

CALL FOR CHAPTER PROPOSALS
Proposal Submission Deadline: April 24, 2015
Full Chapters Due: April 15, 2016

Open Education:
International Perspectives in Higher Education

An edited volume by:

Dr. Patrick Blessinger

Executive Director and Chief Research Scientist, International HETL Association
Adjunct Associate Professor, School of Education, St. John's University (NYC)

Dr. TJ Bliss

OER Program Officer at The William and Flora Hewlett Foundation, USA

Published by Open Book Publishers

<http://www.openbookpublishers.com/>

Submissions should be submitted electronically to:

<https://www.hetl.org/obp-open-education-submission-form/>

Keywords

Open education, open educational resources, open courseware, democratization of higher education, democratization of knowledge

Focus and Scope

This volume will explore the relevant issues of open education in higher education at the theory, policy, and practice levels and their intersections. This volume will discuss the purposes and types of open education, the different theoretical frameworks and models being utilized, the benefits gained, and the challenges encountered.

Introduction

This volume will examine the diverse ways in which universities and colleges around the world are implementing open education (OE) initiatives to fulfil their missions and visions. The OE movement goes back several decades and is rooted in the general notion that higher education should be available to anyone who wishes to participate in it. Thus, widening access to higher education involves removing traditional barriers that have excluded people from accessing and participating in higher education. In the 1990s, the

advent of the Web as a global communication platform coupled with the soaring costs of higher education coupled with the exploding global demand for higher education, provided new momentum for the OE movement.

It is predicted that by 2025 there will be over 262 million tertiary students worldwide, a dramatic increase from the 97 million level in 2000 (UNESCO, 2009). Lifelong learning has become increasingly important in our highly interconnected and interdependent globalized world and knowledge driven society and economy. Since it is not feasible to construct thousands of new universities to meet the increasing global demand for higher education and since there is increasing pressure to decrease public funding for higher education, innovative and sustainable educational models are needed, such as OE. The aim of OE is to provide anyone around the world with access to quality higher education and learning resources.

The Open Education Consortium (OEC) defines OE as “...resources, tools and practices that employ a framework of open sharing to improve educational access and effectiveness worldwide” (<http://www.oecconsortium.org/about-oec/>). An important aspect of OE is open educational resources (OER). The William and Flora Hewlett Foundation defines OER as: “...teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. OER includes full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.” An important aspect of OER is OpenCourseWare (OCW). In 2002, the Massachusetts Institute of Technology (MIT) was among the first to offer OCW, through its MIT OpenCourseWare Initiative. OCW is now being offered by hundreds of higher education institutions around the world and the suite of OE/OER/OCW offerings is now approaching mainstream acceptance. In addition to OCW, open textbooks and full degree programs based on OER, and open educational practice are also contributing to the mainstreaming of OE in higher education systems.

The defining criteria for OE/OER/OCW is **free and open access, sharing, and repurposing of higher education materials**. Free means that users do not have to pay to access the content and open means the ability to both access and modify the content (typically under an open license agreement like Creative Commons). Organizations like UNESCO, OECD, JISC, Higher Education Academy, MIT, and the William and Flora Hewlett Foundation, among others, have led the effort to develop and promote OE/OER/OCW around the world. Together with the current movement of widening participation in higher education, the OE/OER/OCW movement may be viewed as part of the wider movement to democratize higher education (Blessinger and Anchan, 2014).

This edited volume aims to explore how faculty and students are using OE/OER/OCW to improve and transform teaching and learning in higher education. This volume also aims to explore how institutional leaders have developed and implemented OE/OER/OCW policies and strategies to provide greater higher education access and participation opportunities for all. This volume seeks empirically-based research studies and case studies from educational scholars, faculty, and leaders to explore how OE/OER/OCW

projects and programs are being implemented at different institutions around the world.

Audience

The information in this volume will benefit professional educators (e.g., faculty, scholars), educational leaders (e.g., governing leadership, executive leadership), graduate students in schools of education, policymakers, and leaders in international development and non-profit education organizations.

Outline

The typical outline for a chapter may include: research goals/questions/methods, theoretical framing, successes, challenges, social and institutional impacts, teaching and learning impacts, and implications for future research.

Part I: Theory and Principles

Part II: Successful Practices (e.g., cases or other empirical studies)

Part III: Policies and Strategies (e.g., cases or essays)

Licensing

The entire volume will be licensed under a Creative Commons 4.0 International Attribution License (CC-BY). Authors must be willing to apply this license to their final submitted chapters and ensure that all aspects of their chapters are eligible for such licensing (including images and graphics).

Submission

Researchers and practitioners are invited to submit a chapter proposal (up to 500 words) that explains how the proposal fits with the focus and scope of the book.

Important Dates

May 29, 2015:	Send out notifications of acceptance
June 15, 2015:	Authors send full contact info & bios to editors
Nov 16, 2015:	Authors send complete drafts to editors
Nov 16, 2015:	Authors send 250-word chapter overview to editors
Nov 16, 2015:	Authors send publication agreements to editors
Nov 16 – Jan 8, 2016:	Authors to blind peer review assigned chapters
Jan 8, 2016:	Authors send assigned reviews to editors
Jan 15, 2016:	Authors receive peer reviews from editors
April 15, 2016:	Authors send final revised chapters to editors

Submissions should be submitted electronically to:

<https://www.hetl.org/obp-open-education-submission-form/>

Please direct any inquiries you may have to:

Dr. Patrick Blessinger at patrickblessinger@gmail.com