

CALL FOR PROPOSAL

Open Education Global 2019 Conference OPEN EDUCATION FOR AN OPEN FUTURE

(Resources, Practices, Communities)

Milano, Italy
26 - 28, November 2019
<https://conference.oeconsortium.org/2019/>
#OEGLOBAL19

Call for Proposals

The Open Education Consortium and Politecnico di Milano (Polimi), hosts of the Open Education Global 2019 Conference to take place in Milan, Italy, 26-28 November 2019, invite proposals for conference sessions.

The Open Education Consortium is a global network of educational institutions, individuals and organizations that support an approach to education based on openness, collaboration, innovation and collective development and use of open educational materials.

Politecnico di Milano is Italy's largest university for Engineering, Architecture and Industrial Design: quality of research, teaching innovation and a fruitful cooperation with the industrial system are among its key strengths.

The theme of the Open Education Global 2019 Conference is *Open Education for an Open Future - Resources, Practices, Communities*.

This theme aims to emphasize opportunities offered by Open Education as a means to empowerment and to increase accessibility and quality of educational opportunities for all. Under this theme, the Conference serves as a platform to imagine scenarios and discuss strategies to help safeguard an Open Future.

Open boundaries: Our world is increasingly being characterized by divisions and the building of walls. Open education and open resources play a critical role in ensuring that the doors to learning and educational opportunities remain open, and supports the open sharing of ideas, projects and educational content.

Open Opportunities: Increasingly, people around the world are marginalized or at risk of being marginalized because they lack the opportunities and skills required by new job market scenarios. This is true both at local and global levels. Open education can actively contribute to expand opportunities for individuals who want to build their future on a set of skills which can be acquired through Open Educational Resources (OER).



Conference tracks

TRACKS	TOPICS	
Strategies for the further development of open educational resources, practices, and communities through cross-boundary collaborations	a) Open connections and collaborations	1) Connecting different worlds of open, such as open access, open science, open source software, open design, open data 2) Cross-fertilization between digital technology and humanities / creativity / STEM (Science, Technology, Engineering and Mathematics) and STEAM (Science, Technology, Engineering, Art and Mathematics): the transformational impact of openness 3) Local, regional, national and international cross-institution and cross-sector partnerships and coalitions for formal, informal and non-formal education 4) The role of communities and/or informal organizations in advancing open education locally, institutionally, nationally
	b) Open education to bridge the gaps beyond curricular education	1) OER, open courses and MOOCs to support students through the key transitions of their career 2) Open learning (including, but not limited to, OER and MOOCs) to increase preparedness for the workplace / labour market 3) Supporting pathways between education and work through open learning; the role of industry and apprenticeships for professional learning and development 4) Open education to support new student populations in terms of demographics, profiles, and needs 5) OER, open courses and open communities to advance cultures of change and innovation (e.g. social innovation)
	c) Open education meets Sustainable Development Goals	1) Open initiatives with a focus on the UN Sustainable Development Goals as a reciprocal relationship 2) Current and future open collaborations and initiatives to solve the biggest global challenges of our time for a better collective future on our planet 3) How open education and its policies are developing in different regions of the world 4) OER and MOOCs to reach underprivileged communities 5) OER and MOOCs in developing and emerging countries (use / adoption / policies / strategies)
Roles and practices to enact open education	a) Students, facilitators, teachers, and communities: evolving roles, fading dichotomies	1) The role of students and peers: mentors and co-facilitators in open courses; (co-)makers of open educational resources 2) Extending learning beyond the classroom and enabling distributed open peer-to-peer learning and sustainable assessment strategies 3) Students and teachers as promoters of open strategies 4) Teachers and tutors as facilitators in the open

