



OPEN EDUCATION AND EDUCATIONAL RESOURCES. NATIONAL POLICY AND EXECUTIVE PLAN BY THE HIGHER EDUCATION AND RESEARCH COMMUNITY FOR 2021–2025.

Policy components 1 (Open access to educational resources) and 2 (Open educational practices)

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Open education and educational resources. National policy and executive plan by the higher education and research community for 2021–2025. Policy components 1 (Open access to educational resources) and 2 (Open educational practices)

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OBJECTIVE OF THE POLICY

Creating, using and joint development of open educational resources and other open educational practices are part of daily work in higher education and enable continuous learning.

INTRODUCTION

This policy applies to open education, open access to educational resources and open educational practices.

Research and education have always been closely linked. Research reveals new knowledge that is disseminated more widely to people and that is learned as part of an individual's own skills. This is why openness in science and research is inherently linked to openness in education.

In order for the general public to genuinely be able to utilise research results that have been made open, the results often need to be processed into a form that serves and facilitates the exploitation, dissemination and learning of the results. The open availability of materials developed for needs of education, i.e. educational resources, thus serves to raise awareness of research results.

Open educational resources and new types of more open educational practices, for example, those offered by digitalisation, reduce the need to tie education, learning and teaching to a specific time and place. In this way open education becomes a natural part of a new type of flexible education, in which everyone, regardless of their situation in life and place of residence, has more opportunities to learn new things.

The policy is the result of collaboration within the Finnish university and research community, constituting a shared view of the direction that the openness of education and educational resources should take.

FREEDOM OF THE TEACHER AND THE RESEARCHER

The aim of the policy is to achieve openness in a way that supports and increases the freedom and opportunities of teachers and researchers to share researched information in their teaching and in the educational resources they have prepared. The purpose of educational resources is to distribute research-based information to society as a whole. Teachers and researchers must be able to choose the best methods for this purpose in their teaching and educational resources. The higher education and research community must guarantee incentives and structures for the open education and educational resources in a way that respects, on an equal basis, the

work done by teachers and researchers to develop education and educational resources.

INTERNATIONAL AND NATIONAL FRAMEWORK

This policy has been prepared using the extensive domestic and international work that has been done to improve open education and educational resources. Important international sources for drafting the policy have been the European Commission publication *Practical Guidelines on Open Education for Academics: modernising higher education via open educational practices* (2019) and the UNESCO Recommendation on Open Educational Resources (OER, 2019). Significant national achievements include the national Library of Open Educational Resources¹ developed by the Ministry of Education and the Finnish National Agency for Education and coordinated by CSC, and ARENE's and UNIFI's shared vision for the digitalisation of higher education institutions².

RISKS AND THREATS

Even though open educational resources and other openly accessible education are available to their users for free, a wide range of resources are required for their creation and other development. There is a risk that costs and workloads will accumulate among those individuals and organisations that are particularly active in opening up education and educational resources. The higher education and research community should consider sharing the costs and workloads arising from opening up education and educational resources and take care of their necessary resourcing.

There is also a risk that authors will be forced to open up education and educational resources. To prevent this risk, a national recommendation highlighting the author's decision-making power has been drawn up. The obligation to open all types of education and all types of educational resources is not even justified, as some of the education and educational resources may not work well outside a particular teaching situation. Instead of imposing an obligation, the best way to open up education is by encouraging, for example, giving recognition and merits for opening up education and educational resources.

1 Introduction in stages 2019–2020, see [aoe.fi](#)

2 See [digivisio2030.fi/en](#).

Another kind of threat can arise from the belief that open educational resources and other openly accessible education could alone form the foundation for learning and education and replace interactive classroom study. Classroom study must not be forgotten when promoting open education, and the overall quality of education should be monitored regularly. In addition, the opportunities provided by open education and open educational resources should be utilised to improve the quality of learning and teaching.

The learned societies and other domestic scholarly publishers share the concern that open access to educational resources will have an adverse impact on their financial operational preconditions. However, high-quality popular research-based publications that are written and edited for special areas have a place alongside open educational resources. Open educational resources can also create markets for various value-added services.

There are also concerns regarding financial operational preconditions in universities offering commercial education and education export. Since the policy does not require the openness of all education, higher education institutions will have the opportunity to commercialise the education. In addition, open educational resources and other openly accessible education offer opportunities for marketing. High-quality open educational resources or online courses can be a sign of a high-quality educational player and so attract learners to also benefit from commercial products and services.

