

A silhouette of a tree with a thick trunk and a full canopy of leaves, set against a blue sky with light, wispy clouds. The tree is positioned in the center-left of the frame.

Open Educational Resources


Stephen Downes

September 26, 2008

What is an Open Educational Resource?

- fees
- subscriptions
- tuitions
- registrations
- obligations
- etc.

at a minimum,
no cost to the
consumer or
user of the
resource



OER



Conditions?

Attribution

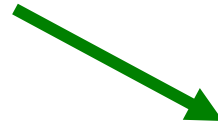
Share-Alike

Non-commercial

No-modify

Educational

Other?



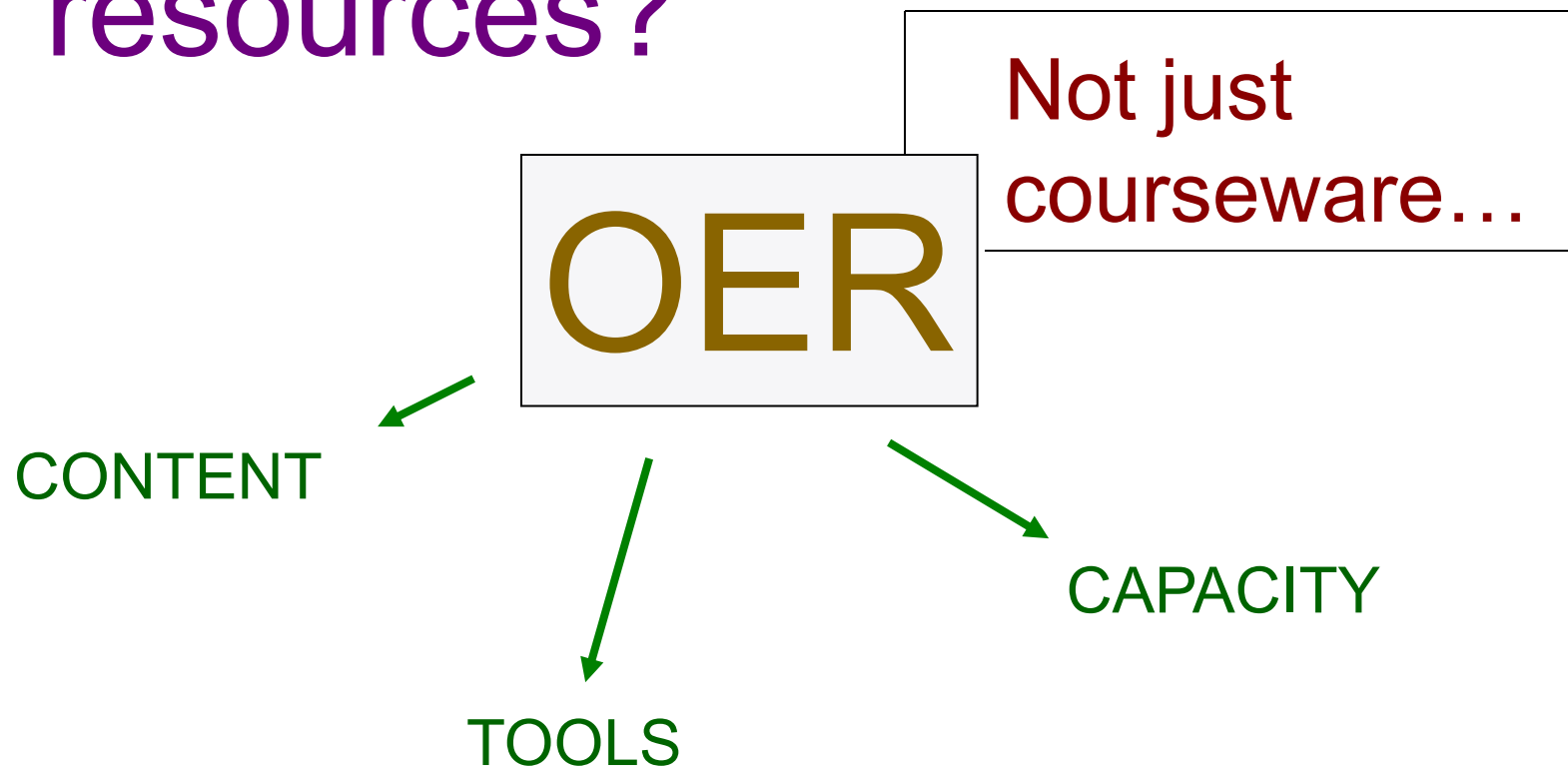
Freedom to

- access
- copy
- modify
- redistribute

Footnote 2005, Doyle 2005

Matter more in conditions of scarcity, not abundance

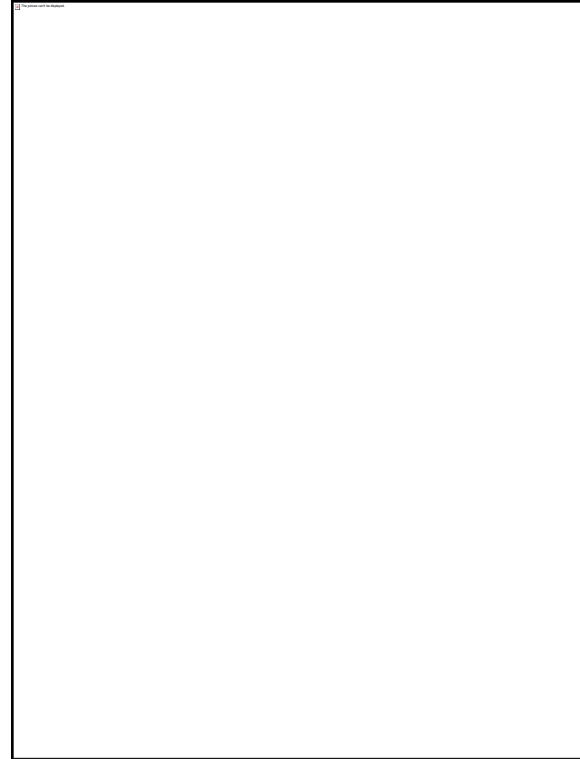
What resources?



