Open Educational Practices from the perspective of open educators: Contributions to teacher professional development

Prácticas Educativas Abiertas desde la perspectiva de educadores abiertos: Aportaciones a la formación del profesorado

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Abstract

Incorporating the principles of Open Educational Practices (OEP) into teacher training can help prepare future professionals for the challenges they face in their daily work, as curricula and practices are increasingly influenced by digital culture principles. As a concept that is still being consolidated, OEP can assume different meanings. This study, conducted with teachers in basic (ISCED 1-3) and higher education, aimed to identify the (1) the characteristics inherent to OEP; (2) elements of the identity of an 'open educator' and their relation to OEP; and (3) the perspective on OEP presented by the participants. The research method consisted of a combination of semi-structured interviews and document analysis. The results indicated that the participants perceptions were aligned with what is identified in the literature as "expansive" OEP, and that OEP is an evolutionary process in multiple dimensions. Based on the analysis, a framework was developed to assist teachers and educators in reflecting on and evaluating their practices, as well as promoting professional development in the context of OEP.

Keywords: Open Educational Practices, teacher training, Open Educational Resources, Open Education

Resumen

La incorporación de los principios de las Prácticas Educativas Abiertas (PEA) en la formación del profesorado puede ayudar a preparar a los futuros profesionales para los retos de su trabajo diario, ya que los currículos y las prácticas educativas están cada vez más influidas por los principios de la cultura digital. Como concepto que aún se está consolidando, las PEA pueden asumir diferentes significados. Este estudio, realizado con profesores de enseñanza básica (ISCED 1-3) y superior, tuvo como objetivo identificar (1) las características inherentes al PEA; (2) los elementos de la identidad del "educador abierto" y su relación con las PEA; y (3) la perspectiva sobre las PEA presentada por los participantes. El método de investigación consistió en una combinación de entrevistas semiestructuradas y análisis de documentos. Los resultados indicaron que las percepciones de los participantes se alineaban con una perspectiva que se identifica en la literatura como PEA "expansiva", y que el PEA es un proceso evolutivo en múltiples dimensiones. A partir del análisis, se elaboró un marco para asesorar a profesorado y educadores en la reflexión y evaluación de sus prácticas, así como en la promoción del desarrollo profesional en el contexto del PEA.

***Palabras clave**: prácticas educativas abiertas, formación del profesorado, recursos educativos abiertos, educación abierta*

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1. INTRODUCTION

The rise of the Internet has greatly impacted education – a scenario of constant transformation – demanding that teachers constantly acquire novel methodological and practical knowledge (Hegarty, 2015). In Brazil, the *TIC Educação* national survey (CETIC.br, 2020) presents data on the access, use, and appropriation of ICTs by teachers and students in basic education (ISCED 1-3), showing that the most common practice involving new media for teachers in urban areas is related to the promotion of novel teaching practices (78% of respondents). With regards to teacher training, a later survey indicated that only 49% of participating teachers had taken a course on the use of ICTs in teaching-learning activities during their undergraduate training. Among the respondents, 65% had participated in a continuing education course on the use of ICTs in teaching-learning activities in the 12 months prior to the survey (CETIC.br, 2022). These data indicate that the development of educational practices and methods associated with digital culture have become important to the exercise of the teaching profession. This was made particularly clear during the COVID-19 pandemic, when gaps in knowledge and skills of teaching professionals in ICT were evident, leading to a significant demand for teachers' professional development.

Within this context, there has been a renewed interest in the field of Open Education (OE), a field that seeks to update the principles of progressive education within the context of digital culture (Furtado & Amiel, 2019). Perhaps, the most evident push towards OE is through Open Educational Resources (OER), which are recognized as an essential component in attaining the goal of inclusive, equitable and accessible education for all (UNESCO, 2019).

To achieve that goal, changes to practices must also be considered. Open Educational Practices (OEP) are defined by Cronin (2017) as "collaborative practices that include the creation, use, and reuse of OER, as well as pedagogical practices employing participatory technologies and social networks for interaction, peer-learning, knowledge creation, and empowerment of learners" (p. 18). The field of OEP aims to contribute and better understand the intersections between educational practice and how knowledge is produced and disseminated within the context of digital culture. OEP ask that educators reflect on existing practice and identity, incorporating new abilities and knowledge, ultimately rethinking their very behavior and attitude towards teaching.