STRUCTURE AND BACKGROUND OF THE POLICY

The policy has been prepared by the Finnish higher education and research community. A working group commissioned separately by the Expert Panel in Open Education under the Open Science Coordination of the Federation of Finnish Learned Societies (TSV) has been responsible for ensuring the progress of the work. The work has been guided by the Finnish National Open Science and Research Steering Group. The policy supports the [Declaration for Open Science and Research 2020–2025](#).³

The policy is composed of joint principles and policy components of (a) open access to educational resources and (b) open educational practices that determine objectives and actions.

The principles define the general terms and conditions for promoting open education and educational resources. They consist of important principles for the higher education and research community that must be adhered to in the promotion

3 <https://doi.org/10.23847/isbn.9789525995251>.

of openness. The objectives recorded in the policy components are more time-dependent goals that involve concrete actions. A changing international environment will impact the objectives and the actions they involve sooner than it will impact the principles.

IMPLEMENTATION AND FOLLOW-UP

The policy is applied in higher education and in various forms of continuous learning in which the organisations of the higher education and research community participate, for example, as organisers or partners. This policy can also be used, where appropriate, for the planning of the practices of open education and open educational resources of other educational organisations.

The policy will take effect step by step from 1 January 2021 onwards. The details of the policy are specified in the recommendations, of which by 31 May 2022 have been published the following:

- Recommendation on the copyright issues to be taken into consideration in the open publication of educational resources
- Quality criteria for open education. Part 1. The quality criteria for open educational resources
- Guidelines on accessibility of open educational resources,
- Recommendation on gaining merit in open education and open educational resources
- Competence requirements for open education

Monitoring of the implementation of the policy is the responsibility of Open Science Coordination, which also annually determines, using the expertise of the Expert Panel in Open Education, the appropriate target levels for the follow-up. The policy will be updated in 2024.

DEFINITIONS

OPEN EDUCATION

Opening up education or Open Education means extending access to and participation in education to larger audiences and target groups by lowering barriers to education and increasing accessibility, unrestrictedness, offering and learner-centeredness. It diversifies the possibilities of teaching, learning and building, joint development and sharing of knowledge and combines the pathways of formal and non-formal learning.

Although open education is often carried out using digital technologies, open education is not the same as digital education or digitalisation of educational resources.

OPEN EDUCATIONAL RESOURCES

Open educational resources mean materials or information in any form and used on any medium, partly designed for teaching and learning purposes, which have been:

- released for public use (public domain) or;
- shared by an open licence that permits no-cost access, re-use, re-purpose, adaptation and redistribution by others.⁴

In addition, when calculating the amount of open educational resources, the calculations shall also take into account the educational resources prepared prior to the entry into force of the policy, which have been licensed by partially open licences prohibiting the publication of versions modified based on the resources, the commercial use of the resources, or both (for example Creative Commons licences including ND or NC conditions).

Although scholarly publications can be used as educational resources, especially at higher education levels, and although openness of scholarly publications therefore makes these open as educational resources as well, this policy applies, above all, to educational resources which are not primarily scholarly publications. In addition, according to the policy, open educational resource must be a pedagogically meaningful whole that can be utilised in education.

4 The definition of open educational resources is in line with the definition of open educational resources given in the UNESCO Recommendation on Educational Resources 2019, except that the reference to research materials has been omitted, because these will be discussed in the Policy of open access to research materials and methods.

OPEN EDUCATIONAL PRACTICES

Open educational practices mean practices by which education, learning and teaching are made transparent and shared and which enable their further processing.

Such practices include:

- peer learning and the development of education between students, researchers, teaching staff and the rest of the society;
- involving students in the planning of their learning pathways, including the identification and recognition of competences acquired outside their own educational establishment;
- opening up the education offering to the general public (e.g. MOOC courses);
- sharing and reuse of information relating to the planning and organising of teaching (e.g. curricula, evaluation methods, guidelines, experiences from the implementation of teaching and from learning);
- use, further development and joint development of open educational resources (e.g. videos, podcasts, written material).

THE FINNISH HIGHER EDUCATION AND RESEARCH COMMUNITY

The Finnish higher education and research community consists partly of the same players as the Finnish research community⁵, defined in the Declaration for Open Science and Research, but in particular from the viewpoint of education. More specifically, the Finnish higher education and research community comprises:

5 The Finnish scientific research community consists of:

- individual Finnish and foreign researchers and doctoral students who are affiliated with Finnish research organisations, and grant researchers affiliated with Finnish research organisations or whose work is funded by a Finnish research funder;
- Finnish research organisations such as universities, universities of applied sciences and research institutions, including their research teams and individual researchers, as defined in Finnish legislation;
- Finnish research funders that specialise in funding research, including the Academy of Finland, Business Finland and numerous private foundations and funds;
- Finnish service providers, such as CSC, that develop the infrastructure of open science in Finland;
- learned societies in Finland;
- academies and national scientific boards and committees in Finland;
- research libraries and archives in Finland; and
- scholarly publishers in Finland;