More than just cost...

we need to consider:

- usability
- durability
- accessibility
- effectiveness



-Alternate objective: free as in freedom

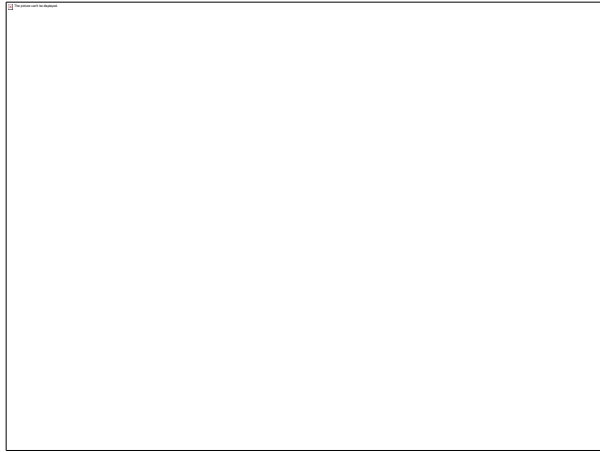
Licensing Initiatives



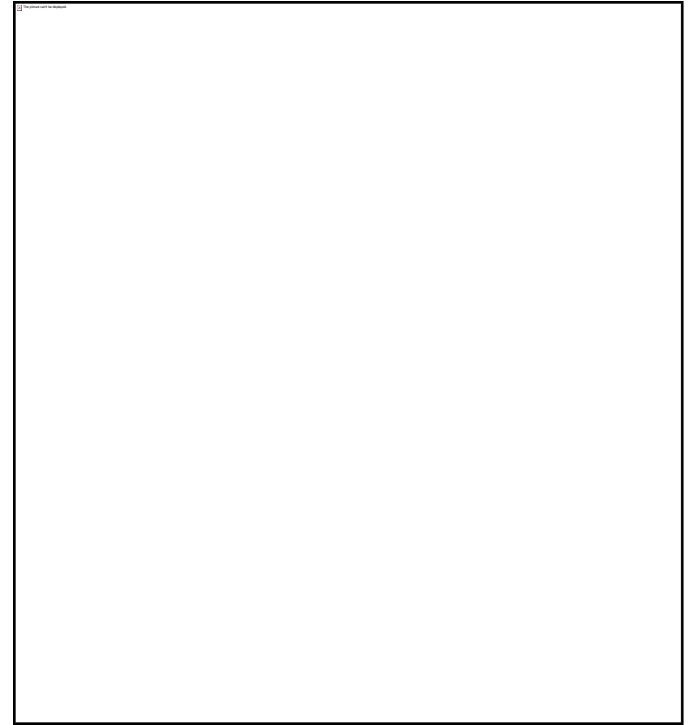
- The idea of open content licenses is similar to open source - to protect the openness using existing law

- Creative Commons

<http://creativecommons.org/>



<http://blogs.cron.com>



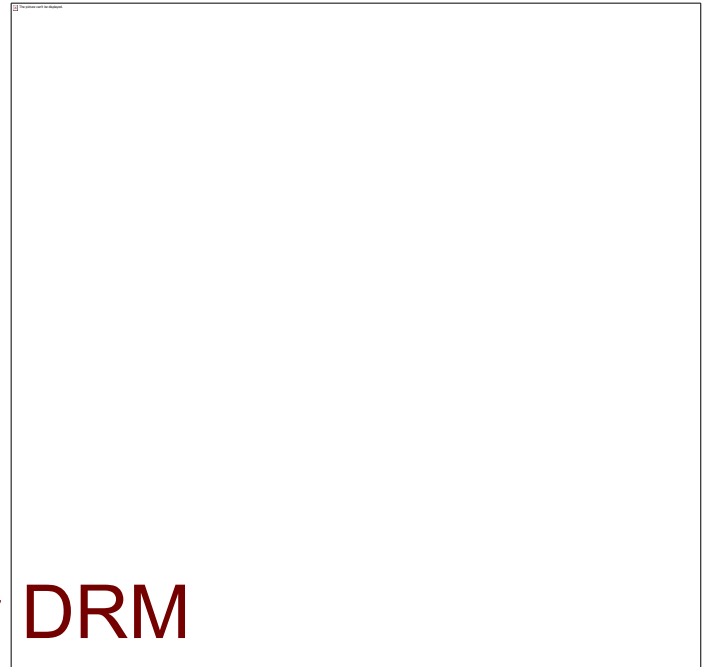
The idea is to create a mid-range of licenses between Copyright and public domain - “some rights reserved”

