

An aerial photograph of a winding asphalt road that snakes along the crest of a mountain ridge. The road features a concrete guardrail on the outer edge. The surrounding landscape is a mix of green grass and rocky, brownish terrain. In the background, more mountain ranges are visible under a clear sky.

Business and Organisational Models of Open Education

Course – content without didactics

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OpenEd Consult 

Colophon

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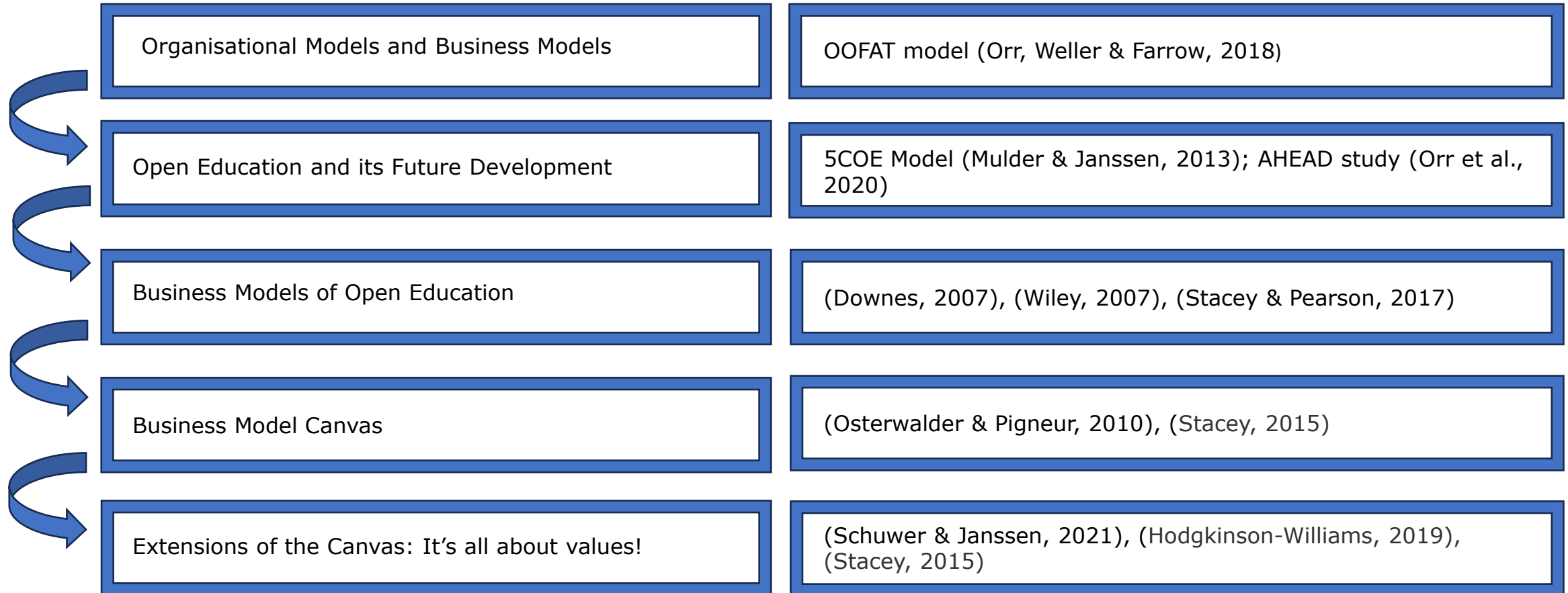
About this course

Learning goals

After completion of this course you:

- know about the basics of business models, organisational structures of the OE organisations and some of the existing OE ecosystems.
- know about market trends, developments in OE, actors, processes and organisational models in detail.
- are able to develop and implement business models and propose corresponding organisational structures in the context of OE and OL.
- have knowledge and skills to critically evaluate existing models, understand the value and risks of implementation.

Overview



Organisational models and business models

Context

- Educational institution
- Strategic plan
 - Broad picture of the institution.
 - Horizon of 5-10 years
 - Encompasses:
 - Vision
 - E.g. offer e-learning programs for all learners in the region in 2030
 - Mission
 - E.g. being a leading innovator, facilitator of development and provider of e-learning services in the region
 - Objectives
 - E.g. achieve the highest rated quality of e-learning programs in the region
 - Values
 - E.g. inclusive for all participants
 - Strategies
 - Activities to realize the strategic plan

Organisational model and business model

- Organisational model
 - Describes the hierarchy of how the institution operates
- Business model
 - Describes how an institution creates, delivers, and captures value
 - Several elements:
 - **Customer value proposition**, which explains how an organization will address a customer and/or societal need
 - **Value chain**, which organizes processes, partners, and resources to deliver the value proposition
 - **Profit formula**, which lays out how an organization will make money or create a societal service
 - **Competitive strategy**, which describes how an organization will compete with rivals and defend its position in the value network.
- No clear separation between these two models

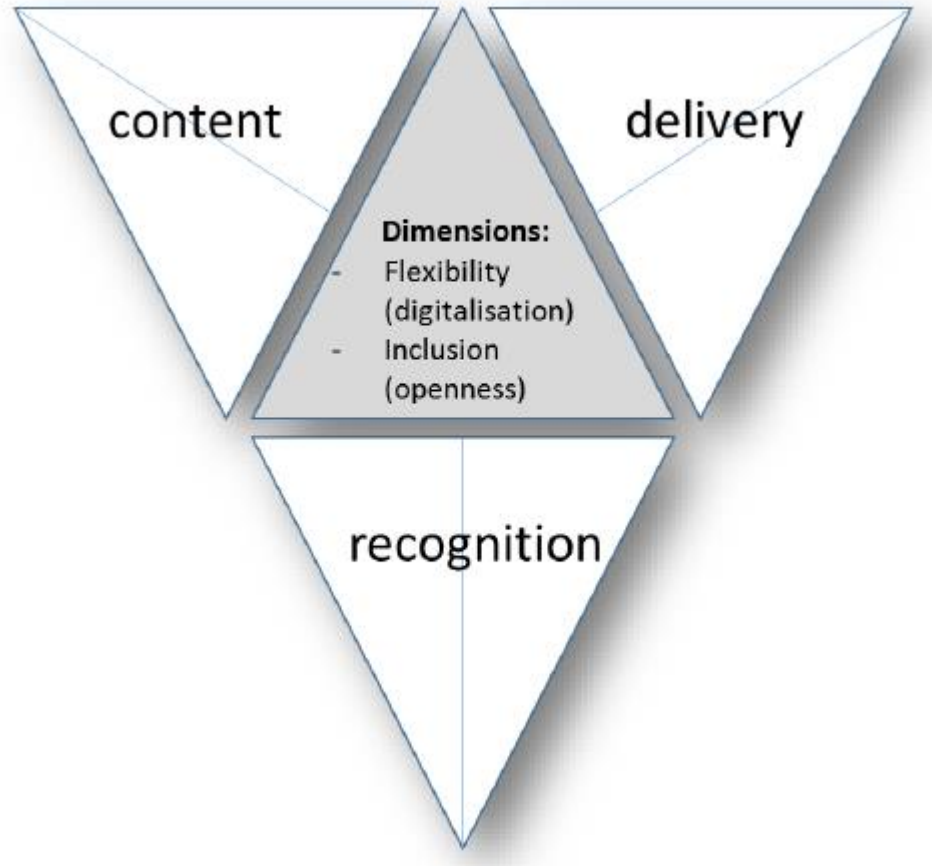
For this course: basic documents

- OOFAT
 - For describing the current situation
 - For describing an organisational model
 - Will be discussed in this session
- AHEAD
 - For developing a vision for the future
 - Will be discussed in a later session
- Business Model Canvas
 - Framework for formulating a business model in more detail
 - Will be discussed in a later session

OOFAT

- **O**pen, **O**nline, **F**lexible **A**nd **T**echnology-enhanced higher education
- Conceptual model for provision of HE
- Three central processes
 - Content: all elements making up the didactical and educational process
 - Delivery: all logistical elements (time, place, pace, planning)
 - Recognition: assessment and credentialization
- Two characteristics
 - (Organisational) flexibility: extent to which the central processes are delivered in a flexible manner
 - Inclusion (openness): the way “openness” is integrated in the central processes

OOFAT, graphical presentation



OOFAT, descriptive

Category	Sub-categories	Dimension: Flexible/digital (What and How)	Dimension: Inclusion/open (Who)
Delivery of HE (of “interaction services”)	Access to content	How flexible is delivery by time/location/pace	How open is the institution to all learners?
	Access to guidance and support	How flexible is access to full support?	Who can access support? Who can provide support?
Content	Resources	How adaptable is the content to an individual learner (personalisation)?	How open is the provision of content?
	Assessment	Is assessment static, and one size fits all?	Are there restrictions on who can be assessed? Who does the assessing (eg peer review)?
Recognition	Content and process	Can different elements contribute to (formal) recognition? Are there flexible paths to recognition?	Is recognition available from multiple groups or one body?