OEP is a growing field, with evolving definitions on the meaning of *open practice*. While some authors focus on the use of OER as an essential condition for the exercise of OEP (Conole, 2010; Pulker & Kukulska-Hulme, 2020; Wiley & Hilton, 2018), others take as their starting point the attitudes and behaviors of the teacher (Bali et al., 2020; Chiappe & Adame, 2018; Nascimbeni & Burgos, 2016). Still others emphasize the use of collaborative practices to promote learning (Bali et al., 2020; Cronin, 2017; Ehlers, 2011; Huang et al., 2020).

Following Tlili et. al. (2021), we aim to contribute to "understanding educational practices across different cultures" to help build "specialized strategies to encourage stronger international participation" (p. 13). This study expands on previous work (Sousa & Amiel, 2023) aimed at understanding what OEP means for teachers involved with basic education in Brazil. It aims to unearth underlying issues and the implications of openness into everyday educational practices, focusing on the following question: *How do educators in our sociocultural context conceptualize and exercise Open Educational Practices*? Addressing the perspective of Brazilian teachers working in basic education, the specific objectives of the study were to (1) identify the characteristics inherent to OEP; (2) identify elements of the identity of an open educator and understand their relation to OEP; and to (3) identify the perspectives presented by the participants regarding OEP.

1.1 Relationships between OEP and OER

OEP are practices guided by critical knowledge and social justice, producing modes of teaching and learning based on a theoretical conception of participatory construction of knowledge, which requires the development of democratic and accessible spaces (Bali et al., 2020). Following the OPAL (Open Educational Quality Initiative) framework, Ehlers (2011) comprehends OEP as practices that involve the creation, use and sharing of OER. Following from this premise, the model considers that the diffusion of OEP in organizations depends on (1) higher levels of presence of OEP into practice and (2) higher levels of involvement of "others" through sharing and collaboration.

Nascimbeni and Burgos (2016) go beyond OER and propose a matrix that emphasizes the role of the educators' attitudes in different areas of their professional activity to develop open practices: design, content, teaching and assessment. These are measured on three levels of openness, which start with individual actions in the low level and progress to a high-level collaboration in the ascendant layer.

Similarly, Huang et al. (2020) identified five essential conditions to OEP development: OER usage, open teaching (characterized as student freedom to participate), open collaboration, open assessment, and the employment of enabling technology. A relevant contribution of this model consists in the acknowledgment of a variety opportunities to develop OEP through the relationship established from different combinations among these elements, where technology acts as a support.

All models presented permit to orient existing practices into openness. However, the last two present a wider scope of analysis where the role of teachers to OEP implementation in the learning process.

1.2 Teacher training from an OEP perspective

Understanding how educators appropriate and define OEP, as well as describing the identity of the open educator become essential points to the formative process of these professionals. This reflection leads to rethink the ways of developing educational practice and requires teachers to reposition themselves in relation to their profession (professionalism), bringing about the articulation between educational processes and knowledge on open practices.

By investigating representations about open educators (their identity) one can begin to understand their relationship with personal identities, and thus, the knowledge needed to promote teacher professional development to foster OEP.

Chartier (2002) suggests that professional education is a culturally mediated process. It is the result of the production of meanings, significations and re-significations that occur in the interplay between representations (categories of meanings in which reality is constructed), practices (ways of acting and doing) and appropriations (forms that define the existence of a group, inscribed in their practices). This dynamic is established in the clash between the social representation of the meaning of 'being' an educator and the exercise of daily practice. This process is an assemblage of constant transformations but also a consolidation of practices (Alcoforado, 2014) that help situate one's professional identity, leading to new meaning in teaching practices and thus resulting in an appropriation.

Regarding the open educator, there is a strong relationship between personal and professional identity (Cronin, 2017; Daukšienè et al., 2020; Tur et al., 2020), in which personal interests, values, and attitudes influence engagement in OEP.

The knowledge needed for teacher professional development aggregates a set of individual and collective experiences permeated by one's social context (Nóvoa, 2009; Tardif, 2014). As such, we posit that becoming an open educator is a gradual and continuous process, which results from reconfigurations produced by a clash of practices, extant theories, and teaching knowledge that arise through being part of digital culture and the movement for OE. This occurs in constant dialogue with teacher's previous experiences, values, and attitudes (Cronin, 2017; Daukšienè et al., 2020; Karunanayaka & Naidu, 2020; Tur et al, 2020).

