

Education For All:

Ten Years of Open Education Luminaries From Around the World



*In celebration of Open Education Global's
10th Anniversary of Open Education Awards for Excellence*



Education For All: Ten years of open education luminaries from around the world

In celebration of Open Education Global's 10th Anniversary of Open Education Awards for Excellence

David T. Kindler, Marcela Morales, Paul Stacey



Education For All: Ten years of open education luminaries from around the world by Open Education Global is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), except where otherwise noted.

© 2021

Editor: Open Education Global (<https://www.oeglobal.org>)

Publisher: Open Education Global



Layout & Production: buch & netz (<https://buchundnetz.com>)

Cover: Mario Badilla, Open Education Global Creative Director

ISBN:

978-3-03805-414-6 (Print – Softcover)

978-3-03805-415-3 (Print – Hardcover)

978-3-03805-450-4 (PDF)

978-3-03805-451-1 (ePub)

DOI: <https://doi.org/10.36862/oeg-415>

Version: 1.01-20211117

This work is available in print and various digital formats at
<https://awards.oeglobal.org/book>

Table of Contents

Table of Contents	5
Preface	11
History of Open Education Global	13
History of the Awards	17
2011 – Inaugural Awards – Individual, Site, and Courseware	17
2014 – MOOCs and Project Awards	18
2017 – Open Educational Resources	20
2018 – Students, Open Source Software, Open Pedagogy, Open Data, Open Policy, Open Culture, Open Science	21
2019 – Open Collaboration & OER Curation	24
2020 – Open Resilience, Open Support Specialist, Emerging Leader, UNESCO OER Recommendation Implementation	25
Into The Future	26
Open Education Awards Timeline	31
Value of Open Education Awards for Excellence	33
Catherine Casserly	33
Willem van Valkenburg	35
Diana Hernández-Montoya	37
Katsusuke Shigeta	39
The Future of the Awards	41
Individual Award Winners	43
Lifetime Achievement Award	43
Frederic Michael Litto – 2014	43
Rory McGreal – 2016	44
President’s Award	45
Catherine Casserly – 2011	45
Shigeru Miyagawa – 2012	46
Martha Kanter – 2014	46
The University of Maryland University College (UMUC) – 2015	47
Mary Lou Forward – 2018	48

<i>James Glapa-Grossklag – 2019</i>	49
Leadership Award	49
<i>Pedro Aranzadi Elejabeitia – 2011</i>	49
<i>Dr. Oladele Ogunseitan – 2012</i>	50
<i>Professor ChiKaung Pai – 2013</i>	50
<i>Anka Mulder – 2014</i>	51
<i>Fred Mulder – 2014</i>	51
<i>Peter Smith – 2015</i>	52
<i>Quill West – 2015</i>	52
<i>Nicole Allen – 2016</i>	53
<i>Wei-I Lee – 2016</i>	53
<i>Jet Bussemaker – 2017</i>	54
<i>Bakary Diallo – 2017</i>	54
<i>Cable Green – 2018</i>	55
<i>Cheryl Hodgkinson-Williams – 2019</i>	56
<i>Wayne Mackintosh – 2020</i>	56
Organizational Leadership Award	57
<i>United Nations Educational, Scientific, and Cultural Organization – 2015</i>	57
<i>National Open University of Nigeria (NOUN) – 2016</i>	58
Emerging Leader Award	59
<i>Rajiv Jhangiani – 2020</i>	59
Educator Award	60
<i>Professor Walter H. G. Lewin – 2011</i>	60
<i>José Vida Fernández – 2012</i>	60
<i>Barbara Illowsky – 2013</i>	61
<i>Juan Klopper – 2014</i>	62
<i>Anne Marengo – 2015</i>	62
<i>Li-chuan Ou – 2015</i>	63
<i>María Soledad Ramírez-Montoya – 2016</i>	63
<i>Mohamed Amin Embi – 2016</i>	64
<i>Carmen Sarabia Cobo – 2017</i>	64
<i>Lee-Ing Tong – 2018</i>	65
<i>Felienne Hermans – 2018</i>	65

<i>Carlos Delgado Kloos – 2019</i>	66
<i>Alegría Ribadeneira – 2020</i>	66
Support Specialist Award	67
<i>Amy Hofer – 2020</i>	67
<i>Apurva Ashok – 2020</i>	68
Student Award	69
<i>Natalie Miller – 2018</i>	69
<i>Shifrah Gadamsetti – 2018</i>	70
<i>Dirk Ulijn & Willem Bart Meeuwissenif – 2019</i>	70
<i>Nick Sengstaken – 2020</i>	71
Open Asset Award Winners	73
What We Share	73
Best OER	73
<i>Open Website</i>	73
<i>OpenCourseWare – Outstanding Course 2011</i>	79
<i>OpenCourseWare – Outstanding Course 2012</i>	80
<i>OpenCourseWare – Outstanding Course 2013</i>	81
<i>Outstanding Course 2014-2019</i>	81
<i>OPEN MOOC</i>	82
<i>Open Textbook</i>	83
Open Curation / Repository	84
<i>Observatorio de Innovación Educativa – 2017</i>	84
<i>Norwegian Digital Learning Arena (NDLA) – 2017</i>	84
<i>SHMS – Saudi OER Network – 2018</i>	85
<i>Hokkaido University OpenCourseWare(HU-OCW) – 2018</i>	85
<i>Open Geography Education – 2019</i>	85
<i>Grasple – 2019</i>	86
<i>OASIS – 2019</i>	86
<i>OCW UNICAN – 2019</i>	87
<i>Repositorio Latinoamericano de Convocatorias Educativas (RELACE) – 2020</i>	87
Open Reuse / Remix/ Adaptation	88
<i>Asuka Academy – 2019</i>	88

<i>The OER Starter Kit Workbook – 2020</i>	88
Open Tool	89
<i>Open Education Licensing Toolkit – 2017</i>	89
<i>H5P (FOSS for Education) – 2018</i>	89
<i>VR classroom – 2019</i>	90
<i>PhET Interactive Simulations – 2019</i>	90
<i>Manifold Scholar – 2020</i>	90
Open Infrastructure	91
Open Practices	93
How We Share It	93
Open Pedagogy	93
<i>The Agora – 2017</i>	93
<i>The OER Passport – 2018</i>	94
<i>Red EuLES – 2018</i>	94
<i>The Open Patchbooks – 2019</i>	95
<i>United Nations Sustainable Development Goals Open Pedagogy Fellowship – 2020</i>	95
Open Collaboration	96
<i>CLIX – 2019</i>	96
<i>Open Education for a Better World (OE4BW) – 2020</i>	96
Open Research	97
<i>OER Knowledge Cloud – 2014</i>	97
<i>OER Research Hub – 2014</i>	97
<i>Open Research – 2015</i>	98
<i>Qualitative Investigation of Faculty OER Usage – 2015</i>	98
<i>Reflections on ‘critical openness’ (ROER4D) – 2016</i>	99
<i>OWL: Open World Learning – 2016</i>	99
<i>openTEL – 2017</i>	100
<i>The Open Education Group – 2017</i>	100
<i>Global OER Graduate Network (GO-GN) – 2018</i>	100
<i>Research on Open Educational Resources for Development (ROER4D) – 2018</i>	101
<i>Educational Innovation Integrated Studies – 2019</i>	101

<i>GO-GN Research Methods Handbook – 2020</i>	102
Open Policy	102
<i>Impact for a Better Society – 2018</i>	102
<i>Iniciativa Educação Aberta – 2019</i>	103
<i>Dispositivos tecnológicos para el estudiantado de la UNED – 2020</i>	103
Open Innovation	105
University of Michigan OERbit Project – 2011	105
Smarthistory – 2012	105
Peer 2 Peer University – 2013	106
Sesamath – 2014	106
Slidewiki – 2014	107
BC Open Textbook Project – 2015	107
Open Chemistry – 2015	108
CYP-Media – 2015	108
TESS-India – 2016	108
BC Open Textbook Accessibility Toolkit – 2016	109
Central Repository of Greek Open Courses – 2016	109
Badged Open Courses – 2016	110
IDEAS BOX – 2017	110
Alicanto Cloud Social Learning Platform – 2017	110
ENGAGE – 2017	111
Open Up Resources Middle School Math – 2017	111
OER World Map – 2018	112
Energy Sustainability Training – 2019	112
OERcamp – 2020	113
Special Awards	115
Open Culture	115
<i>Europeana – 2018</i>	115
Open Science	116
<i>Qeios – 2019</i>	116
Open Resilience Award	116
<i>Project SALUS, Node COVID-19 – 2020</i>	116
<i>I Learn at Home – 2020</i>	117

<i>National Digital Library of India (NDLI) – 2020</i>	117
UNESCO OER Implementation	118
<i>UNESCO/ICDE Chair Open Educational Movement for Latin America – 2020</i>	118

Preface

Education for all is a bold, audacious statement. But that is the very goal of open education. Can you imagine a world where access to education materials is free? Where teachers and learners have the right to reuse, revise, remix, localize and translate those materials? Where copies of textbooks and course materials can be retained without cost? Can you imagine a world where teachers and learners co-create education together? A world where learners engage in assignments that generate global public goods benefiting everyone? You may say this isn't possible, but open educators around the world have been doing this for years. Building on the work of luminaries such as those featured in this book, open education has grown into a global movement transforming education.

Open Education Global has acted as a steward and enabler of this global open education movement since 2008. In partnership with its hundreds of members worldwide and the global open education community, Open Education Global strives to ensure everyone, everywhere, has access to high-quality education.

Starting in 2011, as part of its stewarding role, Open Education Global has provided annual recognition to outstanding contributions in the global open education community, recognizing exemplary leaders, distinctive Open Educational Resources, and open projects and initiatives. As part of the 10th anniversary of these awards, OEGlobal is publishing this *Education For All* book collecting all ten years of award winners into a single volume. This book is a celebration of their achievements. We plan to update this book each year as a living document.

Each year Open Education Global opens up nominations for awards to the entire global open education community. Open Education Global's Board of Directors selects individual award recipients. The other award categories are evaluated and set by a peer review committee comprised of past award winners and other open education leaders worldwide. Historically the awards are presented each year at Open Education

Global's annual conference. For this tenth anniversary year, we are organizing a special celebration of the awards separate from the conference. Open Education Global operates and maintains an Open Education Awards for Excellence website where information on awardees can be found, including links to their profiles, projects, and resources. The Award website is at <https://awards.oeglobal.org/>.

We hope *Education For All* inspires you. We hope you'll reach out to award winners and thank them for their outstanding work. We hope you'll explore and learn more about the many great resources, projects, and initiatives that have received awards over the years. And most of all we hope you will get involved with open education and help make education for all a reality.

History of Open Education Global

As you go through Education For All, you'll see that Open Education Global has evolved and changed names several times since its original inception. However, for historical accuracy, we've chosen to retain the name the organization used in the year when specific awards were given.

To aid your understanding of the origins of Open Education Global and how the organization has evolved, here is a short history guide.



Open Education Global's origins trace back to the MIT OpenCourseWare. On April 4, 2001, MIT President Charles Vest announced the establishment of MIT's OpenCourseWare (OCW), a web-based program to provide free access to MIT course content, including lecture notes, problem sets, exams, and videos. He noted that OpenCourseWare might seem a bit counterintuitive in a market-driven world. Still, it is innovative, expresses belief in the way that education can be advanced by constantly widening access to knowledge and information and by inspiring others.

It certainly did inspire others and the interest from institutions around the world to follow suit was so great that In February 2005, MIT formed the OpenCourseWare Consortium <http://www.ocwconsortium.org>. Less than a year later, the consortium had more than 100 member organizations committed to publishing their course materials openly. At that time, the OpenCourseWare initiative symbolized the movement for "Open Educational Resources", a term first adopted at the UNESCO 2002 Forum on the Impact of Open Courseware for Higher Education in Developing Countries, as an expression of the wish to develop together a universal educational resource available for the whole of humanity.

In July 2008, the OpenCourseWare Consortium officially became a 501(c)(3) non-profit in the state of Massachusetts, USA. The incorporation

documents describe the purpose of the organization as being, “To provide free and open digital publication of high-quality educational materials, organized as courses, through a collaboration of higher education institutions and affiliated organizations from around the world, creating a broad and deep body of open educational content using a shared model, and to advance education and empower people worldwide through its OpenCourseWare programs.”



In 2014 the name of the organization was changed to Open Education Consortium <http://www.oeconsortium.org>. The purpose remained largely the same, although the organization became independent of MIT and broadened its role to go beyond OpenCourseWare to include other diverse and emerging forms of open education. The Open Education Consortium became a worldwide community of hundreds of higher education institutions and associated organizations committed to advancing open education and its impact on global education. The consortium envisioned a world where everyone, everywhere has access to the education they need to build their futures. It sought to instill openness as a feature of education around the world, allowing greatly expanded access to education while providing a shared body of knowledge upon which innovative and effective approaches to today’s social problems can be built.



In 2019 the Open Education Consortium became Open Education Global <https://www.oeglobal.org/> to more clearly emphasize the growing global nature of its members and the adoption of open education around the world. The role of Open Education Global continued to be that of a

member-based, global, non-profit supporting the development and use of open education around the world. However, the breadth of what open education entails became larger. New forms of open education enabled by digital technology, the Internet, and cultures of sharing have emerged and OEGlobal members are involved with all of them, including:

- Open Educational Resources (OER)
- Massive Open Online Courses (MOOCs)
- Open Access (OA)
- Open Data
- Open Science
- Open Education Technology
- Open Practices

Open education has evolved incredibly from the early days of MIT OpenCourseWare. Open Education Global is proud of the role it has played and continues to play in supporting open education around the world.

For a fun and illuminating historical look at the evolution of Open Education Global try entering the url's provided above into the Internet Archives Wayback Machine <https://web.archive.org/web/>.

History of the Awards

Following MIT's launch of the OpenCourseWare Consortium in 2005, hundreds of higher education institutions worldwide joined, providing free online access to their own course content, including lecture notes, problem sets, exams, and videos.

These early institutional efforts focused on simply posting online the teaching and learning materials associated with the campus-based course. Materials were not instructionally designed for online learning delivery. What made them “open” was the free online availability to view the materials and their availability for use and adaptation under an open license, such as certain Creative Commons licenses.

OpenCourseWare did not typically include support for student enrollment, certification, or access to faculty; it was primarily a means of publishing the course online for anyone to view, learn from, and repurpose.

OpenCourseWare was appealing because it aimed to enhance human learning worldwide by making knowledge contained in these courses available on the web. On-campus students used OpenCourseWare to preview and select courses to take and to review what took place in class.

2011 – Inaugural Awards – Individual, Site, and Courseware

In 2011 the OpenCourseWare Consortium launched the Awards for OpenCourseware Excellence (ACE). The awards aimed to provide annual recognition to outstanding individuals and initiatives that moved the ideals of OpenCourseWare and Open Educational Resources forward.

Three award categories in 2011 recognized Individuals, Sites, and Courseware. Individual awards included the Leadership ACE for significant leadership in the OCW/OER community and the Educator ACE

for educators who published a significant body of courseware. Site awards highlighted New Sites, Landmark Sites launched before 2012, and Technical Innovation. Courseware awards recognized excellence in both courses featuring video/multimedia and text/illustration.

Right from the start, the awards recognized the importance of celebrating and thanking open education practitioners for their outstanding work while at the same time raising awareness and visibility of exemplary open education initiatives to inspire others.

The inaugural 2011 year established a set of precedents for the awards that have persisted over time including: nominations from the community, an awards committee of open community peers, individual awards selected by Consortium Board of Directors, and announcing the awards at the annual conference. The award format established in 2011 was used for the next two years.

2014 – MOOCs and Project Awards

In 2014, three Site Awards were consolidated into a single award category Outstanding Site. Similarly, the two CourseWare Awards were made into an award simply called Outstanding Course.

A new individual award for Lifetime Achievement was added to recognize an individual who had greatly contributed to the advancement of open education throughout their career. This special award complemented the 2011 President's Award, another special category award given to an individual whose exceptional contributions to the field of open education serve as an inspirational model of engagement and commitment. These special awards given by the OpenCourseWare Board of Directors are not awarded every year.

2014 also saw a new award category called Open MOOC (Massive Open Online Course). MOOCs differ from OpenCourseWare because they focus on conducting and delivering a course open for anyone to enroll in for free. As a result, some MOOC courses have tens and even hundreds of thousands of participants.