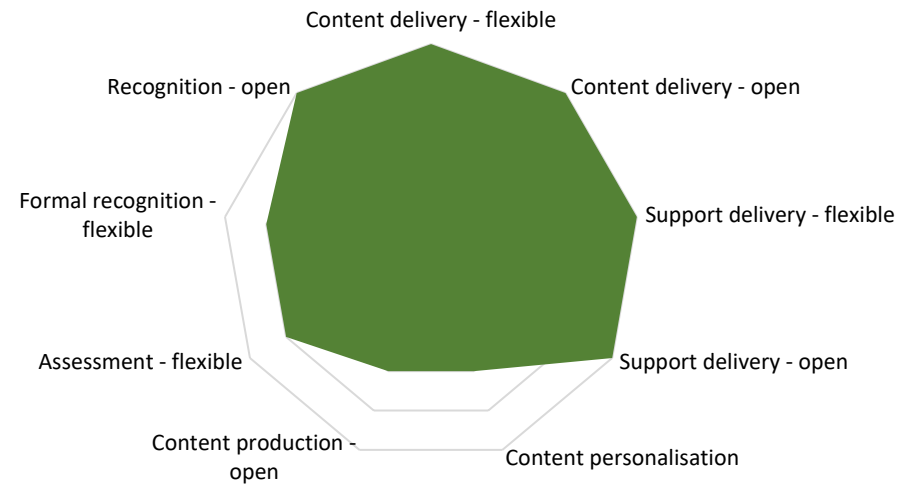
Six types of OOFAT

Type	Meaning: OOFAT is...
At the centre	An integral part of the institution
For organisational flexibility	Supporting flexibility for the institution
For a specific purpose	Focusing on a particular target group or specific function within the organisation
Content-focused	Focusing on content-related elements
Access-focused	Focusing on (improving) accessibility of education for the target group
For multiple-projects	Focusing on several initiatives within the organisation

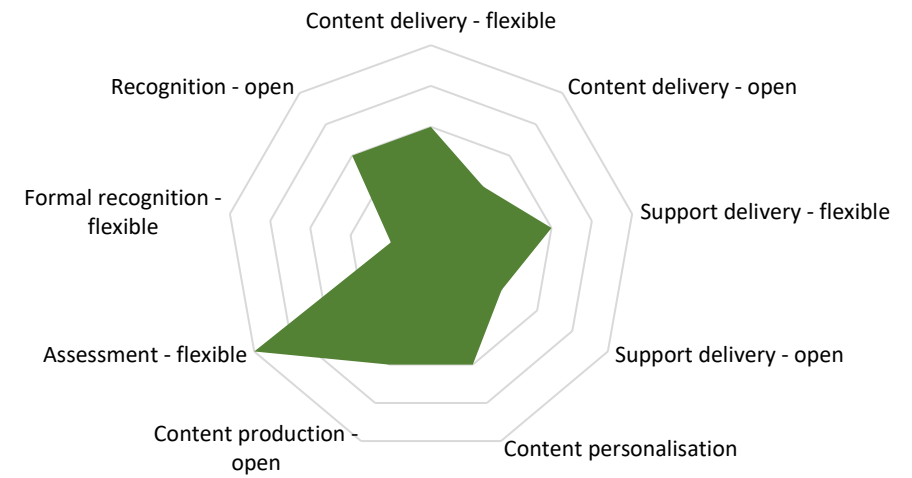
Characteristics of the 6 types OOFAT

- Mapping on the 2 dimensions and the 5 (sub)categories of OOFAT
 - flexible and open
 - access to content, access to support, resources, assessment, recognition
- Combination open/assessment is left out
- Spider diagrams can illustrate the six types