Thus, there are two relevant aspects to be considered in the formative processes of teaching professionals. First, the transformation of practices is prolonged and challenging (Tur et al, 2020), marked by oscillations between old and new professional identities. Second, these oscillations must be seen as opportunities for the constitution and consolidation of new ways of thinking, opening up opportunities to introduce innovations in educational practices.

Teacher identity formation is a relevant source of information to formulate strategies for the professional development of open educators. This includes the reflective action of teaching practice, the development of collaborative work with peers (Hegarty, 2015; Nóvoa, 2019) and the encouragement of professional autonomy in the learning environment (Inbar, 1994).

Reflective teaching practice consists of becoming aware of the promoting and limiting factors of openness through continuous examination of one's actions, taking into consideration different contexts and cultures (Hegarty, 2015; Nóvoa, 2009). Awareness becomes a starting point to promote change focused on areas where there might be room for improvement. It also can collaborate with understanding the latent meanings of OEP as it is enacted. Moreover, this perspective combines the proposition of innovation as incremental change (Inbar, 1994) with the use of *tactics* (Certeau, 1998) to adapt and modify educational practices that can be reassembled in the direction of openness.

Applied to the professional development of open educators, reflective action implies revealing to oneself the daily practices that promote and limit openness in one's teaching and learning context. This allows the teacher to intentionally direct his or her actions to the arrangement of a learning environment that favors openness in several activities that make up the educational process.

To resignify the teaching profession as a space of convergence between research and practice, presupposes the development of a collective and collaborative space for action and research, through the constitution of a community, in which teacher professional development can occur in parallel to the opening of pedagogical experimentation and the emergence of new practices (Nóvoa, 2009; Tardif, 2014). Therefore, a transition of the teaching identity in the direction of openness is facilitated by the engagement of professionals in communities of practice with peers, especially those that delve into open practices, constituting a network of support and sharing of experiences guided by Open Education.

Finally, autonomy to act in the learning environment allows teachers to put into practice swift solutions supported by tacit and explicit knowledge, as well as to propel their creativity. In practical terms, this means that teachers must be provided conditions for individual and collective experimentation and to change learning environments, having autonomy to directly influence the choices and actions that occur in these spaces. It is within this margin of freedom that open educational practices originate, translating into choices and solutions to problems that seek equity, broad access, and participation.

2. METHOD

This research began by a review of the literature based on article recommendation from experts and examining the reference lists of these articles. A non-systematic approach was decided based on two criteria. First, there were two recently published systematic reviews on OEP by Koseoglu and Bozkurt (2018) and Clinton-Lisell (2021), which were incorporated in the research. Second, an initial investigation of OEP literature in major databases for scientific articles in Portuguese (the context of this study) revealed too small a body of literature for a systematic review. The development of the interview instrument was based on the thematic coding of a review of the literature (Flick, 2009) resulting in three categories of interest: OEP characteristics (see Appendix 1); characteristics of the open educators (see Appendix 2); and practices of the open educator (see Appendix 3).

The second part of the study was aimed at gathering data from practitioners. People have differing and divergent perceptions of the same phenomena (Flick, 2009). In order to accommodate this diversity, this study was based on interpretivism as a theoretical perspective (Crotty, 1998). The study used semi-structured interviews (conducted online, due to the COVID-19 pandemic). The option for semi-structured interviews was justified by the possibility of combining an open perspective in relation to the object of study, provided by the collection of spontaneous verbal data, while maintaining a focus on the thematic area proposed by the study (Flick, 2009). Data was analyzed through codification and then categorization (Appendices 1, 2 and 3). The results of the research were, then, grouped into the three guiding categories of the study.

To engage in this research, participants needed to have some knowledge of OEP. Thus, participants were selected from those engaged in a course entitled *Open Education Leadership,* targeted at teachers, managers and technicians in basic education promoted by the Open Education Initiative (IEA[1]) with the support of UNESCO Brazil. From 2020 to 2021, the course involved more than 60 education professionals from all over Brazil. The course had theoretical and practical perspectives. Topics included: OER and related skills (understanding, searching, using, creating, and sharing); open licenses; authoring, production, and use of open repositories and platforms; and digital culture and digital rights.

After receiving an invitation, five from a group of 10 preselected teachers with experience at basic education and high school levels volunteered to participate. Aiming to gather complementary data on how teacher trainers understood OEP, two higher-education faculty who were part of pre-service teacher education were selected (Table 1). To guarantee their anonymity, codes were attributed to each participant.

