



Are we ready for Open Educational Resources?

Terry Anderson, Ph.D.
Canada Research Chair
in Distance Education
Terrya@athabascau.ca



- Effect of music notation
- Effect of networks on OERs (from Rob Koper)

Online Conferences 17 years Later!

- **International Computer Conferencing for Professional Development: The Bangkok Project** Terry Anderson and Robin Mason. *American Journal of Distance Education*, 7(2), 5-18
- <http://auspace.athabascau.ca:8080/dspace/handle/2149/775>

Overview

- OER Myths
- Re-using Educational Content
- Adoption of disruptive OERs
- Funding and Production models

Values

- We can (and must) continuously improve the quality, effectiveness, appeal, cost and time efficiency of the learning experience.
- Student control and freedom is integral to 21st Century life-long education and learning.
- Education for elites is not sufficient for planetary survival

OER Myths we love to hold dearly

- My job is to **create original** course content.
- My course/content/context is so different that I can't use external resources.
- If we put enough good courseware out there, teachers will use it.
- It is harder to contextualize others materials than to create my own.
- If I put my course materials online, someone will steal them.

Why don't we use, reuse and republish?

- “An analysis of these 80 derived modules revealed that 88% (70) of them involved author users manipulating their own content. The remaining 12% (10) of the derived modules were published by authors who were not the original authors...” this suggests a hesitancy to reuse other's content, Petrides, Nguyen, Cynthia, & Karaglani, A. (2008) [Open educational resources: inquiring into author use and reuse](#)

- Why Create a Lesson/Learning Object or Course if you Don't share it?
 - Is it about me or about learning?
 - What is really personal about personal?
 - Can students, their groups and networks supply the personal?
 - How can I use my personal time, energy, commitment, expertise etc.) more effectively?

4 R's of Functionality of OERs

- **Reuse** - Use the work just exactly as you found it.
- **Rework** - Alter or transform the work so that it better meets your needs.
- **Remix** - Combine the (verbatim or altered) work with other works to better meet your needs.
- **Redistribute** - Share the verbatim work, the reworked work, or the remixed work with others.

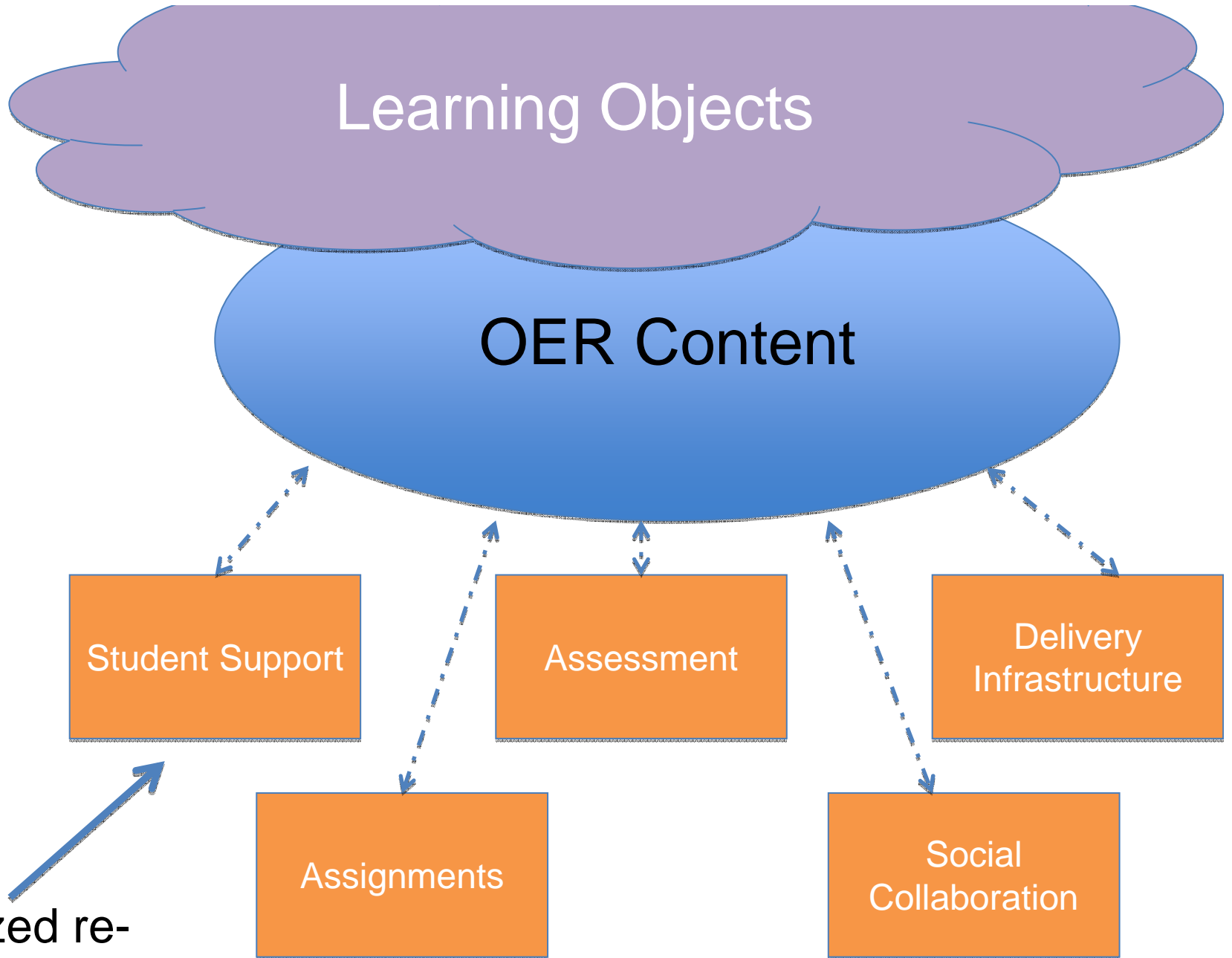
– Dave Wiley <http://opencontent.org/blog/archives/355>

