

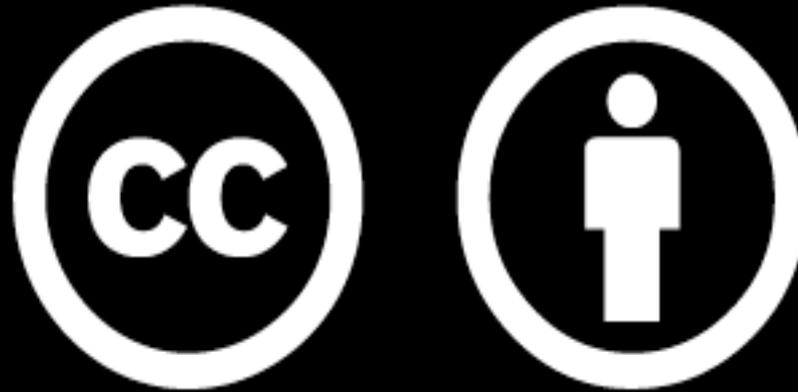
Why OER?



Rory McGreal
UNESCO/COL/ICDE Chair in OER

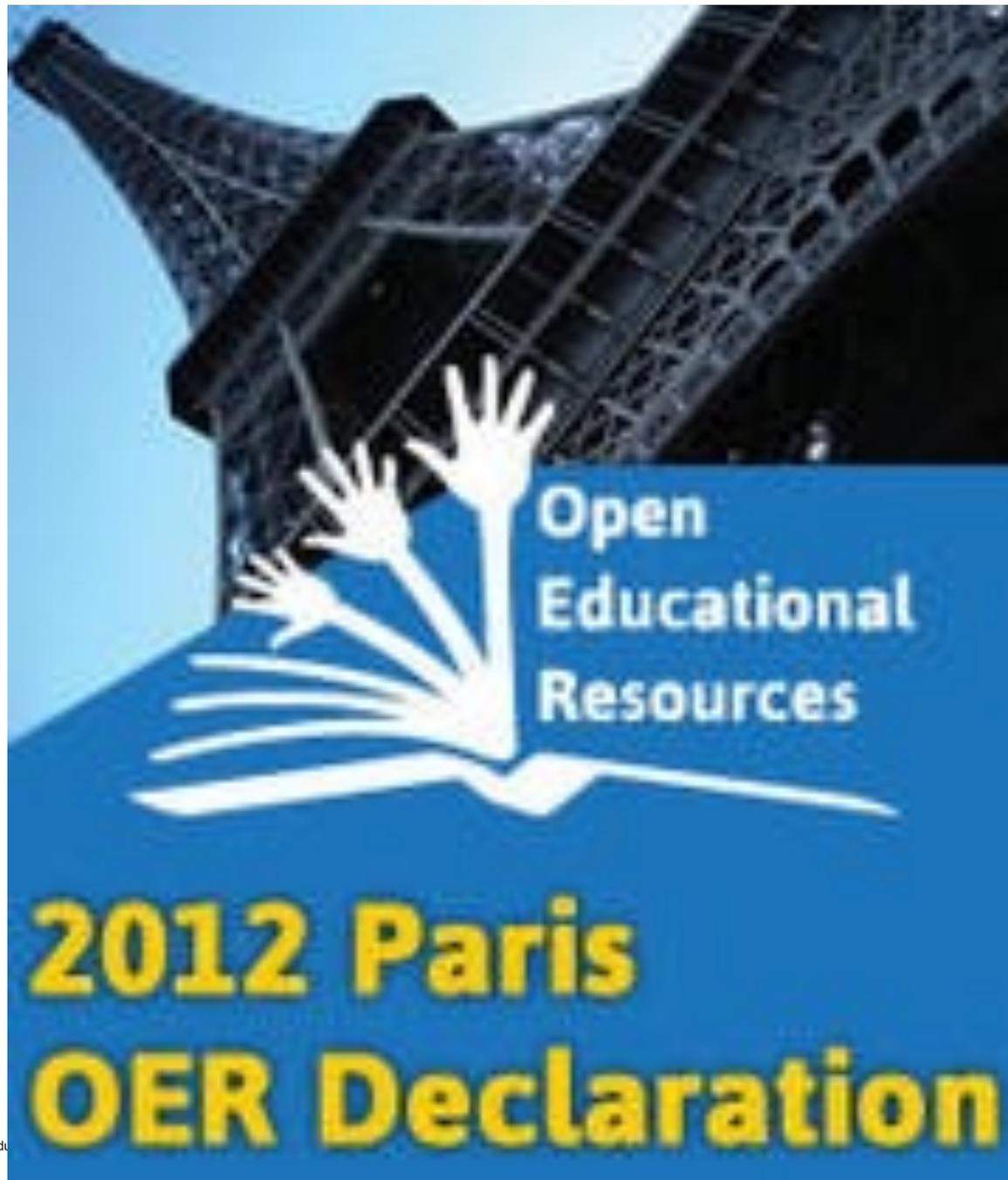


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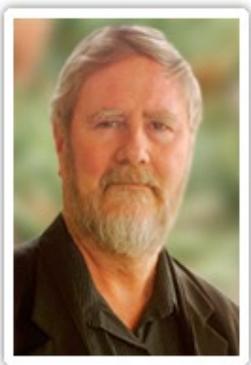
Open
Educational
Resources

**2012 Paris
OER Declaration**



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UNESCO Chairholders in OER Partners



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eMundus EuroProject

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Paulo - BR

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Foundation NZ

eMundus EuroProject

Virtual Mobility: OER and MOOCs

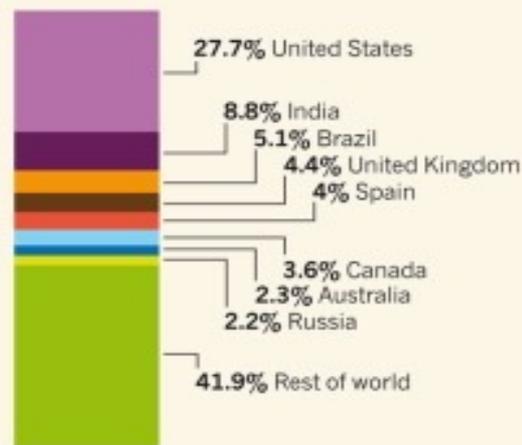
MOOCs rising