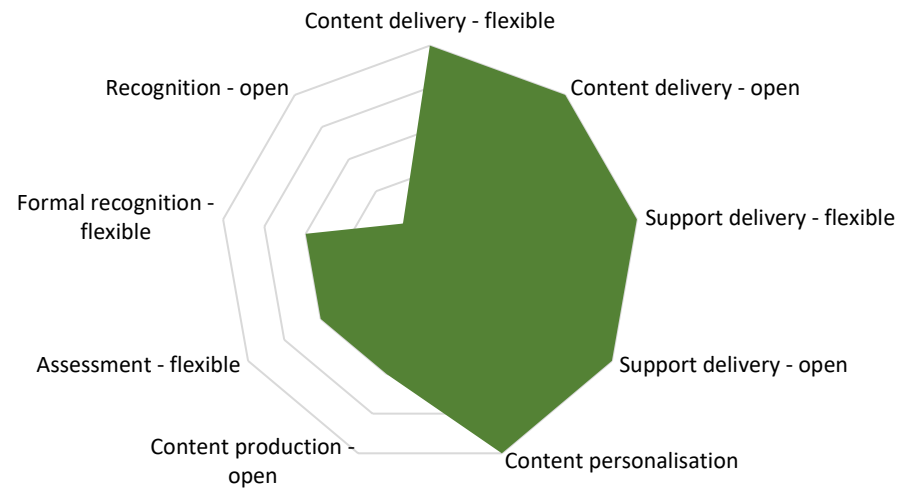
Centre



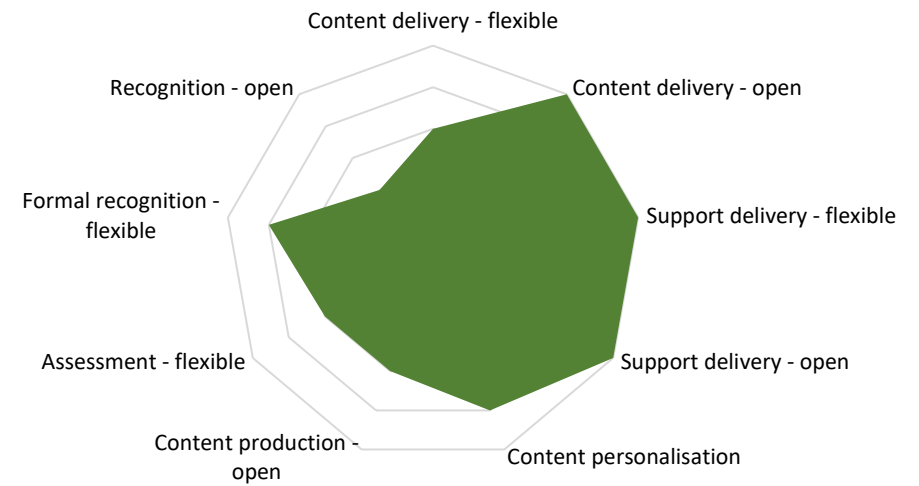
Organisational flexibility



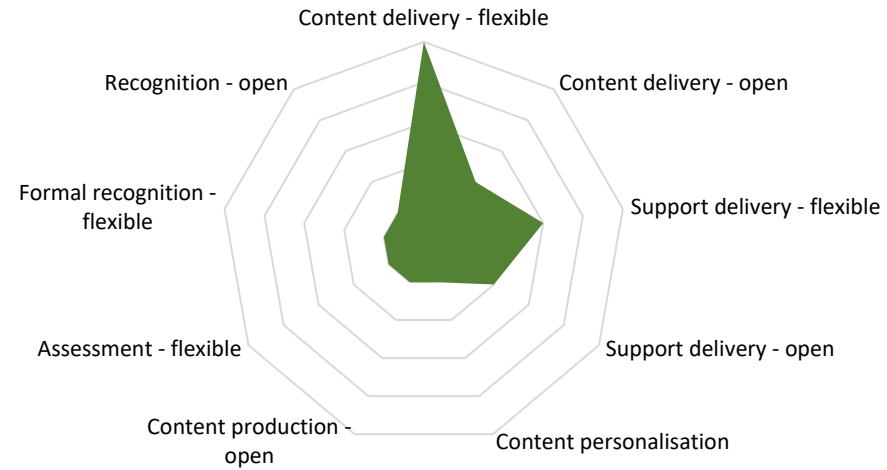
Content-focused



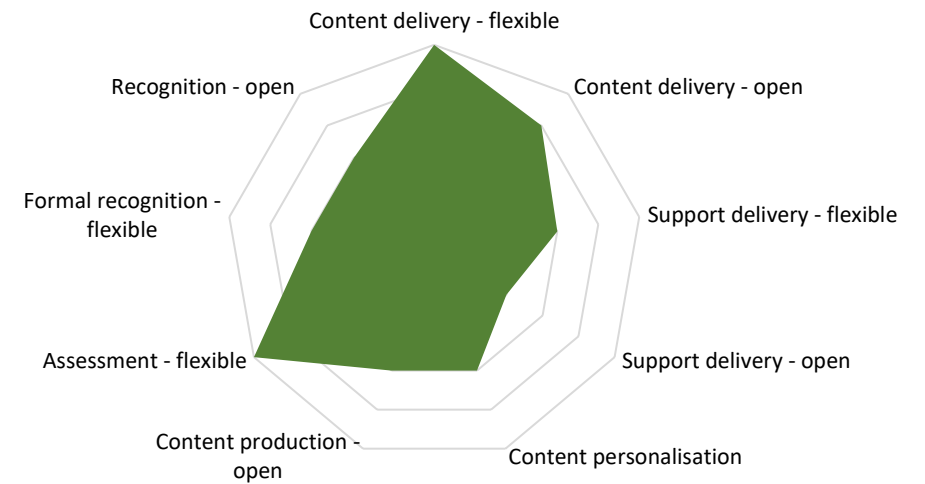
Access-focused



Specific purpose



Multiple projects



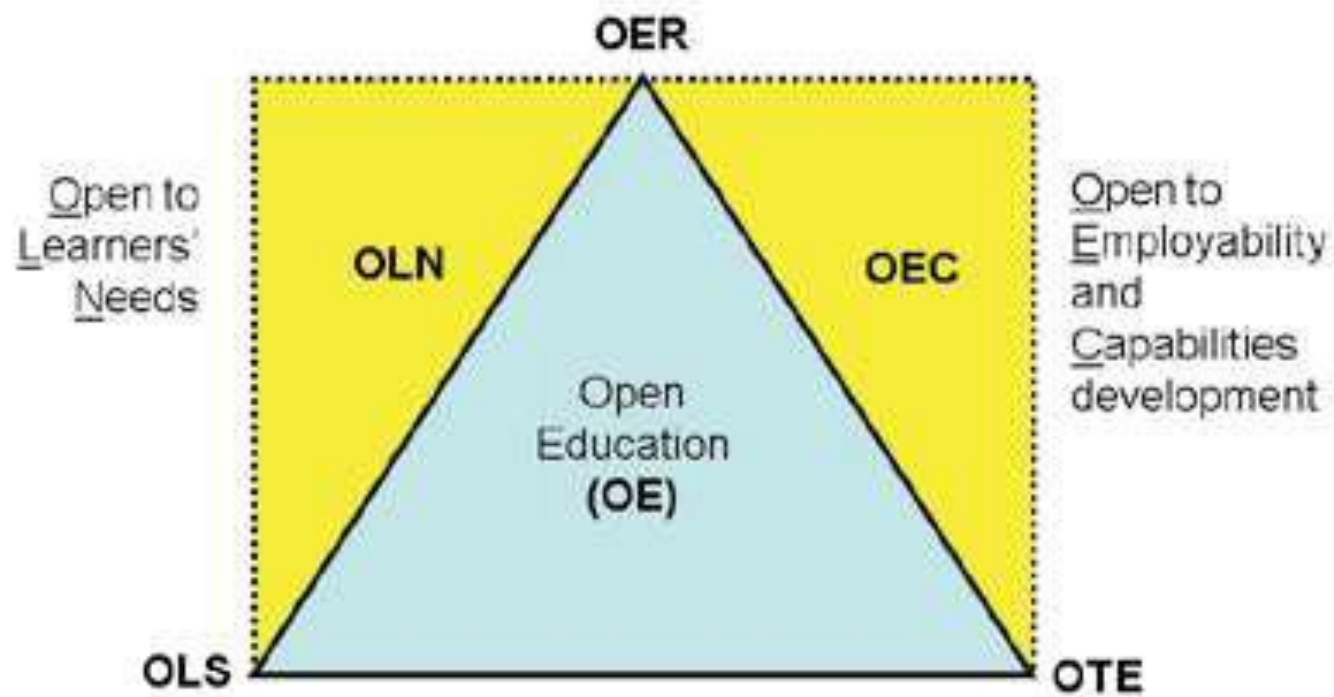
Future scenarios

Future

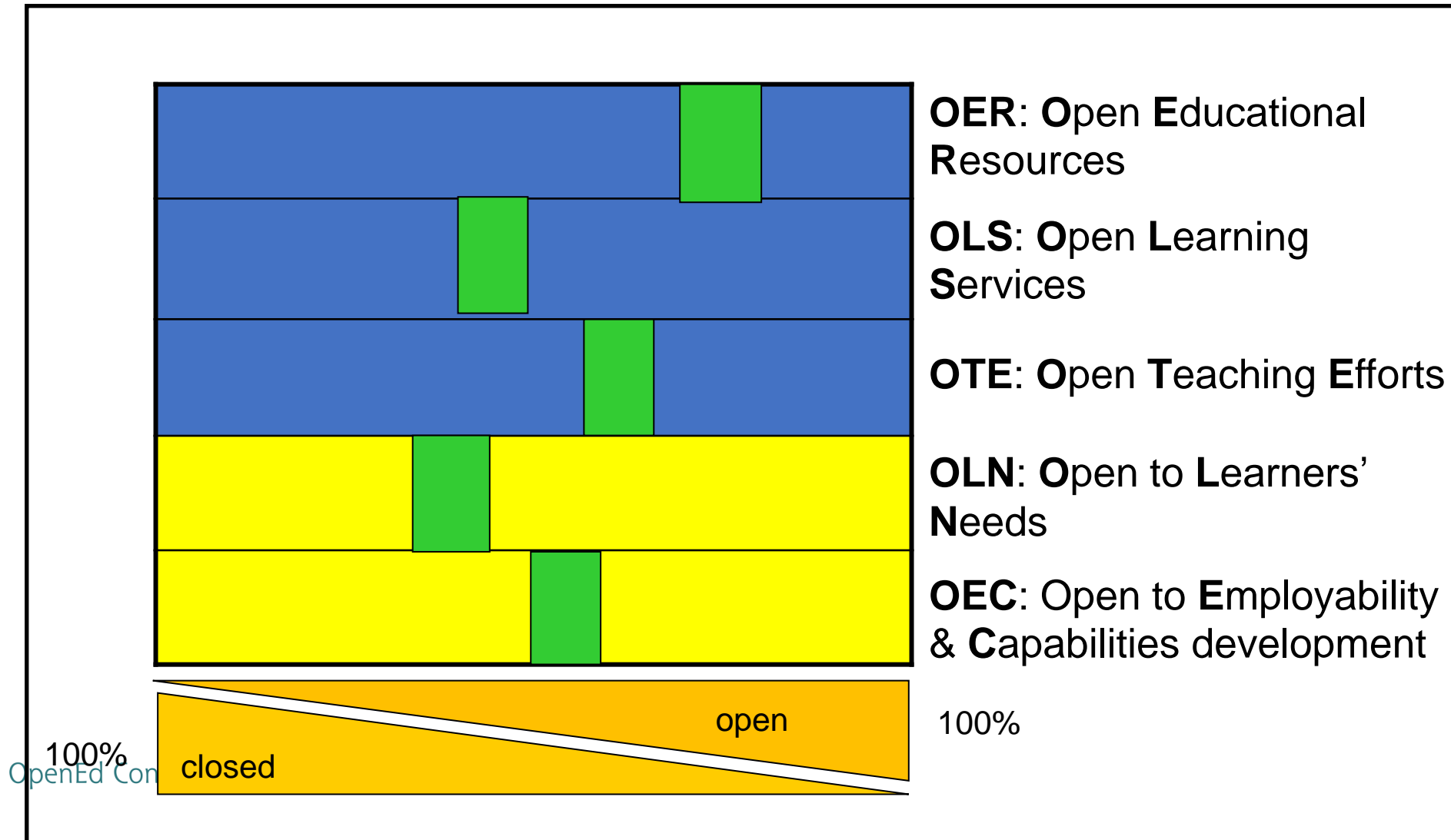
- Organisational and business model
 - For the present situation
 - Prepare for a future situation
- What future scenarios are likely to happen?

