

# OPEN EDUCATION

POLICY GAME



# GUIDE



Open Education  
Initiative



UNESCO Chair in  
Distance Education

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Distance Education

**OPEN EDUCATION POLICY GAME - SECOND EDITION (2024)**

**FULL CREDITS OF THE ORIGINAL GAME AVAILABLE AT:** <https://aberta.org.br/jogoea/>

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Cite this work as: Open Education Initiative. (2024). Open Education Policy Game (2nd ed.).  
<https://doi.org/10.5281/zenodo.10632721>

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## WHO IS THIS GAME FOR?

This **Game** was developed for **education management groups** responsible for the pedagogical, technical and legal-administrative sectors of public and private institutions.

The **Game** is aimed exclusively at being played by teams, so its mechanics will have limitations for application in other contexts or for other audiences.



# INTRODUCTION

THE OPEN EDUCATION POLICY GAME aims to support managers of both public and private educational institutions to diagnose the potential for openness in education policy. It was initially devised based on the guide book **How to Implement an Open Education and Open Educational Resources Policy (OER)** , which is available for download at <https://doi.org/10.5281/zenodo.10204605> (in Portuguese). The second edition of the **Game** has been updated based on the trajectory and studies of the Open Education Initiative research group based at UnB.

## WHAT IS OPEN EDUCATION?

Open Education is a historical movement that seeks to update the principles of progressive education in the context of digital culture. It promotes equity, inclusion and quality through open pedagogical practices, based on the freedom to collaboratively create, use, combine, alter and redistribute educational resources. It incorporates open technologies and formats, prioritizing free software. In this context, it emphasizes the protection of digital rights, including access to information, freedom of expression and the right to privacy.

# GAME RULES

This is the **OPEN EDUCATION POLICY GAME**. With it, you can learn how concepts such as openness, security and sharing materialize in practice and bring up dilemmas and possibilities within the context of digital culture.

During the **Game**, concepts are presented and participants progress towards an increasingly accurate diagnosis of the current characteristics of their educational policy, analyzing its weaknesses and strengths from the perspective of openness.

## GETTING STARTED

**Objective of the Game:** diagnosis of an educational policy.

**Profile of the participants:** It is important, if at all possible, to have management professionals responsible for the pedagogical, technical and legal administrative areas, so that the team of participants in the **Game** is made up of a multidisciplinary group.

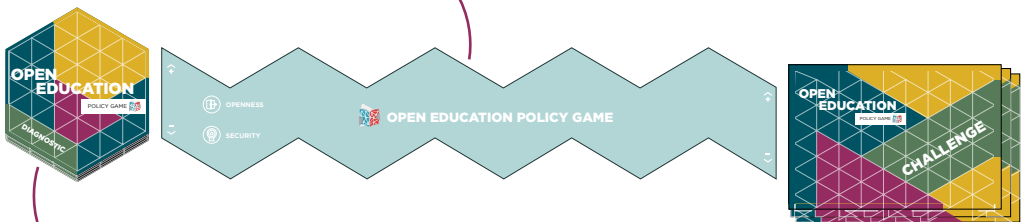
**Number of participants:** The **Game** is designed to be played with a minimum of 4 and a maximum of 8 participants per game. If you need more people to play simultaneously, you can organize several parallel groups, each with its own board. With more than 8 participants, the process can suffer loss in discussion quality. So, if your team is large, **try organizing more than one Game**.

## FOCUS AREA OF THE GAME

Before starting the **Game**, define, with the team, the scope to be analyzed. In other words, which policy will be diagnosed. It could be a general policy, referring to a management area, or that of a specific area: a sector or department within the larger structure.

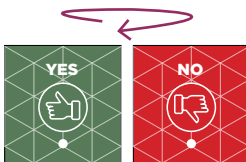
## PREPARATION AND COMPONENTS

1. Place the **dividing line** of the collaborative infographic on the table to be able to place the diagnostic cards.



2. Shuffle and place the diagnostic cards face down next to the **dividing line** of the **Game**.

3. Place the **challenge cards** in the opposite corner to the diagnostic cards, separating the cards that relate to each of the terms so that they can be seen by everyone.