Over little more than a year, Coursera in Mountain View, California – the largest of three companies developing and hosting massive open online courses (MOOCs) – has introduced 328 different courses from 62 universities in 17 countries (left). The platform's 2.9 million registered users come from more than 220 countries (centre). And courses span subjects as diverse as pre-calculus, equine nutrition and introductory jazz improvisation (right).

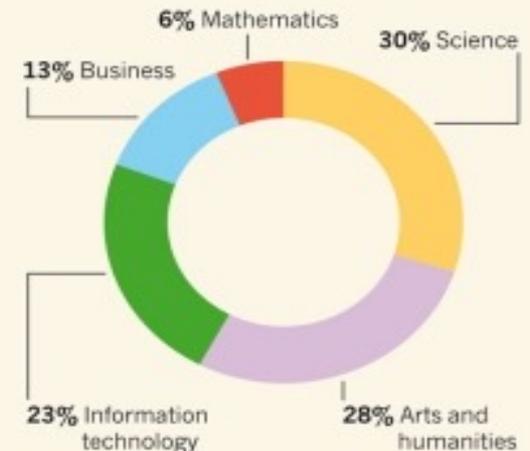
Supply and demand



Student origins



Courses offered



• **European HE needs a strategy**

Open Educational Resources



Twitch

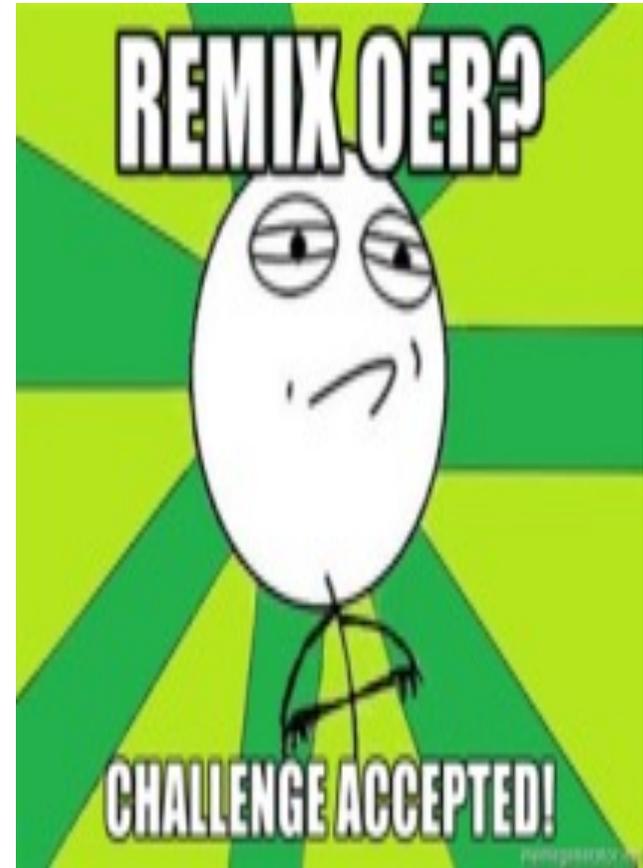
= 2 jiffies or 200 milliseconds

OPEN LICENSING



Changing OER

- **Mixing – a new resource**
- **Adaption – multiple contexts**
- **Extraction – remove assets**
- **Localisation – change to suit**
- **Translation - other language**
- **Reuse/Repurpose**