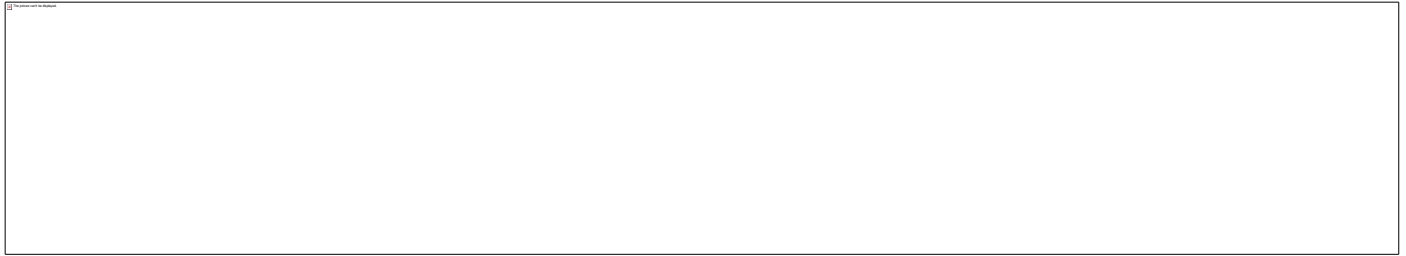
- GNU Free Documentation License

<http://www.gnu.org/copyleft/fdl.html>

Conditions:

- attributions of authors
- changes must be logged
- share-alike
- unmodified sections
- no proprietary formats or DRM

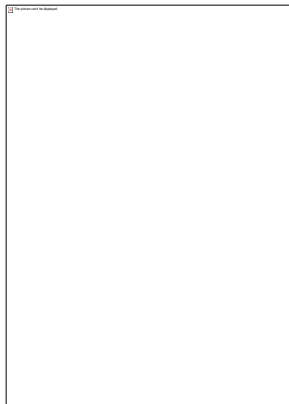
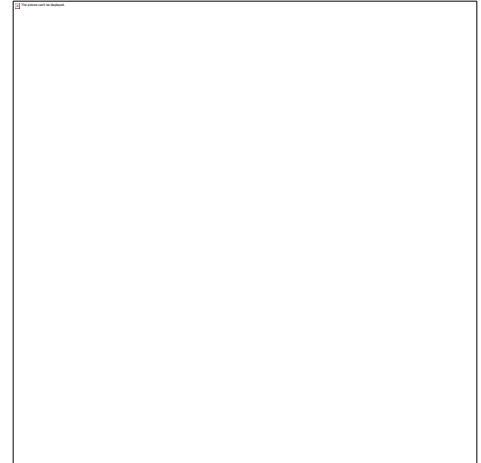




- **Open Publication License**

<http://opencontent.org/openpub/>

- Attribution
- Notification of modifications
- No-derivatives clause allowed



David Wiley

<http://opencontent.org/blog/>

- Stumbling block: mixing licenses



http://wiki.creativecommons.org/Frequently_Asked_Questions

- Stumbling block: license expression



Three ways to express licenses:

- Ccrel - <http://wiki.creativecommons.org/CcREL>
- XrML (AKA MPEG-REL) - <http://www.xrml.org/>
- ODRL - <http://odrl.net/>

Open Courseware Initiatives

- MIT OpenCourseWare

<http://ocw.mit.edu>



- * OCW is not an MIT education.
- * OCW does not grant degrees or certificates.
- * OCW does not provide access to MIT faculty.
- * Materials may not reflect entire content of the course.

- Open Courseware Consortium

<http://ocwconsortium.org/>



Blog - <http://ocwblog.org/>

- **Connexions**

<http://cnx.org/>



Find resources - author resources

Example - Collaborative Statistics

<http://cnx.org/content/col10522/latest/>

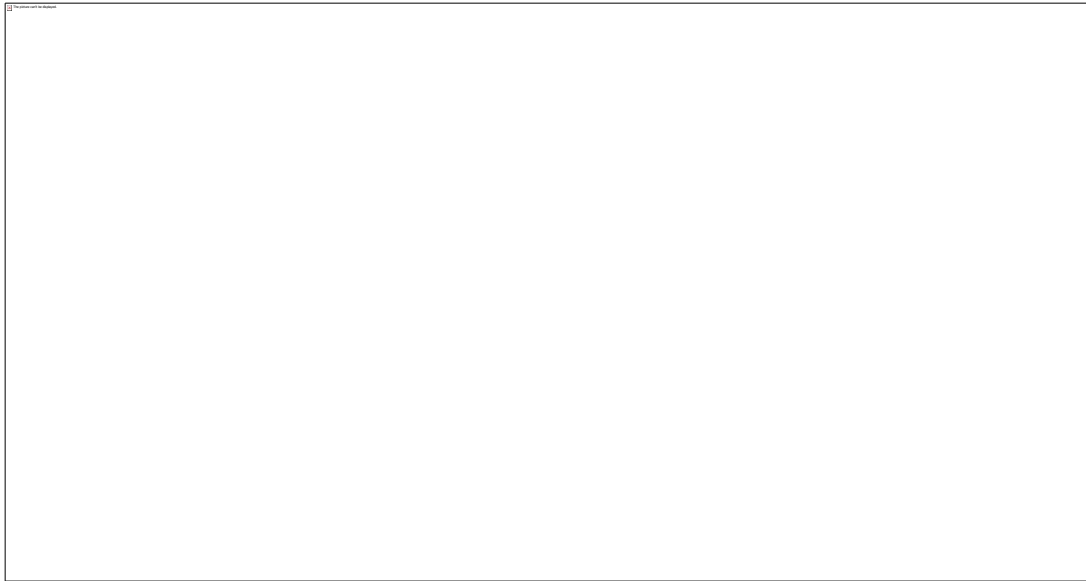
CNXML

<http://cnx.org/content/m9000/latest/>

- OER Commons

<http://www.oercommons.org>

Created by IKSME - <http://www.iskme.org/>



“single point of access through which educators, students, and all learners can search, browse, evaluate, download, and discuss open educational resources (OER)”

Includes review,
tag features...

