



Universiteit  
Leiden  
The Netherlands

## Open to all, not known to all: sustaining practices with open educational resources in higher education

Baas, M.A.A.

### Citation

Baas, M. A. A. (2023, October 5). *Open to all, not known to all: sustaining practices with open educational resources in higher education*. ICLON PhD Dissertation Series. Retrieved from <https://hdl.handle.net/1887/3643088>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/3643088>

**Note:** To cite this publication please use the final published version (if applicable).

## CURRICULUM VITAE

Marjon Baas was born in Hoorn on July 26, 1989. After graduating from Martinuscollege in Grootebroek in 2007, she started studying Educational Design, Management and Media at the University of Twente. She obtained her Bachelor's degree in 2010, after which she continued her studies at the same university with the master Educational Science & Technology. She specialized in Human Resource Development and studied abroad for an extra-curricular semester at the University of Oslo, Norway. Early 2012, Marjon completed her Master's degree at the University of Twente, after which she started her professional career as a junior adviser at an accreditation of prior learning firm. Late 2012, Marjon became an educational technologist at the ICT & Education department of Saxion University of Applied Sciences. In 2015, she joined the Dutch national SURF Special Interest Group Open Education as a board member. Subsequently, her interest in open education increased which led to her decision to pursue a doctorate degree by submitting a proposal for a PhD grant at Saxion in 2017. This grant was awarded and Marjon started her research on teachers' adoption of open educational resources in higher education at Leiden University, Graduate School of Teaching (ICLON). Currently, Marjon continues her work at Saxion at the Teaching and Learning Centre as an educational consultant with a specific focus on projects that relate to open education, digital assessment, and continuous professional development.

## LIST OF PUBLICATIONS

### Articles in peer-reviewed journals

- Baas, M., Schuwer, R., Van den Berg, E., Huizinga, T., Van der Rijst, R., & Admiraal, W. (2023). What's in it for me? A mixed-methods study on teachers' value creation in an inter-institutional community on open educational resources in higher education. *Education and Information Technologies*, 28, 6049-6074. <https://doi.org/10.1007/s10639-022-11424-7>
- Baas, M., Schuwer, R., Van den Berg, E., Huizinga, T., Van der Rijst, R., & Admiraal, W. (2023). The role of brokers in cultivating an inter-institutional community around open educational resources in higher education. *Higher Education*, 85, 999-1019. <https://doi.org/10.1007/s10734-022-00876-y>
- Baas, M., Van der Rijst, R., Huizinga, T., Van den Berg, E., & Admiraal, W. (2022). Would you use them? A qualitative study on teachers' assessments of open educational resources in higher education. *The Internet and Higher Education*, 54, 100857. <https://doi.org/10.1016/j.iheduc.2022.100857>
- Baas, M. & Schuwer, R. (2020). What about reuse? A study on the use of open educational resources in Dutch higher education. *Open Praxis*, 12(4), 527-540. <https://doi.org/10.5944/openpraxis.12.4.1139>
- Baas, M., Admiraal, W., & Van den Berg, E. (2019). Teachers' adoption of open educational resources in higher education. *Journal of Interactive Media in Education*, (1)9, 1-11. <https://doi.org/10.5334/jime.510>

### Peer-reviewed book chapter

- Schuwer, R., & Baas, M. (2023). Reuse of OER, a process model approach. In D. Otto, G. Scharnberg, M. Kerres & O. Zawaki-Richter (Eds.) *Distributed Learning Ecosystems. Concepts, Resources, and Repositories* (pp. 117-137). Springer. [https://doi.org/10.1007/978-3-658-38703-7\\_7](https://doi.org/10.1007/978-3-658-38703-7_7)