Indigenous Knowledge Systems or Resources in a Flat World

- Indigenous – “coming from within”
- Holistic assumptions that relevant knowledge must be indigenous deny the power and application of social appropriation
- Re-contextualizing forms of knowledge honours both the contextual nature of content and the capacity to mould that knowledge into frames of understanding and use, appropriate to diverse groups and networks.

Forms of Recontextualization

- Traditional Wrap around- text or verbal aides to interpreting and making relevant external educational resources:
 - Tools for Collaborative Writing – Wikis, google docs etc.
- Mashups and editing –
 - necessity that CC licensing allows “derivative products”
 - Providing source code
 - Retaining comments, documentation
- User generated comments/edits
 - Wikis
 - Threaded discussions
 - VojceThread.com



Localized re-constitution, to integrate with local

From Frank Rennie



Pedagogical
Integration



Personal
Integration

Technical Integration
Effective OER
Applications
Ease of Use

Administrative
Integration



Social
Integration



'classical adoption theory' Rogers 2001

Relative Advantage	Not paying for re-invention, paying for effective adaptation
Compatibility	Run in Browser, Use of open LMS systems, moving all DE components online
Observability	Adding use, stymery and tracking to OER repositories
Trialability	Chunking, multiple bandwidth editions

Adopting Disruptive Technologies

- Constant attention to where the “puck is going to be”
- Disruptive technologies may not be valued or provide advantage to existing customers
- “Products based on disruptive technologies are typically cheaper, simpler, smaller, and frequently more convenient to use” (Christensen, 1997).
- Bottom up disruptions - new providers using OER’s are most likely threat to established OU’s



Disruptive Technologies

- “digital dissonance” - neither teachers nor students fully recognize and utilize the potential of emerging technologies for learning” [Clark, Logan, Luckin, Mee, & Oliver, 2009](#)).
- Yet they continue to block each others’ use – ie banning of mobile tech and many social sites at school, lack of collaborative engagement on school based wikis, failure to license for re-use.