≠



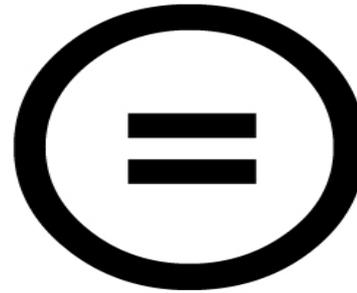
creative commons

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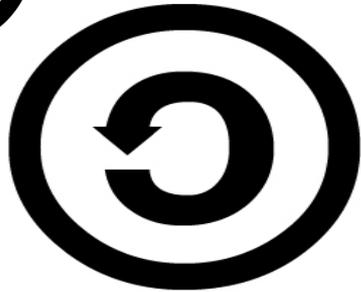
Attribution



No derivatives



ShareAlike



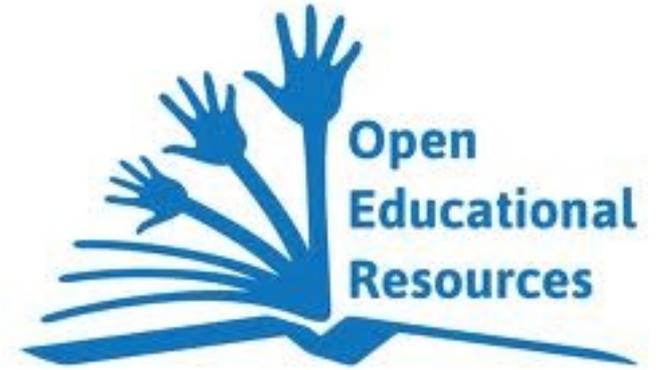
Non-commercial





- **Avoids automatic copyright restrictions.**
- **For different countries, languages**
- **Licence generator (human, legal, machine)**
- **Others can copy or change without permission**
- **Authors rights; some freedoms restricted**
- **Attribution, Reuse, Commercial, Changes**

OPEN  **ACCESS**



≠

=



OPEN EDUCATIONAL RESOURCES

Research publications

Learning materials

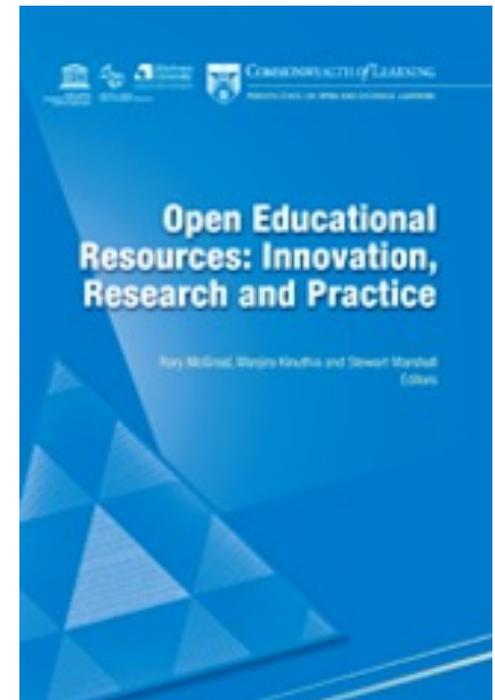
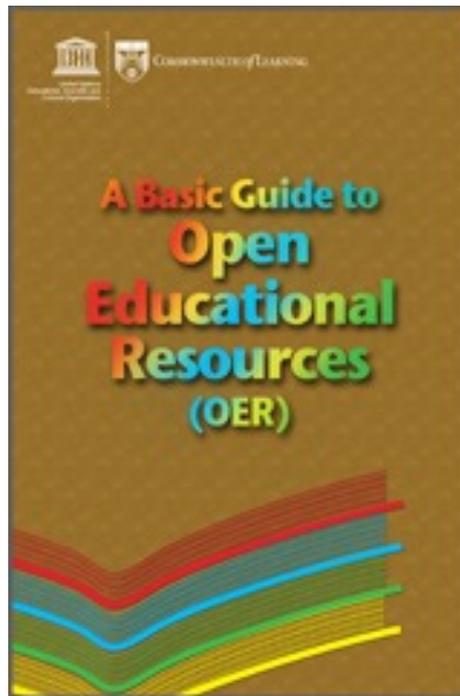
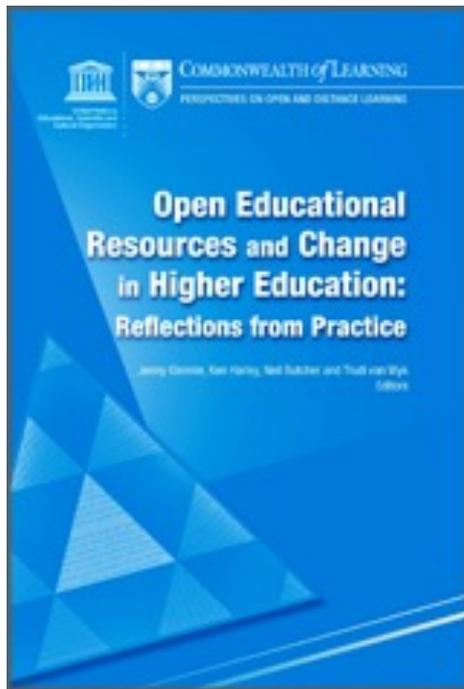
OPEN ACCESS