4. Distribute the yes/no **voting cards** to participants.



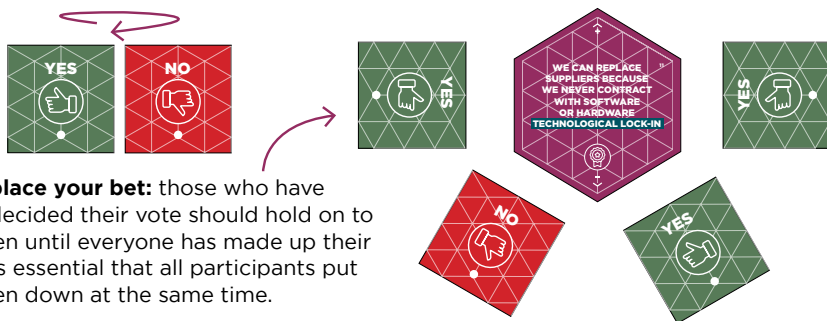
## HOW TO PLAY

1. The participant who most recently joined the area/coordination or department that is the focus of the **Game** starts playing, followed clockwise by the others.

2. Whoever starts the **Game** should read the Open Education **glossary card** out loud to everyone before starting.

3. On his or her turn, the participant must take a **diagnostic card**, read it aloud to everyone and request that everyone vote without expressing himself or herself for or against, but instead participating equally in the decision-making process. If there are any terms highlighted on the diagnosis card, they should be taken into account before voting. (See challenge cards on p. 10).

**4. Simultaneous voting:** Everyone plays the game and has to manifest their position in regards to the diagnosis card through the voting sheet; in other words they should manifest their opinion on whether or not what is shown in the diagnostic card is present in the policy being analyzed in the Game. Once all have decided between yes and no, everyone must turn their answer over at the same time.



**How to place your bet:** those who have already decided their vote should hold on to their token until everyone has made up their mind. It is essential that all participants put their token down at the same time.

**5. ATTENTION:** Those who signal their vote before, or place their vote after the others lose an opening point.



## VOTING RULES

**In the event of consensus:** If the answer is the same for everyone, there is alignment, so the diagnostic card must be positioned in the part of the infographic corresponding to the answer. In other words, if **YES**, at the top; if **NO**, at the bottom.

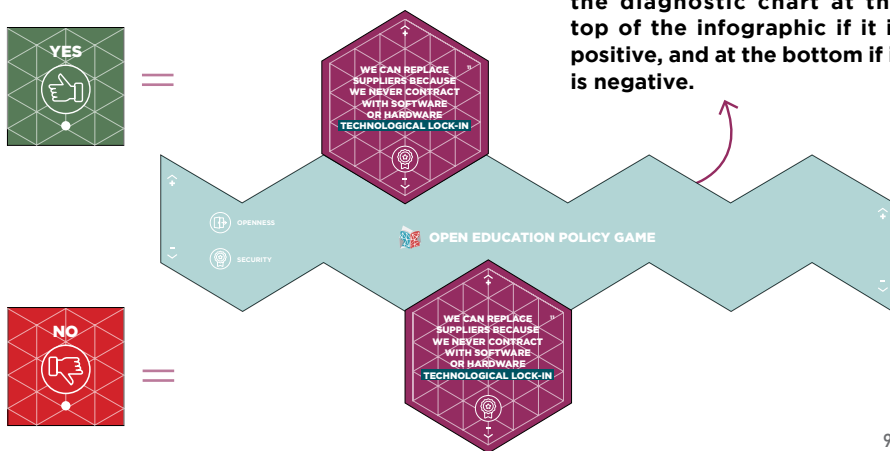
### In the event of dissent:

1. Those who are in the **minority vote** (for yes or no) have one minute to explain to the group why they have taken that position.
2. Those who are in the majority in the vote then speak up, also having up to one minute.
3. Once the rounds have finished, the participants can no longer speak. They must then vote again until a simple majority is reached\*.