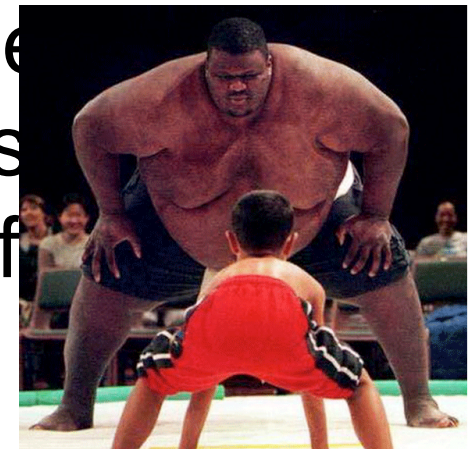


Barriers to Adoption of Disruptive Technologies

- Lack of understanding of the technology's viability or strategic implications.
- Lack of knowledge about how the technologies could be developed and used most effectively.
- Uncertainty about adequate levels of acceptance by stakeholders.
- Lack of skills. Particularly technical, design, development and operations skills
- Lack of finance/funding/investment
 - Adapted from [Elliot, Williams & Bjorn-Andersen, 2005](#)

“Disruptions are often a function of actions or inactions by dominant competitors” Paap & Katz, 2004

- Our competitors (traditional and new private universities) are adding online resources to their programming, thus creating demand for higher quality of online services from open universities.



- Since we cannot afford to build it all, we need to share development costs and risks via OERs and Open Source Software

4 OER Ownership Models

- Institutional ownership
 - Default under most ‘work for hire’ law
- Shared institutional and Academic
 - Often unworkable
 - Tragedy of the anti-commons
- Individual (academic ownership)
 - Rights of succession? Multiple authors?
- Producers ([Axel Bruns](#))
 - Assume that each producer does not enforce their rights, all can treat product as a private good
 - (copyleft, public domain)

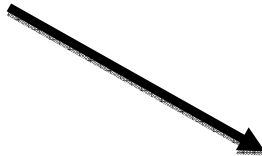
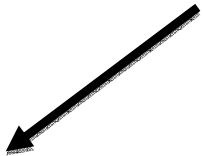
Drivers for Producers

- Branding
- Self-improvement,
- Networking
- Social capital building
- Multiple products – differential pricing for audio, text, ad free, accredited

Funding Models (from [Downes, 2007](#))

- Endowment model (Hewlett Foundation)
 - Membership Model - Merlot
 - Donation - Wikipedia
 - Producer contribution
 - Sponsorship - Itunes University
 - Government funding
-
- Only sustainable one may be student pays for use

OER
Dominant Production Models



Producer Model
Ex. WikiEducator
Open participation
Emergent governance
Unrestricted licensing
Mass growth potential

Producer/Consumer
Ex. MIT OCW
Restricted participation
Staff production
Institutional governance
Non commercial license