## Professional publications

- Farrow, R. (ed.), Weller, M., Pitt, R., Iniesto, F., Algers, A., Almousa, S., Baas, M., Bentley, P., Bozkurt, A., Butler, W., Cardoso, P., Chtena, N., Cox, G., Czerwonogora, A., Dabrowski, M.T., Derby, R., DeWaard, H., Elias, T., Essmiller, K., Funk, J., Hayman, J., Helton, E., Huth, K., Hutton, S. C., Iyinolakan, O., Johnson, K. R., Jordan, K., Kuhn, C., Lambert, S., Mittelmeier, J., Nagashima, T., Nerantzi, C., O'Reilly, J., Paskevicius, M., Peramunugamage, A., Pete, J., Power, V., Pulker, H., Rabin, E., Rets, I., Roberts, V., Rodés, V., Sousa, L., Spica, E., Vizgirda, V., Vladimirschi, V., & Witthaus, G. (2023). *The GO-GN Open Research Handbook*. Global OER Graduate Network / Open Education Research Hub. [https://gogn.net/gogn\\_outputs/open-research-handbook/](https://gogn.net/gogn_outputs/open-research-handbook/)
- Post, M., De Jong, M., Baas, M., & Jacobi, R. (2022). *Open pedagogy: A driving force for meaningful learning*. SURF SIG Open Education.
- Baas, M., Jacobi, R., & Schuwer, R. (2021). *Thema-uitgave open en online onderwijs: Hergebruik van open leermaterialen. [Theme-edition open and online education: reuse of open educational resources]*. SURF.
- Baas, M., Van Hees, J., Houwen, G., Ouwehand, M., & Veelo, K. (2017). *Good practices. Open leer materiaal binnen vakcommunities. [Good practices. Inter-institutional communities on open educational resources]*. SURFnet.
- Baas, M., Van Hees, J., Jacobi, R., Schuwer, R., Ouwehand, M., De Vries, F., & Van der Woert, N. (2015). *Tendrapport open en online onderwijs: Perspectieven op ontwikkelingen binnen het Nederlandse hoger onderwijs. [Trend report open and online education: Perspectives on developments within Dutch higher education]*. SURFnet.
- Baas, M., van Hees, J., Peet, A., & Riksen, D. (2015). *Thema-uitgave Open en Online Onderwijs: Toetsen in open en online onderwijs. [Theme-edition open and online education: Assessment in open and online education]*. SURFNet.



## ACKNOWLEDGEMENTS

Completing this dissertation would not have been possible without the invaluable contributions and support of numerous amazing people.

Wilfried, Roeland en Tjark, thank you for making this PhD experience an incredibly positive and enriching one. I'm often asked if I ever regretted doing a part-time PhD, and my answer has always been a resounding 'no' and this lies largely in the quality of the guidance and support you've provided. Wilfried, your invaluable expertise, constructive feedback, lightning-fast responses, and sense of humour made that I always left a meeting with renewed energy and focus. This PhD wouldn't have been possible without your and my late supervisor Ellen's belief in my abilities and dedicated guidance throughout. Roeland, you joined the team about half way and immediately deep-dived in my research. Your ability to ask thought-provoking questions, to give me confidence when needed, and to explain and philosophize the theoretical frameworks has been instrumental in shaping my research. Tjark, you were the last supervisor to join the team. Your attention to detail, feedback, and tips and tricks have had a profound impact. And I really appreciated, and made use of, the fact that you were always willing to make space in your busy agenda for a meeting or a quick question.

Yet, this research would not have been possible without the promotion voucher of Saxion. I am truly grateful for the opportunity that I have been given. I would also like to extend my sincere thanks to all the participants who contributed to this dissertation by sharing their experiences and perspectives.

Robert, your contagious enthusiasm for open education, as well as for our shared hobby of playing in an orchestra, has been really inspiring. It was an honour to work with you on the different research studies, the SIG meetings, and our presentations at seminars and conferences. Marja, thank you for facilitating the opportunity to conduct research in Samen hbo verpleegkunde, and for the inspiring conversations we had about our open projects.

