Open Access Projects in the Centre for Learning Design and Development

Part of a panel discussion during Open Access Week

Cindy Ives, PhD
Director, Centre for Learning Design and Development

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Recent initiatives in...

1. producing and sharing open educational resources
2. using open educational resources in course materials
3. finding and aggregating open materials for adaptation and inclusion in program development
1. Produce and share open resources

- Inukshuk grant: *Math Support for Calculus*
- 5 modules in basic math concepts
- AU tutor authoring tool based on Carnegie Mellon cognitive tutor authoring tool
- Interactive practice and assessment
- Modules and code deposited with learning object repositories: WikiEducator, Curriki, Merlot and on AU OCW site
2. Use open resources in course materials

- PHYS 302 – Vibrations and waves
- Uses downloadable video lectures from MIT Open CourseWare
- Available in Moodle with other online resources
- To be uploaded to AU OCW site
3. Find and aggregate open materials

- DFAIT funded
- TEKRI, CDE, University of the West Indies
- Collaborative program development using open educational resources
- 12 graduate courses; 7 detailed outlines
Practical barriers to using OERs

- Content may not be available for a given topic or level
- Content may be difficult to locate
- Authorship and copyright information may not be well identified
- May embed borrowed content without appropriate copyright clearance
- Quality in terms of provenance, content accuracy or media production values may be insufficient
- May present content in a different subject or cultural context and thus may require extensive localization
- Technical barriers may exist such as file formats, software versions or platform compatibility issues
- Files might be withdrawn from the internet by the author at any time
AUSpace as an Effective
Institutional Repository (IR) to
Actualize Open Access Policy

By
Tony Tin, Head, Digital Initiatives &
E-Resources
Colin Elliott, Digitization Coordinator

Open Access Week, 18th -24th, 2010
The Digital Preservation Crisis

“Information is being produced in greater quantities and with greater frequency than at any time in history. Electronic media, especially the Internet, make it possible for almost anyone to become a "publisher." How will society preserve this information and make it available to future generations? How will libraries and other repositories classify this information so that their patrons can find it with the same ease that they can locate a book on a shelf?

The ease with which electronic information can be created and "published" makes much of what is available today, gone tomorrow. Thus there is an urgent need to preserve this information before it is forever lost.”

Meeting the Challenge: Building an IR

“A set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members.”

Clifford Lynch, ARL Bimonthly Report, No. 226
AU IR: AUSpace
Goal/Objectives

• History:
  – established in 1995

• Goal:
  – to address “crisis in scholarly publishing” & preserve AU scholarly materials
  – to actualize AU Open Access Research Policy

• Objectives:
  – institutional self-promotion
  – service to faculty in making research papers more widely available
  – opportunity for library staff to connect with research faculty,
  – integrate DSpace with library services
  – encourage open access

Url: http://auspace.athabascau.ca
AUSpace – Attributes

• a web-based database (repository) of scholarly material
• institutionally defined (as opposed to a subject-based repository)
• cumulative and perpetual (a collection of record),
• part of the process of scholarly communication (collects, stores and disseminates research info)
• open access and interoperable (e.g. using OAI-compliant software),
AUSpace System Overview
AUSpace Content

- Articles
- Technical reports
- Working papers
- Conference papers
- Research Centre archives
- Lunch and Learn materials
- Academic research
- Student projects
- E-theses

- E-portfolio
- Images (visual, scientific, etc.)
- Audio/Video files
- Datasets (statistical, geospatial, scientific)
- Databases
- Course materials (archived)
- Learning objects
- Supplementary materials
- Digitized library collections
Current Status of AUSpace

- In operation for 5 years
- Have interested several centers and faculty in E-publishing, especially for
  - self archiving
  - e-portfolio
  - knowledge management
  - learning objects
- Currently houses more than 1756 items
- Faculty and researchers to use AUSpace for archiving and open access support
Actualization of AU Open Access

A digital space to promote your scholarly work and open access policy

AU SPACE
Some References

- Displace Federation
  www.dspace.org
- AUSpace
  http://auspace.athabascau.ca
- AU Open Access Policy
  http://www.athabascau.ca/policy/research/openaccess.htm
- Berlin Declaration
  http://oa.mpg.de/openaccess-berlin/berlindeclaration.html
- Budapest Open Access Initiative
  http://www.soros.org/openaccess.
Some References

- CIHR Open Access to Health Research Publications: CIHR Unveils New Policy
  [http://www.cihr-irsc.gc.ca/e/34851.html](http://www.cihr-irsc.gc.ca/e/34851.html)

  [http://ir.lib.sfu.ca/handle/1892/97](http://ir.lib.sfu.ca/handle/1892/97)

- SSHRC Policy Focus-Open Access
  [http://www.sshrc.ca/web/about/policy_focus/open_access/index_e.asp](http://www.sshrc.ca/web/about/policy_focus/open_access/index_e.asp)
Bibliography of the Athabasca River Basin: A Digital Tool for Knowledge and Open Access
Athabasca River Basin Research Institute (ARBRI)

The Athabasca River Basin plays a significant role in defining the society, culture, and economy of central and northern Alberta.

The River Basin

At 1,533 km in length, the Athabasca River is Alberta’s longest undammed river and its second largest by volume.

The Institute

The newly created Athabasca River Basin Research Institute is an innovative interdisciplinary research centre.

The Institute and the Basin: A Unique Opportunity

The newly created Athabasca River Basin Research Institute (ARBRI) is an innovative interdisciplinary research centre that studies the Athabasca River Basin and its people from a broad range of perspectives.

