Open Educational Resources

OER

Research, opportunities & strategies

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Why OERs?

- the world’s knowledge is a public good in general
- the WWW in particular provides an extraordinary opportunity for everyone to share, use, and reuse that knowledge.”

• Hewlett Foundation Smith, & Casserly. The promise of open educational resources. Change 38(5): 8–17, 2006
What technology has done more to destroy human community than any other?

Community or accessibility?
Community or accessibility?

What technology has done more to destroy human community than any other?

Could it be the portable book?
OER Definition

• “open provision of educational resources enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes.”

   – UNESCO 2008
   http://www.unesco.org/iiep/eng/focus/opensrc/opensrc_1.htm
Types of OERs

- Learning objects, units, textbooks, scholarly articles
  IRRODL.org
- Multimedia objects (Flash etc.)
- Courses, programs full curriculum
- Tools, FOSS
Granularity

• OER comes in many sizes:
  – Diagrams, photos, web pages
  – Articles (Open access publications)
  – Games, simulations, activities
  – Multimedia
  – Units of learning (IMS LD)
  – Lessons, modules & courses
  – Programmes
OER: Example

- Content

- Pedagogical purpose; to augment learning about:
  1. Paris
  2. 1839
  3. Urban environments
  4. Architecture
  5. Daguerre
  6. Photography
  7. Daguerreotypes

From Norm Friesen
Granularity

Lesson
Component

Eg. Simulation
Topical Unit
Reusable Learning Object
Information Objects
Granularity
Granularity
OER’s are Open ( Mostly)

• OERs can be:
  – Augmented
  – Edited
  – Customized
  – Aggregated
  – Reformatted
  – Mashups!

See Scott Leslie’s 10 minute video at
http://www.edtechpost.ca/gems/opened.htm
4 R’s Functionality of OERs

- **Reuse** - Use the work just exactly as you found it.
- **Rework** - Alter or transform the work
- **Remix** – Combine work with other works
- **Redistribute** – Share with others.

  - Dave Wiley
  http://opencontent.org/blog/archives/35
OERs for Development

Goal of developing together a universal educational resource available for the whole of humanity… hope that this open resource for the future mobilizes the whole of the worldwide community of educators”

UNESCO 2002
Millions of OERs are available
OER Providers

LARGE

Institution

Community

small

Adapted from Alexa Joyce OECD
OER use Rationale
from Open U. UK

• Opportunity:
  – Risk of doing nothing
  – Address technology and globalization
  – A testbed for technology & work processes
  – External funding (similar aims and ideals)
  – The world as a resource.

• Brand Promotion:
  – A route for outreach
  – Demo the quality of OUUK materials
Ownership and Licensing

• Familiar problems
  – Who owns resource - educators or the institution?
  – inflated expectations

• New problems
  – OER’s are not journal articles
  – Articles are not “reworked”
    Is attribution critical?
    Commercial exploitation?
Ownership Models

- **Institutional**
  - Default under most ‘work for hire’ law

- **Shared**
  - Often unworkable
  - Tragedy of the anti-commons

- **Individual (academic)**
  - Rights of succession? Multiple authors?

- **Produsage**
  - No enforcement of rights
    - (copyleft, public domain)
Funding Models (from Downes, 2007)

- Endowment
- Membership
- Donation
- Producer contribution – (Publishers dream!)
- Sponsorship - Itunes University
- Government funding
- Institutional
Creative Commons License

‘Some Rights Reserved’

- Attribution?
- Derivatives?
- Commercial Use?
CREATIVE COMMONS WANTS TO HELP DEFINE THE SPECTRUM OF POSSIBILITIES BETWEEN FULL COPYRIGHT -- ALL RIGHTS RESERVED -- AND THE PUBLIC DOMAIN -- NO RIGHTS RESERVED. OUR LICENSES HELP YOU RETAIN YOUR COPYRIGHT WHILE ALLOWING CERTAIN USES OF YOUR WORK. THEY HELP YOU OFFER YOUR CREATIVE WORK WITH SOME RIGHTS RESERVED.
Why the Public Domain?

- facilitates reuse & repurposing
- Attribution is ethical in any case
- For-profit is not always evil
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- Attribution is ethical in use
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Why NOT?
Problems with OER

- Little take up by conventional teachers
- Little reward/recognition for authors
- Few learners engage with content
- A business case?
- Little remixing & reposting
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Solution? Vibrant communities

Athabasca University  Canada's Open University™
Publishers vs. re-user/publishers

- 88% (70) involved authors of own content
- ONLY 12% (10) derived by others

The **OpenLearn** website gives free access to course materials from **The Open University**. The **LearningSpace** is open to learners anywhere in the world.