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[1] https://aberta.org.br

Table 1.

Study participants

Professional activity	Code	State
Informatics teacher (basic education)	I3	São Paulo
Geography teacher (basic education)	I4	São Paulo
Informatics teacher (basic education)	I5	São Paulo
Portuguese teacher (basic education)	I6	Pará
Teacher (technical middle school)	I1	Minas Gerais
Teacher (Pre-service teacher training/ *Licenciatura - Higher Education Professor*)	I2	Goiás
Teacher (Language and Literature/ Pedagogy - *Higher Education Professor*)	I7	São Paulo

Based on the thematic coding, a questionnaire composed of nine open questions was elaborated (see Appendix 4). The first block, consisting of two questions related to the dimension *characteristics of the open educator*, aimed at obtaining data on teacher's personal and professional characteristics and context of their work. The second block had two questions related to the *characteristics of open educational practices*, focusing on unearth participants' conceptions of OEP. The third section, targeted the *practices of open educators*, aimed at understanding how participants dealt with issues and problems related to OEP. Before its use, a pre-evaluation of the instrument was carried out with three educators, to evaluate the wording of the questions.

3. RESULTS

The analysis of the *characteristics of OEP* (see Figure 1) points to OEP as practices that challenge traditional forms of teaching, with the predominance of a conception of practice as based on willingness to dialogue, broad access to knowledge, and respect and appreciation of the contributions of students/participants, bringing to the forefront the attitude of educator and the kinds of the educational strategies and didactics which are employed. This is closely associated to an *expansive* perspective on OEP (Cronin & MacLaren, 2018). Here, OEP are supported by a set of diversified and participatory activities, with or without the deployment of new media, which aim to promote collaboration, sharing and equilibrium in teaching-learning relationships, perceiving students as producers and co-authors of their own knowledge.

Figure 1.

Network of concepts related to OEP based on research with participants.
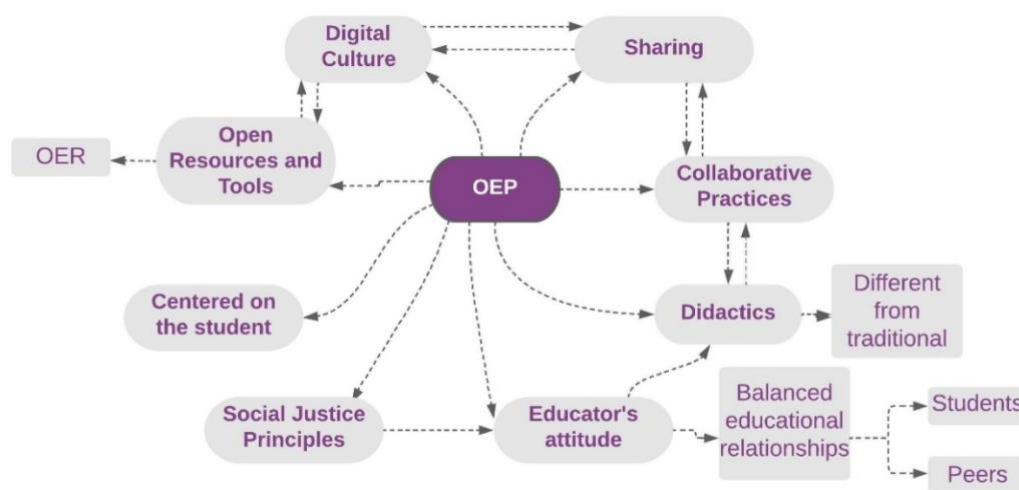
Open practices enacted by educators are supported by aspects of digital culture, especially through the use of OER and tools to promote learning experiences. However, there is an understanding that OEP do not *depend* on the use of OER. In contrast, the lack of knowledge about OER or the absence of OER that meet diverse educational objectives are limiting factors to engaging in OEP.

Research participants in higher education (I3 and I7) highlighted that OE and its related themes, such as OEP and OER, needed to be included into teacher training to provide theoretical and practical knowledge to future teachers. One of the participants indicated that a form of awareness of OE and OEP was to "show, whenever possible, repositories, for example, where I get my content: resources, images [...] among others that they also can use to produce their own activities, that they ought to do in class." (I7). Another participant emphasized how wide the field of OE is: "Leadership is a path, because there are many things to learn...in the course we noticed that we knew a little bit of what open education is, of software, of open educational practice...we know only a tiny little bit." (I3).