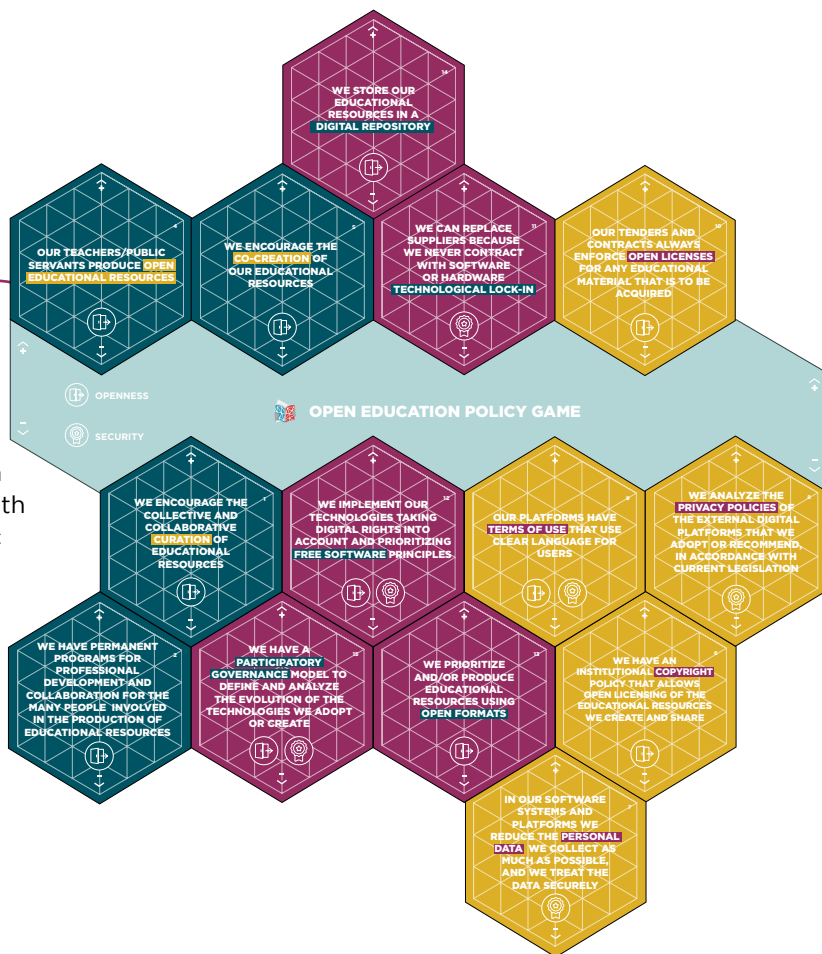
\* In a simple majority, the majority decision is calculated based only on those present at the vote.

**NOTE:** To keep track of the time, one can use a cell phone stopwatch.

**IMPORTANT:** Be careful not to favor the exceptions over the rule. The purpose of the Game is to diagnose, to make an assessment of the current situation, not to envision an ideal situation. It's therefore interesting to position the diagnostic cards with the most representative aspects in mind, rather than isolated instances.



The **Game** should continue with each participant reading out a card, mediating the vote and positioning the card until the **diagnostic deck runs out** and you have an overview of that policy by looking at the infographic generated on the table.

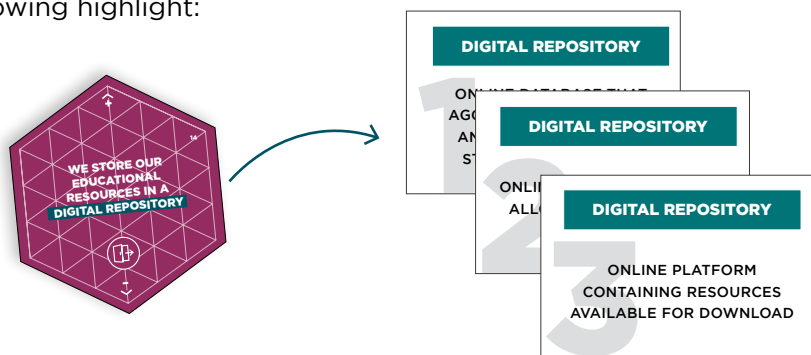


Example of an infographic with the diagnostic cards in place.

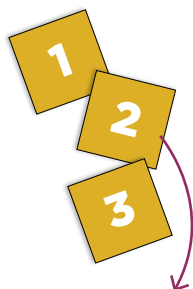
## CHALLENGE CARDS

When it comes to open education, there are certain concepts that are not very visible in everyday life, even though they are fundamental and strategic to strengthen an open education policy. These are technological procedures and principles that are still unfamiliar to many as good management practices, whether in private or public institutions.

In this **Game**, the challenge cards act as bonus cards that will appear throughout the game. When? Every time a diagnostic card has the following highlight:



By identifying the **highlight on the diagnostic card**, the player must automatically place the corresponding set of cards from the glossary to test whether everyone knows which of the alternatives presented in the cards best matches the highlighted term before proceeding to vote on the diagnostic card. The player leading the round also places a bet.