The basin is ecologically significant and rich in natural resources, including some of the world’s largest oil sands deposits. It also represents a tapestry of diverse cultures and has considerable historical importance. Industrial development and climate change are affecting both the environmental and human elements of the basin. Through research and knowledge transfer, the institute will help to identify gaps in knowledge, highlight research opportunities and enhance understanding of key issues. The institute’s activities will inform academics, community leaders, resource industries, and the general public.

News and Events

Athabasca Watershed Council 1st Annual General Meeting
May 29, 2010
Royal Canadian Legion
Branch 165, 9317 Haggard Street
Fort McMurray, Alberta

Historic Canadian Boreal Forest Agreement Signed
May 26, 2010
Canadian forest industry and environmental groups have signed the world’s largest conservation agreement applying to an area twice the size of Germany.

See all news
Objectives

• To develop a highly utilitarian bibliographic database that will integrate a number of databases from various disciplines and will serve as the foundation for further ARB research and study.

• To preserve and digitize ARB research materials and resources, including audio, video, images and text.
Potential Benefits

• Provide 24/7 easy **access** to ARB knowledge and information through the online bibliographic database.

• Facilitate **sharing** of knowledge, research, and scholarly communication through open access.

• Online database resources are fully searchable, retrievable, and reusable for research and study.
Open Access
Open Scholarship

Terry Anderson, Ph.D.
Canada Research Chair in Distance Education
Harmonizing Disruptive Technologies

- “Managing and aligning pedagogical, technical and administrative issues is a necessary condition of success when using emerging technologies for learning”

- But it takes leadership and disruption

Educating the Net Generation: A Handbook of Findings for Practice and Policy, 2009
Frontiers of Group Learning

• From systems designed to track, control and lead learners, to systems designed to motivate and inspire learning.

What motivates learners?
• Personal and social relevance
• Opportunity to do well and be recognized
• Chance to meet cool people and engage in cool activities
• Disequilibrium (Dewey)
• Rewards - formal education’s last strategic advantage
Promising Signs

• Ubiquity and multi-functionality of web 2.0
• Growth of openness and online resources, OERs
• Increasingly effective pedagogical models and learning activities
• Real educational alternatives – including private sector
• Death and retirement
Open Scholars are Transparent

The ability to view and share thoughts, actions, resources, ideas and interests of others.

“radically increase learner awareness of others’ learning activities in the PLE”

Marc van Harmelen
Manchester PLE

Open Scholar

- “the Open Scholar is someone who makes their intellectual projects and processes digitally visible and who invites and encourages ongoing criticism of their work and secondary uses of any or all parts of it--at any stage of its development”.
  - Gideon Burton Academic Evolution Blog
Open Scholars Create:

• A new type of education work maximizing:
  – Social learning
  – Media richness
  – Participatory and connectivist pedagogies
  – Ubiquity and persistence
  – Open data collection and research process
  – Creating connections
Open Scholars Use and Contribute Open Educational Resources

Because it saves time!!!
An Overview of Open Educational Resources

Collection type: Manual
Open Scholars Self Archive

Quality scholarship is peer and public reviewed, accessible, persistent, syndicated, commented and transparent.
Open Scholars Apply their research
Open Scholars do Open Research

• Open Notebook: a laboratory notebook that is freely available and indexed on common search engines. …it is essential that all of the information available to the researchers to make their conclusions is equally available to the rest of the world.

—Jean-Claude Bradley
Open Scholars Filter and Share With Others
Open Scholars support emerging Open Learning alternatives
Open Scholars Publish in Open Access Journals

- Open Access Journals have increased citation ratings:
  - Work in progress with Olaf Zawacki-Richter, Ferne University, Germany
  - Analysis of Google citations for 12 Distance Education Journals (using Harzing’s Publish or Perish tool)
  - 6 open access, 6 commercially published
  - Early results show roughly equal citations/paper, but recent gains in citations by open access j
Open Scholars comment openly on the works of others

- Bookmarking and Annotation add value
- Cite-u-like, Brainify, Diigo, Delicious etc
- VLE additions like Margenalia.
Open Scholars Build Networks

Distance Learning
A social network for distance learning professionals

CIDER

SCoPE
An open, online community for people like you.

CNIE
Canadian Network for Innovation in Education
Connecting Learning and Technology

ALT-C 2009

ALT
Open Scholars Lobby for Copyright Reform

Source: swiss-copyright.ch
Open Scholars Assign Open Textbooks

Imagine a world where textbooks are free...

COSTP
California Open Source Textbook Project
Open Scholars Induce Open Students

- Students as co-creators
- Students gaining experience as writers, authors, and teachers
- Getting over the use, but don’t contribute barrier
- Students engaged in meaningful work
- Extensive literature on value of peer instruction - especially for gifted students
- Empowering learners as future teachers
Open Scholars support Open Students OpenStudents.Org

We're students – the next generation of scholars.
We believe that science should be open, for everyone to learn.
We're changing the way that research is disseminated.
We are Open Students.

Student Statement on The Right to Research

Scholarly knowledge is part of the common wealth of humanity.
Open Scholars Teach Open Courses

George Siemens & Stephen Downes

Introduction au technologie émergentes
Dave Cormier

Alec Cuoros Open Access Course: Social Media & Open Education (Fall 2009)
Open Scholars are Change Agents

• Open scholars develop tools and techniques to help cross-pollination, sustain and grow effective learning networks.

From (Looi 2001).
Conclusion

• “Open Access is more than a new model for scholarly publishing, it is the only ethical move available to scholars who take their own work seriously enough to believe its value lies in how well it engages many publics and not just a few peers.”

• Gideon Burton, Academic Evolution Blog
Slides available on CrowdVine
http://altc2009.alt.ac.uk/attachments/0000/4595/ALT-C_Final.pptx

Your comments and questions most welcomed!

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