- universities and universities of applied sciences as defined in Finnish laws and regulations;
- teaching and research personnel at Finnish universities and universities of applied sciences, and service personnel supporting teaching and research;
- students at Finnish universities and universities of applied sciences, especially when they participate in the development of education and educational resources;
- Finnish service providers developing open higher education and open research infrastructure, such as CSC – IT Center for Science Ltd;
- other players and organisations that form the Finnish research community (for example research institutions, learned societies and libraries), especially when they work with education and educational resources and participate in the development of open education; in this policy they are referred to as other organisations developing open education.

LEARNERS

For the purposes of this policy, learner (definition in Finnish⁶) means a person who participates in education organised by a Finnish higher education institution or is applying or has applied for this in different ways at different stages of life or otherwise utilises the learning opportunities offered by Finnish higher education institutions. Learners include graduate students from Finnish universities, though the learner is not necessarily a graduate student.

COMPETENCE REQUIREMENTS FOR OPEN EDUCATION

The National recommendation on competence requirements for open education⁷ defines the knowledge and skills required for competence in open education. The competence requirements form a three-step, cumulative scale:

- the user of open educational resources understands the basic concepts of open education and is able to place them in the wider field of open science and research, understands the rights and obligations that copyright law imposes on the user of educational resources, knows how to find and use open educational resources and other materials in their teaching respecting the copyrights and

6 <https://sanastot.suomi.fi/concepts/72df0ad6-c358-4c09-9b29-83e9722acc91/concept/1002e886-36d6-4fe9-8df0-5c715e84796d>.

7 <https://doi.org/10.23847/tsv.84>.

licence clauses as well as knows how to assess the quality of open educational resources,

- the author of open educational resources understands the rights and obligations that copyright law imposes on the author of educational resources, knows how to prepare, publish and describe open educational resources, understands the data protection and information security issues related to open educational resources and is able to demonstrate merit in the preparation of open educational resources,
- the open education influencer is familiar with open educational practices, knows how to co-create open educational resources and open online courses and is familiar with networking and merit practices in open education.

INVOLVEMENT IN THE PLANNING AND IMPLEMENTATION OF OPEN EDUCATION

Learners can be involved in the planning and implementation of open education at many levels. First of all, an individual learner can plan their open education by tailoring education for them from different study units. In addition, learners can be more generally involved in the planning of various study units utilised in open education, e.g., through surveys or workshops. Developing study units through feedback from learners is also one way of involving learners in the planning and implementation of open education.

OPEN BADGES

Open Badges⁸ are created and awarded to identify and recognise competence, skills and achievements. Open badges are often associated with making non-formal learning visible. Open badges aim to identify and recognise, for example, what we learn at work, in our hobbies or in various positions of trust. They are seen as a means of supporting lifelong learning and employment and are aimed at preventing social exclusion.

The original idea of open badges is not only to make non-formal learning visible, but also to better identify competences when, in addition to organisations, individuals and communities can identify and recognise their own or each other's competence, skills and achievements.

From a technical point of view, an open badge is an image that contains metadata. Metadata indicates who has granted the badge to whom, what the badge recognises and stands for and the criteria on which it is based. Metadata follows the Open Badge standard, which can be used to verify whether the badge is genuine and valid.

8 <https://openbadgefactory.com/en/about-open-badges/>.

TEACHING OPEN TO EVERYONE

In terms of openness, teaching is a continuum, with teaching open to everyone free of charge at one end and teaching for a limited group (e.g., for graduate students) at the other. In practice, it may be difficult to classify different teaching situations at or between either end; otherwise, open teaching may have to limit, for example, the awarding of study attainments due to the lack of resources, while it may also be possible for others to follow teaching aimed primarily at graduate students, for example.

This policy defines open teaching available to everyone as all education that is widely available and in which anyone can participate free of charge. There may be a fee for providing a study attainment for teaching open to everyone. Teaching open to everyone can take the form of contact teaching, distance teaching or hybrid teaching through a variety of open online courses, for example.

MYDATA

MyData refers to a people-centred approach to managing person-related information. MyData aims to enable individuals to continue to use and manage the (continued) use of their personal data in an interoperable, machine-readable and clear manner. MyData can also refer to a subset of personal data in which the above features are realised.