Early MOOCs, called cMOOC or Connectivist MOOCs, emphasized open-access features, such as open licensing of content to promote the reuse and remixing of resources, and learning out on the open web rather than being confined to a closed online learning platform. Later MOOCs, sometimes called xMOOCs, used closed licenses for their course materials while maintaining free access for students. By 2014, MOOCs had become an enormous phenomenon and several prominent universities had launched MOOC platforms. MIT launched edX. Stanford created Coursera. The Open University of UK developed FutureLearn. Many OpenCourseWare Consortium members used these platforms to diversify their open education efforts to include MOOCs.

The Open MOOC award recognizes excellence in an openly licensed MOOC of exemplary quality in breadth, depth, and creative presentation of educational content.

2014 also saw the introduction of Projects Awards. This new category recognized efforts that support the production, use, and/or promotion of OCW/OER in ways other than the creation and use of material resources.

Three types of Project Awards were created. Creative Innovation Awards recognized new approaches, ideas, or solutions that improve the discoverability, presentation, usability, accessibility or availability of course materials. Engagement Awards recognize excellence in student/user retention. The Open Research Award recognized excellence in research studies about open education and/or related areas.

These Project Awards show the field of open education evolving. There was a growing recognition that ensuring awareness, effectiveness and impact was as important as creating content. With the growth in open education materials, discoverability and usability became increasingly relevant. The field realized the importance of research and measurements of use and impact to substantiate the benefits of open education.

2017 – Open Educational Resources

In 2017 a new category of awards was added called Open Educational Resources (OER). OER are teaching, learning, and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no, or limited, restrictions.

OER come with 5R permissions, including the permission to:

- Retain – the right to create, own, and control copies of the content;
- Reuse – the right to use the content in a wide range of ways;
- Revise – the right to adapt, adjust, modify, or alter the content itself;
- Remix – the right to combine the original or revised content with other material to create something new;
- Redistribute – the right to share copies of the original content, the revisions, or the remixes with others.

OER can include textbooks, instructional materials, interactive simulations, lesson plans, full courses, and even complete degrees (often called Z-Degrees). OER provide academic freedom to customize, localize, translate, and update as required. OER expand and enhance the academic offering of an institution. OER are typically stored and distributed through websites, platforms, or repositories that provide search, view, and download capabilities.

The OER award category recognizes resources beyond courses and sites, acknowledging the wide variety of innovative OER being developed around the world. This new category includes awards for best OER Site, OER Collection, Open Tool, Open Textbook, Open Faculty Development Program, and OER Library/Network. These awards show how the open education movement diversified from courses and MOOCs to include a wide range of teaching and learning resources.

Open textbooks became a huge development in the open education movement. They are funded, published, and licensed to be freely used, adapted, and distributed. Users can download open textbooks for no cost,

or print them at low cost. Compared to expensive proprietary textbooks, open textbooks save students and governments hundreds of millions of dollars.

The Open Faculty Development Program award was suggested by the community. Its creation reflected the growing awareness that open education involves a different set of practices for educators. It highlights the importance of acquiring the skills to successfully do open education.

Especially striking is the inclusion of an award for libraries and librarians who increasingly became key contributors to open education efforts through their skillful ability to find existing OER for reuse and for their ability to create and curate collections of OER pertinent to the local needs of an educator, institution, or school.

By 2017, the awards reflected the significant growth of open education and the expanding range of stakeholders.

2018 – Students, Open Source Software, Open Pedagogy, Open Data, Open Policy, Open Culture, Open Science

A Student Award was added in 2018 to recognize the outstanding endeavors of a student who has benefited academically from the use of OER and whose achievements inspire others to pursue degree programs utilizing open resources.

Over time the criteria for the Open Education Award for Excellence Student Criteria evolved to include students who had used or created OER over a sustained period, demonstrated innovative ways of incorporating OER in their studies, and influenced peers to share materials more openly through open practices.

The OER & Projects Awards category broadened to include Open Tools and Open Practices to encourage nominations related to other areas of openness. Doing so fosters relationships among the variety of innovative open initiatives around the world.

The OER Site, Collection, and Library Awards were consolidated into an award for best OER Repository. New awards were added for Free and Open Source Software (FOSS) for Education, Open Data, Open Access, Open Pedagogy, Open Policy, Open Culture and Open Science. Here again, we see evidenced in the awards the widening impact of openness on education.

The new 2018 awards depict the evolution and emerging importance of certain elements of open education. By this time, “open” was affecting all aspects of education, teaching and learning, research, and community public service. The expansion of the awards mirrors this growing diversity of impact.

Particularly notable is the inclusion of an award not just for Leadership and Educators but also for Students. Over the years, student awareness of open education has grown. Many students have taken on advocacy roles presenting compelling evidence to faculty and institutional leaders in favor of open education. Additionally, open education engages students as co-creators of knowledge, making the learning experience more meaningful and engaging.

Free and Open Source Software has long been an essential element of the high technology world. In the open education context, this award recognizes FOSS applications proven to be essential tools for professionals, trainers, and teachers for building, and delivering OER.

Open Data in education is associated with open access research articles where the research data sets are openly published to ensure research is verifiable and replicable. Open data and open data practices are increasingly used in teaching and learning, especially in science domains. A new emerging focus for open data in education is student data collected by education technologies and institutions. Privacy and ethics concerns with the use of open data is of growing importance in the

field. The Open Data Award for Excellence was for projects demonstrating best practices in making data openly available, accessible, and reusable for the public.

Open Access (OA) refers to research published in a way that is digital, online, free of charge, and free of most copyright and licensing restrictions. OA removes price barriers such as subscriptions and pay-per-view fees giving researchers, students, and the public access to research. OA ensures the public has access to the results of publicly funded research.

OA makes research discoverable, available, and reproducible for the advancement of science. When used for teaching and learning OA articles are a form of OER. The Open Access Award for Excellence is for online research outputs that are dynamic, openly accessible, and free of all restrictions for use and reuse. This category also includes initiatives that actively advance the Open Access agenda.

Open education is functionally different than traditional forms of education. It involves new norms and cultural practices, including sharing, collaborative authoring, finding and reusing existing resources, modifying and customizing educational materials through translation, and adaptation to local contexts. One of the most exciting new practices is open pedagogy. This practice engages learners in activities and assignments that generate public knowledge benefiting themselves and the larger public. The Open Pedagogy Award is for an innovative open teaching practice that incorporates openness in several levels of the learning process. This award emphasizes student involvement in creating, adapting, or updating OER and improving and promoting more effective teaching of open practices.

These new open practices are a form of system change requiring policy changes at the government, institution, and school level. The Open Policy Award recognizes creation, adoption, and implementation of an open policy, legislation, or mandate. The award targets open policies that show a clear impact of public investment in the development of open knowledge through the efficient use and reuse of resources for the public good.

Open Culture refers to the use of open licenses and practices by Galleries, Libraries, Archives, and Museums (known as the GLAM sector). Open culture organizations provide a vast array of educational materials. The Open Culture Award recognizes an exemplary initiative promoting free and open access to cultural heritage collections. The award is for projects that showcase and make available historical objects, art collections, books and other cultural artifacts freely, openly, and without any restrictions.

Open science is the movement to make scientific research and data accessible to all levels of an inquiring society. As a practice, open science allows others to collaborate and contribute by making research data, lab notes, and other research processes freely available under terms that enable reuse, redistribution, and reproduction of the research and its underlying data and methods. In the context of open education, open science frequently involves the use of OER, OA, and open data and engaging the public in citizen science. The Open Science Award For Excellence recognizes an open science initiative using practices that allow others to collaborate and contribute.

The 2018 Awards strikingly demonstrate how far open education has evolved from the early OpenCourseWare days.

2019 – Open Collaboration & OER Curation

The 2019 awards added two new awards. One for Open Collaboration and another for OER Curation / Librarianship.

Open education development and practices are a team effort. The Open Collaboration award is for a thriving environment that fosters the collective production of open resources and open practices with a shared goal. These collaborations are an interchange of ideas supported through technologically mediated collaborative platforms. They develop new opportunities for people to form ties with others and create things

together; encouraging diversity of goals, backgrounds, and cultures. These might include communities of practice, joint project ventures, multi-institutional collaboration, and multinational cooperation.

Librarians are essential members of open education teams. The OER Curation / Librarianship award recognizes librarians' efforts in creating exceptional collections of high-quality OER presented after a curation process. Strong curation involves carefully selecting content and evaluating it for a particular purpose and presenting it in a meaningful and organized way that can be customized and re-shared for future users.

2020 – Open Resilience, Open Support Specialist, Emerging Leader, UNESCO OER Recommendation Implementation

The arrival of the COVID pandemic in 2020 disrupted education around the world. In response, the 2020 awards included an Open Resilience award that recognizes exemplary leadership (individual or organizational) and Open Education practices implemented in the context of COVID-19. Open Resilience activities demonstrate the implementation of open education practices to address opportunities and challenges arising from COVID-19.

The Support Specialist Award is for an individual actively engaged in using and promoting OER and Open Practices. The award is for a person, other than a professor/teacher, that supports the ideals of the Open Education movement through their own practices. Support specialists include librarians, researchers, instructional designers, policymakers, and administrators.

The Emerging Leader Award is granted to an enthusiastic individual displaying promising leadership qualities. This person's advocacy and

use of open education is inspiring, demonstrated a strong commitment towards Open Education, or has achieved significant accomplishments, making them an effective spokesperson.

In November of 2019 all 193 members of UNESCO unanimously adopted the UNESCO OER Recommendation. The UNESCO OER Recommendation Implementation award recognizes exemplary leadership (individual or organizational) and practices to support the implementation of the UNESCO OER Recommendation.

Into The Future

The Open Education Awards for Excellence have served as a means of celebration, gratitude, and inspiration for ten years. Looking into the future, Open Education Global plans to sustain and further amplify them. The awards now have their own dedicated website <https://awards.oeglobal.org/> providing a historical archive of awards over time. The site will host the nomination and selection process each year and feature profiles of award winners. The website also includes an OEG Voices podcast series that features interviews with award winners.

The extraordinary Marcela Morales has led the awards for their entire ten years. Marcela ensures the categories are current, relevant, and reflect the emerging innovations in the Open Education movement. She also guides the nomination and selection process, including organizing certificates, trophies, and events to celebrate the outcome. Marcela exemplifies the world of openness where knowledge is openly and freely accessible. Special thanks to her for being such a faithful steward.

Open Education also thanks all those who have been part of the process, including nominators, evaluators, and awardees. We look forward to many more years of Open Education Awards for Excellence.



OE AWARDS 2011-2020

CERTIFICATES · TROPHIES · BADGES

2011 - ACE Awards (Awards for OpenCourseWare Excellence)

Massachusetts Institute of Technology
Cambridge, USA

Trophy



Certificate

None.

Badge

No badge was provided.
A generic version was later created for the OER World Map.



2012 - ACE Awards (Awards for OpenCourseWare Excellence)

Queens' College
Cambridge, UK

Certificate



Trophy



Badge

No badge was provided.
A generic version was later created for the OER World Map.



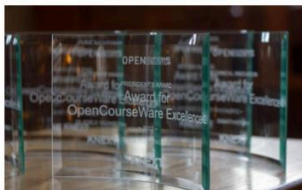
2013 - ACE Awards (Awards for OpenCourseWare Excellence)

APTIKOM Indonesia
Bali, Indonesia

Certificate



Trophy



*Same as 2011-12

Badge



2014 - ACE Awards (Awards for OpenCourseWare Excellence)

Jozef Stefan Institute / Knowledge 4 All Foundation Ltd (K4A)
Ljubljana, Slovenia

Certificate



Trophy



Badge



2015 - OE Awards (Open Education Awards for Excellence)

Athabasca University
Banff, Alberta, Canada

Certificate



Trophy



Badge



2016 - OE Awards (Open Education Awards for Excellence)

AGH University of Science and Technology
Krakow, Poland

Certificate



Trophy



Badge



2017 - OE Awards (Open Education Awards for Excellence)

University of Cape town
Cape Town, South Africa

Certificate



Trophy



Badge



2018 - OE Awards (Open Education Awards for Excellence)

Delft University of Technology
Delft, Netherlands

Certificate



Trophy



Badge



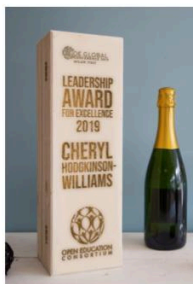
2019 - OE Awards (Open Education Awards for Excellence)

Politecnico di Milano
Milan, Italy

Certificate



Trophy



Badge

OPEN EDUCATION
CONSORTIUM
OPEN POLICY
Award for Excellence
2019



Iniciativa Educação Aberta
OPEN EDUCATION INITIATIVE

2020 - OE Awards (Open Education Awards for Excellence)

Taipei Medical University (co-host eCampus Ontario & TU Delft)
Taipei, Taiwan

Certificate



Trophy



[3D Printing video](#)

Badge

OEAWARDS
FOR EXCELLENCE







LEADERSHIP
Award for Excellence
2020







Wayne Mackintosh
OER FOUNDATION

Open Education Awards Timeline

The Open Education Awards for Excellence Timeline highlights a series of interesting facts and milestones from its history. Starting with the inaugural celebration held by MIT in 2011, the timeline tracks the evolution and growth of the awards through the years.

Year / Event / Badge	Highlights	Winning countries by year	Awards categories
2011  OCWC Consortium Global Conference Cambridge, USA	Inaugural Awards for OpenCourseWare Excellence (ACE) <p>In 2011, on the OpenCourseWare 10th year celebration, the Awards for OpenCourseWare Excellence (ACE) were presented for the first time.</p> <p>The OCWC community grew significantly in the first 10 years, from MIT creating the first OCWs to more than 250 institutions from around the world developing and sharing their own. The ACE Awards became a way to celebrate and honor the contributions made by the community.</p> <p>Award categories remained the same for the first 3 years, seeing mayor differences in the formats used for the presentation of courses and sites.</p>	United States Netherlands Spain Costa Rica South Africa Indonesia Turkey	<ol style="list-style-type: none"> Individual Awards <ul style="list-style-type: none"> Leadership Educator President's Award Sites Awards <ul style="list-style-type: none"> New Site Landmark Technical Innovation Courseware <ul style="list-style-type: none"> Video & Multimedia Text & Illustration
2012  OCWC Global Meeting Cambridge, UK		United States Netherlands Spain South Africa * United Kingdom * Taiwan * Pakistan	
2013  OCWC Global Conference Bali, Indonesia		United States Netherlands Spain Taiwan * Kenya	
2014  OCWC Global Conference Ljubljana, Slovenia	Name change to Open Education Awards for Excellence <p>Aligned with the organization's new name, Open Education Consortium and its extended mission to include other forms of open education, the awards evolved into the Open Education Awards for Excellence.</p>	United States Netherlands Spain South Africa United Kingdom Taiwan * Canada * France * Brazil * Germany	<ol style="list-style-type: none"> Individual Awards <ul style="list-style-type: none"> Leadership (pers/org) Educator President Lifetime Achievement Outstanding Site Outstanding Course
2015  Open Education Global Conference Banff, Canada	<p>Projects Awards were introduced to recognize efforts that support the production, use, and/or promotion of OCW/OER in ways other than the creation and use of material resources.</p>	United States Netherlands Spain United Kingdom Taiwan Canada France * Colombia	<ol style="list-style-type: none"> Open MOOC Projects Awards <ul style="list-style-type: none"> Creative Innovation Open Research Engagement
2016  Open Education Global Conference Krakow, Poland	Touching more corners of the world <p>Geographical reach expanding, awards granted in twenty-three countries.</p>	United States Netherlands Spain South Africa Turkey United Kingdom Taiwan Canada * Mexico * India * Greece * Malaysia * Nigeria * China	