Regarding the *characteristics of the open educator*, participants revealed that the development of OEP is intrinsically related to the educator's attitude. Among the reasons for adopting open practices, on the one hand there are individual interest and previous experiences with OER/OE, and on the other hand, a felt need to revisit educational practices in the context of digital culture.

Many participants mentioned that their career trajectories led them to search for knowledge on OE and in OEP. Participant I1, a teacher in technical middle school said:

> I work in distance education since 2008. In this line of work, I've always, we've always, had zeal and care with author's rights […], the way we share... So, well, this was already something I knew, I already searched, as much as possible, for things that I could share that were open, that were 'freely available', precisely because of author's rights.

In a similar manner, participant I7 declared that his/her current practice in OER was facilitated by previous professional experience with these materials.

> In the Secretariat [of Education], I work in the innovation centre, and we produced the materials that we use nowadays for the technology and innovation area. So, we work on the preparation of this material for distribution to the network [of schools], to teachers and students. I also worked in the group that started thinking about open educational resources here in the Secretariat, in the development of the Secretariat's decree of open educational resources. (I7).

Focusing on the change of practices in the context of digital culture, the same participant (I7) revealed a need to embed contents in teacher training curriculum that can help teachers deal with their work.

> ...there is no way that a teacher can enter the classroom today without the minimum of technology, how can he produce content, how can he seek content... otherwise he will want to teach with the chalk and the blackboard. And then thinking that it should be in all curricula, something that is articulated, because it, technology, is seen as an accessory, it is an embellishment that must be articulated within the curricular components. (I7)

Most of the participants indicated that their primary role is knowledge mediation, leading to a predominance of learner-centered activities. A professional environment with broad sharing and collaboration in the development of experiences and projects was identified as a factor. This was corroborated by how the participants of this study indicated participating in communities of practice. As such, self-concept regarding their role as educators, and the culture of their professional environment, were factors that contributed to the engagement in OEP:

> And then I entered the school, and it is a school with an 'active methodology' proposal. And the most interesting thing is that it is also a school that seeks to be very democratic, that uses [student] assemblies, right? So that's when I started to have contact, let's say, with a more open education, in the sense of bringing dialogue. From the beginning I was instructed to do this and today I instruct the teachers. Today I have completely incorporated it. I really can't see doing education except from this perspective. (I4)

The analysis indicates that the change of practices towards OEP is enacted through having knowledge of open tools as well as changes in practice. Educators indicated a significant degree of skills with the use of new media and continually seek to improve on these skills. In terms of methods of teaching, the use of diversified strategies, promoting flexibility and collaboration in the construction of knowledge, was highlighted.

Finally, in regard to *practices by open educators*, the analysis of the practices that were part of the educational materials supports the representations espoused by participants in regard to OEP. They point to their understanding of these as flexible and collaborative educational practices that seek to constitute a learning environment that fosters the freedom and the autonomy of participants. Beyond providing access to knowledge, this implies generating opportunities for students, peers, and people from the community to contribute with ideas and activities regarding both knowledge building and educational practices. The practices identified by the participants exposed everyday situations in diverse learning environments that combine elements like open technologies, OER, collaboration and open teaching that contribute to the opening of practices (Huang et al., 2020). These vary according to teaching objectives and contexts.

This means that OEP is seen as a product of the quest for the diversification of teaching methods and strategies, with a predominance of those that stimulate situations of collaboration and sharing. Several collaborative strategies were identified including: interaction only between students; between educators and students; educators and their peers; and even those involving the wider community.

From the point of view of the *functions* of teaching, a concept explored by Nascimbeni and Burgos (2016), flexibility and participation are made possible by didactic choices (using project-based and problem-based learning to promote collaboration, for example), the selection and use of tools, the choice of content, the flexibility of planning, and the methods used to evaluate learning. In this context, the integration of new media, as well as the use, production, and dissemination of OER were frequently reported.

4. DISCUSSION

Based on this research, and aligned with an expansive perspective, we have come to define OEP as

> the combination of a set of educational activities guided by an ethical principle, strongly linked to the ideals of social justice, equity and transparency, achieved through the multiple functions of teaching (planning, instruction, evaluation, curriculum, activities, content, pedagogical practices, and resources), whose main objective is to provide experiences that enable the generation of knowledge and learning through sharing and establishing a collaborative network, in which people from different relational levels contribute (peers, external network, students, and teachers), benefiting from new media, but not considering necessary to promote individual and collective goals (Sousa & Amiel, 2023, p. 128).