		<p>5) The role of librarians in supporting OER (and MOOC) adoption and use</p> <p>6) The role of non-academic staff in fostering the use of OER / MOOCs</p> <p>7) Open learning communities as induction and inclusion hubs and greenhouses for open innovation</p> <p>8) Synergies between open communities, where anyone can join and contribute (e.g. in terms of expertise), and formal learning in schools, colleges and universities beyond boundaries and borders</p>
	<p>b) Open Educational Practices and curriculum design</p>	<p>1) Breaking free from traditional curriculum design models: open design models and frameworks for learning and teaching and open program and degree design (e.g. joined-up open courses, degree apprenticeships and personalization of education)</p> <p>2) OER, open courses and MOOCs to underpin both new forms of learning (fostering curiosity, creativity and critical thinking in students) and learning innovation techniques (e.g. flipped classroom, open digital storytelling, scenario- and problem-posing approaches and simulations, maker spaces and DIY learning) both in class and online</p> <p>3) Open innovations in low-tech and offline contexts to address specific local challenges and harness opportunities through openness</p> <p>4) Open textbooks and text-book innovations through co-creation with students, open learners and the wider public</p> <p>5) Obstacles to the use of OER / OEP / active learning in the classroom</p>
	<p>c) Tools, technologies, and spaces that enable, support and spread open education</p>	<p>1) Criteria to manage sources and assess OER</p> <p>2) Adaptation and localization issues (e.g. language translation)</p> <p>3) OER authoring and markup tools and metadata standards to manage creation, revision/adaptation, and import/export of OER across file formats and platforms</p> <p>4) Reusing and creating derivative works (hosting derivative works, citation conventions for derivative works, conventions for tagging OER, standards for remixable formats)</p> <p>5) Tools and platforms for the development of open courses and communities</p> <p>6) Open education initiatives partnering with third parties to offer complementary services, such as data collection, feedback, and analytics</p> <p>7) Overcoming barriers to digital equity (internet access, BOYD, socio-cultural barriers): tech-free / low-tech open education solutions to widen access and participation</p> <p>8) Unleashing the potential of OER/MOOCs in physical spaces (e.g. classroom, libraries, labs, maker spaces); redesigning open and fluid (tech-free / low-tech / digitally-enhanced) learning spaces</p>



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Pedagogy, reflections and policies for an open future	a) Open education research	<ol style="list-style-type: none"> 1) Studies of educational transformation in different contexts at practitioner level, institutionally, nationally and internationally 2) Benefits, challenges and opportunities for an open future illuminated through related research 3) Ideas, plans for future open education research and work-in-progress
	b) Impact of open education initiatives	<ol style="list-style-type: none"> 1) What stakeholders, and what synergies with them? Beyond education institutions and communities, e.g. cultural institutions/GLAMs (Galleries, Libraries, Archives, and Museums) and other organizations with complementary skills and knowledge 2) Measuring impact: what kind of impact (and evidence thereof) 3) Open education and scalability 4) Economic and non-economic drivers / possible business models and possible differences depending on geographic areas
	c) Policies & strategies for open education	<ol style="list-style-type: none"> 1) Embedding MOOCs and OER in institutional strategies (schools, HEIs) for formal education 2) Designing effective policies and strategies to mainstream openness: challenges, barriers, constraints, and incentives (e.g. staff development, recognition and rewards for open education adoption) 3) Connecting open education policies to larger policy movements such as the Open Government Partnership 4) Intellectual property arrangements at schools, colleges, universities and communities 5) Openness as a tool for community outreach, community engagement 6) The role (institutional) leaders play in spreading open education
	d) Visions of future landscapes	<ol style="list-style-type: none"> 1) Roles in the future: students, learners and facilitators, their needs and contribution to formal education 2) Ambitious and imaginative leaders for an open future 3) Visions for future models to connect open education with formal education and competency-based education 4) The future of professional development for educators, pre- and -in service 5) The future of open communities for lifewide and lifelong learning and their role in education and professional development



Criteria for selection of proposals

Proposals will be assessed against the following criteria:

1. **Clarity and coherence** - The abstract explains the aims and development of the proposal in a clear and understandable way, in consistency with the requirement of the call.
2. **Originality** - The proposal explores a new or novel idea, project or issue; it discusses existing research with promise of new insight, it discusses new research; or it presents new ways of considering existing information.
3. **Relevance** – The topic is relevant to open education and it contributes to research and/or effective practices in the field.
4. **Takeaways** – The session includes key takeaways for participants to consider alternative practices and processes.

Session Formats

You are invited to submit a proposal by filling in the online speaker proposal form [<https://easychair.org/account/signin.cgi>] to explore with delegates a topic in relation to the conference tracks.