Open Education: contribution to flexibility of education

- Classic
 - Direct: freedom of time, place, pace, program
 - Indirect: open admission, variety of target groups
- Digital: 5COE model
 - 5 components of Open Education
 - All indirectly contributing to more flexibility in education
 - Supply: OER, Open learning services (OLS), Open teaching efforts (OTE)
 - Demand: Open to learners' needs (OLN), Open to employability & capabilities development (OEC)



Degree of openness is a choice



Scenario thinking

- Scenario: well-thought-out visions of the future around key strategic challenges in the next decade
- They encourage asking questions, looking critically at the current situation (organisational form and ways of working) and looking for (strategic) innovations
- Example: AHEAD
 - “(A) Higher Education Digital (AHEAD)—International Horizon Scanning/Trend Analysis on Digital Higher Education”

Study: AHEAD

- Aim of the study:
 - to analyze in more detail the developments that are having a major impact on the environment of higher education, and
 - to develop scenarios for higher education in 2030 on this basis
- Five premisses
 - No naive innovation view
 - Transfer and renewal through digitization
 - Realistic
 - The perspective of the learner
 - Diversity in higher education
- Boils down to four scenarios for 2030
 - All about flexibility of education

Four scenarios (1)

- Tamagotchi:
 - Higher Education for a Good Start in Life
 - A closed ecosystem that is built around individual students.
 - The focus is on the beginning of the learning path
- Jenga:
 - Higher Education as a Solid Foundation for Further Development
 - Universities offer a solid foundation of knowledge to build on;
 - This foundation can be constantly expanded by teachers

Four scenarios (2)

- Lego:
 - Higher Education as a Kit
 - The course of study is not completed as a compact unit but consists of individually combined modules of different sizes
- Transformer:
 - Higher Education as an Opportunity for Change
 - The students in this model do not enter universities directly as school-leavers but have already acquired their own professional identities and life experiences, which they bring to their studies

Model 1 - Tamagotchi (Status quo plus)



Model 2 - Jenga



Model 3 - Lego Set



Model 4 - Transformers



Elements for each scenario

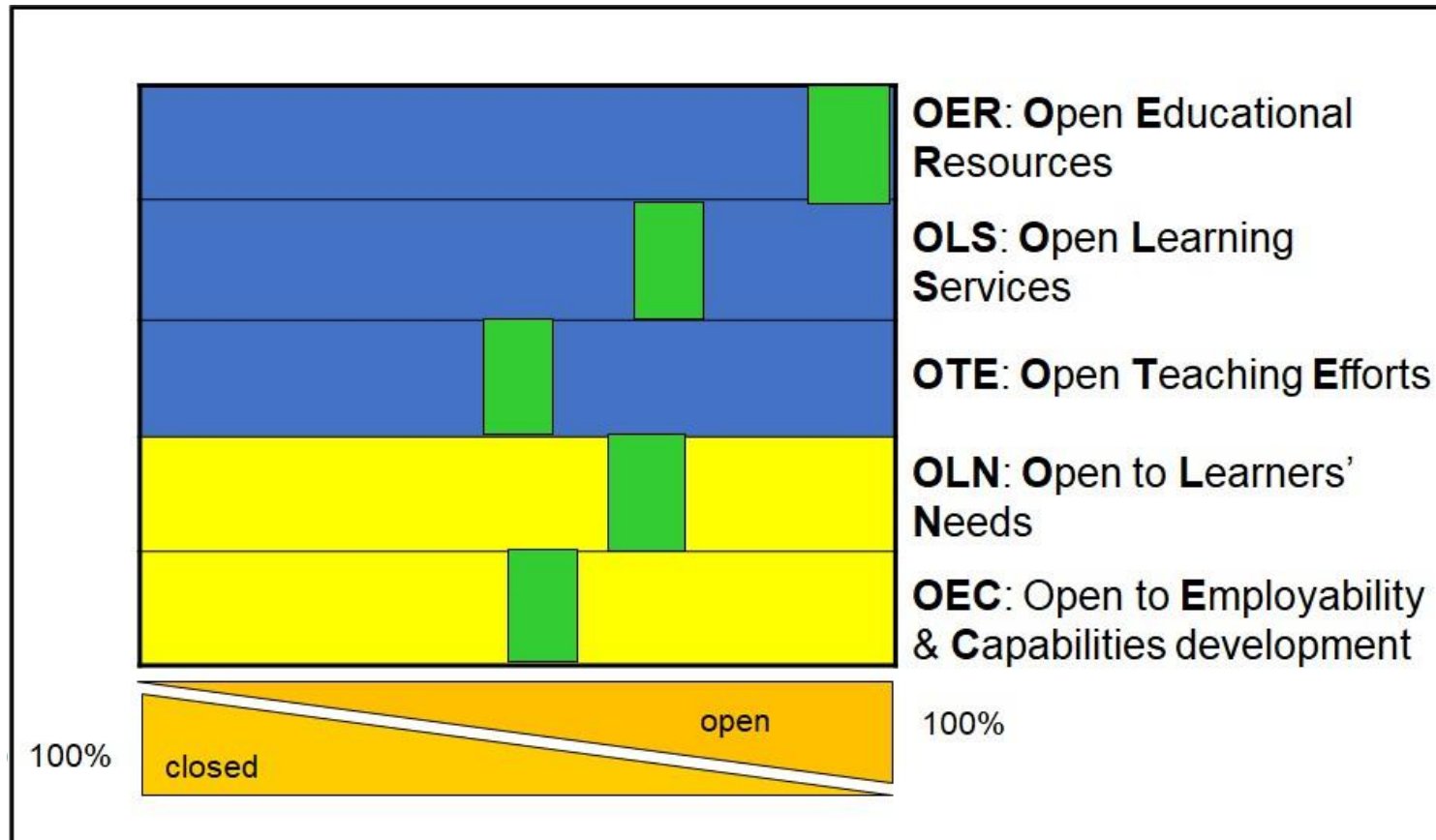
- Didactic concept
- Role of the university (central or not)
- Responsibility for control and coordination (university or learner)
- Recognition and qualification

Beware!

- All four scenarios are possible and should be taken equally seriously!
- Therefore, when developing strategies based on scenarios, it is good not to choose one scenario or to reason exclusively from one scenario.
- Maybe there is a preference for one of the possible futures. But that in no way guarantees that it will happen; even if a new strategy bets entirely on it.

Example

- Let's take the Tamagochi scenario
 - Suppose this becomes reality: how open should each of the 5 components of the 5COE model be to realize the flexibility of this scenario?



Homework assignment

- Determine for each of the four scenarios of AHEAD the degree of openness for all 5 components of the 5COE model, needed for realizing the flexibility of that scenario
- Describe for your case for each of these scenarios what activities and measurements are needed to prepare for the degree of openness
- Which activities and measurements are part of all four scenarios?
- Prepare a short presentation (10' max)

Business models, a historical overview

Recap: what are business models?

- Business model
 - Describes how an institution creates, delivers, and captures value
 - Several elements:
 - **Customer value proposition**, which explains how an organization will address a customer and/or societal need
 - **Value chain**, which organizes processes, partners, and resources to deliver the value proposition
 - **Profit formula**, which lays out how an organization will make money or create a societal service
 - **Competitive strategy**, which describes how an organization will compete with rivals and defend its position in the value network.