MyData's principles involve people-centred management of personal data, the individual as the "integration point" – that is, the enabler of the information flow, the individual's empowerment, transferability of data, transparency and responsibility, and interoperability. These principles, written out in the [MyData declaration](https://mydata.org/declaration/)⁹ can be used to examine the degree of implementation of MyData.

SHARING MATERIALS RELATED TO TEACHING AND EVALUATION

The sharing of materials related to the teaching and assessment means, for example, the open sharing of curricula and assessment methods as well as guidelines and experiences related to learning and the implementation of teaching.

SHARING COMPETENCE RELATED TO THE PLANNING AND ORGANISATION OF TEACHING

Teachers have a wide range of competence in planning and organising teaching. Some of this may be explicit information expressed in writing, such as plans for the progress of the study unit being taught or the methods to be used. Some, on the other

9 <https://mydata.org/declaration/>.

hand, may be more implicit competence, such as experiences about the implementation of teaching. This competence can be shared with others in many ways, at best also across organisational boundaries. Written or other materials can be shared directly with other teachers, while more implicit knowledge can be shared, for example, in presentation sessions or as informal peer tutoring and mentoring.

LEARNING ANALYTICS

Learning analytics refers to the collection, measurement, analysis and reporting of information on the learner and the learning process in order to understand and develop learning and learning environments.¹⁰ Learning analytics collects, measures, analyses and reports data from studies, and technical functionalities are built into the latest learning platforms. Learning analytics is based on the students' digital traces that they leave in the systems used during their studies.¹¹

EDUCATIONAL DATA

Educational data refers to information accumulated on different platforms during the process of education.

PRODUCT OF LEARNING

A product of learning is the material created as a result of learning, such as a blog post, video or report.

RECOGNITION OF PRIOR LEARNING

Recognition of prior learning ([link in Finnish](#))¹² means a measure in which the learner's competence that meets the criteria for the degree to be completed, the criteria for the education to be completed or the degree qualification requirements but has been acquired and demonstrated in another context and has been verified is included in the degree. The recognition of prior learning is usually preceded by the identification of prior learning ([link in Finnish](#)),¹³ in which the education provider identifies the learner's competence and other preconditions in relation to the requirements and goals on the basis of the documents and other possible accounts presented by the learner. Together, the identification and recognition of prior learning constitute a measure

10 See Learning Analytics: The Emergence of a Discipline – George Siemens, 2013 (laurea.fi): <https://journals-sagepub-com.nelli.laurea.fi/doi/10.1177/0002764213498851>.

11 See Oppimisanalytiikka ubiikin oppimisen tukena näkymä (journal.fi, in Finnish): <https://journal.fi/akakk/article/view/84782/43852?acceptCookies=1>.

12 <https://sanastot.suomi.fi/concepts/72df0ad6-c358-4c09-9b29-83e9722acc91/concept/fb6a1e97-ccea-4428-b0cf-501a69ec5989>.

13 <https://sanastot.suomi.fi/concepts/72df0ad6-c358-4c09-9b29-83e9722acc91/concept/55e12b1c-d0cc-4ea4-a030-ae6802ab3ed1>.

similar to the accreditation of prior learning (link in Finnish),¹⁴ though the competence to be identified and recognised may also be something else than completed study units.

14 <https://sanastot.suomi.fi/concepts/72df0ad6-c358-4c09-9b29-83e9722acc91/concept/bf3a6cc1-f92e-4a25-a488-2419fb3ee5be>.

STRATEGIC PRINCIPLES AND THE RESPONSIBILITIES FOR THEIR FULFILMENT

A review of the initial situation related to all principles requires the definition of monitoring criteria. The monitoring criteria are defined in separate recommendations. The recommendations are prepared by Open Science Coordination together with universities and other organisations developing open education which participate in the specification work. Existing criteria and recommendations are utilised in the specification work. The realisation of the criteria will be ensured as part of the national monitoring of open science and will be updated as necessary.

PRINCIPLE 1: WHEN EVALUATING EDUCATION AND OPEN EDUCATIONAL RESOURCES DEVELOPED WITH IT, THE RELIABILITY OF THEIR CONTENT AND OTHER ELEMENTS DEFINING THEIR QUALITY ARE CONSIDERED IN ADDITION TO THEIR OPENNESS.

Ensuring the realisation and monitoring of the principle:

- A. Review of the initial situation: In 2021, Open Science Coordination will determine how the general quality criteria for education and educational resources can be applied to open education and open educational resources, and what other quality criteria are needed.
- B. Continuous monitoring: In addition to monitoring the criteria, universities and universities of applied sciences ensure in their own quality systems that investments in creating and using open educational resources and other openly accessible education increase the overall quality of education. The universities ensure that high-quality contact teaching is provided, even though open educational resources and education are extensively available.