- **open access publishing**
- **access to material (mainly scholarly publications) via the Internet**
- **material is free for all to read, use (or reuse)**
- **open access journals**



DOAJ DIRECTORY OF
OPEN ACCESS
JOURNALS

OER Books



OER search engines

GLOBE  edna.edu.au DiscoverEd

 CONNECTS PORTAL
EDUCATIONAL RESOURCES
COMMONWEALTH OF LEARNING

 folksemantic  OPEN COURSEWARE CONSORTIUM

See Guide for many OER sites

 Commons

OER Dynamic Search Engine

Google custom search

 OER COMMONS
OPEN EDUCATIONAL RESOURCES

 temoa®

Why OER?

- **Stringent copyright laws**
- **Extortionate trade agreements**

DRM (Digital Rights Management)

You CANNOT

- Copy & paste, annotate, highlight
- Text to speech
- Format change
- Move material
- Print out
- Move geographically
- Use after expiry date
- Resell



But our device is our **PROPERTY**

- DRM restricts our freedom
- Can we not own & control our own property?



Nielsen.com



But, we're innocent!





We've done it!
Perfect copy protection!
A CD that self-destructs
after one playing...

OER

- **Barriers**

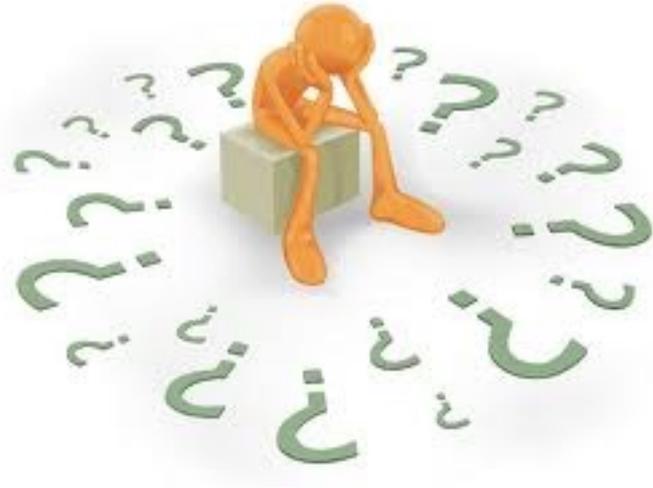
Barriers: Fear

- **Competition**
- **Loss of students/jobs**
- **Loss of revenue/control**
- **Criticism by peers**
- **lack of economic models**
- **Accountability**



With Paul Stacey

Barriers: Confusion



- **Business model**
- **How open licences work**
- **Collaboration strategies**
- **Autonomy**
- **Evidence of effectiveness**
- **Terminology (OA,OER, PD etc.)**

With Paul Stacey

Barriers: Effort

- Finding OER
- Finding *quality* resources
- How it saves time or money?
- Specific academic contexts
- Localisation



With Paul Stacey

- **Subjective & context dependent**
- **Visibility improves quality**
- **Instructors choose content**
- **OER can be improved**



Cost considerations of OER

- **Developing and improving curricula**
- **Ongoing programme and course design**
- **Planning of contact sessions with students**
- **Development of learning materials**
- **Design of effective assessment**



Cost considerations of OER

- OER are FREE
- No unnecessary duplication
- Sharing reduces costs of development
- Removes costs of copyright clearance
- Engages open communities