### Using the challenge card

- Once the cards have been laid out, each participant should have the **number cards** in their hands (1, 2 and 3);
- The game continues with the participant leading the round reading out the three possible answers that correspond to the highlighted term. Once they have been read out loud, everyone votes at the same time, saying which of the options they believe to be the most appropriate match.
- Whoever gets it right wins a green token, which represents an **opening point**. If everyone gets it right, everyone wins a token. These points will be used again at the end of the **Game**, once the diagnosis is over.

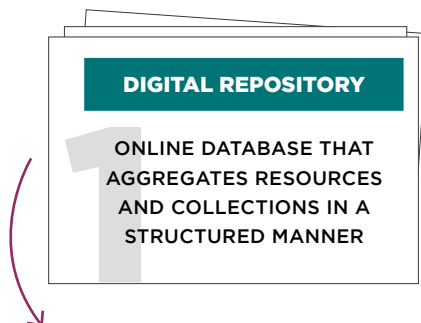
### number cards:

all participants need to vote at the same time for one of the card they think is correct!



**Openness points:** represent understanding of values and concepts related to Open Education. The more openness points participants collect, the more they can influence the design of the final steps.

Once used, the **challenge cards** remain open on the table with their respective definition underneath. They remain as a reference throughout the **Game**, in case any participant forgets what that term means.



Challenge card answers on p.19

## NEXT STEP

### 1 - Observing the infographic

Once all the diagnostic cards have been positioned, an iceberg-shaped infographic is formed with information about the **analyzed policy**. Those above represent the positive **aspects of openness and security of the policy**, those **below** represent aspects that **still need to be developed**.

### 2 - Diagnostic assessment

Considering the cards above the dividing line, the team should count the “openness” and “security” icons respectively for each card that carries one or both symbols:



**OPENNESS:** use of open licenses and organization of collaborative participatory processes.



**SECURITY:** the use of open source allows access to program details so that possible security flaws can be identified more quickly and corrected; it also involves attention to the protection of personal data.

**After counting the icons, see what the result is:**

**OPENNESS:**

**0 to 3 openness: Closed.** There are few policies related to openness in the educational policy evaluated and the foundations of the project need to be reviewed.

**4 to 8 openness: Not very open.** Some concerns are addressed and specific advances were made, but many issues remain outstanding and need to be considered if the educational project is to become effectively open.

**9 or more open: Open.** Congratulations! The educational policy already includes a series of elements related to openness, but there is always room for improvement.

**SECURITY:**

**0 to 2 security: Unsecure.** There are few policies relating to security and user protection in the educational policy and the foundations of the project need to be reviewed.

**3 to 4 security: Not very secure.** There are some concerns and some progress, but many issues remain outstanding and need to be considered if the educational project is to become effectively secure.

**5 or more safety: Secure.** Congratulations! The educational policy already includes a number of concerns in regards to user protection, but there is always room for improvement.

**REFLECTION ON THE DIAGNOSTIC RESULTS**

- Did the result show a greater number of diagnostic cards below or above the iceberg line? Why does the team think this happened?
- Up until this moment in the **Game**, what are the main lessons learned?
- What aspects of the education policy are key for discussion?