- **Open Content Alliance**

<http://www.opencontentalliance.org>



“Unlike with commercial scan plans, there are no restrictions on public domain books scanned by OCA members. Users are not forced to use proprietary interfaces, and OCA scans are not hidden from rival search engines. Books scanned under the BLC initiative will be hosted by the Internet Archive...” <http://www.libraryjournal.com/article/CA6484069.html>

Internet Archive: <http://www.archive.org>

OurMedia: <http://www.ourmedia.org/>

- **OpenLearn**

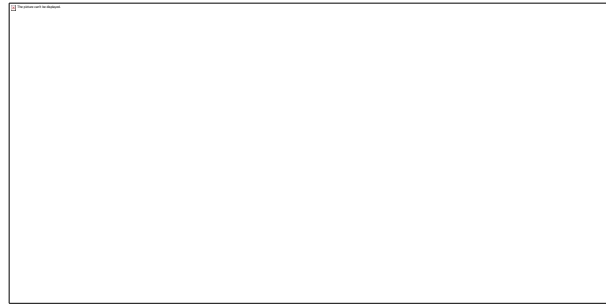
<http://www.open.ac.uk>

Provides complete
Open University online
courses

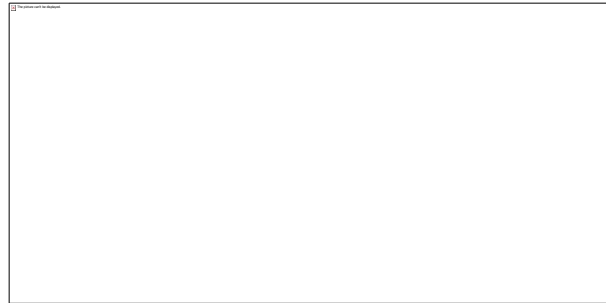
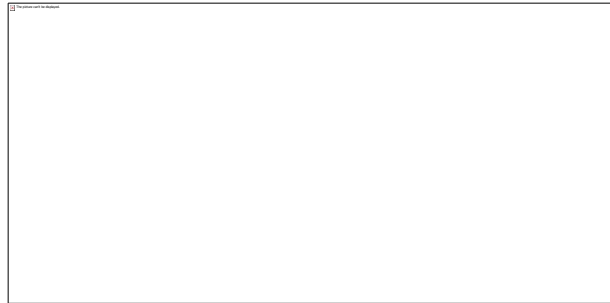
Provides ways for
participants to
contribute as well as
take courses

- **Intute**

<http://www.intute.ac.uk/>



“Intute is a free online service providing you with a database of hand selected Web resources for education and research.”



The Funders



<http://jime.open.ac.uk/2008/03/jime-2008-03.html>

- Sustainable OERs...

- Content only the beginning
- Consideration of the community essential
- Entails not just a mechanism but a *model* of production, use, distribution
- Existing structures (centralized, financially oriented, hierarchical) are often *barriers* to OERs
- We feel this in our communities

- Hewlett Foundation

<http://www.hewlett.org/Programs/Education/OER/>



- UNESCO OER projects

<http://oerwiki.iiep-unesco.org>



- Commonwealth of Learning

<http://www.col.org/colweb/site>



- learning for development
- teacher training programs
- content initiatives

Funding Models

Numerous funding models...

these vary mostly by *source*

but models have other implications

- who authors (whose point of view)?
- who controls (funds, resources)
- who distributes?

- Endowment Model

- Single large grant
- Managed by fund-holder
- Funding via interest

Eg. Stanford Encyclopedia of Philosophy

\$US 3 to 4 million fund
\$190,000 budget

- Membership Model

- Organizations join consortium
- Members pay fees
- Projects managed collectively

Eg. Sakai

Eg. MERLOT

Eg. OCW Consortium

• Donations Model

- Donations solicited from public
- May involve project membership
(by individuals)
- Project managed by a board

Eg. Wikipedia foundation
Apache foundation

- Conversion Model

"In the Conversion model, you give something away for free and then convert the consumer of the freebie to a paying customer."

Sterne and Herring (2005)

• Contributor Pay

- Creators of resources pay for 'publication'
- Resources are managed by the publisher

charges for this process will be met by funding bodies, such as the Wellcome Trust - 1% of their annual spend.

Eg. Public Library of Science

But also

Think about YouTube, Blogger, Flickr (pro)

• Sponsorship Model

- The 'public television' model
- Resources are 'sponsored' by donors
- Usually in return for sponsorship spot



Advertising.....?

Examples

MIT iCampus Outreach Initiative
(Microsoft) (CORE, 2005)

Stanford on iTunes project (Apple)

- Institutional Model

Examples: OpenCourseWare

Open Knowledge Initiative

OPLC

All from MIT

- Sponsoring organization pays costs
- Considered part of its 'mandate'

It usually manages it, too... and there may be side-benefits

- **Government Funding Model**

- Government funds
- Usually managed by arms-length board (but not always)
- Intended to serve government objectives...