FORMAT	DESCRIPTION	DURATION	REQUIREMENTS
WORLD CAFE A table format arrangement to discuss a question or a topic	World cafe is an interactive and informal way to share activities in small groups with a wider audience in an open space. This means that there will be a lot of conversation at the same time and therefore noise, a lot of noise. Table leaders need to be aware of these features, and manage the transitions among tables and find effective ways to engage participants in discussion. For further information about the format, please see http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/	60 minutes	Your contribution might be linked to a project that you have just started or plan to start. You may even seek collaborators. As a table leader, you will host your table for 60 mins but the delegates you work with are expected to change every 15 minutes (3 rounds of conversation in 60 minutes). At the end of the World cafe you will be asked to share the main takeaways with the rest of the large group. Therefore you are required to describe in your proposal the outline of the session and the elements you aim to explore through discussion. Your proposal should describe: <ul style="list-style-type: none"> • intended topic • goals of the session • outline • duration • in what way the topic is innovative and/or complementary to other contributions.
ACTION LAB Hands-on, action-oriented sessions	The Open Education Action Lab is intended to train participants, engage them in thoughtful discussions, provide opportunities for feedback, and incubate new projects and ideas. Sessions could take the form of: <ul style="list-style-type: none"> • a workshop • a brainstorming discussion • a demonstration 	50 minutes	As an Open Education Action Lab leader, you are expected to define a specific, hands-on topic. You may even seek collaborators. You are required to detail in your proposal the outline of and the intended outputs of the session along with materials and resources needed to implement the action lab. Your proposal should describe: <ul style="list-style-type: none"> • intended topic • goals of the session

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	<ul style="list-style-type: none"> a participatory how-to session. 		<ul style="list-style-type: none"> hands-on components of the session outline in what way the topic is innovative and/or complementary to other contributions resources and materials that will be used
<p>POSTER Large printed information sheets aimed at giving an overview of the topic/project covered</p>	<p>Posters are intended to be self-explaining and will be on display for the entire duration of the conference. Special poster sessions will be organised so that poster presenters can engage in conversation with delegates. All posters will be considered for the Best Poster Award voted by conference attendees; award winner(s) will be announced on Day 3 of the conference, just after the final keynote.</p>	<p>Not applicable (poster presenters can show their projects during coffee breaks, lunch breaks or upon request)</p>	<p>Your proposal should describe:</p> <ul style="list-style-type: none"> intended topic goals outline in what way the topic is innovative and/or complementary to other contributions resources and materials that will be used
<p>PECHA KUCHA Speedy conference presentations based on 20 slides, 20 seconds for each by one or more authors, followed by Q&A</p>	<p>Presentations can be based on work in progress, research findings or experimental work. For more information about the Pecha Kucha format, please see https://www.pechakucha.org/faq</p>	<p>6 mins and 40 seconds</p>	<p>Your proposal should describe:</p> <ul style="list-style-type: none"> intended topic goals outline in what way the topic is innovative and/or complementary to other contributions
<p>PRESENTATION</p>	<p>Presentations can be based on work in progress, research findings or experimental work. Presentation proposals should include a full description of what will be presented. Please note that only a limited number of presentations will be accepted to the conference, in order to facilitate better opportunities for interaction, engagement, networking and collaboration among conference participants. We encourage you to consider alternative session formats such as Pecha Kucha or World Cafe</p>	<p>15 minutes + 10 minutes discussion</p>	<p>Your proposal should describe:</p> <ul style="list-style-type: none"> intended topic goals outline in what way the topic is innovative and/or complementary to other contributions

EX-ANTE video and EX-POST video

All participants notified of acceptance and who will attend the conference are strongly invited to produce a short (2-3 mins) EX-ANTE video in which they briefly answer the following questions:

- What is my proposal going to discuss?
- Why is it useful for participants to join me?
- Which criticalities (weaknesses, obstacles, etc) do I foresee to explore through discussion?



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After the conference, we invite presenters to produce a short (2-3 mins) EX-POST video in which they briefly answer the following questions:

- Did we come up with a useful discussion?
- What did the discussion add to the previous knowledge/perspective/understanding we already had on this issue?
- Did we find solutions to the criticalities?
- Any further steps foreseen by participants?

The videos will be collected on the OE GLOBAL 19 website and will be part of the shared results of the conference. Presenters will be provided with additional guidelines at a later stage.

Submission Information

Proposals (written in English) to be submitted through EasyChair website [<https://easychair.org/conferences/?conf=oeglobal2019>]. If you would like to lead a session in a language other than English, please contact conference@oeconsortium.org.