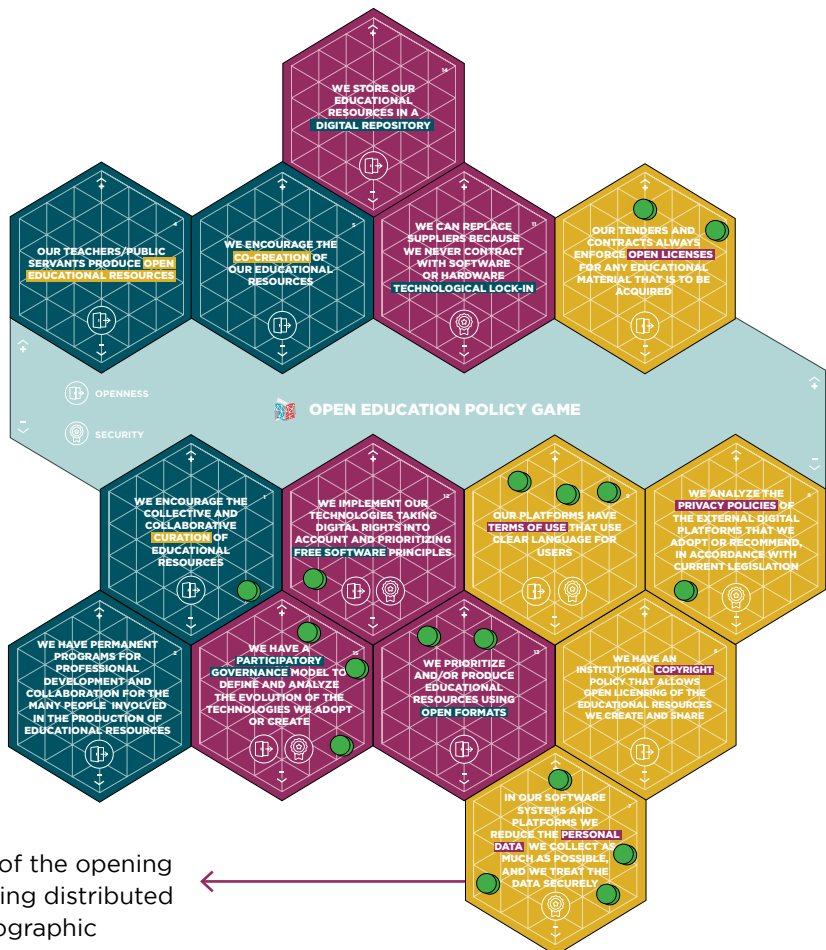
## END OF THE GAME

### Building strategies for an open education

With the diagnosis complete, one can begin thinking about improvements and/or changes.

## STEP BY STEP

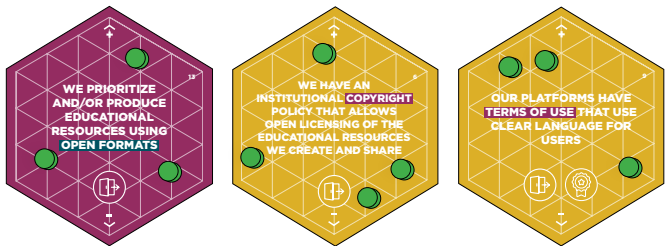
**1. Time to use the opening points** won by the participants! **Individually**, participants should allocate their points on one or more diagnostic cards to indicate which one(s) they consider a priority for discussion and the quest for alternatives and/or improvements.



Example of the opening points being distributed in the infographic

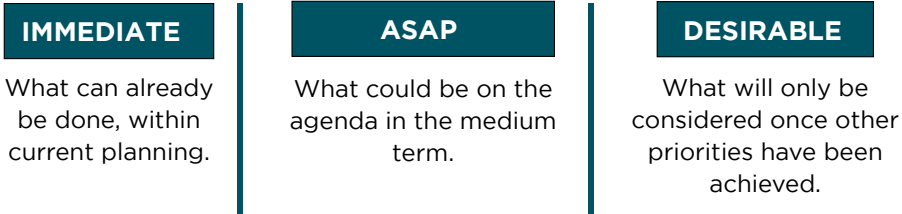
**NOTE:** Everyone can spend as many opening points as they want (have) on one or more diagnostic cards. It is permissible to allocate them not only to the cards below the dividing line, but also to those above the line, if the participant feels they still need work.

**2. The 3 most voted cards** will be used to write down possibilities for action in relation to the diagnosed problem. So, using one at a time, the team should write down individually (without prior discussion) on small pieces of paper (e.g. post-its), actions to strengthen each aspect of the policy (diagnostic card).



**3.** With all the post-its in hand, the participants should share them among themselves, looking for **similarities in relation to each of the 3 cards**, discarding post-its with repeated ideas.

**4.** Once this is done, the team will have an overview of the **various layers that need to be taken into account** when implementing the policy. Thus, by analyzing what has been discussed so far, it is possible to organize the post-its into three stages:





When finished, the suggestion is that the **actions defined as ‘immediate’ are distributed according to the responsibilities assigned to each pair** (if there are only a few actions, the team can also consider the actions in the other columns). It is important to set a deadline for everyone to meet again to evaluate, review and make any necessary adjustments.

In the guide book **How to Implement an Open Education and Open Educational Resources Policy (OER)** (<https://doi.org/10.5281/zenodo.10204605> - in Portuguese), starting on page 50, there is a roadmap to support the organization of the main actions towards openness based on three stages: planning, implementation and evolution.

## CONCLUSION OF THE GAME:

**Congratulations!** You are now another hub for open education, professionals who know the importance of this movement and can put it into practice. Now it's time to make it happen!