To my esteemed colleagues at Saxion, your positive words, and interest in my research have been a source of motivation for me. Marald, thank you for safeguarding my PhD days, it allowed me to focus and concentrate on the tasks at hand. To my colleagues at ICLON, it was a warm welcome in the research group. The experience of exchanging ideas and learning about your diverse fields of research has been inspirational. I am grateful for the LUF subsidy for a study visit at the University of Helsinki. Auli Toom, thank you for hosting me at your research group.

To my fellow 'open lovers' within the SURF SIG Open Education and GO-GN, your insights, ideas, perspectives and our many conversations on open education enriched my research immensely.

## Acknowledgements

To my dear friends and family: thank you for your kind words, inquiries about progress, and for providing me with moments of fun outside of my PhD.

Mom and Dad, you always believed in me and your unwavering support, love, and optimistic words throughout my life and my studies are deeply appreciated.

Feike, your loving patience and encouragement over the years have been amazing. You enrich my life in countless ways, and I look forward to all our future adventures together.



**Universiteit  
Leiden**  
ICLON

Leiden University Graduate School of Teaching

## ICLON PHD DISSERTATION SERIES

- Hoeflaak, A. (1994). *Decoderen en interpreteren: een onderzoek naar het gebruik van strategieën bij het beluisteren van Franse nieuwsteksten.*
- Verhoeven, P. (1997). *Tekstbegrip in het onderwijs klassieke talen.*
- Meijer, P.C. (1999). *Teachers' practical knowledge: Teaching reading comprehension in secondary education.*
- Zanting, A. (2001). *Mining the mentor's mind: The elicitation of mentor teachers' practical knowledge by prospective teachers.*
- Uhlenbeck, A.M. (2002). *The development of an assessment procedure for beginning teachers of English as a foreign language.*
- Oolbekkink-Marchand, H.W. (2006). *Teachers' perspectives on self-regulated learning: An exploratory study in secondary and university education.*
- Henze-Rietveld, F.A. (2006). *Science teachers' knowledge development in the context of educational innovation.*
- Mansvelder-Longayroux, D.D. (2006). *The learning portfolio as a tool for stimulating reflection by student teachers.*
- Meirink, J.A. (2007). *Individual teacher learning in a context of collaboration in teams.*
- Nijveldt, M.J. (2008). *Validity in teacher assessment: An exploration of the judgement processes of assessors.*
- Bakker, M.E.J. (2008). *Design and evaluation of video portfolios: Reliability, generalizability, and validity of an authentic performance assessment for teachers.*
- Oonk, W. (2009). *Theory-enriched practical knowledge in mathematics teacher education.*
- Visser-Wijnveen, G.J. (2009). *The research-teaching nexus in the humanities: Variations among academics.*
- Van der Rijst, R.M. (2009). *The research-teaching nexus in the sciences: Scientific research dispositions and teaching practice.*
- Platteel, T.L. (2010). *Knowledge development of secondary school L1 teachers on concept-context rich education in an action-research setting.*
- Kessels, C.C. (2010). *The influence of induction programs on beginning teachers' well-being and professional development.*
- Min-Leliveld, M.J. (2011). *Supporting medical teachers' learning: Redesigning a program using characteristics of effective instructional development.*
- Dobber, M. (2011). *Collaboration in groups during teacher education.*
- Wongsopawiro, D. (2012). *Examining science teachers pedagogical content knowledge in the context of a professional development program.*
- Belo, N.A.H. (2013). *Engaging students in the study of physics: An investigation of physics teachers' belief systems about teaching and learning physics.*
- De Jong, R.J. (2013). *Student teachers' practical knowledge, discipline strategies, and the teacher-class relationship.*