* new country / year

Year / Event / Badge	Highlights	Winning countries by year	Awards categories
2017  Open Education Global Conference Cape Town, South Africa	Including other forms of 'openness' <p>A new category of awards called Open Educational Resources (OER) was added to recognize the wide variety of innovative OER being developed around the world.</p> <p>The categories of Open Textbook, OER Collection, OER Library and Open Tool were introduced.</p>	United States Netherlands Spain South Africa United Kingdom Canada France Mexico * Norway * Italy * Kenya * Australia	1. Individual Awards <ul style="list-style-type: none">LeadershipEducatorPresident 2. OER <ul style="list-style-type: none">Open Course/ OCW/ MOOCOpen TextbookOER Collection / RepositoryOpen ToolOpen Faculty Dev Program 3. Projects Awards <ul style="list-style-type: none">Creative InnovationOpen Research
2018  Open Education Global Conference Delft, Netherlands	Focus shifting towards Open Practices <p>By this time "open" is affecting all aspects of education, teaching and learning, research, and community public service. The awards followed suit and added multiple categories highlighting the extraordinary and diverse efforts of the community.</p>	United States Netherlands Spain South Africa United Kingdom Taiwan Japan Canada Germany India Norway * Saudi Arabia	1. Individual Awards <ul style="list-style-type: none">LeadershipEducatorPresidentStudent 2. OER, Tools & Practices <ul style="list-style-type: none">Open Course/ OCW / MOOCOpen TextbookOER RepositoryOpen ResearchOpen InnovationFOSS for EduOpen DataOpen AccessOpen PedagogyOpen PolicyOpen CultureOpen Science
2019  Open Education Global Conference Milan, Italy	'Open' is a collaborative and global effort <p>The name of the organization changed to Open Education Global.</p> <p>The awards saw the inclusion of two new categories: 1) Open Collaboration and 2) Open Curation/librarianship. Both categories focusing on the collective effort needed to develop and support openness.</p>	United States Netherlands Spain South Africa United Kingdom Japan Cana Brazil Mexico India * Guatemala	2019 + <ul style="list-style-type: none">OER Curation /librarianshipOpen Collaboration
2020  Open Education Global Conference Taipei, Taiwan (online) Co-host: Canada & Netherlands	Open Education in times of pandemic <p>The Open Resilience award was introduced to recognize exemplary leadership (individual or organizational) and Open Education practices in the context of COVID-19.</p> <p>The adoption of the UNESCO OER Recommendation fostered the creation of another award that recognizes exemplary leadership in its implementation.</p>	United States Spain Costa Rica United Kingdom Canada Germany Mexico India * New Zealand * Slovenia	1. People in Open <ul style="list-style-type: none">LeadershipEducatorPresidentStudent 2. What we share <ul style="list-style-type: none">Best OEROpen Curation/ RepositoryOpen Reuse/ Remix / Adaptation 3. How we share <ul style="list-style-type: none">Open PedagogyOpen CollaborationOpen ResearchOpen PolicyOpen Innovation 4. Special Awards <ul style="list-style-type: none">Open ResilienceUNESCO OER Implementation

* new country / year

Value of Open Education Awards for Excellence

Catherine Casserly



Catherine Casserly is the founder and president of Casserly Consulting & Coaching based in the United States. She is an experienced leader and a focused strategist who challenges entrenched thinking and positions individuals and organizations for accelerated performance. Her work spans the U.S. and

international arenas and involves consulting partnerships and executive coaching with philanthropic, nonprofit, corporate, startup, and learning organizations.

Previously, Casserly was CEO and President of Creative Commons, an Aspen Institute Fellow, Vice President at the Carnegie Foundation, and Vice President at EdCast, a mobile-first start-up. She was a founding pioneer of the Open Educational Resources field, developing, managing, and launching the 100 million USD inaugural portfolio for the Hewlett Foundation. She is also a member of the Advisory Council for the National Science Foundation. Early in her career, Casserly taught mathematics in Kingston, Jamaica and tutored in a high security prison. She earned her Ph.D. in the economics of education from Stanford University, B.A. in Mathematics from Boston College, and holds an Honorary Doctorate from the Open University, U.K.

Casserly was presented the President's Award for OpenCourseWare Excellence for developing the Open Educational Resources Initiative while at The William and Flora Hewlett Foundation.

What did winning an award mean to you?

The award in 2011, to my knowledge, was the first time formal recognition was given in the field of Open Educational Resources (OER). I was honored as it validated the pioneering work of OEGlobal and all the contributing organizations and community members around the globe who catalyzed the field and instinctively understood the possibilities of openness as a vehicle for equity and learning.

What did it lead to?

At the time in 2011, I was the first full-time CEO of Creative Commons, and this award signaled the maturity of global organizations in the open sector, built by contributing members in each region of the world. The award re-affirmed the momentum underway in the field and led to my continued engagement as an advisor, advocate, and strategist for OER organizations and leaders.

Where are you now?

I am laughing as I write this, as the work of OEGlobal opens my heart in gratitude continuously. This week I had the joy of participating in an OEGlobal board meeting with exceptionally dedicated leaders, facilitating discussions around equity-centered strategies with the next generation of pioneers for the National Consortium of Open Education, iterating on a blog post with a colleague reflecting on the 20-year arc of the field, accepting the role of lead discussant in a European event focused on post covid open education challenges and opportunities, and coaching talented individuals in the OER space seeking to step authentically into their leadership roles. So I say I am now exactly where I am meant to be, and grateful for opportunities to create impact through a work portfolio that leverages my OE experiences and passion for this field.

How would you describe the value of the awards for you personally and for the field overall?

As the inaugural Program Officer at the Hewlett Foundation and also as CEO of Creative Commons, my day-to-day work was at the system level,

seeking to leverage resources as effectively as possible to stimulate the OER ecosystem in differing regions of the world. Thus, I was often one step removed from direct contact with educators and students, those we sought to impact. For me it recognized the amplifying effect of those in the community – the administrators, provosts, chancellors, librarians and faculty – who create the conditions and ripple effect for OER to spread and take hold in their institutions.

Willem van Valkenburg



Willem van Valkenburg is the Executive Director of the Delft University of Technology (TU Delft) Extension School in the Netherlands. The Extension School offers open and online courses for professionals and lifelong learners. He has participated with OEGlobal since 2008 and since 2013 as a Board member. Willem was President of the Board from 2018-2020.

Van Valkenburg holds a Master of Science in System Engineering, Policy Analysis & Management of Delft University of Technology. Since March 2019, he is an elected board member of Delfland Water Authority. The water authority is a regional Dutch government body charged with managing water barriers, waterways, water levels, water quality and sewage treatment in the area of Delfland. Delfland Water Authority was founded in 1289.

TU Delft has won numerous Open Education Awards for Excellence. What did winning an award mean to you?

From the introduction of the OEGlobal Awards, we have been actively

nominating our courses and projects. The main reason is that it gives an external recognition for the work our lecturers have done and provides us both internally and externally a great marketing opportunity.

What did it lead to?

The external recognition helps our lecturers in the internal discussion about focus on open education and making our courses openly available. It helped to “sell” open and online education within the university and this success got us the funding to start the TU Delft Extension School for Continuing Education. After seven years the Extension School is now a university department responsible for 150 open MOOCs, 50 professional education courses and close to 300 OpenCourseWare courses. We have more than 3.5 million enrolments in our MOOCs and more than 1500 visitors per day for our OCW website.

Where are you now?

Over the years we have won many OEGlobal Awards and it still helps our lecturers in their career. It does look good to write “I developed an award-winning course”! This year we are working on a new strategy for our OpenCourseWare website to meet the needs of our institute and the learners for the next 10 years.

How would you describe the value of the awards for you personally and for the field overall?

It helped us to get funding and supports lecturers in their career. This is positive for me as Executive Director of the Extension School, because it gives me more internal support for our activities. The Awards are one of the best activities of OEGlobal. It gives support and recognition to course teams and individuals who are putting time and effort into open education. Above that it also provides OEGlobal a great opportunity to promote open education and supports the organization in its mission.

Personally, I have enjoyed receiving awards, but as President of the Board of OEGlobal it was much more rewarding to present the awards to individuals and teams at the OEGlobal Conference.

Diana Hernández-Montoya



Diana Hernández-Montoya is the coordinator of the FAB LAB Kä Träre of the Universidad Estatal a Distancia (UNED) in Costa Rica. She has degrees in preschool and primary education, educational technology, project management, and design thinking. Diana is a teacher focused on human talent, innovation, and technology.

Her work experience includes public and private educational institutions with roles like teacher, researcher, project manager, instructional designer, and program coordinator. These roles have given her opportunities

to be part of interdisciplinary teams and to remain open to change, learning, error, and the never impossible task of generating real impacts on people's lives and on the dynamics of the spaces where she works.

Hernández-Montoya has been the coordinator of the OpenCourseWare at UNED for almost 11 years and has participated in various projects related to the Open Educational Movement and Open Educational Resources & Practices, both national and internationally.

UNED has won several Open Education Awards for Excellence over the years. What did winning an award mean to you?

Winning an award confirms that important objectives are being met; making a relevant and significant impact on the populations served by the Universidad Estatal a Distancia de Costa Rica. This is being achieved with efficiency, but also with quality; and having this recognized internationally is extremely valuable for the institution and for all the people who work there.

What did it lead to?

Thanks to the awards obtained over the years, the Open Movement that began at the Universidad Estatal a Distancia de Costa Rica almost 12 years ago has been strengthened and recognized at the institutional and national level, but also beyond Costa Rica's borders. Thanks to these awards UNED has had the opportunity to participate in international projects with European and Latin American funds, sharing and learning with strategic partners who met through participation in Open Education Global, formerly OpenCourseWare. The teachings, experiences and lessons lived in all these scenarios have made the University grow and transform itself, including through policies that diversify its services and possibilities.

Where are you now?

Today, the Universidad Estatal a Distancia, is in a moment in which it declares of institutional interest the UNESCO Recommendations on Open Educational Resources (OER) of 2019, and provides support for the continued development of various proposals, relevant and impactful in the different strategic areas of the University: teaching, research, extension, student life and production of materials.

How would you describe the value of the awards for you personally and for the field overall?

Having two awards in 10 years for projects that have represented milestones for UNED Costa Rica is a great achievement. This personally motivates all the people who have participated in the teams to move forward, promoting openness, continuous improvement in what is done and, above all, the diversification of options to democratize knowledge and opportunities. On the other hand, these awards show the great possibilities we have, in the educational field and as a country, to generate real and relevant changes for the benefit of the population.

Katsusuke Shigeta



Katsusuke Shigeta is an associate professor of the Information Initiative Center at Hokkaido University in Japan. He is an associate director of the Center for Open Education at the University and the president of JOCW (Japan OCW Consortium). His specialty is educational technology, especially in the research of the development of online learning and distance education utilizing OER and MOOCs. In addition, he is leading the national survey of

Information Technology introduction in higher education in Japan including the awareness of OER and MOOCs.

My institution, Hokkaido University was selected as one of the 2018 Open Courses awards for Open Education Excellence in recognition of HU-OpenCourseWare. This award was significant to my organization, the Center for Open Education. By receiving this award, we were able to show to the stakeholders of my institution that the efforts promoted by us are recognized as an invaluable activity by the world's leading open education promotion organizations. The university highly evaluated this award. Also, it was widely taken up by the Ministry of Education, Culture, Sports, Science, and Technology as a track record of improving the quality of education and research at Hokkaido U.

Open education activities at universities are difficult to evaluate because the efforts are open to the public and don't have a strong relationship with the university's educational activities. By receiving such an award, we were able to show that our activities are of high international value both inside and outside the university.

The Future of the Awards

The following pages document ten years of open education luminaries from around the world. There is a profile of every recipient of an Open Education Global Award for Excellence with links to their work.

It has been an honor for Open Education Global to recognize all these Award winners. We are thrilled to be releasing this book commemorating their exemplary work at a time when the world needs uplifting stories that show the power and value of sharing and collaboration.

Open Education Global intends to continue giving Awards for the years to come. This book will be a living document updated to include all future awardees.

We hope you explore the work of these awardees, learn from it, and use it for your own education efforts. We hope the book inspires you to get involved and be part of the Awards going forward. Ways to get involved can be found at <https://awards.oeglobal.org/book>.

There you can:

- Express congratulations, appreciation, and thanks to Award winners;
- Download your own free and open version of the book; and
- learn about other ways you can participate in the awards going forward.

We encourage you to disseminate this book to others by directing them to <https://awards.oeglobal.org/book>.

We want to again congratulate all awardees. Open Education Global also extends heartfelt thanks to everyone who has nominated someone for an award. We sincerely appreciate the work of the Awards Evaluation

Committee and the Open Education Global Board of Directors, who, through a peer-review process, select the winners each year. With the help of the entire global open education community, we look forward to celebrating open education for decades to come.

Individual Award Winners

Lifetime Achievement Award

The Lifetime Achievement Award is a Special Merit Award presented by the Board of Directors to individuals who, during their lifetimes and careers, have made creative contributions of outstanding significance to the advancement of open education.

Frederic Michael Litto – 2014

Fredric M. Litto was awarded the Lifetime Achievement ACE award in 2011 from the OpenCourseWare Consortium for his lifelong contributions to digital and open education, enhancing the capacity of Brazilian universities to produce, maintain and use OERs and OCWs.

Litto is Professor Emeritus at the University of São Paulo, where he served thirty-five years as professor of communications. He founded and directed from 1989 to 2006 the “School of the Future,” a self-sustaining laboratory of more than 70 researchers/producers. Together they produced digital learning materials for school-based virtual learning communities; digital open-content multimedia repositories of humanistic material for learners in Portuguese; and learning objects in science education used annually by more than two million young and adult learners.

Litto served for many years as president of the Brazilian Association for Distance Education-ABED, a learned society with 2,600 members. In addition, he was a member of the Executive Committee of the ICDE-International Council for Open and Distance Learning and Re.ViCa International Advisory Committee (IAC).

Born in New York City in 1939, Litto received his B.A. at the University of California, Los Angeles (1960), his Ph.D. at Indiana University, Bloomington (1969), and his Livre-Doctore degree at the University of São Paulo (1977).

He has served as a member of the editorial boards of American Journal of Distance Education (USA); Advanced Technology and Learning (USA); Open Learning (U.K.); IRRODL-International Review of Research in Open & Distance Learning (Canada); and RIED-Revista Iberoamericana de Educación a Distancia (Spain). In addition, he has served as a consultant to the World Bank and as a member of the ICDE Task-Force on OERs.

In 2013, he signed the accord between ABED and the OpenCourseWare Consortium, providing the OpenCourseWare Consortium with a national affiliate consortium in Brazil and enhancing the capacity of Brazilian universities to produce, maintain and use OERs and OCWs.

ABED Associação Brasileira de Educação a Distância

<http://www2.abed.org.br/>

Rory McGreal – 2016

Dr. Rory McGreal is an influential international OER expert. His research and substantial participation in the global discourse argue persuasively for the benefits of openly licensed learning materials. He is a true OER globetrotter, supporting institutions and governments in many parts of the world with his presentations and guidance, generating global impact.

McGreal was the recipient of one of the first two UNESCO Chairs in OER established in 2010. With his OER Chair, he operates the OER Knowledge Cloud, a curated database and repository to identify, collect, preserve, and disseminate documents related to open educational resources.

He is a professor in the Centre for Distance Education at Athabasca University– Canada’s Open University based in Alberta, Canada. As a

researcher in Open and Flexible Learning, McGreal has been an active participant in the international research community. He has become an influential expert on OER and mobile learning.

He is the director of the Technology Enhanced Knowledge Research Institute (TEKRI), and a co-editor of the International Review of Research in Open and Distance Learning (IRRODL).

Athabasca University

<http://unescochair.athabascau.ca/>

President's Award

The President's Award is a recognition presented by the Board of Directors to an institution or an individual with exceptional contributions to the field of open education, serving as an inspirational model of engagement and commitment.

Catherine Casserly – 2011

Catherine Casserly was presented the President's Award for OpenCourseWare Excellence for developing the Open Educational Resources Initiative while at The William and Flora Hewlett Foundation.

As director of the OER Initiative, Casserly guided more than \$100 million in support to increase knowledge sharing efficiency and effectiveness worldwide. Her work helped raise global awareness of resources, participants, and their projects. She also served as program manager for Hewlett's grant in support of MIT OpenCourseWare.

Casserly served as CEO of Creative Commons, a nonprofit organization that develops, supports, and stewards legal and technical infrastructure that maximizes digital creativity, sharing, and innovation. Creative Commons licenses support the open sharing of many Consortium

member course materials. In her prior role at the Carnegie Foundation, Casserly served as Senior Partner & Vice President, Innovation and Open Networks, spearheading Carnegie's work in open education and supporting the creation of alternative mathematics pathways for community college students.

Shigeru Miyagawa – 2012

Shigeru Miyagawa was present at the birth of OpenCourseWare. He was on the original team that proposed OpenCourseWare and now serves on the MIT OpenCourseWare Advisory Board. He has also helped to start opencoursewares in Japan and elsewhere.