(Sheets et al, 2012)

Business model and sustainability

- Many initiatives in open education start as a project with external funding / grants
- What happens with the results when the project is finished?
 - Many times: result is a collection of OER that needs regular actualisation and updating
- Sustainability: a situation that the initiative is continued, in a regular line of operation
- But sustainability is not obvious
- Much of literature about business models for open education connect these models with the issue of sustainability, and they focus mainly on the financial issues.
 - Business model is then reduced to “funding model”

First ideas: 2007

- David Wiley and Stephen Downes
- Several funding models
 - Inspired by generic knowledge of internet business and some experiences of early initiatives

Overview of models (Downes)

Type of funding model	Description
Endowment model	Project obtains base funding
Membership Model	Funding by members (subscription)
Donations Model	Voluntary donations by users of the resources and services
Conversion Model	Part is free and part (mostly service) is payed-for (freemium)
Contributor-Pay Model	Contributors pay for the cost of maintaining the contribution. Contribution is then free for users (e.g. gold Open Access)
Sponsorship Model	Payments by sponsors, mostly for some form of advertisement in return
Institutional Model	Specific type of sponsorship model: institution pays for maintaining an OER collection
Governmental Model	Similar to the institutional model, direct funding for OER projects by government agencies

Wiley added some more types, but these are variations on those from Downes

Stacey and Pearsons: Made with Creative Commons

- 24 cases in which some form of content is made available for free, published under a Creative Commons license
- Meant to inspire people

Enterprise engagement with market, commons, state

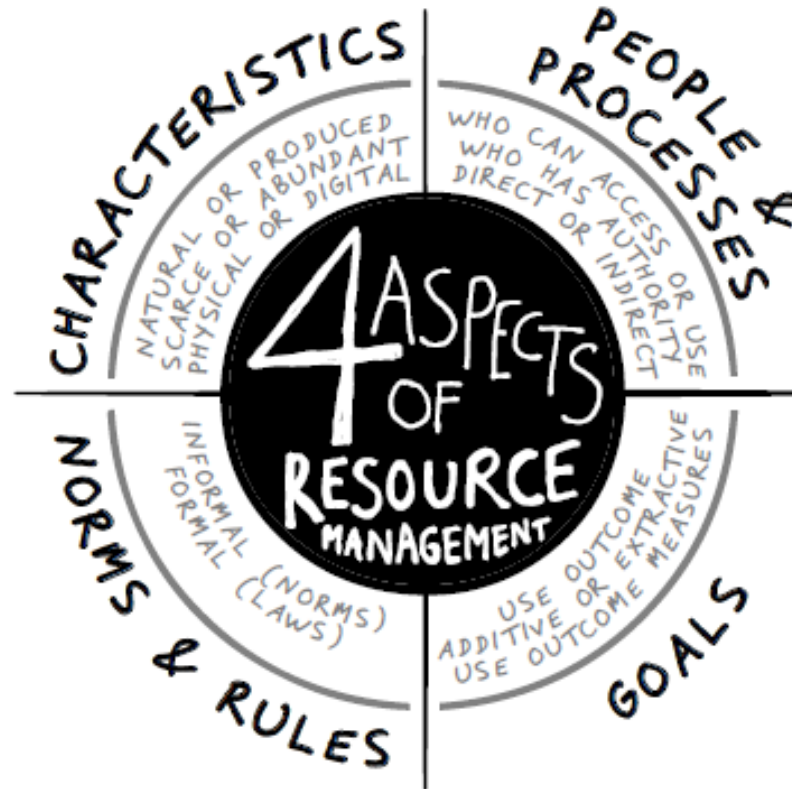


Market, commons, state

- Three ways to manage resources and share wealth:
 - the commons (managed collectively),
 - the state (i.e., the government), and
 - the market
- The cases represent enterprises that engage with market and/or state, and commons



Four aspects of resources

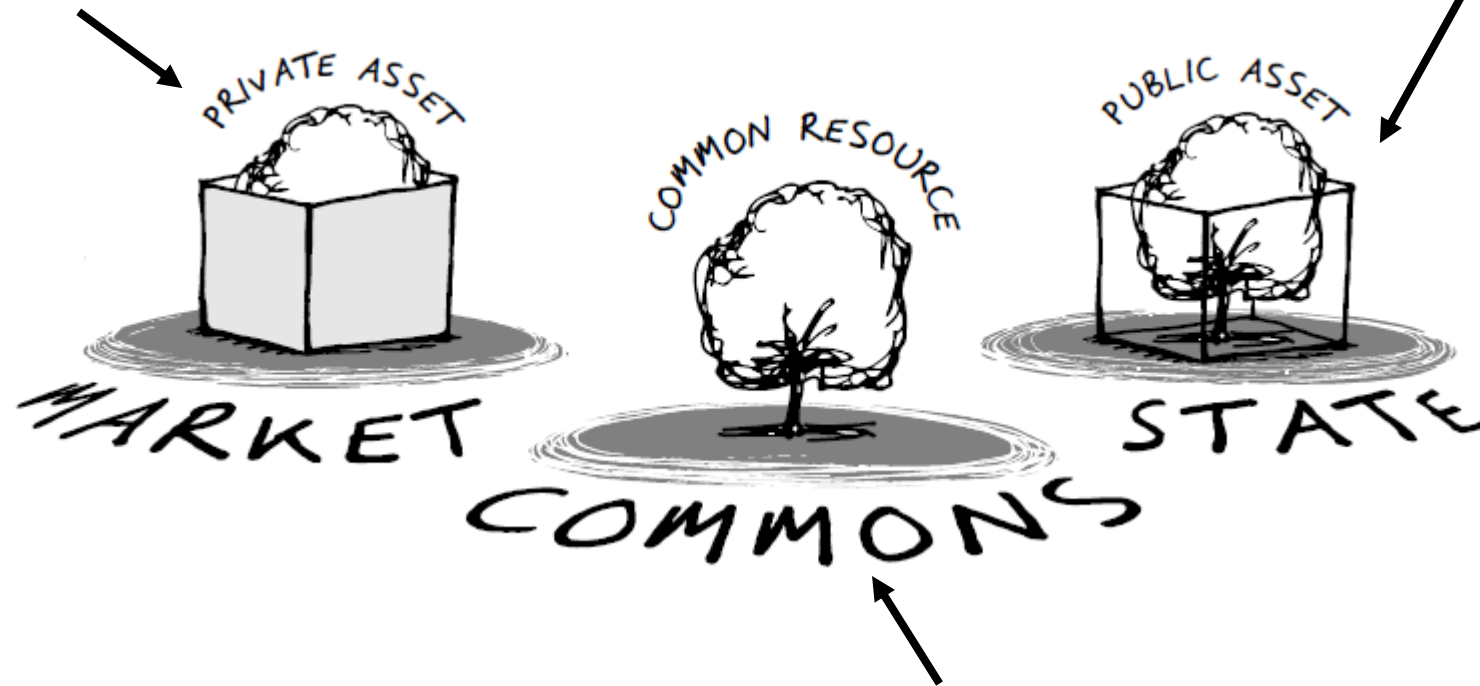


(Stacey and Pearsons, 2017)

Conceiving of resources

managed by private persons/enterprises,
focus is on maximizing the utility of a resource.

managed by civil servants, focus on balancing the
economy with the social and cultural needs of its
citizens



managed directly by the people involved (e.g. a local community), focus
on maximizing access, equity, distribution, participation, innovation, and
sustainability

(Stacey and Pearsons, 2017)

Added value of “business with Creative Commons (CC)”

- Use CC to grow a larger audience
- Use CC to get attribution and name recognition
- Use CC-licensed content as a marketing tool
- Use CC to enable hands-on engagement with your work
- Use CC to differentiate yourself

Funding models, market based

- Some of these are also distinguished by Downes & Wiley
- Providing a custom service to consumers of your work
- Charging for the physical copy
- Charging for the in-person version
- Selling merchandise
- Charging advertisers or sponsors
- Charging your content creators
- Charging a transaction fee (e.g. for curating a collection)
- Providing a service to your creators
- Licensing a trademark

