:	• Improve their teaching practices, improved teaching experience – better student relationships, better classroom management
	Community:	• Higher satisfaction with the schooling system
Expected impact	A more responsible, education and skilled future citizens	
People, teams or department in charge	CCE in partnership with Ministries of Education and development partners	

Actions to be developed	6. Continue to Seek partnership and mechanisms for scaling up Open Education intake at the University
Description	Pushing the open education agenda requires as a matter of principle sharing of knowledge, skills, experiences and resources with various actors that share the vision and mission. One of the strategic objectives of the University is to continue to seek partners, network and fund various research activities
Timeframe	On-going
Priority (if applicable)	High
Expected Outcomes	Providing the required resources to grow and scale the work
People, teams or department in charge	All actors within the University engaged in open educational initiatives – in particular those mandated to network and mobilize resources