**LET'S JOIN FORCES IN A MISSION TO DISSEMINATE AND IMPLEMENT OPEN EDUCATION?**

# REFERENCE MATERIAL

The first version of this **Game** was based on the guide book **How to Implement an Open Education and Open Educational Resources Policy (OER)**, available at:

<https://doi.org/10.5281/zenodo.10204605>

(in Portuguese).



## LEARN MORE ABOUT THE CONTENT OF THE CARDS:

Many of the materials below are in Portuguese.

### CARD 1 - CURATION

Collective curation: p. 65

Curation models for Digital Educational Resources:

<http://cieb.net.br/wp-content/uploads/2019/04/CIEB-Estudos-5-Modelos-de-curadoria-de-recursos-educacionais-digitais-31-10-17.pdf>

### CARD 2 - PROFESSIONAL DEVELOPMENT

Ongoing monitoring and evaluation: p. 60-63

### CARD 3 - DIGITAL RIGHTS

Ibero-American Charter of Principles and Rights in Digital Environments:

<https://www.segib.org/pt-br/?document=carta-ibero-ameriana-de-principios-e-direitos-em-entornos-digitais>

### CARD 4 - OPEN EDUCATIONAL RESOURCES

What are OERs: p. 33-35

What is OER (video): <https://www.youtube.com/embed/hzv3ryTFhoQ>

## **CARD 5 - CO-CREATION**

Co-creation with educators: p. 75

## **CARD 6 - COPYRIGHT**

Copyright law: p. 23

Guide to Copyright and Open and Distance Education: Questions and Answers. Internetlab.

<http://remix.internetlab.org.br/GuiaEAD-PerguntasRespostas.pdf>

## **CARD 7 - PERSONAL DATA**

Personal data: p. 31-32

User data: p. 54

General Data Protection Act - Brazil (LGPD):

[https://www.planalto.gov.br/ccivil\\_03/\\_ato2015-2018/2018/lei/L13709compilado.htm](https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2018/lei/L13709compilado.htm)

## **CARD 8 - PRIVACY POLICY**

Privacy policy: p. 66

## **CARD 9 - TERMS OF USE**

MEC-RED (example):

<https://plataformaintegrada.mec.gov.br/termos>

## **CARD 10 - OPEN LICENSES**

Open licenses: p. 55-57 e p. 59

Open Education Pocket Guide:

<https://educapes.capes.gov.br/handle/capes/564609>

## **CARD 11 - TECHNOLOGICAL LOCK-IN**

<https://anaiscbc.emnuvens.com.br/anais/article/view/2289>

<https://www.ime.usp.br/~is/ddt/mac339/projetos/lock-in/lockin-final.html>

## CARD 12 - FREE SOFTWARE

Four freedoms: p. 28-29

Free software is not zero cost: p. 73

Definition of free software: <https://www.gnu.org/philosophy/free-sw.en.html>

Open source: <https://eduplay.rnp.br/portal/video/185815> (with subtitles)

## CARD 13 - OPEN FORMATS

Open versus proprietary formats: p. 53-54

## CARD 14 - DIGITAL REPOSITORY

EduCAPES: <https://educapes.capes.gov.br>

Educ.ar: <https://www.educ.ar>

MERLOT: <https://www.merlot.org/>

## CARD 15 - PARTICIPATORY GOVERNANCE

Governance: <https://www.gov.br/cgu/pt-br/centrais-de-conteudo/campanhas/integridade-publica/governanca>

# CHALLENGE CARD ANSWERS

CO-CREATION - 1

OPEN EDUCATIONAL RESOURCES - 1

CURATION - 2

DIGITAL RIGHTS - 3

TERMS OF USE - 2

PERSONAL DATA - 1

COPYRIGHT - 1

FREE SOFTWARE - 3

PRIVACY POLICY - 3

OPEN LICENSES - 2

OPEN FORMATS - 1

PARTICIPATORY GOVERNANCE - 1

TECHNOLOGICAL LOCK-IN - 3

DIGITAL REPOSITORY - 1

# OPEN LICENSE OF THE GAME

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The **Open Education Policy Game** – Second Edition (2024) has been updated by the research group Open Education Initiative.

The Open Education Initiative was created in 2017 by Priscila Gonsales, Débora Sebriam and Tel Amiel, a partnership between two organizations that are pioneers in promoting the theme of Open Education since 2007 in Brazil: the Educadigital Institute and the UNESCO Chair in Open Education (Unicamp), later replaced by the UNESCO Chair in Distance Education (UnB).

Since 2022, the Open Education Initiative is a activist research group, registered with CNPq and based at the University of Brasília.



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