Miyagawa has been at MIT since 1991, where he is Professor of Linguistics and holds the Kochi-Manjiro Professor of Japanese Language and Culture Endowed Chair. He has published numerous books and monographs and has nearly fifty articles on syntax, argument structure, and East Asian and Altaic linguistics.

He runs a laboratory that creates interactive educational programs. JP NET, which has the entire MIT Japanese program on the web, was one of the first online projects in the world to place an entire academic program on the Internet (1993-1994). Visualizing Cultures, in collaboration with the Pulitzer Prize historian John W. Dower, has been recognized by the National Endowment for the Humanities as an outstanding humanities educational website.

Martha Kanter – 2014

Dr. Martha Kanter served as the Under Secretary of Education in the United States from 2009 to 2013, where she oversaw postsecondary, adult, and career-technical education. She was instrumental in establishing a \$2 billion federal grant program designed to increase education quality, graduation rates, and employment opportunities for

community college students. A key component of this grant program is the requirement that all materials carry a CC-BY license, launching the largest ever investment of the US government in OER.

From 2003 to 2009, Kanter served as chancellor of the Foothill-De Anza Community College District, one of the largest community college districts in the US, serving more than 45,000 students with a total budget of approximately \$400 million. In 2006, she founded the Community College Consortium for Open Educational Resources (CCCOER), representing the fastest-growing segment of OCWC's membership. She is now Chief Executive Officer of College Promise and Senior Fellow at the Steinhardt Institute for Higher Education Policy at New York University.

She began her career as an alternative high school teacher and then established the first program for students with learning disabilities in California. She then served as a director, dean, and vice chancellor for policy and research for the California Community Colleges, before serving as Vice President of Instruction for San Jose City College and then President of DeAnza College.

The University of Maryland University College (UMUC) – 2015

The University of Maryland University College (UMUC) in 2013 embarked on an ambitious project to convert their courses and curriculum so that learning resources would have no cost to students, primarily through the implementation of open educational resources. UMUC wanted to better serve its students in the military, improve accessibility, and lower costs to students.

The project involved a systematic review of courses and resources to identify no-cost alternatives. The OER/No-Cost project is part of a broader transition, what UMUC calls “enhancing the learning model.” As part of this new model, learning resources will be available throughout any program, not just on a per-course basis. By moving to OERs, students will

have immediate and no-cost access to the resources they need to learn. The project was available for the undergraduate program in 2013, with the graduate school coming on board in 2016.

UMUC is the largest public institution in the University of Maryland System and one of the largest distance learning institutions in the United States. Its students are primarily residents of the state of Maryland and the U.S. military.

Mary Lou Forward – 2018

Mary Lou Forward served for nine years as Executive Director of the Open Education Consortium. Her unique and varied background allows her to understand the needs of learners worldwide and help OEC make a truly global impact.

During her tenure at the Open Education Consortium, Forward traveled the world, creating and connecting open education communities. She was instrumental in policy development, fostering relationships, and creating enthusiasm for open education. She supported the tremendous growth of open courses published by members, partnered with other open organizations and initiatives to expand the impact of open. In addition, Forward was instrumental in launching the Open Education Awards and Open Education Week.

Before joining the Consortium, she was Dean of African Studies for SIT Study Abroad and served as an Academic Director for undergraduate programs in Madagascar, focused on Environmental Studies and Cultural Geography. After OEC, Forward became Executive Director of The SUNY COIL Center, which has been working to promote and professionalize the practice of Collaborative Online International Learning and Virtual Exchange. It serves the State University of New York system and offers services to higher education institutions worldwide.

James Glapa-Grossklag – 2019

James Glapa-Grossklag is the Dean of Educational Technology, Learning Resources, and Distance Learning at College of the Canyons in California. He has been instrumental in advancing open education worldwide through exceptional dedication, outstanding contribution, and exemplary service.

Glapa-Grossklag directs the Distance Education Captioning and Transcription grant, supporting California Community Colleges in making distance learning accessible. He has also coordinated technical assistance for the California Community College's Zero Textbook Cost Degree program.

He was previously President of the Community College Consortium for OER (CCCOER) and President of the Directors of Educational Technology in California Higher Education (DETCHE) and is an OER Ambassador for the International Council of Distance and Open Education (ICDE).

Leadership Award

The Leadership Award is presented to an individual who has demonstrated significant leadership and longstanding involvement with Open Education. A person who has made significant and clear contributions to the furtherance of the Open Education movement, whose contributions to Open Education have spanned regions or had a global impact.

Pedro Aranzadi Elejabeitia – 2011

Pedro Aranzadi Elejabeitia is Managing Director at Portal Universia, S.A., where he has played a leading role in organizing Spanish and Latin American opencourseware projects.

From 2004-2005, Elejabeitia led the translation of MIT OpenCourseWare into Spanish and Portuguese. In addition, he coordinated the development of OCW sites at more than 100 Spanish and Latin American universities.

He is managing director for Universia Spain and CIO for Universia Holding. Before his work at Portal Universia, he was the founder and managing director of Spain industry, the first B2B online marketplace in Spain. He also served as marketing director and associate managing director of Camerdata, S.A., a pioneer in the telematic information business.

Dr. Oladele Ogunseitan – 2012

Dr. Oladele Ogunseitan, University of California, Irvine Professor and Chair for the Department of Population Health & Disease Prevention, Program in Public Health, is the recipient of the Leadership ACE for his role in building the prominence of the UCI OCW site within that institution.

Since 2009, he has served as the Co-Director of the UC Irvine Framework Program in Global Health funded by the National Institutes of Health (NIH). In addition, he is the Director of Research Education, Training, and Career Development for the NIH-funded Institute for Clinical and Translational Science.

Professor ChiKaung Pai – 2013

Professor ChiKaung Pai led efforts at National Chiao Tung University (NCTU) to establish NCTU OCW, the first university OCW site in a Chinese-speaking county. NCTU was also the first university in a Chinese-speaking country to join OCWC. Pai became director of NCTU's Open Education Office.

Pai spared no effort in promoting OCW in Taiwan. She was instrumental in developing the TaiwanOpenCourseWare Consortium (TOCWC), which

has 28 university members. She coordinated TOCWC members to build a search platform with metadata for more than 1,000 courses published by the member universities.

Anka Mulder – 2014

Anka Mulder has always been a champion in Open Education. In 2008 she became a member of the board of the international OpenCourseWare Consortium, and from 2011 to 2013 she was the Consortium President. As President, she played an important role in strengthening and spreading the message of the Consortium worldwide.

She serves as an executive board member at TU Delft, a pioneer in OCW. Her leadership has contributed to the expanding reach of TU Delft OCW internationally and the creation of the openly licensed DelftX (EdX) MOOCs.

Fred Mulder – 2014

Prof. Fred Mulder is the UNESCO Chair in OER and served as rector of the Open Universiteit in the Netherlands from 2000 to 2010. He used his leadership of the ICDE Task Force on OER to promote OER as an essential instrument for Open and Flexible Learning (OFL) institutions.

Mulder organized the 23rd ICDE World Conference in 2009 around OER as a central theme, leading to the initiation of the Dutch National Wikiwijs Program, the first national OER Program ever.

In addition, Mulder has been a leader in establishing the Global OER Graduate Network linking doctoral students studying OER-related themes worldwide. He led the implementation of the OpenUpEd initiative, creating a consortium of 12 open universities delivering MOOCs as part of his collaboration with other UNESCO Chairs supporting the development of the OER Knowledge Cloud, mapping OER, and support for the OERuniversitas consortium.

Peter Smith – 2015

Dr. Peter Smith was instrumental in the development and launch of Open College at Kaplan University (OC@KU). OC@KU is a unique initiative that offers access to open courses, credit assessments, and faculty mentors, thus helping learners to reduce the cost and time to earn a degree. OC@KU also offers a self-paced, open degree program: The Bachelor of Science in Professional Studies (BSPR). Within months of launching OC@KU, site activity quickly reached more than 1,200 learners.

Smith has led a varied career serving as a member of the US House of Representatives, Lieutenant Governor of Vermont, and Assistant Director-General of UNESCO.

He has been a higher education innovator, helping to found the statewide Community College of Vermont in 1970 and serving as founding president of California State University's Monterey Bay campus. Smith's vision has resulted in providing access to thousands of learners to open courses and providing a customized pathway by which college-level learning from open courses can be recognized in a degree program.

Quill West – 2015

Quill West is an inspirational leader motivating faculty, students, and institutions to adopt openly licensed resources on a global scale. As a member of the Open Course Library project, the Washington state I-DEA Grant, and the national Kaleidoscope Project, Quill has assisted faculty in developing open materials and courses.

West built the OER project at Tacoma Community College, where she designed and led a project that saved students over one million dollars. The TCC OER project has grown to influence other colleges nationwide. A partnership with Lumen's Kaleidoscope Project led to the national adoption of high-enrollment courses, including English 101, Public Speaking, and U.S. Government.

Now the Open Education Project Manager at Pierce College, West's guidance at the military campuses is helping soldiers and their families afford to return to school. The instructors at Pierce College at Joint Base Lewis McChord are quickly moving towards a full degree program with no textbook expense.

Nicole Allen – 2016

Nicole Allen is the Director of Education for SPARC, where she leads work on Open Education policy and engaging the library community to advance the issue on college campuses.

Allen is an internationally recognized expert and leading voice in the movement for Open Education. As a student, she worked tirelessly to elevate the issue of college textbook costs and access to education into the public spotlight and advance openness as a solution in both policy and practice.

Her career began in 2006 with the Student Public Interest Research Groups, where she worked with college students across the United States to organize large-scale grassroots campaigns. One campaign included a 40-campus, cross-country van tour called the "Textbook Rebellion" and a statement signed by more than 3,000 professors in support of open textbooks. In 2013, she joined SPARC to develop and lead a program on open education, which evolved into a national network of more than 100 academic librarians and a robust advocacy portfolio spanning state, national and international policy.

Wei-I Lee – 2016

Professor Wei-I Lee has been a significant advocate of the open education movement in Taiwan and is one of the founders of the Taiwan Open Course Consortium (TOCC).

Lee began promoting OpenCourseWare in 2005 and helped to establish National Chiao Tung University (NCTU) OCW, the first OCW website in

the global Chinese community. His devotion to advocating for the adaptation of OCW inspired his efforts to establish Taiwan Open Course Consortium (TOCC) in 2009. TOCC has 28 members, including 27 universities and one senior high school in Taiwan.

In 2012, he piloted the “ewant” program, becoming one of the most successful MOOC platforms in the Chinese-speaking region. In 2015, “ewant” launched the General Education MOOC (GEM) program to share general education courses among 11 Taiwanese universities. The goal of the GEM program is to be adopted by most universities in Taiwan before 2020.

Jet Bussemaker – 2017

Jet Bussemaker used her four years as Minister of Education in the Netherlands to position open education as an essential strategy of her policy.

Bussemaker initiated the policy that all Dutch educational resources be open and available via an (inter)national platform by 2025. She also began a yearly grant program for open education until 2025 with a yearly budget of 2 million euros. In 2015, 11 projects were approved. In 2016, 12 projects were approved.

During the EU Presidency of the Netherlands, she put open education on the agenda for the EU and organized a large event during the Open Education Week. She supports the new initiative of the Open Coalition in TU Delft “Dutch Universities Go Open”.

Bakary Diallo – 2017

Dr. Bakary Diallo is the rector of the African Virtual University, a pan-African project with 35 partner universities. Through his leadership, the AVU has developed OER-based courses and degrees in math and science teacher education and in computer science.

Diallo joined the AVU in 2005 and was appointed as Head of AVU in April 2007. He is leading the AVU toward becoming a full-fledged university capable of awarding degrees in its own name, while continuing to offer programs through 53 university partners in 27 countries. The AVU offers its programs in three languages. The AVU has trained 63,823 students since its inception in 1997. The greatest asset of the AVU is its ability to work across borders and language barriers in Anglophone, Francophone, and Lusophone Africa.

Through his work, the AVU has received many prizes for its OER work, including from the 2015 Prize of Excellence from the International Council for Open and Distance Education (ICDE) and our own consortium's awards for individual courses. He has served two terms on the OEC board of directors and has been treasurer during that time. His service to the global open education movement has come from his lifelong commitment to the expansion of educational opportunities.

Cable Green – 2018

Dr. Cable Green is the Director of Open Education at Creative Commons (CC). For the past 11 years, Green has worked tirelessly with the global open education community to leverage open licensing, content, practices, and policies to significantly improve access to open education and research resources.

Green has dedicated his career to increasing access to educational opportunities for everyone around the world. He started his open education work in 2007 at the Washington State Community and Technical Colleges where he led the Open Course Library, a project to shift community college general education curriculum to OER.

He has become a leading advocate for open licensing policies that ensure publicly funded education materials are freely and openly available to the public that paid for them. Green serves on multiple advisory boards (e.g., Global Digital Library, ICDE OER Public Policy), mentoring new community members through the 660+ member CC Open Education Platform, as a dissertation advisor, giving “introduction to open

education” and “open licensing 101” conference workshops and webinars, and in 1-to-1 meetings with community members around the world.

Cheryl Hodgkinson-Williams – 2019

Cheryl Hodgkinson-Williams is a leading figure in the international Open Educational Resources (OER) research community and holds the first-ever UNESCO Chair in Open Education and Social Justice.

Formerly the PI of the large-scale, cross-regional Research on Open Educational Resources for Development (ROER4D) project, Hodgkinson-Williams has made a substantial contribution to growing research capacity and advancing a theoretical understanding of open education and OER. In her capacity as a researcher and mentor, she has been instrumental in supporting a network of Global South scholars and ensuring that a diversity of voices is profiled in the global OER conversation.

Her leadership has bolstered the developing country research presence in the global OER conversation, continuously operating with a critical and rigorously conceived big-picture perspective and deep compassion. Her inclusive, critical leadership style has been instrumental in promoting research interventions of the highest standard while always promoting a caring, context-sensitive approach to working with researchers from a wide range of backgrounds and portraying the complexity of the Global open education landscape.

Wayne Mackintosh – 2020

Wayne Mackintosh is the founding director of the OER Foundation established in 2009 and headquartered at Otago Polytechnic, New Zealand, where he holds New Zealand’s UNESCO / ICDE Chair in OER.

Mackintosh is a strategy innovator with a passion for open sourcing education. He is coordinating the establishment of the OER universitas (OERu), an international innovation partnership that aims to widen access to more affordable education for all.

He is a committed advocate and user of free software for education. He was the founding project leader of eLearning XHTML editor (eXe) project (www.exelearning.net) and founder of WikiEducator (www.WikiEducator.org) – an international community of educators collaborating on the development of free/libre teaching materials in support of all national curricula.

Organizational Leadership Award

The Organizational Leadership Award is granted by the Board of Directors to an organization that exemplifies extraordinary leadership in the field of open education serving as an inspirational model of engagement and commitment.

United Nations Educational, Scientific, and Cultural Organization – 2015

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) believes that universal access to high-quality education is key to building peace, sustainable social and economic development, and intercultural dialogue.

UNESCO organized the 1st Global OER Forum in 2002 where the term Open Educational Resources (OER) was adopted. With the support of the Hewlett Foundation, UNESCO created a global OER Community wiki in 2005 to share information and work collaboratively on issues surrounding the production and use of Open Educational Resources.

UNESCO and the Commonwealth of Learning organized the 2012 World OER Congress at the UNESCO Headquarters which unanimously released

the 10-point Paris OER Declaration. The Declaration and the unique OER logo have become the global framework for all OER initiatives. In 2013, UNESCO became the first UN organization to fully adopt free culture CC BY SA licensing on all publications.

UNESCO assists governments and key educational institutions at national, state, and local levels to develop relevant, dynamic, and self-sustaining policies, and provides capacity-building training to thousands of trainers and individual teachers. UNESCO maintains the world's largest online, multi-lingual, FOSS-based OER Community of Practice, currently support 6 UNESCO OER Chairs, and release or support publications, case studies, and best practices.

National Open University of Nigeria (NOUN) – 2016

The National Open University of Nigeria (NOUN) has shown a strong determination to become a full-fledged OER-based Open University. NOUN has launched 40 OER-based courses and 3 OER-based MOOCs.