Examples

OLPC (again)

Canada SchoolNet

Universities, colleges, schools

OERs 'In The Wild'



<http://www.alpenglowart.com/artist.asp>

- YouTube

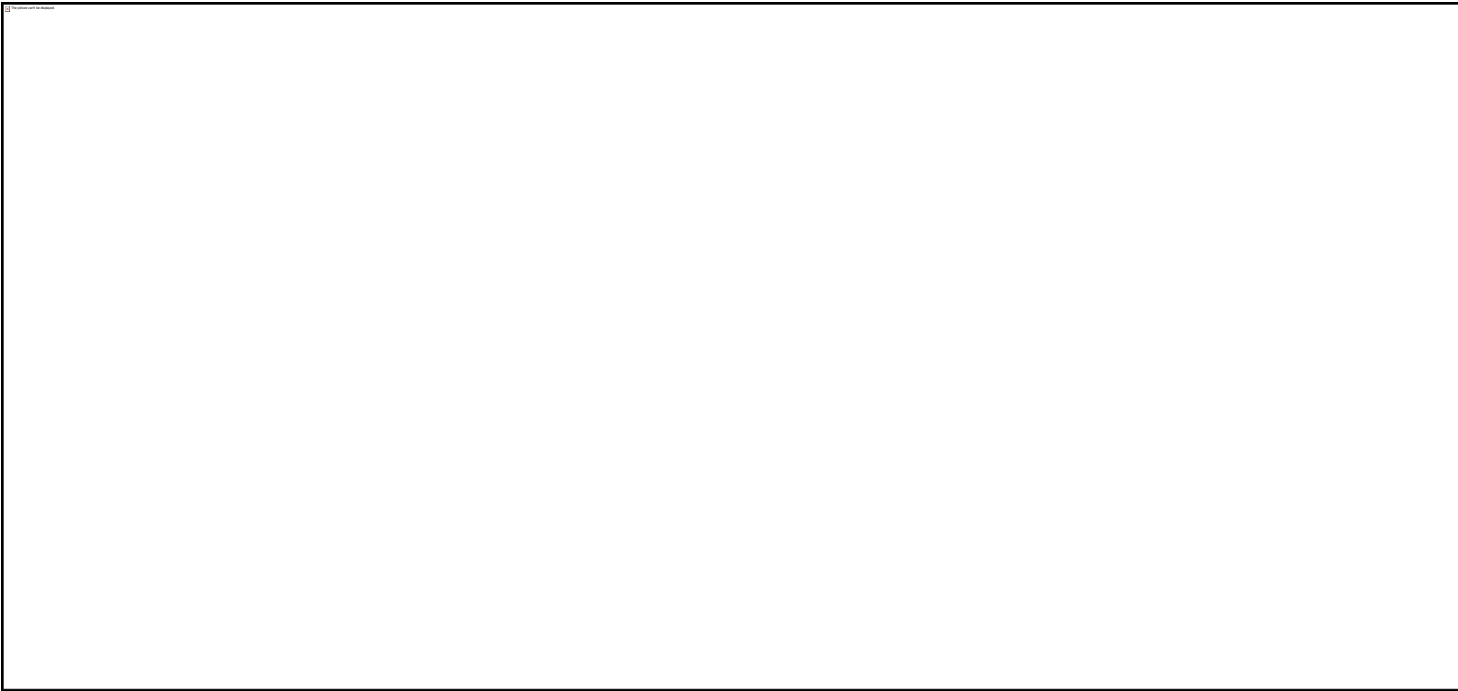
<http://www.youtube.com/>



<http://www.youtube.com/watch?v=sdUUx5FdySs>

- Flickr

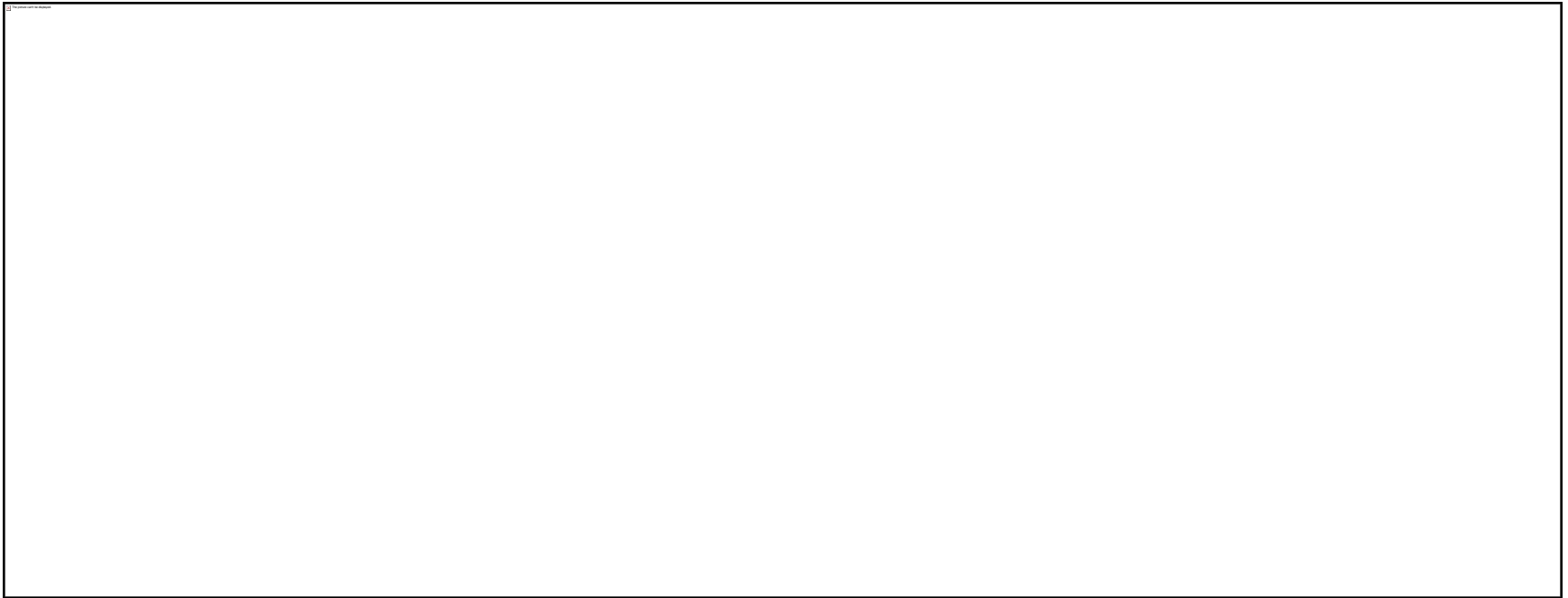
<http://www.flickr.com>



<http://www.flickr.com/search/?q=oer&l=cc&ss=0&ct=0&w=all>

- Google

http://www.google.com/advanced_search?hl=en



- **Wikipedia**

<http://en.wikipedia.org>



- **Wikiversity**

http://en.wikiversity.org/wiki/Wikiversity:Main_Page



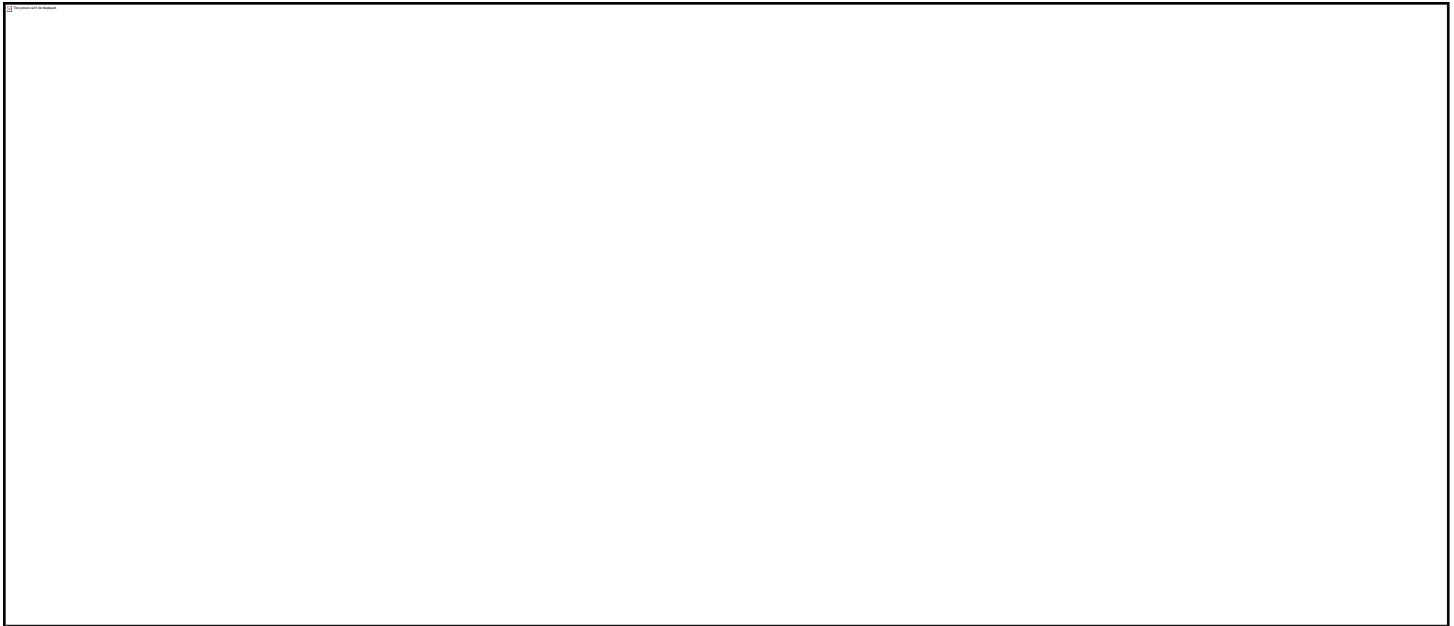
- Curriki

<http://www.curriki.org>



- WikiEducator

<http://www.wikieducator.org>



Dimensions of Openness



<http://cbae.nmsu.edu/~dboje/teaching/338/traits.htm>

- **Technical**

- Driven by financial, other considerations, eg. Learning objects
- 'Free Use' vs 'Adapt and Localize'
- Access and usability – eg., browse, search, data-mining
- Impact on 'open' – eg., federations

- **Content Models**

- 'Sustainable' often means 'localizable' and tantemount to 'reusable'
- Hence, requires integration – which in turn requires semantic similarity
- Questions of licensing, etc.