PRINCIPLE 2: IN THE DEVELOPMENT AND UTILISATION OF OPEN EDUCATION AND OPEN EDUCATIONAL RESOURCES COPYRIGHT, DATA PROTECTION AND ETHICAL PRACTICES ARE RESPECTED.

Ensuring the realisation and monitoring of the principle:

- A. Review of the initial situation: In 2020, Open Science Coordination will assess which contractual and copyright, data protection and licensing issues must be taken into consideration when opening educational resources.
- B. Continuous monitoring: In addition to monitoring the criteria, in 2021, Open Science Coordination will launch a study on the intellectual property rights (including the educational resources prepared on the basis of these) of research outputs in order to clarify ownership and contractual issues. The report will utilise the expertise of universities and employee organisations in the field of research and education.

PRINCIPLE 3: THE DEVELOPMENT OF OPEN EDUCATION AND OPEN EDUCATIONAL RESOURCES TAKES INTO ACCOUNT THEIR ACCESSIBILITY AND APPLICABILITY TO A DIVERSITY OF LEARNERS.

Ensuring the realisation and monitoring of the principle:

- A. Review of the initial situation: In 2021, Open Science Coordination will identify the criteria for the accessibility of educational resources. By 2022, the criteria for observing the diversity of learners and the responsibility of content in open education and educational resources will be identified.
- B. Continuous monitoring: As part of the national monitoring of open science.

PRINCIPLE 4: WORK FOR DEVELOPING OPEN EDUCATION AND EDUCATIONAL RESOURCES IS EVALUATED IN THE MERIT CRITERIA AND IN THE PLANNING OF DUTIES.

Ensuring the realisation and monitoring of the principle:

- A. Review of the initial situation: In 2021, Open Science Coordination will identify the best practices, how the development of open education and educational resources will

be taken into consideration in duties and how they will be given merits. In addition, Open Science Coordination plans, together with CSC, universities and other organisations developing open education, the indicators and knowledge base to support the evaluation of merits.

- B. Continuous monitoring: As part of the national monitoring of open science.

POLICY COMPONENT 1: OPEN ACCESS TO EDUCATIONAL RESOURCES

OBJECTIVES AND THE ACTIONS THEY REQUIRE

OBJECTIVE 1: By 2025 open educational resources are used and created extensively in universities.

Actions required by the objective:

- a) By 2022, Open Science Coordination will, in cooperation with universities and other organisations developing open education, draft a joint recommendation on the practices and tools that ensure the findability, interoperability, reusability and further development of open educational resources.
- b) By 2022, Open Science Coordination will explore the possibility of establishing, in cooperation with CSC, an open online course, which, once completed, will give the participant the preparedness needed for the creation and utilisation of open educational resources.
- c) By 2023, Open Science Coordination will, together with universities and other organisations developing open education, determine the competence requirements for open educational resources, which will indicate the skills that teachers should be in possession of when creating and utilising open educational resources.
- d) On the basis of this policy and the recommendations that specify it, universities and other organisations developing open education, will draw up their own guidelines on open educational resources, which will provide advice on, for example, matters such as contracts, licences, tools for opening educational resources, recommended distribution locations and finding and using of open educational resources.
- e) Universities and other organisations developing open education will provide support and training to creators of open educational resources on licensing and openness and issues related to its practical implementation.
- f) As part of the national monitoring of open science, the capacity of organisations to support the development of open educational resources will be investigated on a regular basis.

OBJECTIVE 2: By 2025 the amount of open educational resources in higher education has multiplied and the quality has improved to better serve education.

Actions required by the objective:

- a) By 2021, Open Science Coordination will develop a prize, which will be distributed annually to a person or group for outstanding merits in developing open education and educational resources.
- b) By 2023, Open Science Coordination will study the funding mechanisms for the development of open educational resources by also investigating international examples for comparison.
- c) The authors of open educational resources are recommended to provide metadata of the open educational resources they have created for the Library of Open Educational Resources.
- d) Universities and other organisations developing open education are seeking for methods with the Library of Open Educational Resources by which open educational resources stored in their own repositories will also be stored in the Library of Open Educational Resources.
- e) By 2023, universities and key funders, with the assistance of UNIFI and ARENE, will agree on how to share the costs of promoting open access to educational resources and, in accordance with the agreed model, support the preparation and updating of open educational resources.
- f) Providers of research funding will provide positive consideration to open educational resources drawn up on the basis of research results in funding decisions.
- g) Universities and other organisations developing open education plan and implement joint projects that promote the capacity of all participants in the project to develop open educational resources, jointly develop high-quality open educational resources and establish networks for the marketing of open educational resources.
- h) Universities and other organisations developing open education plan and implement cooperation projects for using open educational resources from higher education in other levels of education.
- i) As part of the monitoring of open science, a process to assess the quality and quantity of open educational resources in higher education will be created and introduced.
 - i) The Library of Open Educational Resources collects information on an annual basis on how many higher education educational resources have meta-

data stored in the Library and how many have been downloaded from it in different fields and in different languages.