In December 2013, during the 7th Pan Commonwealth Forum, NOUN's Vice Chancellor, Prof. Vincent Ado Tenebe, declared NOUN's intention to fully embrace OER. Only two years later, in December 2015, NOUN launched its first courses plus a portal with support from UNESCO and guidance and expertise from the Dutch OER UNESCO Chair team.

NOUN is dedicated to an 'all-inclusive' OER agenda that serves the huge number of potential students who cannot get a 'seat' at a Nigerian university.

Emerging Leader Award

The Emerging Leader Award is granted to an enthusiastic individual displaying promising leadership qualities. Someone who's advocacy and use of open education is inspiring, making them an effective spokesperson. Someone who has demonstrated a strong commitment towards its ideals or has achieved significant accomplishments.

Rajiv Jhangiani – 2020

Rajiv Jhangiani is the Acting Vice Provost, Teaching & Learning and Associate Vice Provost, Open Education at Kwantlen Polytechnic University in British Columbia, where he formerly served as Special Advisor to the Provost on Open Education and a Psychology Instructor.

He is the primary leader in the launch of Zed Cred, at Kwantlen PU. It is a first-of-its-kind in Canada program that allows students to complete an entire degree program—in this case a certificate of arts credential—with zero textbook costs. Jhangiani released a study showing that 54% of BC postsecondary students refrain from purchasing at least one required text due to its cost.

He co-founded the Open Pedagogy Notebook. He serves on the BC Open Education Advisory Committee, as an Ambassador for the Global Advocacy of OER for the International Council on Open & Distance Education, an Advisory Buddy with Virtually Connecting, and on the editorial board of Ubiquity Proceedings.

Educator Award

The Educator Award honors an innovative teacher/professor who has published and/or used a significant body of OER over a sustained period (at least one year) in his/her teaching practice. An individual whose open course materials and professional practices have been recognized as having an impact and influencing peers to share more openly.

Professor Walter H. G. Lewin – 2011

Massachusetts Institute of Technology (MIT) Physics professor Walter Lewin contributed to the early growth of opencourseware by publishing his world-renown physics courses available through the MIT OpenCourseWare site.

A native of The Netherlands, Lewin's courses, including 8.01 Physics I: Classical Mechanics, 8.02 Electricity and Magnetism, and 8.03 Physics III: Vibrations and Waves, have consistently been among the most visited courses on the MIT OpenCourseWare site and have been collectively visited more than 5 million times.

More than 100 lectures from Lewin's courses are available on the web, through MIT OCW as well as through iTunes U and YouTube. His videos collectively receive more than one million views a year. Fans send him dozens of e-mails daily, all of which he answers himself. Lewin was a pioneer of open education sharing well before opencourseware, with his recorded lectures appearing on Seattle public television starting in 1995.

José Vida Fernández – 2012

José Vida Fernández is a Professor of Administrative Law at the Universidad Carlos III de Madrid (UC3M) where he leads a group of three professors making prolific contributions to the UC3M OCW. They published their first course in 2009 and have published one course every semester since then on the OCW website.

Law courses are not common on OCW sites, but they have published an astonishing number of materials: about 1,500 pages of original text, summing up four courses. They have put four textbooks online (one for each course), while rejecting offers from publishers in order to keep their content open with free access.

These courses are always among the most visited on the UC3M-OCW site. The visitors are not only students from the UC3M law school but also from other Spanish and Latin American law schools, as well as professionals from both. The increasing number of visitors to the courses demonstrates that it is a useful tool for those who want to study law.

Barbara Illowsky – 2013

Barbara Illowsky, Professor of Mathematics at De Anza Community College in California, USA, was one of the early leaders of open education in community colleges. She is the co-author of the Collaborative Statistics open textbook. As of summer 2012, the textbook—housed at the Connexions repository available in web, pdf, and ePub format—had been adopted by over 40 faculty in 20 colleges in 12 U.S. states, Canada and elsewhere.

She is working with OpenStax College to release a new interactive web version of the textbook in 2013. Throughout her career, she has been an advocate of using technology to increase access to education.

Illowsky is a tenured professor of mathematics and former department chair at De Anza Community College where she has taught since 1989. She is the past president of the CMC3 (California Mathematics Council, Community Colleges) where she has demonstrated leadership in improving math instruction through the use of online technologies and interactive curriculum.

Juan Klopper – 2014

Juan Klopper is a South African educator and leader in sharing teaching materials in Health Science, a crucial area where not many materials are available as OER. Locally created and relevant materials in Africa are especially valuable.

Kloppers online lectures are what he calls a “labour of love”. He spends a large amount of time trying to motivate others to get involved, and to find collaborators in Africa and across the Global South.

His YouTube channel view count is nearing 200,000 with nearly 1,000 videos online. Klopper is a great example of an innovator who has taken on the challenge to share on his own without institutional supports.

Anne Marenco – 2015

Professor Anne Marenco’s frustration at hearing students complain about an unaffordable textbook for her class, inspired her to work for the adoption of open textbooks at College of the Canyons where she teaches.

In 2009, Marenco located an open textbook for Introduction to Sociology and worked with other faculty members to re-write the textbook to make it applicable to a general reader. After receiving excellent feedback on the book from students, she enlisted more faculty members to locate and edit open textbooks on the Sociology of Criminology and the Sociology of Gender.

At this time, twelve faculty members in Sociology at College of the Canyons use open textbooks; each year, up to 1200 students use an open textbook, saving \$180,000. Many of the faculty whom Marenco has involved in using open textbooks teach at other colleges as well, thereby expanding the benefits of OER and reach of her efforts.

Li-chuan Ou – 2015

Li-chuan Ou has dedicated herself to open education since 2012. As a professor at National Chiao Tung University (NTU), she has produced more than 107 course videos and 70 handouts under Creative Commons license for NTU OCW. Ou's course materials are mainly based on her academic studies on Redology.

Ou is also a prolific scholar. Her book "A Round Character Study of the Dream of the Red Chamber", published in 2006, received an NTU Scholarly Book Award and Outstanding Book Award. In 2007, she published "A Grand View of the Red Chamber: General Introduction".

These two books not only enrich her classes, but also strengthen the materials for her OCW courses. In the past two years, Ou also made two NTU MOOC courses on Coursera, "Red Chamber Dream I: General Introduction" and "Red Chamber Dream II: Intro to Goddess Worship." Both courses allow her to interact more closely with students from around the world.

María Soledad Ramírez-Montoya – 2016

María Soledad Ramírez Montoya has been an active promoter of Open Education Resources from every angle of her career: as a Professor and researcher, whose interest has been shared by her more than 100 graduate students.

Since 2007 she has led research projects where OER has been an important component and such works have had an impact in Mexico and Latin America. Her research has led to the publication of 14 books, 36 book chapters, and 53 papers. She has taken advantage of the ample reach of MOOCs and used it for teacher advancement in the development and use of OER with more than 35,000 learners from 127 countries.

She has held the positions of UNESCO Honorary Chair holder in OER; ICDE Honorary Chair holder in OER; Head Organizer of CLARISE (Latin

American Open Regional Network of Social and Educational Research) by the Latin-American Community of Advanced Networks (Comunidad Latinoamericana de Redes Avanzadas).

Mohamed Amin Embi – 2016

Mohamed Amin Embi has been a strong advocate and contributor of OER in Malaysia and the ASEAN region for more than 15 years. He is a professor at Universiti Kebangsaan Malaysia (UKM), Faculty of Education, focusing on e-Learning and innovative teaching.

His most impactful contribution is the e-book series known as ‘Web 2.0 Tools in Education Series’ with 14 titles in English and ten titles in the Malay language. All the e-books in this series have been widely used as reference guides in professional development training at all 20 public universities and some private universities in Malaysia.

Amin has published 35 free e-books related to e-Learning, Web 2.0, and Blended/Flipped Learning. He has also published 85 presentations on Web 2.0 tools as OER that have recorded more than 1.3 million visits since 2011. To encourage his colleagues at UKM to share OER, Amin developed a platform known as ORI@UKM (Open Resources Initiatives) using the tagline ‘ORiGinal contributions from UKM to the world’.

Carmen Sarabia Cobo – 2017

Carmen Sarabia is a nurse, Doctor of Psychology, and professor at the University of Cantabria. When almost no one in Spain knew what a MOOC was, Sarabia enthusiastically embraced the opportunity, joined the Miríada X MOOC platform, and offered two courses, Patient Safety and Personal Coaching.

Her two courses were a success. A total of 4,227 students enrolled in the first course, with a completion rate of 66.88%, the highest ever completion rate in Miríada X. Her coaching course had 12,617 students enrolled, with a completion rate of 61.46%.

Sarabia has an extraordinary commitment to Open Educational Resources in the field of Health Sciences and personal development. Since her first MOOC's, she has published two courses in the OpenCourseWare of the University of Cantabria; taught a total of 28 editions of 7 different MOOCs in Miriada X (with more than 230,000 pupils enrolled); and has promoted and raised awareness of the importance of OER in Spain and Latin America.

Lee-Ing Tong – 2018

Lee-Ing Tong is an award-winning professor and researcher at National Chiao-Tung University (NCTU) whose open statistics courses have drawn an enormous audience.

NCTU launched OCW in 2007. Tong became an active contributor and published her Basic Statistics, Statistics I and II with syllabus, calendar, and 18 weeks of video courses lecture notes. Since 2013, she has also published three statistics-related courses that included quizzes, assignments, reading papers, and discussion boards on MOOCs every year.

Tong's statistics courses have helped more than 53,000 learners all over the world since 2010. Each of her MOOCs enrolled more than 3,000 participants. She tracked students' learning and adapted new teaching methods to meet student needs. Tong hopes students are not only getting knowledge in the classroom but also exploring knowledge further by themselves.

Felienne Hermans – 2018

As a teacher in software engineering and scientist at TU Delft, Felienne Hermans has been active in open and online education since 2014. She wants anyone in the world to be able to develop programming skills.

To reach this ambition, Hermans developed several MOOCs to train K-12 students and their teachers to develop programming skills. She is always

looking for new opportunities to fulfill her mission, including new experiments in open and online education, and applying lessons learned in open and online education in her campus classes.

One of Hermans' biggest passions in life is sharing her enthusiasm for programming with others. She co-organizes the yearly "Joy of Coding" conference in the Netherlands and teaches robotics at a community center each Saturday.

Carlos Delgado Kloos – 2019

Carlos Delgado Kloos has been an outstanding educator for more than 35 years. His most recent contributions to open education include creating opencourseware on "Web 2.0 and Web 3.0 Technologies" and the publication of 9 MOOCs for edX and MiriadaX.

Delgado Kloos' first MOOC on digital education was published in 2013 in MiriadaX in Spanish attracted 5,000 registered users. From that moment on, he has been focused on the realization of MOOCs.

His Introduction to Programming with Java published in edX (first in English and then in Spanish) has reached more than 400,000 registered learners in the numerous editions. He has also led the development of a MOOC (the only one of this kind in Spanish) on making a successful MOOC on Open edX, which is the leading open source platform for the development of MOOCs.

Alegría Ribadeneira – 2020

By using a range of new technologies and platforms, Alegría Ribadeneira has become a beacon to her colleagues of open pedagogy which empowers students.

Ribadeneira has found ways to make the varied lived experiences and complex cultural backgrounds of her University's diverse student body into an enormous asset in their learning and commitment to their

education. One of the primary ways she does this is through student-authored open textbooks and renewable assignments. The openly available products of their efforts energize the students and give them a feeling of the power of their own stories.

Ribadeneira's colleagues have benefited by learning the ideas of open pedagogy such as renewable assignments and student-authored learning materials, as well as supporting technological tools. She has given state and regional workshops on these teaching ideas and strategies and received campus, state, and regional awards.

Support Specialist Award

The Support Specialist Award is presented to an individual actively engaged in the use and promotion of OER and Open Practices. Someone, other than a professor/teacher, that supports the ideals of the Open Education movement through their own practices. These might include librarians, researchers, instructional designers, policymakers, administrators or more.

Amy Hofer – 2020

Amy Hofer is the Coordinator of Statewide Open Education Library Services for Oregon's community colleges. She offers evidence-based and innovative opportunities for faculty to learn about OER, including biennial symposia, open textbook reviews, and online course redesign training. In addition, she created the openoregon.org website, with FAQs for faculty, a refractory that lists hundreds of resources used across the state, blog posts, original research, and an events calendar.

Hofer also runs the state's OER grant program, overseeing the selection, support, and sharing of dozens of grant projects resulting in millions of dollars in savings and a very high return on investment. As of September

2019, the estimated cumulative savings per \$1 spent for this program was \$14. The grantees have created dozens of textbooks and other OER used across the world.

Finally, Hofer advocates for OER funding with the Higher Education Coordinating Commission and champions textbook affordability legislation. She has been instrumental in passing legislation to improve the transparency of course materials costs for students and to require colleges and universities to plan strategically to reduce textbook costs. Since Hofer began this work, average course materials costs at Oregon's community colleges have fallen significantly.

Apurva Ashok – 2020

In October 2019, Apurva Ashok led the launch of the Textbook Success Program, a professional development package for OER creators. She facilitates weekly workshops with groups of librarians, faculty, and administrators, during which she builds their capacity for open textbook creation and adaptation. Ashok is running three cohorts of the program, with 24 different open textbooks in development.

While many of the projects Ashok has supported have been released, several highlights stand out. The first is Dave Dillon's Blueprint for Success, released in 2018. Ashok and Dillon worked closely for more than a year to develop the book. It generated a strong community of adopters and adapters, spun off an audiobook version, and was awarded a Textbook Excellence Award from the Textbook & Academic Authors Association and an Open Textbook Award for Excellence from the Open Education Consortium.

Another success story is the Introduction to Philosophy series headed by Christina Hendricks at UBC. This project began with one person's idea and has grown into a community of 80+ collaborators who, with Ashok's expert guidance, have now released two of ten planned volumes: Introduction to Philosophy of Mind and Introduction to Ethics. In

managing such an extensive group of collaborators, Ashok has been the heart and the anchor of the project, working with editors and authors to create sensible processes and get the extensive work done.

Student Award

The Student Award honors the outstanding endeavors of a student who has advocated for or benefitted academically from the use of open educational resources (OER). The award is presented to the student whose achievements may inspire others to pursue degree programs that utilize open resources and/or someone who played a prominent role in advocating successfully for the promotion and advancement of OER and open education.

Natalie Miller – 2018

Natalie Miller is a former student at College of the Canyons and a current student at California Polytechnic State University, USA. As a student at College of the Canyons, she played an essential role in making the OER program successful.

Miller created a promotional campaign for College of the Canyons OER initiative to raise awareness of OER for both students and faculty. Her open personality made her an excellent ambassador for OER. She spoke at workshops and conferences and trained faculty and students on OER search and open licensing. She was the primary designer and provided technical support in creating multiple open textbooks used by thousands of students. She made a lasting contribution to OER projects at College of the Canyons by establishing the workflow for the creation of open textbooks and by training other students to work on our OER projects.

The local impact of Miller's contribution is demonstrated in the growth of total OER adoptions at College of the Canyons during her time on the OER team: from 40 courses to 80 courses using OER; from \$1.5 million

savings for students to \$3 million savings for students. She also helped shape the OER degree initiative across California which aims to provide every student the opportunity to study while using only OER.

Shifrah Gadamsetti – 2018

Shifrah Gadamsetti is an extraordinary young student leader who has both benefited from the use of OER in her undergraduate classes and worked hard to ensure that thousands of other students across Canada can reap the same benefits. In her role as President of the Mount Royal University Student Association, Gadamsetti worked tirelessly with her peers to raise awareness of the problem of high textbook costs. She highlighted the availability of OER by advocating to students, faculty, and administrators and organizing workshops, lectures, and other events.

In addition to her efforts to encourage OER adoption at her campus, Gadamsetti has been an especially effective advocate on the national stage. As Chair of the Canadian Alliance of Student Associations(CASA) and a representative of more than 250,000 students across the country, she was instrumental in lobbying the federal government to develop a strategy for OER and accompany this strategy with \$8 million to support OER development and distribution. This represents a hugely important step in the Open Education movement in Canada, which had only been supported by individual Provinces.

Gadamsetti is a passionate and articulate young leader who has mobilized support for open education by influencing her peers, educators, and policymakers.

Dirk Ulijn & Willem Bart Meeuwissenif – 2019

Dirk Ulijn and Bart Meeuwissen are students from TU Delft that participated in the SpaceX Hyperloop Pod Competition. Student teams around the globe are challenged to design and build a half-sized Hyperloop pod, to travel through a 1.2 km low-pressure tube built by SpaceX in California.