Networks,
Collective
s

Mora, M. (2008)
Dron & Anderson 2008

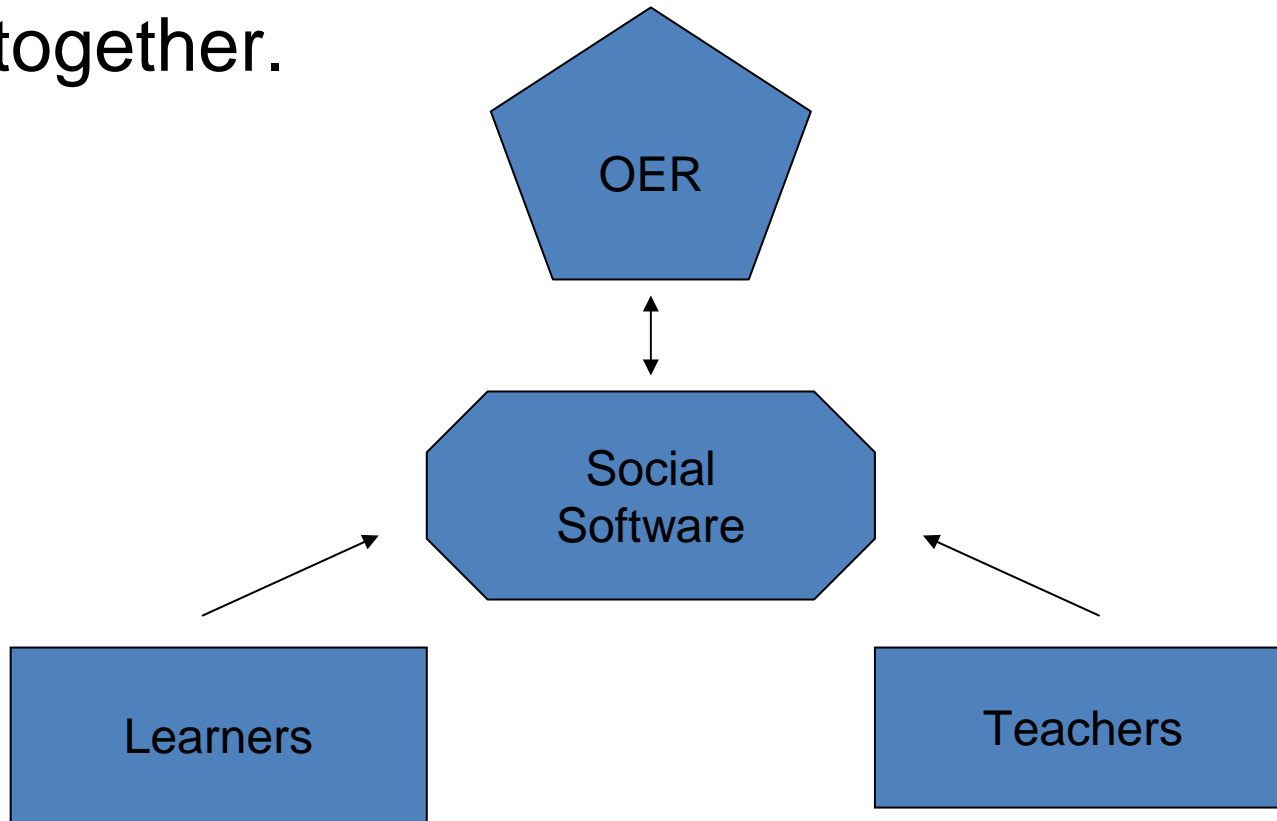
Groups

Comparing OERs to Scholarly Production (books and articles)

	OERs	Scholarly Publications
Producers	Faculty, Students, Technical and ID	Faculty, Students, Lab managers
Publishers	Universities, societies, NGOs, consortia	Commercial, societies
Reviewers	Consumers, INFORMAL peers (MERLOT)	Peers FORMAL
Rewards	Teachers NOT ASSESSED	Researching Scholars ASSESSED
Funding	Ad hoc	Government, University Libraries, Presses, subscriptions, Data
Beneficiaries	Every teacher and students	Narrow discipline groups

Promise of Social Software

- Networking tools that allow users to get to know each other, produce artifacts, share information and generate knowledge together.



Hybrid open access/proprietary publisher



About Us

- [Our Story »](#)
- [How It Works](#)
- [Our Team](#)
- [Join Friends List](#)
- [Join Our Team](#)
- [Webinars](#)

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.

Our books are **free** online. We offer **convenient, low-cost choices** for students – softcovers for under \$30, audio books and chapters, self-print options, and more. Our books are **open** for instructors to modify and make their own (for their own course – not for anybody else's). Our books are the hub of a **social learning network** where students learn from the book *and* each other.

Flat World Knowledge. *Because great minds are evenly distributed. Great textbooks are not. Until Now.*

Flat World Knowledge Is ...

- ▶ **Free Textbooks.** Online. Anytime. Anywhere. [expand all](#) | [collapse all](#)
- ▶ **Convenient Choices.** Instructors adopt the book. Students choose the format.
- ▶ **Open Textbooks.** It's your course. Now make it *your* book. *Your call.*
- ▶ **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/>

Hybrid open access publishers

aupress.ca



- Current and upcoming Titles:
 - Theory and Practice of Online learning (2nd Ed.) (2008) - Terry Anderson
 - Mobile Learning: Transforming the Delivery of Education and Training (2009)- Mohamed Ally
 - A Designer's Log: Case Studies in Instructional Design (2009) - Michael Power
 - Accessible Elements: Teaching Science at a Distance (2009) Kennepohl & Shaw

Slides available on Slideshare

<http://www.slideshare.net/terrya/icde-disruptive-o-e-rs>

Your comments and questions most welcomed!

Terry Anderson

terrya@athabascau.ca

<http://cde.athabascau.ca/faculty/terrya.php>