- ii) The Library of Open Educational Resources collects information on the updating and accessibility of higher education educational resources stored there.
- iii) The views of teachers and students in different fields on the adequacy of the amount and quality of open educational resources will be investigated regularly.
- iv) Using the expertise of the Expert Panel in Open Education on a regular basis, the adequacy levels for the results of (i)–(iii) will be determined on the basis of past years' performance.
- v) A report on the development of open educational resources in the higher education and research community will be published regularly on the basis of sections (i)–(iv).

OBJECTIVE 3: By 2025 Finland is known as a pioneer and promoter of open educational resources in higher education.

Actions required by the objective:

- a) The Finnish university and research community participates in promoting and researching the use and valuation of open educational resources at the EU level.
- b) Open Science Coordination provides information on open educational resources, the related policy and joint recommendations, and services and projects related to open education both in Finland and internationally.
- c) Universities and other organisations developing open education disseminate information on open educational resources and related practices within the organisation and to their partners and wider audience at both national and international level.
- d) Finnish universities and other organisations that develop open education, as well as Open Science Coordination, participate in international cooperation projects, especially in the EU, the objective of which is to promote the development and use of open educational resources.
- e) By 2023, Open Science Coordination, together with universities, providers of research funding and other organisations developing open education, will explore possibilities for a research project to study the quality, quantity, use and valuation of open educational resources at universities in European Union countries.

- i) The research project will identify and create methods that will enable a fair assessment of the use and valuation of open educational resources published in different countries and in different languages.

POLICY COMPONENT 2: OPEN EDUCATIONAL PRACTICES

OBJECTIVES AND THE ACTIONS THEY REQUIRE

OBJECTIVE 1: By 2025, higher education institutions will make use of open educational practices and support cooperation, communality and sharing in education.

Actions required by the objective:

- a) By 2024, higher education institutions will have their own policy that steers the administration of open education, quality work and the personnel's merit and incentive systems so that they support open educational practices.
- b) From 2024 onwards at the latest, higher education institutions will promote openness in the organisation of services that support education, for instance, by the use of open data, open learning and collaboration platforms and open source software, as well as by promoting transparency in service procurement.
 - i) The teaching, IT management and library networks of higher education institutions will work together to promote the interoperability of open learning and collaboration platforms used in teaching as well as that of open education services.
- c) From 2024 onwards at the latest, the higher education and research community will develop expertise in open educational practices.
 - i) The Open Science and Research Coordination, in cooperation with higher education institutions and other organisations promoting open education, creates a network of experts in open educational practices.
 - ii) The higher education and research community establishes competence requirements for open education as part of teacher training.
 - iii) Higher education institutions enable their personnel to develop their skills in open educational practices.
- d) From 2024 onwards at the latest, higher education institutions will encourage their personnel to share their expertise in planning and organising teaching.

OBJECTIVE 2: By 2025, learners will be provided with opportunities and support for open education.

Actions required by the objective:

- a) Higher education institutions have diverse ways of recognising competence gained through open education.
- b) Higher education institutions provide means and support to improve the availability and accessibility of education.
- c) Higher education institutions involve learners in the planning and implementation of open education.
 - i) From 2024 onwards at the latest, higher education institutions will have practices in place to involve learners in the planning and implementation.
- d) From 2023 onwards at the latest, higher education institutions will support learners' skills in themes related to open science and education, such as licensing practices and copyright.
- e) From 2025 onwards at the latest, higher education institutions will encourage learners to share the products of their learning openly and to make use of materials opened by other learners, applying the quality criteria for open education.
 - i) Higher education institutions promote a voluntary open sharing and cooperation culture for learners by highlighting the opportunities for cooperation, peer development and use offered by open sharing and by informing them about the risks of open sharing.
 - ii) From 2023 onwards, higher education institutions, together with the Open Science and Research Coordination, will increase teachers' understanding of the conditions imposed by copyright for the open sharing of materials produced by learners.
 - iii) By 2024, higher education institutions will have developed guidelines and operating models for the open sharing of products of learning.
 - iv) From 2024 onwards, the monitoring of open science will take into account how information is available to learners about the open sharing of their products of learning.
- f) From 2024 onwards at the latest, higher education institutions will encourage teachers to openly share teaching and evaluation related materials with learners.
- g) By 2024, in higher education institutions will begin to plan in the Digivision 2030 project how learners can utilise

information related to their learning in accordance with the MyData principles.