Based on this synthesis, the study highlighted relevant areas for the development of OEP (see Figure 2), composed of six dimensions (Sousa & Amiel, 2023) that can be explored in order to trace a trajectory into open practices. It is important to emphasize that the intend to build a representation was to put in evidence theoretical aspects inherited in the participants' perceptions about OEP. Thus, the result reinforced elements observed in some frameworks, especially those developed by Nascimbeni and Burgos (2016) and Huang et al. (2020).

Figure 2.

Dimensions to the development of OEP

The findings of the study represent significant information that can support teacher training focusing on OEP. They indicate the need of educators and teachers to comprehend education in the context of digital culture, which includes OE and its foundations, to facilitate the adoption of OEP. It suggests, as previous studies have also indicated, that OEP can and should be integrated into pre-service teacher training (Stewart, 2020).

As a process supported by digital culture, OEP requires the development of knowledge and skills about new media, especially open resources and tools, to promote novel learning experiences. However, it is important to highlight that open tools are not the only way to promote OEP. Knowledge about open foundations can effectively help teachers to address OEP with or without the use of new media. We contend that taking an expansive view of OEP means accepting that the characteristics of an open educator (or open learner) are dimensions that are constantly undergoing evolution through reflective practice.

OEP is related to collaborative strategies and methods in teaching, which can support the promotion of participatory activities and stimulate another relevant skill for educators and teachers willing produce OEP: the promotion of more horizontal relationships in teacher-learning, fostering participation and modes of expression by students and other educational community members. The development of the aforementioned skills can contribute to the expansion of the learning environment beyond the boundaries of the classroom (in any modality), through interaction with members of the community, amplifying and diversifying points of view and learning strategies.

Finally, the results of this study can help teachers and educators to visualize openness in different areas of teacher's activities (Figure 2), recognizing avenues for openness and professional development.

5. CONCLUSION

'Openness' has become an important area of study in the field of education. As OER, open access, free and open-source software and open data have become mainstream, many new promising areas of inquiry have arisen to identify their intersection with educational practices.

In this article, we began by undertaking many aspects of OEP which are reflected in the literature. We, then, used those to study the characteristics and practices of educators who completed an Open Education Leadership course. Examining the perspectives of educators who identify as OEP practitioners also allowed us to also investigate the meaning of OEP from the perspective of these participants.

The results of the study reinforced the relevance of OER to the promotion of OEP but suggest an OEP conception that goes beyond OER and reaches many areas of teachers' activity. Moreover, the understood of the intrinsic relationship between educator's attitude and the development of OEP leads to consider the importance of introducing themes related to OE and OEP in the teachers' training process.

This study is an investigation of a specific context and specific group of educators. Therefore, we do not expect these findings to be automatically transferable to other contexts. Nonetheless, the findings do provide support to an increasing body of literature promoting an "expansive" view of OEP, identified in multiple studies and contexts. Further studies could be conducted to investigate the identities of open educators from different backgrounds, areas of practices and regions of the globe. As more and more educators associate themselves to ideals of openness and enact these meanings into practice, so will the meaning of OEP evolve, providing a rich understanding of how educators conceptualize openness in their practice.

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7. APPENDICES

Appendix 1

Major themes from the literature on OEP characteristics

Item	OEP Characteristics	References
A01	Openness present in the diverse functions and activities of educational practice	Beethan et al. (2012); Chiappe & Adame (2018); De Rosa & Rajiv (2017); Koseoglu & Bozkurt (2018); Nascimbeni & Burgos (2016)
A02	Activity is centered on the student	Arinto, Hodgkinson-Williams & Trotter (2017); Chiappe & Adame (2018); Cronin (2017); Cronin & MacLaren (2018); Ehlers (2011); Wiley & Hilton (2018)
A03	Predominance of the use of participatory collaborative practices in productive work	Arinto, Hodgkinson-Williams & Trotter (2017); Bakaitis (2019); Beethan et al. (2012); Chiappe & Adame (2018); Couros (2010); Cronin (2017); Nascimbeni & Burgos (2016); Daukšienė et al. (2020); Ehlers (2011); Hogan, Carlson & Kirk (2015); Koseoglu & Bozkurt (2018); Pulker & Kukulska-Hulme (2020)
A04	Non-binary – composed of levels of openness visible in teacher practices	Cronin (2017); Ehlers (2011)
A05	Occur in strict relationship with OER	Conole (2010); Hogan, Carlson e Kirk (2015); Karunanayaka et al. (2015); Murphy (2013); Pulker & Kukulska-Hulme (2020); Wiley & Hilton (2018);
A06	Benefit from the possibilities engendered by new media and the internet	Beethan et al. (2012); Cronin (2017); Hegarty (2015); Nascimbeni & Burgos (2016); Pulker & Kukulska-Hulme (2020)
A07	Ethical commitment to social justice, equity, and transparency	Arinto, Hodgkinson-Williams e Trotter (2017); De Rosa e Rajiv (2017); Koseoglu & Bozkurt (2018); Tur et al (2020)