Funding models, reciprocity-based

- Memberships and individual donations
- The pay-what-you-want model (e.g. a voluntary donation jar)
- Crowdfunding

Metastudy 2020

- Two research questions:
 - RQ1. What are the potential OER sustainability models that can be implemented in contemporary higher education systems?
 - RQ2. What are the possible limitations and the main challenges of these OER sustainability models?
- 35 studies (out of 247 papers found)
- Time period 2007-2019

RQ1, ordered from most to least frequent

- Through public funding
- Through internal funding
- Through endowments/donations
- By participating in an OER network
- By offering services to learners
- By relying on OER authors
- Community-based model
- By producing OER on demand
- Through sponsorship/advertisement
- By offering learning-related data to companies

Results RQ2, observations (1)

- In many cases a combination of several models
- It is important to embed the OER initiative in a long term strategy, e.g. as learning innovation. University management must be aware of the importance and benefit of OER
- The issue of OER production shall be separated from OER distribution, since institutions need to understand the complexity of OER production – and can decide not to invest in producing OER – as well as the cost associated with OER distribution and with using OER produced by others

Results RQ2, observations (2)

- Models must be connected with purposes and values, meaning that if OER are considered a “public good”, then this needs to be reflected in the sustainability model
- The models should be envisioned as general patterns to be applied in the very diverse national and institutional contexts, where political and cultural environments will be more conducive or averse to particular visions and approaches

RQ2, main limitations

- Scarce financial resources (funding models)
- No relevant network (network and community-based model)
- Hesitation to reuse OER from others in the network
- Resistance against commercialisation (sponsorship model)
- Lack of capacity (service-oriented models)
- Privacy issues (selling learner-related data)
- Need for recognition and rewards (author model)

Business Model Canvas Osterwalder & Pigneur

Looking back: what have we learned so far?

- Organisational model
 - Describes how the institution is governed and operates
- OOFAT model
 - Describes the current situation of openness
- Future scenarios
 - AHEAD, focusses on flexibility of education
- Business model
 - Describes how an institution creates, delivers, and captures value
- All about what has to be achieved by the organisation

Business Model Canvas

- Is a tool for describing in detail how an organisation:
 - addresses a customer and/or societal need (**customer value proposition**)
 - organizes its processes, partners, and resources to deliver a value proposition (**value chain**)
 - makes money or creates a societal service (**profit formula/funding model**)
 - competes with rivals and defends its position in the value network
competitive strategy
- In other words: it describes the HOW to accomplish what has to be achieved
- Both for current situation as well as preparing for the future
- Boundary conditions:
 - The organisational model
 - Vision on future scenarios










The Business Model Canvas

Designed for:

Designed by:

Date:

Version:

Key Partners 	Key Activities 	Value Propositions 	Customer Relationships 	Customer Segments 
	Key Resources 		Channels 	
Cost Structure 			Revenue Streams 	



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DESIGNED BY: Strategyzer AG

The makers of Business Model Generation and Strategyzer



Canvas: nine building blocks (1)

1. **Customer Segments:** identifies the different types of customers the business serves.
2. **Value Proposition:** outlines the value the business provides to its customers, and how it differentiates itself from its competitors.
3. **Channels:** outlines the different channels the business uses to reach its customers, such as online or offline sales, social media, etc.
4. **Customer Relationships:** describes the types of relationships the business has with its customers, such as personal or automated.
5. **Revenue Streams:** identifies the different ways the business generates revenue, such as through product sales, subscription fees, etc.

Canvas: nine building blocks (2)

6. **Key Activities:** outlines the most important activities the business performs to deliver its value proposition.
7. **Key Resources:** identifies the resources the business needs to deliver its value proposition, such as physical assets, intellectual property, human resources, etc.
8. **Key Partnerships:** outlines the key partnerships the business has with other companies or organizations to help it deliver its value proposition.
9. **Cost Structure:** identifies the costs the business incurs to deliver its value proposition, such as fixed and variable costs, direct and indirect costs, etc.

How to use the canvas?

- A main question is formulated for each building block, along with a number of sub-questions.
- The sub-questions are intended to get you started on answering the main question as specifically as possible.
- It is explicitly not the intention to write a long essay for each building block. Instead, you need to concentrate on the main issues.
- Beware: most elements only seem to consider profit-making business and are ignoring not-for-profit organisations
- Useful tools for using the canvas can be found on <https://platform.strategyzer.com/vpd>. Account (free) is necessary.










The Business Model Canvas

Designed for:

Designed by:

Date:

Version:

Key Partners  What specific partners does the organisation rely on to support its key activities, such as suppliers, distributors, or technology partners?	Key Activities  What specific activities does the organisation engage in to create its product or service, such as production, design, research and development, distribution, maintenance, and customer/client support?	Value Propositions  What specific problem(s) or need(s) does the organisation's product(s) or service(s) solve for its customers?	Customer Relationships  What are the relationships between the organisation and its customers/clients, and what is the nature of these relationships?	Customer Segments  Who are the target customers for the organisation?
	Key Resources  What resources does the organisation need to create its product(s) or service(s)?		Channels  What are the different channels the organisation uses to reach its customers/clients, such as online or offline sales and distribution, platforms and social media, email marketing, etc.?	
Cost Structure  What are costs for the organisation in delivering the product(s) or service(s) to its customers/clients?			Revenue Streams  What is the organisation's primary source of revenue, such as product sales, subscription fees, or advertising revenue?	



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strategyzer.com

Questions for Customer Segment

Who are the target customers for the organisation?

- a) What are the demographic characteristics of the customers, such as age, gender, income level, etc.?
- b) What are the psychographic characteristics of the customers, such as values, interests, and lifestyle?
- c) What are the customers' pain points, needs, and wants?
- d) What motivates the customers to make a purchase or use the products or services of the organisation?
- e) Are there any particular segments of customers that are more profitable or easier to serve than others?
- f) How can the organisation tailor its products or services to meet the specific needs of each customer segment?
- g) Are there any potential customer segments that the organisation has not yet considered or reached?

Questions for Customer Relationships

What are the relationships between the organisation and its customers/clients, and what is the nature of these relationships?

- a. How does the organisation acquire new customers, and what channels does it use to communicate with them?
- b. How does the organisation retain existing customers, and what strategies does it use to keep them engaged and loyal?
- c. What level of personalization does the organisation offer its customers, and how does it tailor its products or services to meet their specific needs and wants?
- d. What type of customer support does the organisation provide, and how responsive is it to customer needs and concerns?
- e. What is the level of customer satisfaction, and how does the organisation measure it?
- f. What is the frequency and type of communication with customers, and how does the organisation manage this?
- g. How does the organisation handle complaints or negative feedback from customers, and what processes does it have in place to resolve these issues?

Questions for Channels

What are the different channels the organisation uses to reach its customers/clients, such as online or offline sales and distribution, platforms and social media, email marketing, etc.?

- a. How does the organisation use each channel to interact with customers, and what is the role of each channel in the customer journey?
- b. How does the organisation measure the effectiveness of each channel, such as through conversion rates, click-through rates, or engagement metrics?
- c. How does the organisation integrate its different channels to create a seamless customer experience across all touchpoints?
- d. What type of content or messaging does the organisation use on each channel, and how does it tailor its messaging to the specific needs and preferences of each customer segment?
- e. What is the frequency and timing of communication with customers on each channel, and how does the organisation manage this?
- f. How does the organisation balance the use of traditional channels, such as print or television advertising, with newer digital channels, such as social media or influencer marketing?
- g. What role do partnerships and collaborations with other organisations play in the organisation's channel strategy?

Questions for Value Proposition

What specific problem(s) or need(s) does the organisation's product(s) or service(s) solve for its customers?

- a. How does the organisation 's product or service improve the lives or businesses of its customers/clients, and what benefits does it offer?
- b. What features or attributes of the product or service make it unique and different from competitors?
- c. What are the customer pain points that the organisation's product or service addresses better than its competitors?
- d. How does the organisation's product or service provide better quality, faster delivery, or more convenience than its competitors?
- e. How does the organisation's pricing and or servicing strategy align with the value it provides to customers?
- f. How does the organisation 's brand positioning and messaging reinforce the value proposition and differentiate it from competitors?
- g. How does the organisation continue to innovate and evolve its value proposition to stay relevant and meet changing customer needs and wants?