OBJECTIVE 3: By 2025, open education will be a significant part of the societal interaction of the higher education and research community.

Actions required by the objective:

- a) Higher education institutions provide more teaching that is open to everyone.
 - i) Higher education institutions clarify and communicate how to participate in teaching open to everyone, including contact teaching.
 - ii) From 2024 onwards at the latest, higher education institutions will develop platforms and services that enable the digital opening of teaching.
 - iii) From 2023 onwards at the latest, higher education institutions will cooperate nationally and internationally in the development and implementation of teaching open to everyone.
 - iv) From 2024 onwards, the monitoring of open science will take into account teaching open to everyone and participation in it.
- b) Higher education institutions grant open badges in accordance with the standards or other credits for the open education accomplishments.
- c) Higher education institutions and other organisations promoting open education cooperate in implementing scientific communication and science education in accordance with the recommendations of the Committee for Public Information and the Federation of Finnish Learned Societies.
- d) From 2023 onwards at the latest, higher education institutions plan the open sharing of educational data in accordance with responsible data management practices.
 - i) By 2023, higher education institutions will agree in the Digivision 2030 project on the best practices for opening educational data.
 - ii) By 2024, higher education institutions will begin in the Digivision 2030 project to design services to enable the opening of educational data.
- e) Higher education institutions and other organisations promoting open education cooperate nationally and internationally in the development of and research into open education.

ANNEX 1: TIMELINE OF THE ACTIONS

Immediately after the publication of the Policy Component:

- On the basis of this policy and the recommendations that specify it, universities and other organisations developing open education, will draw up their own guidelines on open educational resources, which will provide advice on, for example, matters such as contracts, licences, tools for opening educational resources, recommended distribution locations and finding and using of open educational resources.
- Universities and other organisations developing open education will provide support and training to creators of open educational resources on licensing and openness and issues related to its practical implementation.
- As part of the national monitoring of open science, the capacity of organisations to support the development of open educational resources as well as the quality and the quantity of open educational resources will be investigated on a regular basis.
- The authors of open educational resources are recommended to provide metadata of the open educational resources they have created for the Library of Open Educational Resources.
- Universities and other organisations developing open education are seeking for methods with the Library of Open Educational Resources by which open educational resources stored in their own repositories will also be stored in the Library of Open Educational Resources.
- Providers of research funding will provide positive consideration to open educational resources drawn up on the basis of research results in funding decisions.
- Universities and other organisations developing open education plan and implement joint projects that promote the capacity of all participants in the project to develop open educational resources, jointly develop high-quality open educational resources and establish networks for the marketing of open educational resources.
- Universities and other organisations developing open education plan and implement cooperation projects for using open educational resources from higher education in other levels of education.

- The Finnish university and research community participates in promoting and researching the use and valuation of open educational resources at the EU level.
- Open Science Coordination provides information on open educational resources, the related policy and joint recommendations, and services and projects related to open education both in Finland and internationally.
- Universities and other organisations developing open education disseminate information on open educational resources and related practices within the organisation and to their partners and wider audience at both national and international level.
- Finnish universities and other organisations that develop open education, as well as Open Science Coordination, participate in international cooperation projects, especially in the EU, the objective of which is to promote the development and use of open educational resources.
- Higher education institutions have diverse ways of recognising competence gained through open education.
- Higher education institutions provide means and support to improve the availability and accessibility of learning.
- Higher education institutions involve learners in the planning and implementation of open education.
- Higher education institutions clarify and communicate how to participate in teaching open to everyone, including contact teaching.
- Higher education institutions grant open badges in accordance with the standards or other credits for the open education accomplishments.
- Higher education institutions and other organisations promoting open education cooperate in implementing scientific communication and science education in accordance with the recommendations of the Committee for Public Information and the Federation of Finnish Learned Societies.
- Higher education institutions and other organisations promoting open education cooperate nationally and internationally in the development of and research into open education.

2023

- Open Science Coordination will study the funding mechanisms for the development of open educational resources by also investigating international examples for comparison.