In 2016, students from TU Delft formed a team and competed in the first competition, which they won! Since then, each year, a new group of students picks up the baton from their colleagues; knowledge and experience from one team are passed on to the next to improve and participate in what is considered a very tough competition.

Ulijn and Meeuwissenif were eager to share their knowledge and passion about the project not only with the team who had come after them but with the whole world. To share their knowledge and passion for high-speed travel, they created a MOOC, [Hyperloop: Changing the Future of Transportation](#), featured on the [edX](#) platform, free for everyone to study, and released under a CC BY NC SA license. Their generosity of spirit and open vision are hard to match.

Nick Sengstaken – 2020

Nick Sengstaken has led student efforts at the University of North Carolina(UNC) Chapel Hill, USA, pushing back against publishing industry practices slowing OER adoption – both at the campus and national level.

In March of 2019, Sengstaken learned that the chemistry department was planning to start an “inclusive access” automatic billing program. He successfully stopped this proposal by getting his campus newspaper to cover the issue, building a coalition of opposition with key stakeholders both on and off-campus, and collecting hundreds of faculty petitions against the use of access codes and in support of OER.

In his new role in the 2019-2020 school year as student government chief of staff, Sengstaken researched the implications of automatic billing for students and how student choice and affordability would be harmed by its expansion. He ensured that advocacy in support of OER was a core policy goal of the academic affairs and affordability committees, providing long-term student support of campus initiatives. He also joined his campus bookstore oversight committee to begin the process of reshaping their proposed “First Day” automatic billing program.

As an intern with Student PIRGs, Sengstaken organized a coalition against the Cengage – McGraw Hill merger. He represented students in testimony to the Department of Justice, urging them to block the merger to stop further consolidation. He has also lobbied in Congress for greater financial support for the federal Open Textbook Pilot and helped generate ongoing media coverage for stories on textbook affordability.

Open Asset Award Winners

What We Share

Open assets are what open education initiatives produce and use, tangible goods (usually digital) with educational purpose and value. Open assets are produced, curated, and distributed in ways that make them freely accessible, usable, and improvable by others.

Best OER



High-quality innovative teaching and learning materials openly available online for everyone to use, reuse, revise, remix and redistribute.

Open Website

Universidad de Alicante OpenCourseWare – 2011

The Universitat d’Alacant began publishing OpenCourseWare in 2007 and was one of the first universities in Spain and Latin America to do so. In 2011, OpenCourseWare Consortium named the Universitat d’Alacant the first “Reference Site” for the number of courses offered, the variety of languages, and the relevance of course content. (Landmark)

Universidad de Alicante, Spain

<http://ocw.ua.es/>

University of Sumatera Utara OpenCourseWare – 2011

The University of Sumatera Utara OpenCourseWare offers 177 courses in twelve disciplines and twenty textbooks. Content is elegantly designed and offered in both English and Indonesian for use by teachers and learners worldwide.

University of Sumatera Utara, Indonesia

<http://ocw.usu.ac.id/>

National Chiao Tung University – 2012

Launched in June 2007, National Chiao Tung University's (NCTU) OpenCourseWare site was the world's first OCW site in Chinese run by an OCW Consortium University member. NCTU OCW established 114 courses, including 92 full-video courses. In 2011, NCTU OCW had 250,000 unique users with 3 million visits. Its video courses accumulated more than 200M views/downloads in two years. (Landmark)

National Chiao Tung University, Taiwan

<http://ocw.nctu.edu.tw/>

Virtual University of Pakistan – 2012

The Virtual University of Pakistan (VU) has published 138 undergraduate and graduate courses and more than 6,000 hours of studio-quality video lectures. Students and faculty at the University of Pakistan and other universities have made good use of the courses. VU has elegantly structured each course with video lectures, assignments, and course notes provided along with detailed semester schedules and other resources.

Virtual University of Pakistan, Pakistan

<http://ocw.vu.edu.pk/>

The University of Notre Dame – 2013

The University of Notre Dame was one of the founding members of the OpenCourseWare Consortium and launched their OCW site in 2006. The site currently has more than 50 courses in 24 subject areas, and in 2012 the site received visits from 300,000 individuals in 211 countries and territories around the world. (Landmark)

University of Notre Dame, United States

<https://online.nd.edu/what-we-do/>

Universitat Politècnica de Catalunya OCW – 2013

The Universitat Politècnica de Catalunya (UPC) OCW platform provides more than 200 UPC courses and is integrated with the university's information systems. These information systems support a variety of management processes; provide information about users and site work; and provide information on the books of the recommended bibliography through the library catalog. (Landmark)

Universitat Politècnica de Catalunya, Spain

<http://ocw.upc.edu/>

UNED Abierta OCW – 2014

The Universidad Nacional de Educación a Distancia (UNED) OCW site provides access to open educational content in a variety of subjects. With more than 50,000 users per month in 2013, the site hosted visitors from Spain, Mexico, Colombia, Argentina, Peru, Venezuela, Ecuador, Chile, the United States, and Costa Rica.

Universidad Nacional de Educación a Distancia (UNED), Spain

<http://ocw.innova.uned.es/ocwuniversia>

National Taiwan University OCW – 2014

National Taiwan University created the NTU OCW to respond to the new wave of learning. NTU OCW offers 124 courses and 2,444 videos to share teaching resources and promote lifelong learning. Between 2011 and 2014, more than 3 million teachers and learners visited the website.

National Taiwan University, Taiwan

<http://ocw.aca.ntu.edu.tw/ntu-ocw/>

TU Delft OpenCourseWare – 2014

Initiated as a pilot program in 2007, Delft University of Technology OCW now offers hundreds of master's and bachelor's degree and high school courses organized by the themes of environment, infrastructures and mobility, energy, water, sustainability, and health. In its first ten years, TU Delft OCW served more than 1.5 million people from around the world.

TU Delft, Netherlands

<http://ocw.tudelft.nl>

OC@KU – 2015

Open College at Kaplan University (OC@KU) launched an innovative and visionary approach of using open courses in a higher education environment. OC@KU is a first-of-its-kind project utilizing technology to combine open courses, learning resources, and a degree program resulting in individualized, affordable education. Learners create their own path through a variety of educational materials, including open courses.

Open College at Kaplan University, United States

Mountain Heights Academy OpenCourseWare – 2015

Mountain Heights Academy, formerly Open High School of Utah, was the first secondary school in the world to create and publicly release its own curriculum as an open educational resource freely available for anyone else to use. Its tuition-free, online courses for grades 7-12 allow students flexibility to customize their education. Mountain Heights Academy is the highest rated, accredited online charter school in Utah.

Mountain Heights Academy, United States

<https://mountainheightsacademy.org>

HCC Libraries – 2015

Houston Community College (HCC) librarians are curating high-quality open resources to support the HCC curriculum. Their website includes a LibGuide dedicated to the history and pedagogy of the OER movement and a LibGuide dedicated to the use and adaption of OERs to course needs. They have also curated a list of open-access databases to supplement resources licensed by their libraries and lists of individual OER and open access resources organized by the HCC program.

Houston Community College, United States

<http://library.hccs.edu/content.php?pid=350967&sid=2872392>

NetEase Online Open Courses – 2016

NetEase, a leading China-based Internet technology company, developed a free education platform called Netease Open Courses to improve access to high-quality education materials among Chinese students. It offers more than 40,000 high-quality, academic-focused courses and offers content in cooperation with Chinese universities and other international learning platforms.

NetEase, China

<http://open.163.com/>

Open Washington – 2016

Washington State Board for Community and Technical Colleges responded to faculty needs for web resources for teaching by launching in 2014 the Open Washington website to provide accessible pathways for faculty to learn, find, use and apply OER. Self-paced modules walk users through the process of incorporating open educational resources into their teaching practice. It also includes a categorized search guide for all types of OER, a help center, and faculty stories about their adoption of OER.

WSBCTC, United States

<http://www.openwa.org/>

TEMOA – 2016

Since 2007, TEMOA, a knowledge hub at Tecnológico de Monterrey has provided a public and multilingual curated catalog of more than 540,000 Open Educational Resources (OER). TEMOA integrates all OA efforts by individual professors and departments into a comprehensive strategy to help innovate teaching practices and contribute to societal development. This initiative impacts a broad audience of more than 98,000 students, 7,000 professors, and thousands of users from outside the university. More than 384,000 learners are enrolled in the project's 29 MOOCs. In 2014 TEMOA was recognized by the Inter-American Development Bank as an inspiring educational innovation in Latin America.

Tecnológico de Monterrey, Mexico

METU OCW – 2016

Middle East Technical University Open Courseware (METU OCW) site is a free and open educational resource for faculty, students, and self-learners throughout the world. METU OCW offers access to the materials

used in a variety of courses with more than 170 open educational resources from 30 different departments available. It attracts about 5000 visitors from all around the world monthly.

Middle East Technical University, Turkey

<http://ocw.metu.edu.tr/>

OpenCourseWare – Outstanding Course 2011

Video & Multimedia

Metabolaspel – Johan van Rhijn, Open Universiteit, Netherlands

Introduction to Pitch Systems in Tonal Music – John Crooks, University of California, Irvine, United States

Chemistry Lab – Chemistry Department/Instructional Technology Support Office, Middle East Technical University, Turkey

Estructuras Matemáticas para la Informática– II – Cristina Jordan, Universitat Politècnica de Valencia, Spain

Actividad Física para la Salud – Pedro A. López-Miñarro, Universidad de Murcia, Spain

Text & Illustrations

Occupation Focused Conceptual Frameworks – Matumo Ramafikeng, University of Cape Town, South Africa

Applied Multimedia Technology – Chris Clark, University of Notre Dame, United States

Mitología Greco-Romana – José Luis Ramírez Sádaba, Universidad de Cantabria, Spain

Técnicas de Animación Turística -Mildred Acuña, Universidad Estatal a Distancia, Costa Rica

Instituciones Básicas del Derecho Administrativo – José Vida Fernández, Universidad Carlos III de Madrid, Spain

OpenCourseWare – Outstanding Course 2012

Video & Multimedia

Vulnerability to Environmental – Gina Ziervogel, University of Cape Town, South Africa

Creole Language and Culture – Karen Richman, University of Notre Dame, United States

Avances Ecológicos Para la Sostenibilidad de los Ecosistemas Acuáticos Continentales – María Rosario Vidal-Abarca Gutierrez, Universidad de Murcia, Spain

Biotechnology Fundamentals – Osaka University, Japan

Química de los Materiales – Javier Pozuelo de Diego, Universidad Carlos III de Madrid, Spain

Text & Illustrations

The Ancient Olympics: Bridging Past and Present – The Open University, United Kingdom

Sanitary Engineering – Prof.ir. J.C. van Dijk & Prof.it. F.H.L.R. Clemens, TU Delft, Netherlands

School of Webcraft – Peer 2 Peer University, United States

Algebra & Geometry – Monterey Institute for Technology and Education, United States

Operations Management – Daisy Escobar Arregoces, IE University, Spain

OpenCourseWare – Outstanding Course 2013

Video & Multimedia

Thermal and Statistical Physics – National Tsing Hua University, Taiwan

Productos de apoyo y tecnologías de la información y las telecomunicaciones – Universidad Nacional de Educación a Distancia (UNED), Spain

Basic Arithmetic – Scottsdale Community College, United States

Developmental Math – The NROC Project, United States

Introduction to Aerospace Engineering I – TU Delft, Netherlands

Text & Illustrations

An American Constitutional History Course for Non-American Students – Universidad Carlos III de Madrid, Spain

Delft Design Guide – TU Delft, Netherlands

Atomic Physics – African Virtual University, Kenya

Fisiología Humana – Universidad de Cantabria, Spain

Conocimientos Básicos de Matemáticas para Primeros Cursos Universitarios – Universidad de Zaragoza, Spain

Outstanding Course 2014-2019

General Physics – Professor Min Lee, National Tsing Hua University, Taiwan, 2014

Mini-videos docentes modulares para diseñar un MOOC – Universidad Nacional de Educación a Distancia (UNED), Spain, 2014

Gastrointestinal Endoscopy in Small Animals – Universidad de Murcia, Spain, 2014

The Human Controller – Faculty of 3mE, Department of Biomechanical Engineering, TU Delft, Netherlands, 2015

Music Theory – Mountain Heights Academy, United States, 2015

Matemáticas. Grado en Ciencia y Tecnología de los alimentos – Universidad de Zaragoza (OCW UNIZAR), Spain, 2015

La gran divergencia: la no-Europa antes de 1800 – Universidad Nacional de Educación a Distancia (UNED), Spain, 2016

Fitness for Life – Mountain Height Academy, United States, 2016

Workshop on Projects – Universidad de Cantabria, Spain, 2016

EQUITY-ZTC-MASTER – CCC ZTC Degree Program, United States, 2019

OPEN MOOC

Pre-Algebra CCC 2013 – Cuyahoga Community College, United States, 2014

Solar Energy – TU Delft, Netherlands, 2014

Introduction to Water Treatment – TU Delft, Netherlands, 2014

Delft Design Approach – TU Delft, Netherlands, 2015

Solving Complex Problems – TU Delft, Netherlands, 2015

Mobiles for Development – Commonwealth of Learning (COL), Colombia, 2015

Rethinking Teaching: Redesigning Learning – Universiti Kebangsaan Malaysia, Malaysia, 2016

Learning to (Re)Use Open Educational Resources – The Open University
ExplORER project, Department of Languages, United Kingdom, 2016

Pre-University Calculus – TU Delft, Netherlands, 2016

OER101 – Using Open Educational Resources in Teaching – Politecnico Di
Milano – Servizio METID, Italy, 2017

PhD and Career Development – PhDOOC Association, France, 2019

Teacher Training MOOC – World Possible Guatemala, Guatemala, 2019

Open Textbook

Open Access Atlas of Otolaryngology, Head and Neck Operative Surgery –
Johan Fagan, University of Cape Town, South Africa, 2017

A Guide to Making Open Textbooks with Students – Rebus Community,
Canada, 2018

Blueprint for Success in College and Career – Grossmont College, United
States, 2019

Open RN Nursing Pharmacology – Chippewa Valley Technical College,
United States, 2020

Open Curation / Repository



An exceptional collection of high-quality OER presented after a curation process. More than merely collecting content on a specific subject, strong curation involves carefully selecting content and evaluating it for a specific purpose. Presenting it in a meaningful and organized way that can then be customized and re-shared for future users.

Observatorio de Innovación Educativa – 2017

The Observatory of Educational Innovation at the Tecnológico de Monterrey is devoted to the analysis and dissemination of educational trends shaping the future of education and learning. The Observatory has produced nine OER publications (in English and Spanish) with more than 100,000 downloads.

(OER Collection)

Tecnológico de Monterrey, Mexico

<http://www.observatorio.itesm.mx/>

Norwegian Digital Learning Arena (NDLA) – 2017

The Norwegian Digital Arena (NDLA) is a sustainable large-scale model for OER attempting to stimulate sharing of both content and technology which will contribute to increased reuse and innovation in the market of learning technology. NDLA has developed more than 90.000 learning objects covering more than 50 subjects, including 4,400 films and 3,500 interactive learning objects. NDLA presents commercial films alongside CC licensed OER.

(OER Site)

The Norwegian Digital Learning Arena (NDLA), Norway

<https://www.ndla.no/>

SHMS – Saudi OER Network – 2018

Saudi OER Network (SHMS) aims to sustainably enrich educational content through design partnerships, to improve, maintain, and enhance the quality of digital educational content and educational opportunities for those who speak the Arabic language. SMHA develops partnerships with leading international and Arabic institutions to build digital repositories, localize OER, and build high-quality Arabic educational content. It is the leading Arabic OER platform with more than 50,000 Arabic OER, curated OER collections, and OER training academy.

(Open Repository)

National Center for e-Learning, Saudi Arabia

<https://shms.sa/>

Hokkaido University OpenCourseWare(HU-OCW) – 2018

The Center for Open Education at Hokkaido University began HU-OCW in 2006 and has more than 4,000 learning materials. The site, renewed in 2017 based on user feedback, employs playlists to group teaching materials most sought after by users. Kaltura SaaS was introduced as a video streaming service allowing viewing on a variety of devices.

(Open Repository)

Hokkaido University, Japan

<https://ocw.hokudai.ac.jp/>

Open Geography Education – 2019

Open Geography Education provides open resources, products, and services to anyone who is interested in learning about the earth, its places, and the relationships between people and their environments.