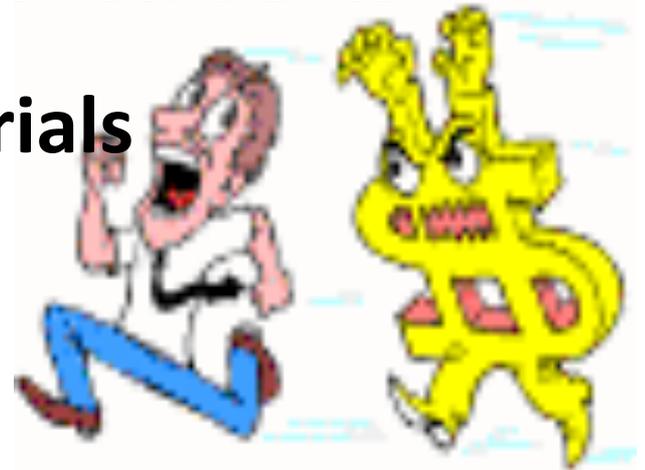


<http://cio-perspectives.com/wp-content/uploads/2009/02/cost-cutting.gif>
No License found

Cost considerations of using commercial content

- Developing and improving current content
- Ongoing programme of course design
- Planning of sessions with students
- Development of learning materials
- Design of effective assessment

BUT OER ARE FREE & ADAPTABLE



Cost considerations of using commercial content

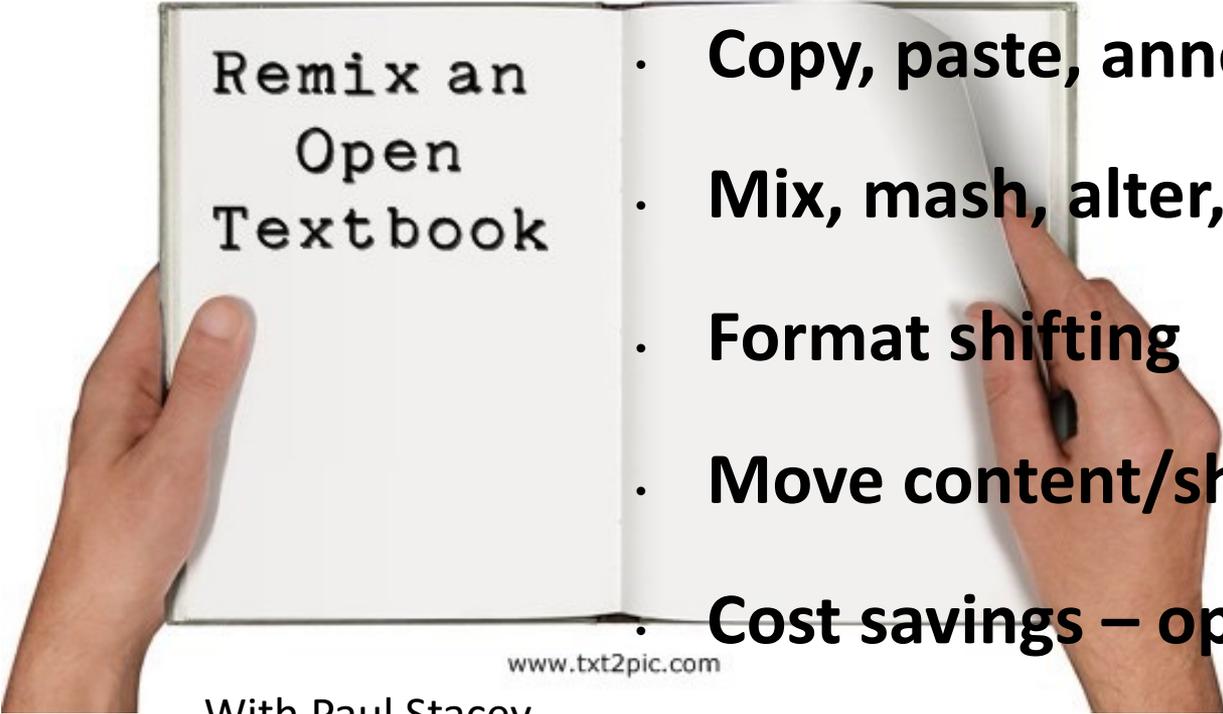
- Don't exclude commercial content
- Use “fair dealing”
- Be careful integrating commercial content with open



<http://static.guim.co.uk/sys-images/Guardian/Pix/pictures/2011/4/17/1301650838393/Spain-s-publish>
No License found

Incentives: YES

- Updating at any time - quality
- Copy, paste, annotate highlight, print
- Mix, mash, alter, localise
- Format shifting
- Move content/share/collaborate
- Cost savings – open texts

An open book is shown. The left page contains the text 'Remix an Open Textbook'. The right page contains a list of actions: 'Copy, paste, annotate highlight, print', 'Mix, mash, alter, localise', 'Format shifting', 'Move content/share/collaborate', and 'Cost savings – open texts'. A hand is visible on the right side, holding a pen and pointing at the list. The book is held by two hands, one on the left and one on the right.