- Verberg, C.P.M. (2013). *The characteristics of a negotiated assessment procedure to promote teacher learning.*
- Van Kan, C.A. (2013). *Teachers' interpretations of their classroom interactions in terms of their pupils' best interest: A perspective from continental European pedagogy.*
- Dam, M. (2014). *Making educational reforms practical for teachers: Using a modular, success-oriented approach to make a context-based educational reform practical for implementation in Dutch biology education.*
- Hu, Y. (2014). *The role of research in university teaching: A comparison of Chinese and Dutch teachers.*
- Vink, C.C. (2014). *Mapping for meaning: Using concept maps to integrate clinical and basic sciences in medical education.*
- De Hei, M.S.A. (2016). *Collaborative learning in higher education: design, implementation and evaluation of group learning activities.*
- Louws, M.L. (2016). *Professional learning: what teachers want to learn.*
- Moses, I. (2017). *Student-teachers' commitment to teaching.*
- Veldman, I.M.J. (2017). *Stay or leave? Veteran teachers' relationships with students and job satisfaction.*
- Chen, D. (2017). *Intercultural identities of English language teachers: An exploration in China and the Netherlands.*
- Vereijken, M.W.C. (2018). *Student engagement in research in medical education.*
- Stollman, S.H.M. (2018). *Differentiated instruction in practice: A teacher perspective.*
- Day, I.N.Z. (2018). *Intermediate assessment in higher education.*
- Huisman, B.A. (2018). *Peer feedback on academic writing.*
- Tran, T.T.Q. (2018). *Cultural differences in Vietnam: Differences in work-related values between Western and Vietnamese culture and cultural awareness at higher education.*
- Van Ginkel, G.V.M. (2018). *Making mentoring match: Mentor teachers' practical knowledge of adaptive mentoring.*
- Wieringa, N. (2019). *Teacher knowledge and lesson design: Understanding and supporting biology teachers' decision-making while designing context-based lessons.*
- Vossen, T.E. (2019). *Research and design in STEM education: What do students and teachers think about the connection?*
- Van Kampen, E. (2019). *What's CLIL about bilingual education? A window on Content and Language Integrated Learning pedagogies.*
- Den Ouden, J.A.J. (2020). *Zachtjes schudden aan de boom: Een onderzoek naar rationales en kernpraktijken van eerstegraads docenten Godsdienst/Levensbeschouwing gericht op de levensbeschouwelijke identiteitsontwikkeling van hun leerlingen.*
- Vogelzang, J. (2020). *Scrum in secondary chemistry education: A methodology to support teachers and to scaffold students.*
- Kop, P.M.G.M. (2020). *Graphing formulas by hand to promote symbol sense: Becoming friends with algebraic formulas.*
- Lamers-Reeuwijk, A.M. (2020). *Teaching and professional development in transnational education in Oman.*
- De Vrind, E. (2020). *The SpeakTeach method: Towards self-regulated learning of speaking skills in foreign languages in secondary schools: an adaptive and practical approach.*
- De Jong, L.A.H. (2021). *Teacher professional learning and collaboration in secondary schools.*
- Zhang, X. (2021). *Teachers' teaching and learning motivation in China.*

- Wang, J. (2021). *Technology integration in education: Policy plans, teacher practices, and student outcomes.*
- Guo, P. (2021). *Online project-based higher education: Student collaboration and outcomes.*
- Jin, X. (2021). *Peer feedback in teacher professional development.*
- Keijzer-Groot, R. (2021). *Vocational identity of at-risk youth: Tailoring to support career chances.*
- Rumiantsev, T. (2022). *Collaborative learning in conservatoire education: catalyst for innovation.*
- Galikyan, I. (2022). *Learner–learner interaction in digital learning environments: What and how are we measuring?*
- De Boer, E. (2022). *Towards An Ecological Approach to Teacher Professional Development: How preservice biology teachers direct their learning routes in authentic classroom settings.*
- Kroneman, M. (2022). *Peer education as an opportunity for practicing respect for sexual and gender diversity.*
- Le, T.T.T. (2022). *Towards a democratic school: Experience and viewpoints of stakeholders in Vietnamese secondary schools.*
- Zhou, N. (2023). *Professional learning of vocational teachers in the context of work placement.*
- Smit, B.H.J. (2023). *Dimensions of student participation: Participatory action research in a teacher education context.*
- Baas, M.A.A. (2023). *Open to all, not known to all: Sustaining practices with open educational resources in higher education.*