Questions for Key Activities

What specific activities does the organisation engage in to create its product or service, such as production, design, research and development, distribution, maintenance, and customer/client support?

- a. How does the organisation ensure the quality of its products or services, and what quality control processes does it have in place?
- b. What type of technology or infrastructure does the organisation need to support its key activities, and how does it manage these resources?
- c. How does the organisation manage its supply chain and logistics to ensure timely delivery of its products or services?
- d. How does the organisation stay up-to-date with industry trends and customer needs to inform its key activities and ensure that it is delivering the most value to its customers?
- e. How does the organisation allocate resources and prioritize its key activities to maximize efficiency and effectiveness?
- f. How does the organisation train and develop its employees to support its key activities and ensure that they are delivering high-quality products or services?
- g. How does the organisation measure the effectiveness of its key activities, and what metrics does it use to track performance and identify areas for improvement?



Questions for Key Resources

What resources does the organisation need to create its product(s) or service(s)?

- a. What physical resources does the organisation need to create its product or service, such as machinery, equipment, or facilities?
- b. What human resources does the organisation need to support its key activities, such as employees with specific skills or expertise?
- c. What intellectual resources does the organisation need to support its value proposition, such as patents, trademarks, or proprietary technology?
- d. What financial resources does the organisation need to support its operations, such as capital investments or access to credit?
- e. How does the organisation manage its supply chain and ensure access to the necessary raw materials, components, or services?
- f. How does the organisation manage its relationships with suppliers and partners to ensure a reliable supply of resources?
- g. How does the organisation allocate resources and prioritize investments to support its key activities and value proposition?
- h. How does the organisation measure the effectiveness of its resource allocation and identify areas for improvement?

Questions for Key Partners

What specific partners does the organisation rely on to support its key activities, such as suppliers, distributors, or technology partners?

- a. How does the organisation manage its relationships with these partners and ensure a reliable supply of resources?
- b. What specific capabilities or resources do these partners bring to the table, and how do they complement the organisation's own capabilities and resources?
- c. How does the organisation manage the risks associated with these partnerships, such as the risk of supply chain disruption or loss of intellectual property?
- d. How does the organisation allocate resources and prioritize investments to support these partnerships and ensure their ongoing success?
- e. How does the organisation measure the effectiveness of these partnerships and identify areas for improvement?
- f. How does the organisation ensure that these partnerships align with its overall strategy and support its value proposition?
- g. How does the organisation evaluate potential new partners and determine whether they would be a good fit for its needs?

Questions for Cost Structure

What are costs for the organisation in delivering the product(s) or service(s) to its customers/clients?

- a. What are the fixed costs associated with the organisation, such as rent, salaries, and insurance?
- b. What are the variable costs associated with the organisation, such as the cost of raw materials, shipping, and marketing expenses?
- c. How does the organisation manage and allocate its resources to minimize costs and maximize efficiency?
- d. How does the organisation determine pricing for its products or services, and what factors influence pricing decisions?
- e. How does the organisation manage its inventory and supply chain to minimize costs and reduce waste?
- f. How does the organisation manage its relationships with suppliers and partners to negotiate favourable pricing and terms?
- g. How does the organisation allocate resources and prioritize investments to support its cost structure and overall strategy?
- h. How does the organisation measure the effectiveness of its cost structure and identify areas for improvement?

Questions for Revenue Streams

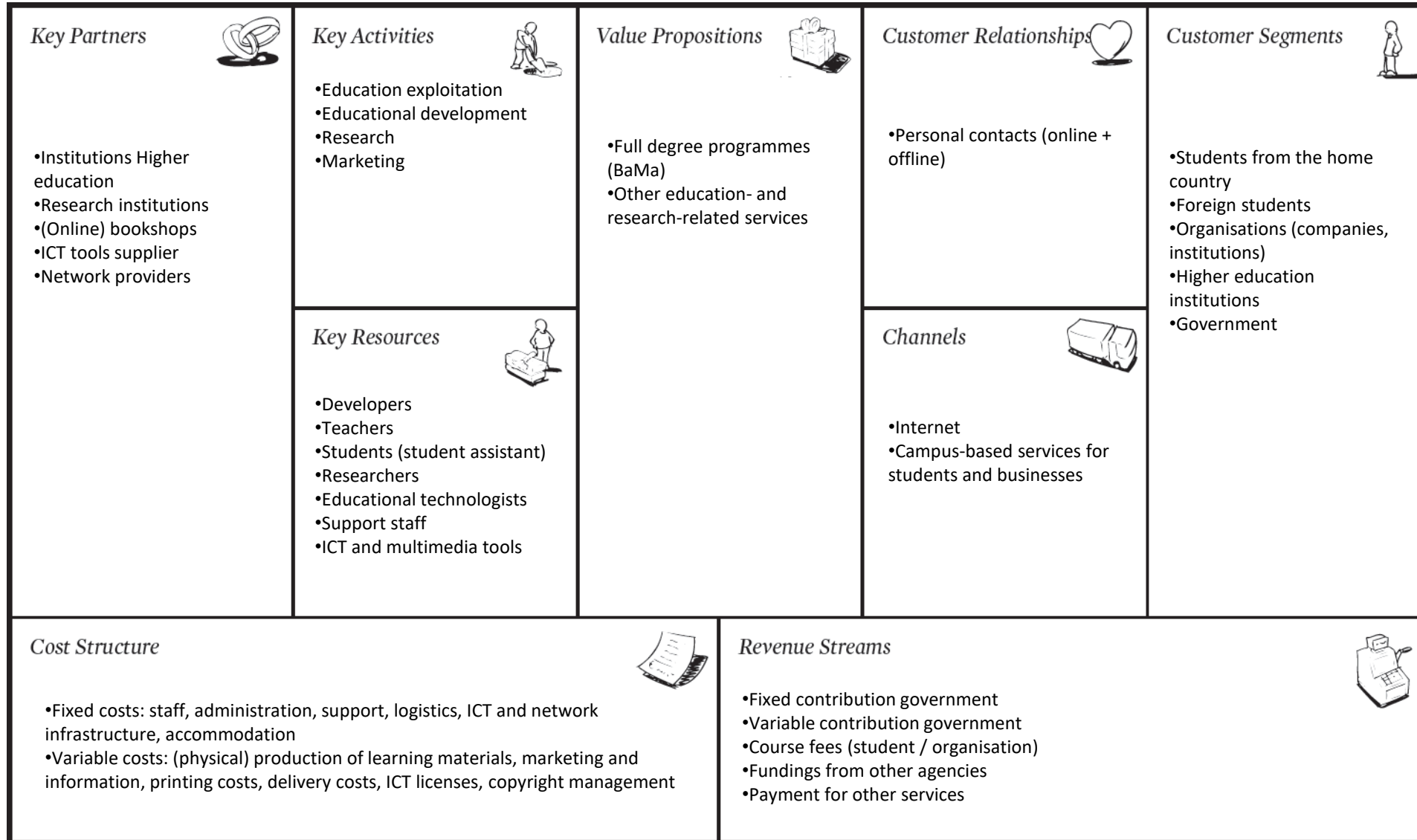
What is the organisation's primary source of revenue, such as product sales, subscription fees, or advertising revenue?

- a. How does the organisation price its products or services, and what factors influence pricing decisions?
- b. How does the organisation segment its customer base and tailor its value propositions to different customer segments?
- c. How does the organisation acquire and retain customers, and what marketing and sales channels does it use?
- d. How does the organisation manage its relationships with customers and ensure customer satisfaction?
- e. What opportunities does the organisation have to generate additional revenue, such as through upselling, cross-selling, or expanding into new markets?
- f. How does the organisation measure the effectiveness of its revenue streams and identify areas for improvement?
- g. How does the organisation allocate resources and prioritize investments to support its revenue streams and overall strategy?