Appendix 2

Major themes from the literature on Characteristics of Open Educators

Item	Characteristics of the Open Educators	References
B01	Influence of personal identity on the inclination to enact open practices	Arinto, Hodgkinson-Williams e Trotter (2017); Cronin (2017; 2018); Daukšienė et al. (2020); Pulker & Kukulska-Hulme (2020); Tur et al. (2020); Vidal (2009)
B02	Influence of personal identity on enacted practices	Arinto, Hodgkinson-Williams e Trotter (2017); Cronin (2017; 2018); Pulker & Kukulska-Hulme (2020);
B03	Influence of the culture of the professional environment on the activities of the educator	Arinto, Hodgkinson-Williams e Trotter (2017); Cronin (2018)
B04	Search to reconfigure educational practices considering digital culture and an ethical commitment to openness	Hegarty (2015); Tur et al (2020)
B05	Demonstrates significant ability in the use of digital resources (digital literacy)	Arinto, Hodgkinson-Williams e Trotter (2017); Cronin (2017); Karunanayaka et al. (2015)
B06	Tries, whenever possible, to promote accessible, flexible, and collaborative experiences	Beethan et al. (2012); Chiappe e Adame (2018); Cronin e MacLaren (2018); Cape Town Declareation (2007); Ehlers (2011); Hogan, Carlson e Kirk (2015); Koseoglu & Bozkurt (2018); Nascimbeni & Burgos (2016); Tur et al. (2020);
B07	Engagement in communities of practice	Arinto, Hodgkinson-Williams e Trotter (2017); Chiappe e Adame (2018); Nascimbeni & Burgos (2016)

Appendix 3

Major themes from the literature on practices of Open Educators

Item	Practices of the Open Educator	References
B08	Incorporates openness in the many aspects of teaching and learning	Koseoglu & Bozkurt (2018); Tur et al. (2020)
B09	Stimulates situations for collaboration and sharing	Bakaitis (2019); Chiappe e Adame (2018); Couros (2010); Cronin (2017); Nascimbeni & Burgos (2016); Tur et al. (2020); Wiley & Hilton (2018)
B10	Promotes the integration of new (educational) media and open tools	Cronin (2017); Hegarty (2015); Nascimbeni & Burgos (2016); Tur et al. (2020)
B11	Promotes the use, creation, and dissemination of OER	Cronin (2017); Hogan, Carlson e Kirk (2015); Conole (2010); Murphy (2013); Nascimbeni & Burgos (2016); Pulker & Kukulska-Hulme (2020)
B12	Practices challenge traditional forms of teaching	Cronin (2017); Cronin e MacLaren (2018); Daukšienė et al. (2020); Hogan, Carlson e Kirk (2015)

Appendix 4.

Semi-structured interview structure

Question	Items
Characteristics of the Open Educator	
Could you please tell me more about your personal professional trajectory and current professional activities?	B1-B8
You have completed the Open Education Leader training course. What were the motivations that sparked your interest in the course?	B1-B2
Characteristics of Open Educational Practices	
To you what is an "open educational practice"?	A1-A7
In the literature we find different perspectives on what constitutes an Open Educational Practice. I will mention some and I would like you to comment on the relevance of these characteristics to your perspective on Open Educational Practice.	A1-A7
Practices of Open Educators	
Do you incorporate OER in your practice?	B12
Do you in any way encourage or promote the use of new media or digital information and communication technologies (ICTs) and the internet with your students?	B11
Do you emphasize or encourage collaborative practices between your students? How do you promote this?	B10
In which ways do you think your practice challenges traditional forms of teaching?	B13