This initiative uses the world as its main contributor, and with content experts strives to make available the most engaging, dynamic, and relevant information about topics of global relevance, ranging from environmental risks, like wildfires and tsunamis, to patterns of globalization and development.

(Open Geography)

Salt Lake Community College, United States

<https://www.opengeography.org/>

Grasple – 2019

Grasple is an easy-to-use platform where teachers can find, edit, and share open learning materials. A social enterprise from the Netherlands, Grasple helps people learn difficult concepts by practicing with high-quality exercises created by educators who build on each other's work. Teachers can share online exercises and lessons with other educators and with students so they can practice at their own time and pace.

(OER Collection)

TU Delft, Netherlands

<https://www.grasple.com/>

OASIS – 2019

Openly Available Sources Integrated Search (OASIS) is a search tool aimed at making the discovery of open content easier. It searches open content from 91 sources and contains more than 365,000 records, most of which are in the public domain or openly licensed. More than 470 institutions from eight countries link to OASIS from their websites.

(Open Curation)

SUNY Geneseo, United States

<https://oasis.geneseo.edu/>

OCW UNICAN – 2019

OCW Universidad de Cantabria (OCW UC) has been creating OpenCourseWare since 2009, expanding and improving its list of resources every year. OCW UC is the most visited repository in Spain and one of the most relevant resources in Latin America. The University of Cantabria fosters open education through initiatives such as its Repository of Teaching Resources, a carefully selected and organized collection of resources on open education methodologies.

(Open Repository)

Universidad de Cantabria, Spain

<https://ocw.unican.es>

Repositorio Latinoamericano de Convocatorias Educativas (RELACE) – 2020

The Latin American Repository of Educational Calls (RELACE) aims to capture, organize and disseminate all educational events and calls originated in Latin America. RELACE has a presence in more than 12 Latin American countries and has provided information, calls, events, and educational content to more than 20,000 students, teachers, professors, researchers, and academics from the educational field.

(Open Repository)

RELACE, Mexico

<http://www.relace.org>

Open Reuse / Remix/ Adaptation



An outstanding example of OER reuse, remix, or adaptation. This may include examples of significant iterative improvements of resources including translation and localization.

Asuka Academy – 2019

Asuka Academy provides Japanese learners with new learning opportunities by translating quality OER from around the world. Translations are performed by almost 1,500 volunteers. Asuka Academy has made translation and distribution of OER content a semi-formal educational program for high school students in Japan. Ninety three courses have been translated with enrollments totaling 26,913.

Asuka Academy, Japan

<https://www.asuka-academy.com/>

The OER Starter Kit Workbook – 2020

The OER Starter Kit Workbook is a remix of the OER Starter Kit to include worksheets to help instructors, librarians, instructional designers, administrators, and anyone else interested in OER to practice the skills they need to confidently find, use, or even create open educational resources (OER). In each chapter, learning objectives are provided to explain what the reader will learn, and, in many cases, interactive exercises and examples are available as well. Worksheets are included in each chapter and as downloads in Google Docs for editing, adapting, and remixing.

Lehman College, United States

<https://cuny.manifoldapp.org/projects/the-oer-starter-kit-workbook>

Open Tool



Efficient software application proven to be an essential tool for professionals, trainers, and teachers for building and delivering open education.

Open Education Licensing Toolkit – 2017

The Open Education Licensing (OEL) toolkit is an innovative online resource designed to support use, reuse, creation, and sharing of OER in Australian higher education. It helps users to make informed copyright and licensing decisions to match their institution's open education strategies. The underlying decision tree is based on Australian copyright law. The toolkit is openly licensed to enable use by a broader audience and modification for other jurisdictions. It aims to improve productivity and participation in global online education.

Swinburne University of Technology
University of Tasmania, Australia

<http://www.oel.edu.au/>

H5P (FOSS for Education) – 2018

H5P is democratizing the world of interactive content by empowering everyone to create, share, and reuse interactive content with no technical or design skills. Subject matter experts can pick a content type/template and fill it with content, resulting in interactive content that works on any modern platform, is responsive, accessible and provides a world-class user experience for any user. In addition, H5P is including a Hub for H5P content allowing all the 25 000 websites that currently use H5P to share H5P content with each other.

H5P, Norway

<https://h5p.org/>

VR classroom – 2019

VR Classroom is an open education virtual reality app that can be used, openly and freely, in classrooms to enhance students' learning and engagement. Virtual Reality (VR) can transform the way educational content is delivered, making it easy to immerse students in time, space, and story.

(Open App)

The Open University, United Kingdom

https://play.google.com/store/apps/details?id=com.SangarZucchi.VRClassroom&hl=en_US&gl=US

PhET Interactive Simulations – 2019

The PhET Interactive Simulations team has created a collection of more than 150 open educational simulations for teaching science and math, from elementary school through university. With translations into 93 languages and more than 100 million uses per year, teachers around the globe are using PhET simulations to make science and math more engaging and accessible for all learners. Founded in 2002 by Nobel Laureate Carl Wieman, the PhET Interactive Simulations team has been a leading innovator in educational simulations.

(Open Simulation)

University of Colorado Boulder, United States

<https://phet.colorado.edu>

Manifold Scholar – 2020

Manifold is an open-source publishing platform created by the GC Digital Scholarship Lab at the CUNY Graduate Center, the University of Minnesota Press, and Cast Iron Coding. It enables publishers to create

media-rich, interactive digital publications that take advantage of the full capabilities of the web and extend the educational benefits and access of digital scholarship to more communities. Manifold’s intuitive interface, reader-friendly design, and annotation features have made it a leading tool to create Open Educational Resources and extend the benefits of the latest digital scholarship to all communities.

City University of New York, United States

<https://manifoldapp.org/>

Open Infrastructure



Open Infrastructure is the set of technologies that enables openness. It encompasses open source tools which enable the creation of open educational resources, their use in educational context, their curation, improvement and remixing, as well as sharing. The “infrastructure” is wider than just open source software, though: it also includes open hardware used in education, open standards enabling interoperability, as well as other open technologies that are instrumental for open education. 1st winner will be in 2021.

Open Practices

How We Share It

Open Practices are collective behaviors and techniques that open up access to educational opportunities. These practices promote and support the use of open educational resources, technologies, and social networks to facilitate collaborative and flexible teaching and learning.

Open Pedagogy



An innovative open teaching practice that incorporates openness in several levels of the learning processes. Engaging not only in the production, use and reuse of content but also promoting effective open teaching practices.

The Agora – 2017

The Agora is a nine-week, blended, open faculty development program co-developed by the University of Guadalajara and the Justice Institute. Through hands-on studios, practical examples, challenges, and experiential learning, the program provides faculty with the tools and experience they need to plan, design, implement and share student-centered and mobile learning in their courses. The Agora creates a unique learning experience for university faculty designed to create long-term change in teaching and learning practices.

(Professional Development)

Justice Institute of British Columbia, Canada / Universidad de Guadalajara, Mexico

<http://udg.theagoraonline.net/>

The OER Passport – 2018

Mountain Heights Academy developed The OER Passport as a professional development program that trains teachers and students on OER by completing six tasks. At the beginning of the year, each faculty member receives a physical passport and as they complete each task, they receive a stamp on that page. The OER passport ensures that all faculty engage in the production, use, reuse, licensing, creation, publishing, and sharing of content. The tasks are designed to invite students to learn about OER, how to appropriately license OER, and to co-design and publish OER along with their teacher.

Mountain Heights Academy, United States

<http://ohsudev.mrooms3.net/course/view.php?id=307#section-0>

Red EuLES – 2018

The EuLES Network (u-Learning Environments in Higher Education) is an interdisciplinary network created in 2010 by Professors Ana Allueva and José Luis Alejandro of the University of Zaragoza (Spain) to foster research, interaction, cooperation, and transfer of knowledge and technologies related to learning and open education. The EuLES Network and its members participate in research projects and organize activities to spread and exchange experiences, and promote the use of technologies, new resources, and methodologies in the open education and learning context. The EuLES Network continues growing rapidly and already has more than thirty members.

University of Zaragoza, Spain

<http://red.eules.org/>

The Open Patchbooks – 2019

Educators from around the world are building a community patchwork of ‘chapters’ into a quasi-textbook about pedagogy for teaching & learning in higher education. Each patch of the quilt/chapter of the book focuses on one pedagogical skill and is completed and published by different individual faculty members from any institution wanting to join in. The success of the project has lead to a follow up/companion piece known as The Open Learner Patchbook, which collects similar stories from a student perspective.

Fleming College/eCampusOntario, Canada

<https://facultypatchbook.pressbooks.com/>

United Nations Sustainable Development Goals Open Pedagogy Fellowship – 2020

The United Nations Sustainable Development Goals Open Pedagogy Fellowship is an opportunity for faculty to work across disciplines to create renewable assignments centered around one or more of the SDGs. The focus is to create these assignments that can be shared with others while also making students agents of change within their own communities. The fellowship requires faculty work with others with whom they do not usually engage in learning activities. This team approach results in dynamic discourse and great discovery, all while putting students at the center of the learning process.

Montgomery College, United States

<https://tinyurl.com/y75gtrby>

Open Collaboration



A successful environment that fosters the collective production of open resources and open practices with a shared goal. An interchange of ideas supported through technologically mediated collaborative platforms, encouraging new opportunities for people to form ties with others and create things together; encouraging diversity of goals, backgrounds and cultures. These might include communities of practice, joint project ventures, multi-institutional collaboration, multinational cooperation.

CLIX – 2019

The Connected Learning Initiative (CLIX) is a technology-enabled initiative providing resources for high school students in the areas of Mathematics, Sciences, Communicative English, and Digital Literacy. CLIX is designed to be interactive, foster collaboration, and integrate values and 21st-century skills. It is a bold and innovative intervention with global relevance to improve the quality of teaching and learning in the public education systems in India. The overarching goal is to demonstrate quality at scale through meaningful use of new media and digital technologies in resource-constrained contexts.

Tata Institute of Social Sciences, India

<https://clix.tiss.edu/>

Open Education for a Better World (OE4BW) – 2020

OE4BW is an international online mentoring program supporting the development and implementation of freely accessible modules and resources for online education on topics with social impact according to the UN Sustainable Development Goals (SDGs). Winners of a global call for OER development proposals are supported online for six months by experts in OER design volunteering as mentors. Program participants

prepare a presentation for a closing event to attend a workshop on OERdesign, exchange ideas, meet other OER developers, and establish potential future collaborations.

University of Nova Gorica, Slovenia

<http://oe4bw.ijs.si/>

Open Research



A research study or initiative about open education and/or related areas. A study or initiative that helps advance our understanding and demonstrate effectiveness related to challenges of the Open Education movement.

OER Knowledge Cloud – 2014

The OER Knowledge Cloud was established to identify, collect, preserve and disseminate available documents of enduring value to researchers, industry, government, scholars, writers, historians, journalists, and informal learners. It is a powerful, searchable database that offers free access to research initiatives, data, and other information on all aspects of Open Educational Resources. It contains 2769 published records by 4658 authors from 971 sources, with 1653 file archives.

Athabasca University, Canada

<https://www.oerknowledgecloud.org>

OER Research Hub – 2014

The Open Educational Resources Research Hub (OER Research Hub) is an Open University initiative that focuses on research designed to explore the impact of OER on learning and teaching practices and the particular

influence of openness. The initiative collaborates with projects across four education sectors (K12, college, higher education, and informal), extending a research network with shared methods and results. It is looking for evidence of the impact of openness on learning.

The Open University, United Kingdom

<http://oerresearchhub.org/>

Open Research – 2015

For two years, the Open Media Unit/OER Research Hub collaboration has conducted rigorous, tightly focused research into the use and impact of the UK Open University's open content. This collaboration has achieved extensive demonstrable impact in informing changes to the OU's open platforms to widen participation in higher education. The research impact has been amplified through widespread dissemination within and beyond academia. Two recent papers have been nominated for EDEN's best research paper awards.

The Open University (UK), United Kingdom

<http://oro.open.ac.uk/cgi/r/ah09mfd>

Qualitative Investigation of Faculty OER Usage – 2015

The Washington State Board for Community and Technical Colleges did an extensive qualitative investigation of faculty open educational resource usage. The study was based on interviews with 60 faculty members and built upon a previous state-wide survey with 770 faculty. The results illustrate how community college faculty perceive and use OER for teaching and provide a comprehensive picture of support needs for faculty's OER implementation.

Washington State Board for Community and Technical Colleges, United States

<https://awards.oeglobal.org/awards/2015/open-research/qualitative-investigation-of-faculty-oer-usage/>

Reflections on ‘critical openness’ (ROER4D) – 2016

This research paper demonstrates the interrelation between ideological, legal, technical, and operational openness through the example of the ROER4D project in which increasing awareness of the complexity and multifaceted nature of Open Research, particularly in a development context, has led to the conceptualization of a critical approach to openness.

University of Cape Town, South Africa

<http://roer4d.org/>

OWL: Open World Learning – 2016

The Open World Learning (OWL) program will offer 15 Leverhulme Trust Doctoral Scholarships funded by the Leverhulme Trust and three supported by the Open University between 2015-2020. The scholarships will help to examine learning in the 21st century, the opportunities for openness that flow from networked digital technologies, and how they may exclude the very people who most stand to benefit from them.

The Open University, United Kingdom

<http://www.open.ac.uk/iet/main/research-innovation/research-projects/owl>

openTEL – 2017

The Open Technology Enhanced Learning (openTEL) is a priority research area for The Open University. It brings together researchers from across the Open University to focus on research into TEL to benefit OU learners.

The Open University, United Kingdom

<http://www.open.ac.uk/blogs/opentel/>

The Open Education Group – 2017

The Open Education Group at Brigham Young University has made significant efforts to improve research efforts related to OER. They have published more than 20 rigorous research studies, including some published in top-tier journals. They have also done a research synthesis comparing the efficacy and perceptions of OER versus traditional materials and created a resource to help OER researchers produce effective studies.

The Open Education Group at Brigham Young University, United States

<http://openedgroup.org>

Global OER Graduate Network (GO-GN) – 2018

The Global OER Graduate Network is a network of Ph.D. candidates worldwide conducting their doctoral research on an aspect of open education. GO-GN was established in 2013 as an initiative from the UNESCO Chair in OER at the Dutch Open University. GO-GN aims to raise the profile of research into open education, support those conducting their Ph.D. studies in this area, and develop openness as a research process. In December 2017, GO-GN was comprised of fifty-eight Ph.D. researchers registered at universities in seventeen countries, supported by a much larger number of supervisors, experts, and friends.

The Open University, UK, United Kingdom

<http://go-gn.net/>

Research on Open Educational Resources for Development (ROER4D) – 2018

A principal objective of the ROER4D project was to build an empirical knowledge base on the use and impact of OER from a developing country perspective. The project adopted an Open Data Initiative for facilitating reuse of the content produced by various sub-projects and network hub activities. ROER4D worked to raise the visibility of the developing-country contributions to OER and higher education studies by delivering a wide range of open resources that can be accessed, reused, and redistributed by researchers, educators, policy-makers, and anyone interested in open education.

(Open Data)

University of Cape Town, South Africa

<https://www.datafirst.uct.ac.za/dataportal/index.php/catalog/ROER4D>

Educational Innovation Integrated Studies – 2019

The Educational Innovation Integrated Studies open research initiative integrates studies of educational innovation in MOOCs and open repository systems. The project highlights studies carried out by researchers, master's students, and students of doctoral programs in Mexico and Spain that participate in the Educational Innovation Research Group, the Openenergy Network, and the UNESCO/ICDE Open Educational Movement for Latin America Chairs.

Tecnológico de Monterrey, Mexico

<http://hdl.handle.net/11285/633012>

GO-GN Research Methods Handbook – 2020

The Global OER Graduate Network (GO-GN) released the GO-GN Research Methods Handbook. It features a methodology guide to doctoral-level research to support researchers working in open education. The Handbook is an open educational resource that also represents a fine example of open educational practice in research. Twenty-eight prominent doctoral and post-doctoral scholars contributed insights to create a resource that has enduring value for the open education community.

The Open University, UK, United Kingdom

http://go-gn.net/gogn_outputs/research-methods-handbook/

Open Policy



Creation, adoption, and implementation of an open policy, legislation, or mandate. A policy with a clear impact of public investment in the development of open knowledge through the efficient use and reuse of resources for the public good.