- Universities and key funders, with the assistance of UNIFI and ARENE, will agree on how to share the costs of promoting open access to educational resources and, in accordance with the agreed model, support the preparation and updating of open educational resources.
- Open Science Coordination, together with universities, providers of research funding and other organisations developing open education, will explore possibilities for a research project to study the quality, quantity, use and valuation of open educational resources at universities in European Union countries.
- Higher education institutions support learners' skills in themes related to open science and education, such as licensing practices.
- Higher education institutions, together with the Open Science and Research Coordination, increase teachers' understanding of the conditions imposed by copyright for the open sharing of materials produced by learners.
- Higher education institutions cooperate nationally and internationally in the development and implementation of teaching open to everyone.
- In the Digivision 2030 project, higher education institutions agree on the best practices for opening educational data.

2024

- Higher education institutions have their own policy that steers the administration of open education, quality work and the personnel's merit and incentive systems so that they support open educational practices.
- Higher education institutions promote openness in the organisation of services that support education, for instance, by the use of open data, open learning and collaboration platforms and open source software, as well as by promoting transparency in service procurement.
- The teaching, IT management and library networks of higher education institutions will work together to promote the interoperability of open learning and collaboration platforms used in teaching as well as that of open education services.
- The higher education and research community develops competence in open educational practices in the following ways:

- The Open Science and Research Coordination, in cooperation with higher education institutions and other organisations promoting open education, creates a network of experts in open educational practices.
- The higher education and research community establishes competence requirements for open education as part of teacher training.
- Higher education institutions enable their personnel to develop their skills in open educational practices.
- Higher education institutions encourage their personnel to share their expertise in planning and organising teaching.
- Higher education institutions have ready-made practices for involving learners in the planning and implementation of open education.
- Higher education institutions have developed guidelines and operating models for the open sharing of products of learning.
- Higher education institutions encourage teachers to openly share teaching and evaluation related materials with learners.
- Higher education institutions begin to plan in the Digivision 2030 project how learners can utilise information related to their learning in accordance with the MyData principles.
- Higher education institutions develop platforms and services that enable the digital opening of teaching.
- The monitoring of open science takes into account teaching open to everyone and participation in it, as well as how information is available to learners on the open sharing of their products of learning.
- In the Digivision 2030 project, higher education institutions begin to design services that will enable the opening of educational data.

2025

- Higher education institutions encourage learners to share the products of their learning openly and to make use of materials opened by other learners, applying the quality criteria for open education.
- Higher education institutions promote a voluntary open sharing and cooperation culture for learners by highlighting the opportunities for cooperation, peer development and use offered by open sharing and by informing them about the risks of open sharing.

ANNEX 2: DRAFTING OF THE POLICY

The policy has been drafted by a working group gathered up by the Expert panel in Open Education. The members of the working group are:

- **Kaisu Clarot** University of Oulu
- **Minna Fred** Laurea University of Applied Sciences
- **Susanna Hasiwar** University of Oulu
- **Janniina Heinonen** The Trade Union of Education in Finland OAJ
- **Aino Helariutta** Laurea University of Applied Sciences
- **Ira Hietanen-Tanskanen** The Trade Union of Education in Finland OAJ
- **Ilmari Jauhiainen** The Federation of Finnish Learned Societies
- **Joni Kajander** National Union of University Students in Finland
- **Anne Kärki** Satakunta University of Applied Sciences
- **Leo Lahti** University of Turku
- **Anna Lindfors** CSC
- **Jouni Markkula** University of Oulu
- **Paula Merikko** Finnish National Board of Education
- **Minna Niemi-Grundström** University of Tampere
- **Seliina Päällysaho** Seinäjoki University of Applied Sciences
- **Maria Rehbinder** Aalto University
- **Jarkko Toikkanen** University of Oulu / The Finnish Union of University Researchers and Teachers
- **Tarmo Toikkanen** Open Knowledge Finland / Creative Commons Finland / The Association of Finnish eLearning Centre / IT instructors
- **Tarjaleena Tuukkanen** Häme University of Applied Sciences
- **Marjo Vallittu** University of Jyväskylä
- **Salla Viitanen** The Finnish Union of University Researchers and Teachers
- **Terhi Kaipainen** South-Eastern Finland University of Applied Sciences
- **Miki Kallio** University of Oulu

The policy was drafted on the basis of an open preliminary survey aimed especially at university teachers, in which teachers' experiences on open educational resources and their wishes and fears concerning the future policy were evaluated. 108 replies were received.

The Policy Group has strived to comply with the following values in its policy work:

- **Humanity** – the aim in the policy has been to adapt the structures to the needs of learners and teachers, not the learners and teachers to the structures

- **Sense of community** – efforts have been made to involve all relevant stakeholders, such as teachers, learners and organisations, in the policy work
- **Diversity** – the policy aims to enable many ways of implementing open education.



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