Remix an
Open
Textbook

www.txt2pic.com

With Paul Stacey

Incentives: YES

- **Increased access to education**
- **Students can better assess/plan**
- **Showcase profile/brand**
- **Convert lurkers into students**
- **Accelerate learning**
- **Reduce faculty preparation time**

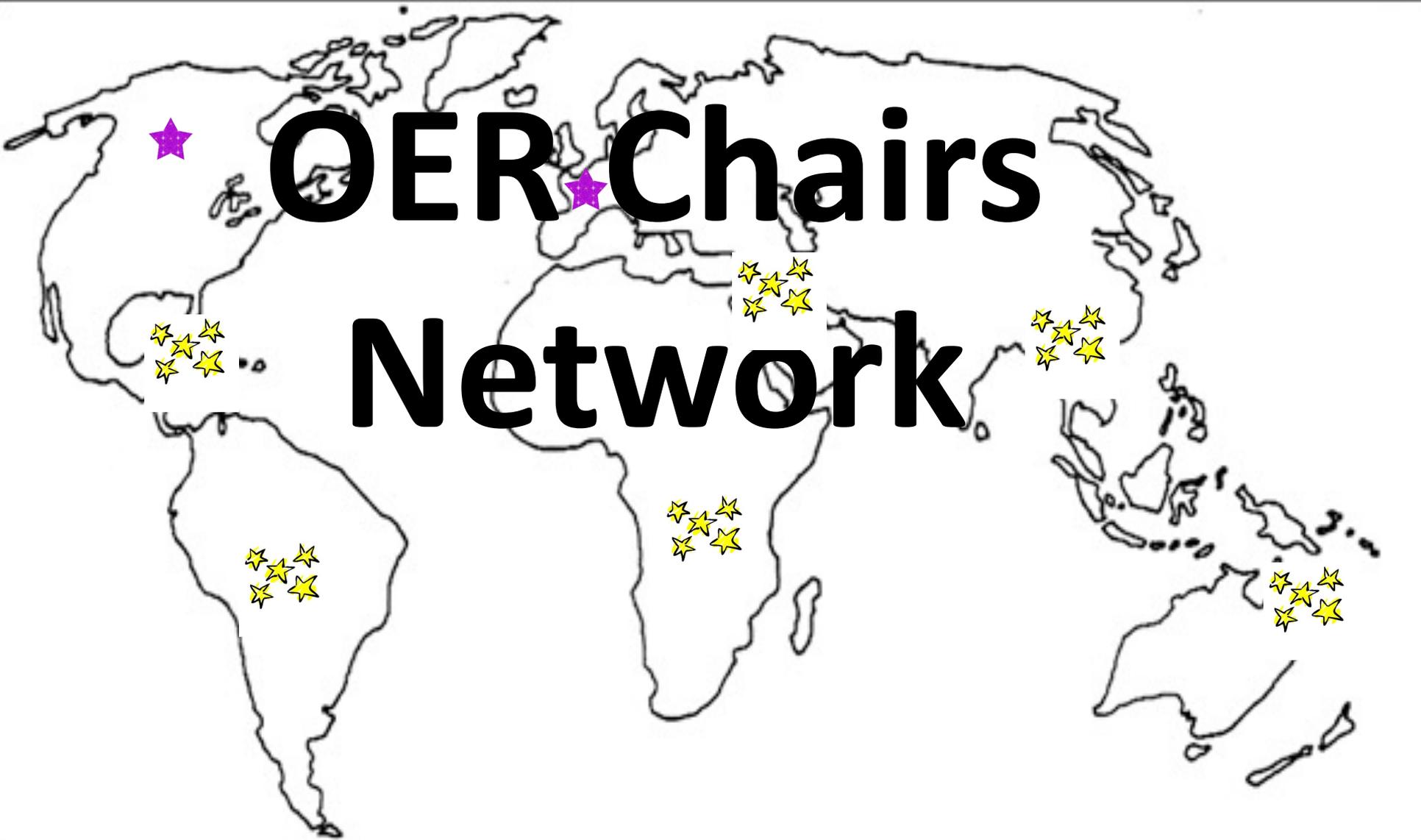


With Paul Stacey

How to participate?

OER Chairs

Network



OER: Successful Practices



<https://oerknowledgecloud.com/>



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Resources



Open Universiteit
www.ou.nl

Global OER Graduate Network



Fred Mulder



OpenUniversiteitNederland

PhD in the study of OER

The issue

Learners who access OER and acquire knowledge/skills cannot have their learning assessed and accredited



Q Why am I taking this course?