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[http://openlearn.open.ac.uk/](http://openlearn.open.ac.uk/)
OCWC member courses 2008

The Political Economy of Peer Production
Michael Bauwens

- produce use-value through the free cooperation of producers
- a 'third mode of production' neither for-profit or public
- NOT exchange value for a market, but use-value for a community

www.ctheory.net/articles.aspx?id=499
Chris Anderson’s Taxonomy of Free

Wired: http://www.wired.com/techbiz/it/magazine/16-03/ff_free?currentPage=all
Chris Anderson’s Taxonomy of Free

1. ‘Freemium: free & “pro” versions
   1. 1% of users support all the rest
2. Advertising: provide a special audience
3. Cross-Subsidies: free lunch if you buy beer
4. Zero-Marginal Cost: online music
5. Labor Exchange: Digg or Google 411
6. Gift Economy: $$$ aren’t everything

Wired: http://www.wired.com/techbiz/it/magazine/16-03/ff_free?currentPage=all
Prod-Users: From production to produsage

Axel Bruns 2008

• Users as active participants in production of artifacts:
• Examples:
  – Open source movement
  – Wikipedia
  – Citizen journalism (blogs)
  – Immersive worlds
  – Distributed creativity - music, video, Flickr
Produsage

- content development space set up by community or company (e.g. Wikimedia Foundation, Google)
- initial IP contributions from public domain or commercial sources
- collaborative, iterative, evolutionary, palimpsestic user-led content development
- valuable, often commercial-grade content is created
- commercial / non-profit harnessing of user-generated content (e.g. The Sims)
- commercial / non-profit services to support content development (e.g. Red Hat, SourceForge)
- commercial activities by users themselves (e.g. support services, consultancies, content sales)
Produsage Principles

produsage.org

• **Community-Based** – contributes more than closed team

• **Fluid Heterarchy** – appropriate to personal skills/interests in loose sub-groups focusing on specific problems

• **Unfinished Artifacts** – projects are continually under development; development follows evolutionary, iterative, palimpsestic paths

• **Common Property, Individual Rewards** – contributors permit (non-commercial) community use, adaptation, and further development, and are rewarded by status capital
OER Profit making

http://www.flatworldknowledge.com

Athabasca University

Canada's Open University
Flatworld Knowledge

http://www.flatworldknowledge.com/
Our Story

A New Approach to College Textbooks. Finally.

We preserve the best of the old – books by leading experts, rigorously reviewed and developed to the highest standards. Then we flip it all on its head.

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Flat World Knowledge Is …

- Convenient Choices. Instructors adopt the book. Students choose the format.
- Open Textbooks. It's your course. Now make it your book. Your can.
- Social Learning. It happens already. We just make it easier.
- A Smarter Way to Do Business. So what's the catch?

http://www.flatworldknowledge.com/about
Will Educators and Learners Produse?

• Social software affords, but “build it and they shall come” rarely works
• Is recognition by peers enough reward?
• Will students use OERs with accreditation?
Social Software

• Tools allowing users to get to know each other, produce artifacts, share information and generate knowledge together
Culturally Appropriate OER’s

“e-learning courses are cultural artifacts, embedded with the cultural values, preferences, characteristics, and nuances of the culture that designed them, and inherently creating challenges for learners from other cultures.” Edmunsdon, 2009
Culturally Accessible E-Learning:
Cultural Adaptation Process Model
Edmunson, A. 2009

- **Translation** - Globalized English
- **Localization** – relevant examples
- **Modularization** – reusable objects, lower levels of granularity
- **Origination** – re design by locals for local applications
Pres. Obama & open education

• $500 million for OER in US colleges
UNESCO OER Community

- OER Wiki
- OER Discussion group
- International

https://communities.unesco.org/wws/info/iiep-oer-opencontent
• Adaptivity and personalisation
• Mobile learning
• Social networking

http://tekri.athabascau.ca/
griff@athabascau.ca
New online/paper texts from Athabasca University Press

Terry Anderson Ed.

The Theory and Practice of Online Learning
Second Edition

Mohamed Ally Ed.

Mobile Learning

Aupress.ca

Michael Power

A DESIGNER’S LOG
Case Studies in Instructional Design

Athabasca University

Canada’s Open University™
"Let's put all this hype about change and transformation in perspective. It's underhyped."

"There's something coming after us, and I imagine it is something wonderful."

Danny Hillis, Wired
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"Something is coming after us, and I imagine it is something wonderful."

Danny Hillis, Wired

"Change is mandatory, survival is an option. Make the right choice."

François Tavenas, ancien recteur de l’Université Laval
Whither OER?

- Do you use OER products in your teaching programs?
- Have you created an OER product for use by others?
- Why don’t your colleagues use OER resources?
- Will students use OER and avoid using your institution’s programs?

Athabasca University  Canada's Open University