- **Provider / Consumer**
 - Content may reflect values of the provider – cultural imperialism
 - Shift in emphasis toward collaborative development
 - Sharing in all directions, north and south
 - Hence, need to think of OERs with respect to the community that uses them

- **Staffing**

- Traditional: hiring of professional staff to design and produce OERs
- Question of cost, use of volunteers
- This raises the question of motives (and again changes 'sustainable')
- Non-financial incentives

- Volunteer Organization
 - Community model – emphasis on individual members (eg. OSS)
 - Emergent model – emphasis on process (eg., Slashdot, eBay)
 - Producer-consumer model vs co-producer model – Web 2.0

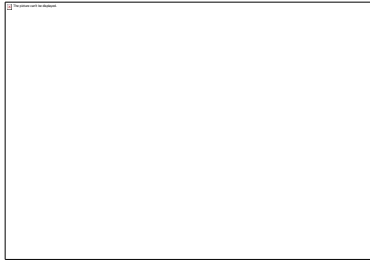
- **Workflow**

- Traditional – design, use, evaluation
- Quality: peer review? MERLOT
- Rethink the idea of ‘producing’
- Decentralize, disaggregate
- The ‘use’ of a resource constitutes the ‘production’ of a new resource

Infrastructure Initiatives



<http://www.egov.vic.gov.au/index.php?env=-innews/detail:m1501-1-1-8-s-0:n-405-1-0-->



- **Open Archives Initiative**

<http://www.openarchives.org/>

“develops and promotes interoperability standards that aim to facilitate the efficient dissemination of content.”

OAIster - <http://www.oaister.org/>

DSpace - <http://www.dspace.org/>

PubMed - <http://www.pubmedcentral.nih.gov/about/oai.html>

- **SWORD**

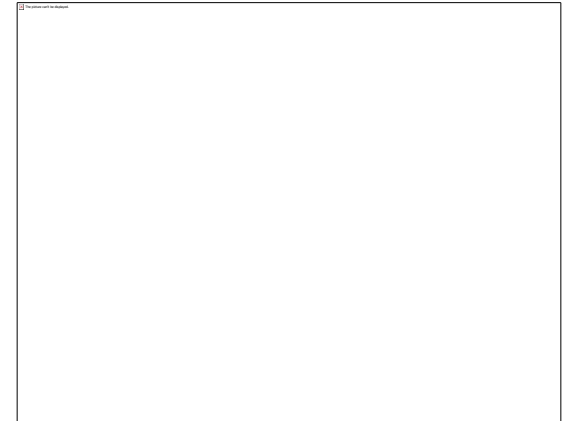
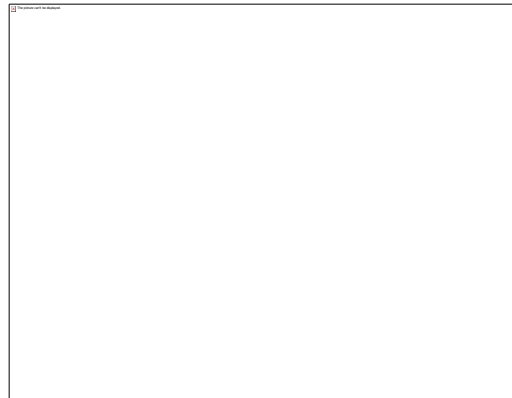
<http://www.jisc.ac.uk/whatwedo/programmes/reppres/tools/sword>

(Simple Web Service Offering Repository Deposit)



“The project aims to improve the efficiency and quality of repository deposit and to diversify and expedite the options for timely population of repositories with content whilst promoting a common deposit interface and supporting the Information Environment principles of interoperability.”