Why OERu?

Present systems are unsustainable.

Present systems are not scalable for universal education.

We must find new more cost-effective learning systems with higher quality.

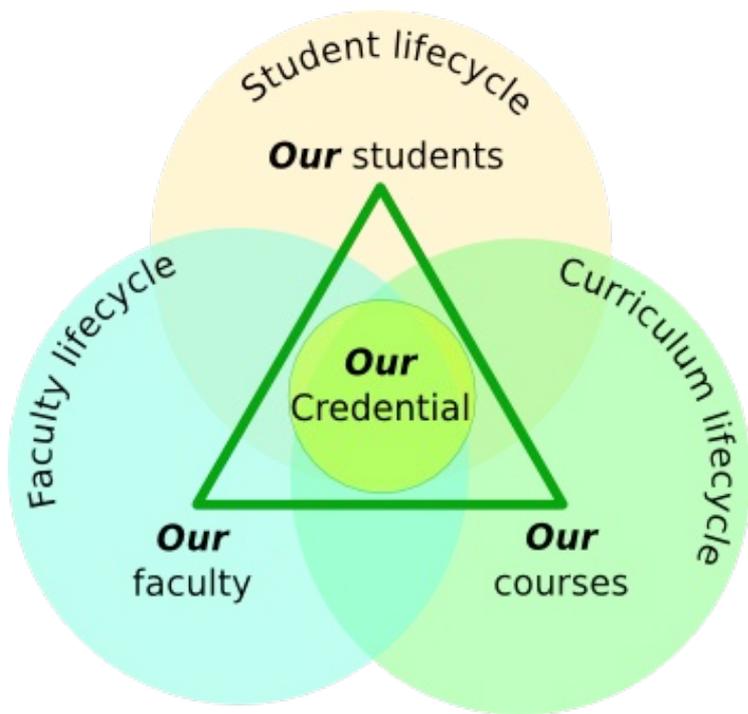
OER will form part of this solution:

How many learners??

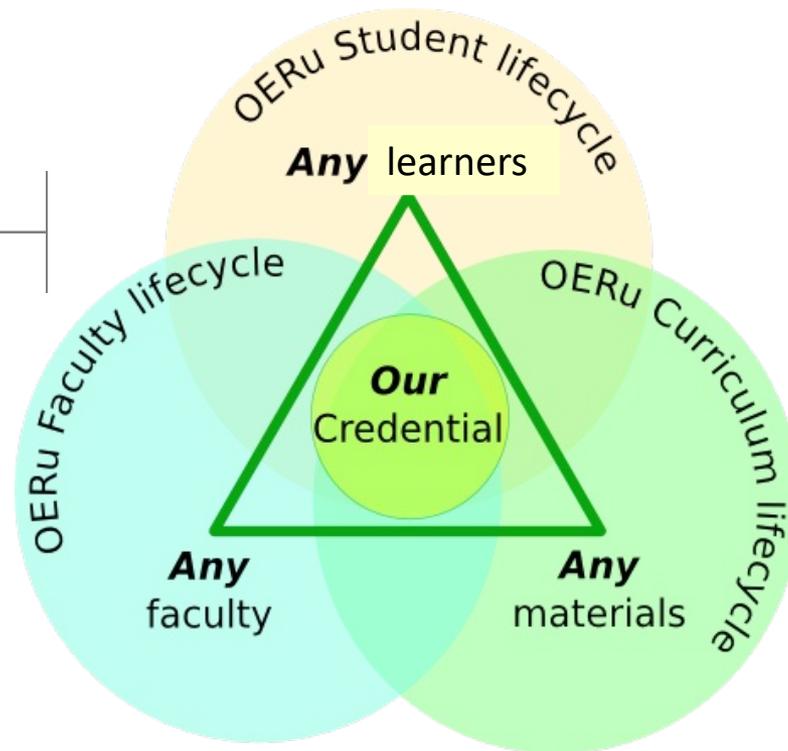


The view from an OERu partner

Traditional model



OERu model



Friesen & Murray

The mini-MOOC

Digital Licenses

- Copy & paste, annotate, highlight
- Text to speech or hyperlink
- Format change
- Move material to another computer
- Print out
- Move geographically
- Use after expiry date
- Resell



- **Owners have NO liability even if product doesn't work**
- **Owners can "invade" your computer without permission**
- **Collect & use personal data**
- **User has a "privilege" to use the product not own it**

- **Prohibited to show your content to others**
- **Must accept that you have NO rights**