Submissions for the Open Education Global Conference 2019 must include a short abstract (one paragraph, under 300 words) and an extended narrative (750-1500 words, approximately 1-3 pages). The extended narrative should provide a clear description of what presenters will address and what the audience can expect to learn. Authors should ensure that enough details are given to be able to assess the novelty, relevance or the impact of the proposed session. Please note that you will need to provide the following information during the submission process:

1. Names, academic titles, and affiliation for all presenters and / or facilitators
2. Conference track (selected from the list above)
3. Topic (selected from the list above). Please note: while your proposal may be relevant for more than one topic, we ask that you limit your selection to only one topic per track.
4. Type of session requested (selected from the list above)
5. Title of the session
6. Abstract (300 words)
7. At least three keywords
8. Intended primary audience (Academic, Educational Leader, Instructional Designer or Technologist, Librarian, Policy maker Teacher, Researcher, Student, Other)
9. Intended secondary audience(s) (Academic, Educational Leader, Instructional Designer or Technologist, Librarian, Policy maker Teacher, Researcher, Student, Other)
10. Educational sector (Primary Education, Secondary Education, Community College/ Vocational/Trades Education, Higher Education, Lifelong Learning/non formal learning/ Adult learning/Community learning)
11. Extended Narrative – Upload a detailed description (pdf format) of the proposed topics and/or activities (750-1500 words). For more information please see proposal requirements according to the selected session formats

Additionally, during the proposal submission process, please indicate if you have interest in submitting a paper to the special edition of the Open Praxis journal. If you would like to be considered for inclusion in Open Praxis your extended narrative needs to have a **minimum of 1,200 words** and a **maximum of 5,000 words** (please see below for additional information).

All presenters are required to register for the conference by **31 July 2019**.



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TIMELINE

Submissions due: **1 May 2019**

Acceptance announcements: **21 June 2019**

Speaker registration deadline: **31 July 2019**

When you submit your proposal, you will receive an automated confirmation email. If you do not hear from us, please contact us at conference@oeconsortium.org.

Publication in Proceedings and Filming

During the conference, some talks may be video recorded and made available online. Presentation slides and papers will be available after the conference.

License

All submissions and presentations must be licensed under the Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>). By submitting a proposal you agree to these terms.



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OPEN PRAXIS



Journal Publication Opportunity - Open Praxis

We are very pleased to announce that Open Praxis will publish a selection of papers from the Open Education Global 2019 conference. Open Praxis is a peer-reviewed open access scholarly journal focusing on research and innovation in open, distance and flexible education, published by the International Council for Open and Distance Education – ICDE. Articles selected for publication must meet the established criteria of the journal, which can be found at

<http://www.openpraxis.org/index.php/OpenPraxis/about/editorialPolicies>.

If you would like your paper considered for publication in the November 2019 edition of Open Praxis, please note that papers submitted for publication will follow an additional review process. The Open Education Global Program Committee will first review, in an expedited manner, all submissions with an interest for publication in Open Praxis.

Pre-selected authors will be invited by OE Global Program Committee to submit full papers to Open Praxis for a possible inclusion in the November 2019 edition. Please note that selected

papers will undergo an additional peer review by the Open Praxis reviewer team. Full papers will need to be submitted **by 15 July 2019** according to the Open Praxis submission guidelines:

<http://openpraxis.org/index.php/OpenPraxis/about/submissions#onlineSubmissions>

Please note that if you would like to be considered for inclusion in Open Praxis your extended narrative needs to have a **minimum of 1,200 words** and a **maximum of 5,000 words**.

Please take note of the timeline below:

1. Proposal submission, stating an interest for publication in Open Praxis: **1 May 2019**. We encourage authors with an interest to publish in Open Praxis to submit their proposals before the stipulated deadline or as soon as possible.
2. Expedited review of proposals by program committee and communication to authors: **1 June 2019**.
3. Communication to authors, by the OE Global Program Committee, pre-selected for inclusion in Open Praxis: **7 June 2019**.
4. Confirmation by selected authors about their intention to submit full papers: **14 June 2019**.
5. Submission of full paper to Open Praxis: **15 July 2019**. Once Open Praxis editorial process begins, additional revisions may be requested.
6. Feedback to authors from the review committee: **15 August 2019**
7. Revised/final papers due: **15 September 2019**.
8. **16 September - 20 November 2019**: Final communication to authors (acceptance/rejection), layout, proof review, publication.