Impact for a Better Society – 2018

TU Delft created a strategic six-year framework for the university centered on openness.

Rather than create a separate open policy, they made openness part of the core strategy of the university to contribute to solving global challenges by educating new generations of socially responsible engineers and expanding the frontiers of the engineering sciences. Thus, the strategic framework paves the way for genuinely mainstreaming openness at TU Delft and sets a leading example for universities in Dutch HE and Europe, affirming the university's leading position in open education.

(Open Culture)

Delft University of Technology, Netherlands

<https://www.tudelft.nl/en/about-tu-delft/strategy/tu-delft-strategic-framework-2018-2024/>

Iniciativa Educação Aberta – 2019

Iniciativa Educação Aberta (The Open Education Initiative) is a partnership between the UNESCO Chair in Distance Education and Educadigital Institute to advance Open Education and OER as part of a digital rights agenda in Brazil and the region since 2008. Their work includes professional development, mentoring in educational policy, research, publications, repositories, and on-site and distance education. Highlights include an open course on OE/OER for more than 300 higher education personnel, an OER Guidebook for policymakers, and the “Open Education Policy Game” board game.

UNESCO Chair in Distance Education / Educadigital Institut, Brazil

<http://aberta.org.br/>

Dispositivos tecnológicos para el estudiantado de la UNED – 2020

The Universidad Estatal a Distancia(UNED) project “Technological Devices for UNED’s Students,” emerged from the desire to provide a low-income population with devices to support their students’ learning. The joint effort between the Fab Lab Kā Träre and the Student Affairs Division at UNED uses tablets and open hardware to allow the institution to serve more people with fewer resources. In addition, these technologies are now an integral part of the scholarships offered to their students.

Universidad Estatal a Distancia, Costa Rica

<https://ocw.uned.ac.cr/recursos/acuerdo-uned-sobre-uso-de-tecnologias-abiertas-para-apoyo-al-estudiantado/>

Open Innovation



Outstanding innovation that brings a new approach to open education. Ideas or solutions that present innovative applications of OER to create new opportunities or address existing challenges in open education.

University of Michigan OERbit Project – 2011

The Open.Michigan team at the University of Michigan worked with a local vendor to create and deploy OERbit for the Open.Michigan website. OERbit is a Drupal-based publishing platform to share publicly licensed learning resources (OER/OCW) with the world. The platform was designed with OER/OCW in mind and provides a basic set of functionalities for publishers, including courses and resources-based navigation, flexible content hierarchies, Creative Commons license integration, RSS distribution, and RDFa output. The code is open source and available for download.

University of Michigan, United States

Smarthistory – 2012

Smarthistory.org has grown in direct response to the needs of students enrolled in introductory art history courses. Smarthistory uses conversation and multimedia to make art history accessible and meaningful. Part of the Khan Academy, Smarthistory employs Flickr and on-site video to re-locate artwork in its historical and contemporary contexts. More than thirty art historians with varied specialties have contributed. Smarthistory was visited more than 170,000 times from more than 170 countries.

Smarthistory, United States

<https://smarthistory.org/>

Peer 2 Peer University – 2013

Peer 2 Peer University created MOOC Maker, an email tool for offering Massive Open Online Courses, using OpenCourseWare and other Open Educational Resources. It was initially developed and used for a course called The Mechanical MOOC – A Gentle Introduction to Python, which enrolled 8,000 learners in the fall of 2012 and early 2013. The MOOC Maker was subsequently used to structure a course through the MIT Media Lab called Learning Creative Learning, which enrolled 24,000 learners.

Peer 2 Peer University, United States

<https://www.p2pu.org/en/>

Sesamath – 2014

Sésamath is an association committed to making free educational resources and tools for teaching mathematics via the Internet. Sésamath resources are created by volunteers, math professors, and school teachers. The resources are developed collaboratively on mailing lists, classroom-tested, and improved with feedback from the teachers. After a consensus is reached, the resources are made available on the Internet. It is not necessary to be a member of Sésamath to participate in the creative process, but collaborators must be willing to work under a free license and open sharing state of mind.

SESAMATH, France

<http://www.sesamath.net>

Slidewiki – 2014

SlideWiki exploits the crowd's wisdom, creativity, and productivity to create qualitative, rich, engaging educational content. With SlideWiki, users can design and collaborate on slides, diagrams, and assessments and then arrange this content in richly-structured course presentations. SlideWiki empowers communities of educators to author, share and re-use sophisticated educational content in a truly collaborative way. Existing presentations can also be imported and transformed into interactive courses using HTML and LaTeX. Slidewiki supports the semi-automatic translation of courses in more than 50 languages.

Rheinische Friedrich-Wilhelms-Universität Bonn, Germany

<http://slidewiki.org>

BC Open Textbook Project – 2015

The BCcampus Open Textbook Project has demonstrated an engaging and comprehensive approach to advocacy, implementation, and support of open textbooks in the British Columbia post-secondary sector. BCcampus recognized early in the open textbook implementation process that support for faculty and instructors was critical. They offered advocacy workshops, infrastructure support and services, a faculty fellows program, and the development of convivial tools for authoring and customization of content. BCcampus has provided a successful implementation pathway for open textbook adoption and use.

BCcampus, Canada

<http://open.bccampus.ca>

Open Chemistry – 2015

The University of California, Irvine OpenChem project offers a breadth of curricular coverage from first-year general chemistry to graduate courses. It has demonstrated exemplary faculty and administrative support for open education and engendered broad participation within the Chemistry department. OpenChem benefited from collaborations around access and accessibility with the California Community Colleges Chancellor's Office, the California State University's Affordable Learning Solutions, Merlot, and Netease, Inc (China).

University of California, Irvine, United States

<http://ocw.uci.edu/openchem/>

CYP-Media – 2015

The Open University's Tony Coughlan uses a blog and social media to share OER with resource-poor children and young people, groups largely lacking access to the resources of academia. He uses his blog to post evaluations of relevant resources to upwards of 1500 visitors daily and promotes these posts to a larger audience through Facebook and Twitter. Social posts are regularly viewed more than 10,000 times each and shared extensively.

The Open University (UK), United Kingdom

<http://cyp-media.org>

TESS-India – 2016

Up to 60% of teachers in India are not professionally trained and struggle to help pupils learn. TESS-India's multilingual OER toolkit equips educators to understand open and active pedagogies in support of teacher development, increasing the use and uptake of OER and Open practices. The flexible OER design enables teachers to construct their

own pathways. Available in multiple formats, giving users true open access and widening reach to areas with low and no bandwidth through OER/print/CD/DVD/online/microSD/mobile delivery.

TESS- India & The Open University, India / United Kingdom

<http://www.tess-india.edu.in/>

BC Open Textbook Accessibility Toolkit – 2016

The BC Open Textbook Accessibility Toolkit is an essential resource for creating open and accessible textbooks. The toolkit introduces concepts in universal design for learning and includes user experience personas for people with disabilities. These personas are used to help instructors better empathize with students using their textbooks. This toolkit illustrates best practices for organizing content, images, tables, links, multimedia, formulas, font size, and color contrast. The toolkit has also been translated into French.

BCcampus, CAPER-BC & Camosun College, Canada

<http://opentextbc.ca/accessibilitytoolkit>

Central Repository of Greek Open Courses – 2016

The Central Repository of Greek Open Courses project coordinated and supported 25 HEI to develop open academic courses. By offering specifications, guidelines, training, technical solutions, software products, and coordination at the national level, the project contributed to the development of more than 3,200 open courses by more than 3,300 teachers. It has had a strong impact on the Greek Academic Community by creating more awareness of Open Education and OERs and serves as an example for other countries and communities.

Greek Academic Network, Greece

<http://project.opencourses.gr/en/>

Badged Open Courses – 2016

Badged Open Courses (BOCs) were developed for OpenLearn to acknowledge informal learners' participation in entry-level subjects digitally. They are syndicated as ebooks under CC license to multiple platforms for maximum accessibility. Learners study at their own pace and are assessed through Moodle quizzes. BOCs generate more than 10,000 visitors a month to OpenLearn. User satisfaction rates are up to 98%, and more than 57% say they will be sharing their achievements with an employer.

The Open University, United Kingdom

<http://www.open.edu/openlearn/get-started/badges-come-openlearn>

Ideas Box – 2017

Created by the non-profit Libraries Without Borders, the Ideas Box is a simple, scalable solution that gives vulnerable children and their families worldwide the means to live in freedom and dignity. The portable kit unpacks quickly into an autonomous and adaptable library, school, or media center, with access to the internet, open education resources, and community-defined programming. Libraries Without Borders has offered the Ideas Box in refugee camps in the Middle East, Africa, and Europe and aims to implement 1,000 Ideas Box kits for 15 million people by 2021.

Bibliothèques Sans Frontières / Libraries Without Borders, France

<http://www.ideas-box.org/>

Alicanto Cloud Social Learning Platform – 2017

OPENPediatrics has launched the Alicanto Cloud Social Learning platform, on which OPENPediatrics is hosted. The platform supports the flexible presentation of multimedia under multiple licenses and

permission levels and supports the creation of self-paced online courses. The platform also supports social learning through user profiles, public and private groups, and communication tools, including video chat. Alicanto Cloud was developed on the open source Drupal platform and is available as a cloud service to other projects (proceeds supporting the OPENPediatrics project).

Boston Children's Hospital, United States

<http://openpediatrics.org/>

ENGAGE – 2017

The European project Equipping the Next Generation for Responsible Research and Innovation(ENGAGE) offers more than 100 OER for inquiry-based learning in 10 languages. ENGAGE has reached more than 16,000 pre-service and in-service teachers in 80 countries who are using science-in-the-news OER in the school and university in pedagogy with nearly 500,000 students. EngagingScience.eu is designed to provide sustained professional development built around topical materials with learning analytics, MOOCs for just-in-time learning, and a brokering system for creating school-scientist partnerships.

The Open University, United Kingdom

<http://www.engagingscience.eu/en>

Open Up Resources Middle School Math – 2017

The nonprofit Open Up Resources develops high-quality, standards-aligned, full-course curricula provided for free to school districts to promote instructional equity. In the spirit of OER, materials experts collaborate with classroom teachers to develop superb curricula that moves the needle on student achievement. Robust professional development offerings support educators in making the important shift

to an inquiry-based instructional model. Its first curriculum, a middle school math program authored by Illustrative Mathematics, will be published in 2017 with a CC-BY license.

Open Up Resources, United States

<http://openupresources.org/>

OER World Map – 2018

The OER World Map is the most sophisticated attempt ever made to record and share OER activity around the globe. Since 2013 the OER World Map has collected and visualized data on the growing number of actors and activities in the field of open education worldwide. Its goal is to accelerate the evolution of the global OER ecosystem by providing a comprehensive and responsive picture of the OER movement. More than 400 projects have chosen to showcase their work on OER World Map. OER World Map is seeking to shrink the size of the distance between members of the global OER community.

hbz, German

<https://oerworldmap.org/>

Energy Sustainability Training – 2019

The Bi-National Laboratory on Smart Sustainable Energy Management and Technology Training is a platform where knowledge and technology are created to support the development of sustainable energy solutions for Mexico. It is an interdisciplinary, collaborative, and innovative initiative where government, private and public institutions, and national and international organizations contribute to the project's success.

Tecnológico de Monterrey, Mexico

<https://www.edx.org/school/tecnologico-de-monterrey>

OERcamp – 2020

Since 2012 OERcamps have provided an opportunity for community building and learning about and creating OER in a radically open setting. The innovation of the format is simple but compelling: It is an open format in every sense of the word – open to a diverse audience and oriented to their needs. OERcamp has grown to more than 10 events per year, several formats, a book, a collection of CC BY licensed materials created by a community of practitioners, and in times of COVID-19, a series of webtalks, instructional videos, and a SummOERSchool online.

J&K – Jöran und Konsorten Agentur für zeitgemäße Bildung (J&K),
Germany

<https://www.oercamp.de/about-oercamps-in-english/>

Special Awards

The Open Education Awards for Excellence provide annual recognition to outstanding contributions in the Open Education community. While the core categories (individual, resources & practices) remain the same each year, we always look for ways to reflect new trends and emerging innovations in the Open Education Movement. These are the categories that have emerged through the years:

Open Culture



Excellence in an open science initiative. A practice in which others can collaborate and contribute, where research data, lab notes and other research processes are freely and openly available. Acknowledgement of public contribution through citizen science.

Europeana – 2018

Europeana is Europe's digital platform for cultural heritage. It provides free online access to more than 50 million digitized items drawn from more than 3,700 museums, archives, libraries, and galleries across Europe. Its collections feature a vast diversity of content from 43 countries and in 23 different languages, on various themes and media, including artworks, photographs, fashion designs, 3D images, maps, newspapers, and more. Around 20 million of our collections are openly licensed and suitable for free reuse. Europeana's work contributes to an open culture and a knowledgeable and creative society.

Europeana Foundation, Netherlands

<https://www.europeana.eu/>

Open Science



Excellence in an open science initiative. A practice in which others can collaborate and contribute, where research data, lab notes and other research processes are freely and openly available. Acknowledgement of public contribution through citizen science.

Qeios – 2019

Qeios is an Open Science platform reshaping the publication life cycle. From a powerful writing tool to an immediate Open Access platform, Qeios provides researchers with an all-in-one solution to create the world's best research.

Qeios Ltd, United Kingdom

<https://www.qeios.com>

Open Resilience Award



This award recognizes exemplary leadership (individual or organizational) and Open Education practices implemented in the context of COVID-19. Activities that clearly demonstrate the implementation of open education practices to address opportunities and challenges arising from COVID-19.

Project SALUS, Node COVID-19 – 2020

Project Salus is strengthening indigenous culture, identity, and well-being through public health informatics. Its Node COVID-19 provided verified information in original languages in both written and audio format to promotes public health in indigenous communities. This

approach is essential because these communities are extremely vulnerable with limited access to health services and knowledge about the COVID-19 pandemic. Project Salus understood the culture of these indigenous communities and provided information about preventing the spread of the pandemic.

Instituto Americano Cultural SC, Mexico

<https://redpharos.org/>

I Learn at Home – 2020

In March of 2020, due to the COVID-19 pandemic, the government of Spain pronounced a state of emergency. Five days later, UNED Abierta and UNED Solidarity project started the initiative “I Learn At Home.” They encouraged professors and lecturers to open their MOOCs to the world to help teachers, professors, tutors, students, and society in general.

UNED, Spain

<http://blogs.uned.es/unedabierta/yomeformoencasa/>

National Digital Library of India (NDLI) – 2020

The NDLI is a widely-used national portal of digital knowledge resources, built on an open-source platform with open learning content and open policies. Its website and mobile app allow instant access to more than 35 million OER in a wide range of digital formats. In March 2020, faced with the COVID crisis and the widespread closure of educational institutions, the NDLI demonstrated remarkable resilience and creativity.

It launched a ‘Study at Home’ service for school and university students, covering all subject categories. Next came a ‘National COVID Research Repository’ for researchers and entrepreneurs developing COVID-related solutions. An ‘Examination Preparatory’ service for the 12-million-plus

Indian students preparing specifically for their school board examinations followed. The NDLI portal was transformed into a dynamic and user-responsive open education service platform, leading to a massive surge in document views and downloads. The NDLI's vibrant online advocacy program has helped build mass engagement with its OER and services and firmly established it as a trusted, resilient, and agile national knowledge asset.

Indian Institution of Technology Kharagpur, India

<https://ndl.iitkgp.ac.in/>

UNESCO OER Implementation



This award recognizes exemplary leadership (individual or organizational) and practices to support the implementation of the UNESCO OER Recommendation.

UNESCO/ICDE Chair Open Educational Movement for Latin America – 2020

In December of 2019, 70 academics from 11 countries (Chile, Colombia, Costa Rica, Ecuador, Peru, Spain, United States, England, Mexico, Nicaragua, Dominican Republic) took up the recommendations for OERs issued the previous month by UNESCO. This group worked collaboratively for two weeks with the Roadmap strategy (transferred from the Open Education Consortium, Paris, 2018) through collaborative work, project-based learning, and video production with mobile devices. The teams designed projects to support the recommendations of UNESCO 2019, resulting in 14 projects and videos designed collaboratively by international network teams. The projects have been uploaded in open access to the Tecnológico de Monterrey Institutional Repository.

Tecnológico de Monterrey, Mexico

<https://repositorio.tec.mx/handle/11285/636119>