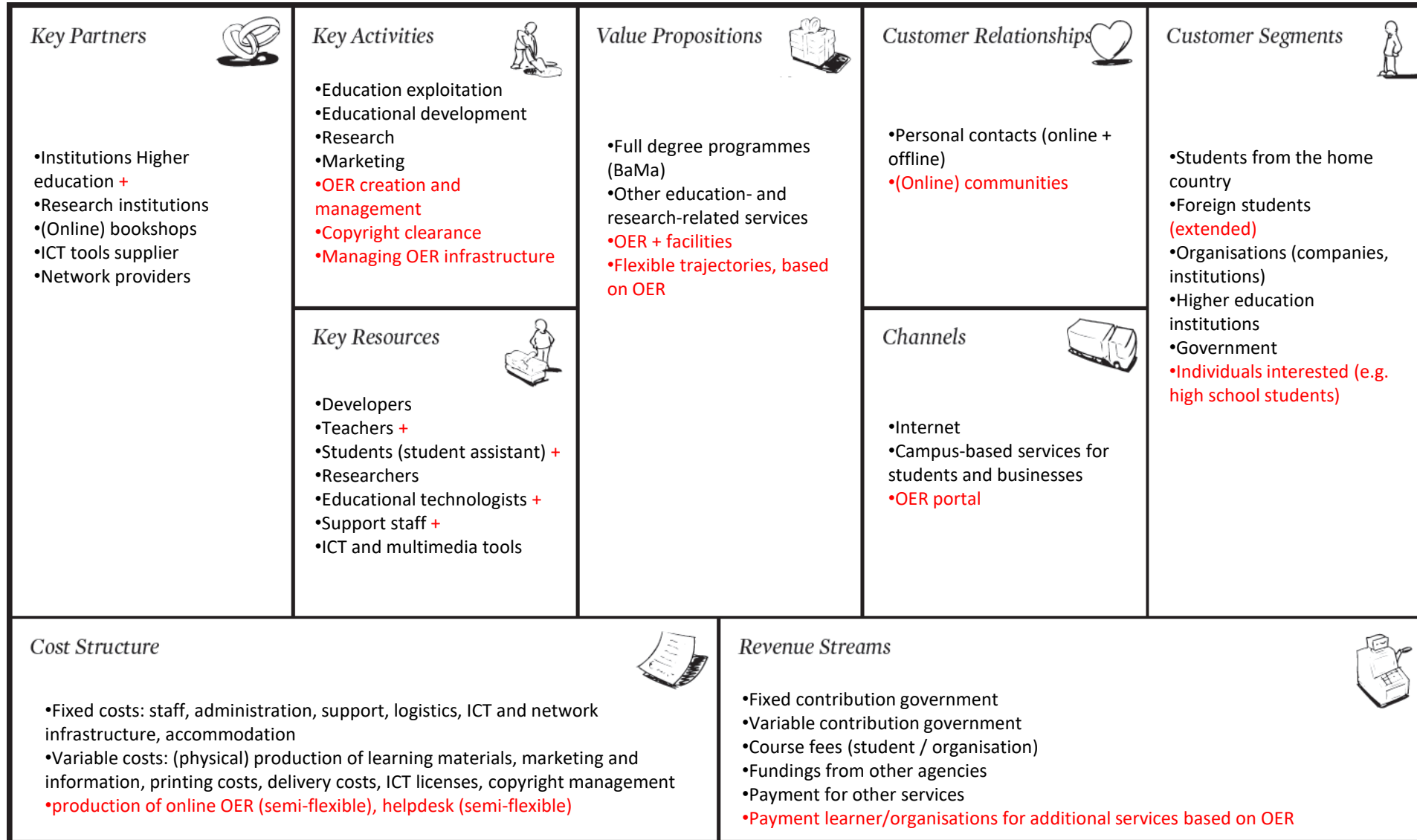
Example: University, aiming to start publishing OER

- Boundary conditions:
- The organisational model
 - Top-down structure with Board, staff departments and faculty's
 - Supporting services centralized
 - Faculty's pay a yearly fixed amount for support
- Current situation best described by the Tamagotchi scenario
- Vision on future scenarios
 - OER as window to the outside world to attract students
 - Also being able to offer trajectories as described by the Lego scenario
- The funding model for the current situation
 - Combination of governmental funding and payments from students
- The funding model for publishing OER
 - Conversion model: attract new students who will eventually pay for the current and future services.

Business model current situation



Business model when also publishing OER



Extensions of the Canvas: It's all about values!

Issues with Business Model Canvas

- BMC seems too profit-focused
 - “Business” replaced by the more neutral term “Organisation”
- Value proposition for not-for-profits are essentially different from those of profits
- This effects the financial building blocks (revenue streams and cost structure)

Values of OER

- OER is element in many (but not all!) cases of implementation of Open Education
 - 5COE
- Generic value
 - Follows from characteristics of OER: free access and 5R rights
- Derived value
 - Potential value of OER for other issues

Generic value of OER

- > Quality of education
- > Efficiency
- > Inclusiveness
- Marketing and profiling
- Study results
- Research and innovation

Derived value of OER

- Contributing to flexibilisation
 - Cooperation (regional, national, global)
- Safeguarding public values
 - What is created with public money must be available to the public free of charge
 - Ethical dimensions (social justice) (Hodgkinson-Williams & Trotter, 2018)

Open Education lens: Social Justice

- ***Social justice** is a concept that requires the organisation of social arrangements that make it possible for **everyone to participate equally in society**. Fraser (2005) considers social justice as ‘**participatory parity**’ economically, culturally and politically*
- Open Education can be adopted to contribute to:
 - Economic equity
 - Cultural diversity
 - Political inclusion
- This has consequences for OER

Open Education

From the 2007 Cape Town Open Education Declaration:

Open Education "...is built on the belief that **everyone should have the freedom** to use, customize, improve and redistribute educational resources without constraint. Educators, learners and others who share this belief are gathering together as part of a worldwide effort to make education both **more accessible and more effective** ... They also nourish the kind of **participatory culture** of learning, creating, sharing and cooperation that rapidly changing knowledge societies need."

Political inclusion

Economic equity

Cultural diversity



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<https://www.capetowndeclaration.org/read-the-declaration>



Economic value proposition Open Education

- May substantially **reduce the costs** of educational resources for students, parents and/or bursars, for university libraries or even governments
- Hopefully makes it **easy for everyone** to access current educational materials
- Hopefully **enables students** to study at their own pace, in their own time and from anywhere

Consequences for OER

OER need to be:

- Supported internationally, nationally, institutionally or organisationally by those whom will ultimately benefit from an educated citizens
- Aware of connectivity issues and/ or digital literacy constraints

Cultural value proposition Open Education

- Revalue devalued knowledges
- Acknowledge and respect perspectives from marginalised groups, different religious groups, differently abled people, range of gender orientations, ethnicities, nationalities
- Assert the value of lesser used languages

Consequences for OER

OER need to be:

- Contextualised
 - e.g. translated to native language
- Culturally sensitive in relation to perspectives on knowledge
- Thoughtful about image choices associated with specific activities
- Disability friendly as possible
- Inclusive of diverse opinions

Political value proposition Open Education

- Provides a way for students and lecturers to challenge the hegemonic knowledges inherent in course curricula, resources, and contribute alternatives
- Gives decision-making power to those who are usually seen as subordinate to the dominant power

Consequences for OER

OER need to:

- Include students' & teachers' perspectives and opinions
- Provide sufficient variety for students and teachers to make decisions about what materials to use

Consequences for using OER (Open Educational Practices)












Open Educational Practices need to:

- Take time to reuse, adapt & reshare
- Consider cost of co-creation & collaboration
- Deliberate both content & process
- Think about the design to be inclusive of diversity
- Include students' & teachers' perspectives and opinions
- Provide sufficient variety for students and teachers to make some decisions about what materials to use
- Practices based on the principles of Open Pedagogy are a means to implement these consequences

Consequences for Business Model Canvas

- Add two elements:
 - Creative Commons license: which open license is used and how is this affecting the organization?
 - Social good: beyond revenue and profits, what social good is generated by the organization?

Start With Why?(Simon Sinek) - Shared Outcome Sought (Heather Joseph)

Key Partners 	Key Activities 	Value Proposition 	Customer Relationships 	Customer Segments 
	Key Resources 		Channels 	
Cost Structure 	CC License 	Social Good 	Revenue Streams 	



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