Public Knowledge Project

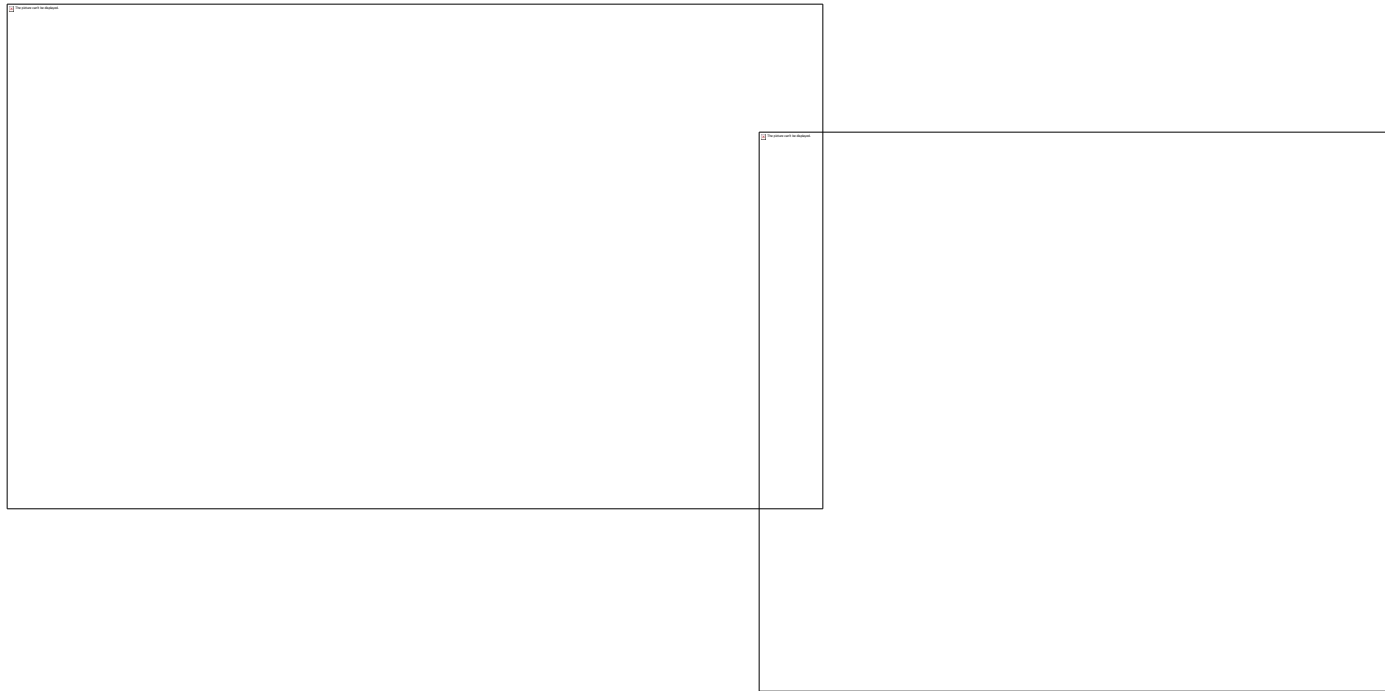


- <http://pkp.sfu.ca/>
- University of British Columbia and Simon Fraser University

- Open Journal System



<http://pkp.sfu.ca/?q=ojs>

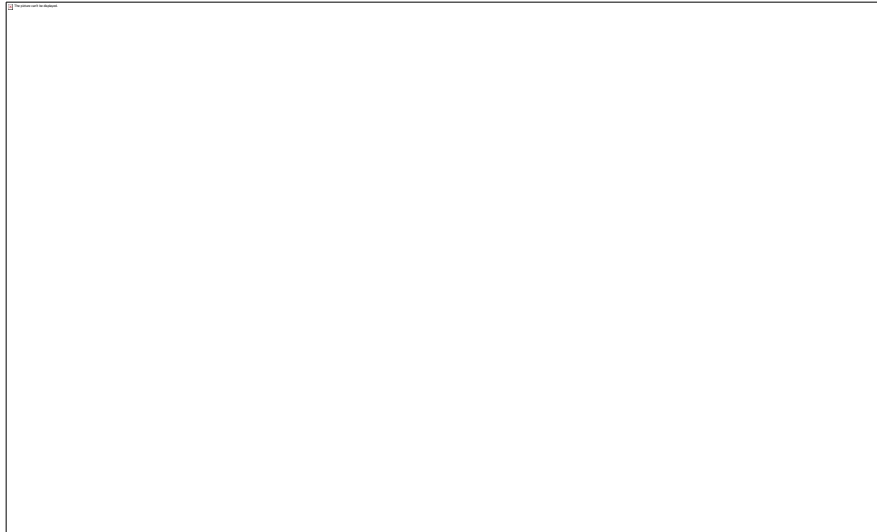


<http://www.hhrjournal.org/index.php/hhr>

<http://www.medisur.sld.cu/index.php/>

- Open Conference System

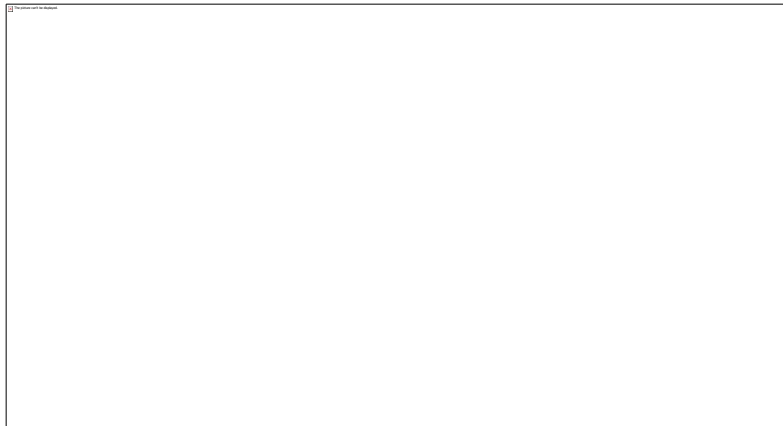
<http://pkp.sfu.ca/ocs>



<http://imrf.mcmaster.ca/IMRF/ocs/index.php/meetings/2008/>

- Open Archives Harvester

<http://pkp.sfu.ca/?q=harvester>



<http://carl-abrc-oai.lib.sfu.ca/>

Resources

- OER - The Way Forward

http://oerwiki.iiep-unesco.org/index.php?title=OER:_the_Way_Forward

- UNESCO OER Toolkit

http://oerwiki.iiep-unesco.org/index.php?title=UNESCO_OER_Toolkit

- Hewlett OER Report

<http://www.hewlett.org/Programs/Education/OER/OpenContent/Hewlett+OER+Report.htm>

- JIME - Researching Open Content

<http://jime.open.ac.uk/2008/>

- Open Educational Resources at OECD

<http://oer.wsis-edu.org/oecd-oer.html>

- OER handbook for Educators

<http://www.oercommons.org/handbook/>

Barriers...

- Who gets funded (indiv. vs inst.)
- Scale of funding (large vs. small)
- Type of project (producer, centralized)
- Overhead (eg., licensing)
- Justification, quality (= overhead)
- Narrow view of 'sustainable' (=