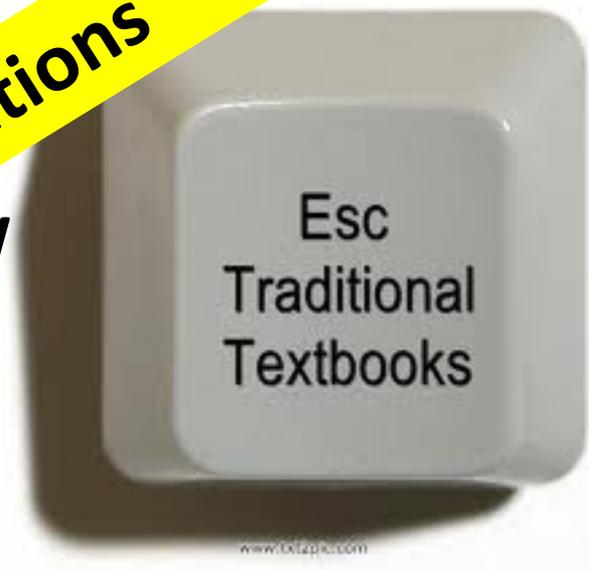


Open ETextbooks



- Copy & paste, annotate, highlight ✓
- Text to speech or hyperlink ✓
- Format change ✓
- Move material to other contexts ✓
- Print out ✓
- Move geographic content ✓
- No expiry date ✓
- Reuse/Remix/Mash ✓
- Remain privacy and digital rights ✓✓

Essential for E-learning implementations



Access Rights?

Vendors can control how, when, where, and with what specific brands of technological assistance audiences are able to access content



You buy but you don't get

Commercial Learning Service or Rent-a-book



- student owns nothing, can share nothing, save nothing, sell nothing
- subscription ends – ALL ends
- publishers own student data, notes, highlights
- students can't transfer data



US Version
+20 000 movies

per month
\$ 7.99



+45 000 TV shows

\$ 7.99



+15 000 000 songs

\$ 9.99

TOTAL

\$25.97



ONE Biology text

\$20.25

-David Wiley

Attack on Personal Property

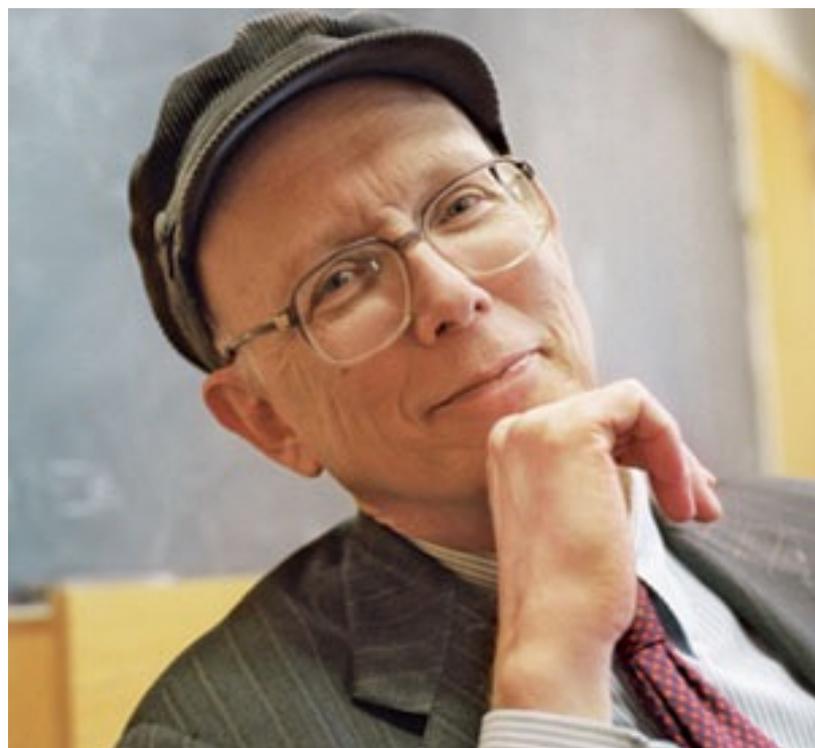
When you subscribe to content through a digital service, the publisher achieves complete and perfect control over you and your use of their content

-- David Wiley



**Openness is the
skeleton key that
unlocks every attempt
at vendor control and
lock in**





- **“Affordability in the future may be the first requirement not an afterthought.”** Whitesides (2011)

The race may not be to the swift, but to the cheap

Fair Dealing

Pentalogy, July, 2012



Canadian Supreme Court



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Athabasca
University
The future of learning.



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Fair Dealing

Different rules for paper & digital

Class copies are ok
Coursepacks are ok



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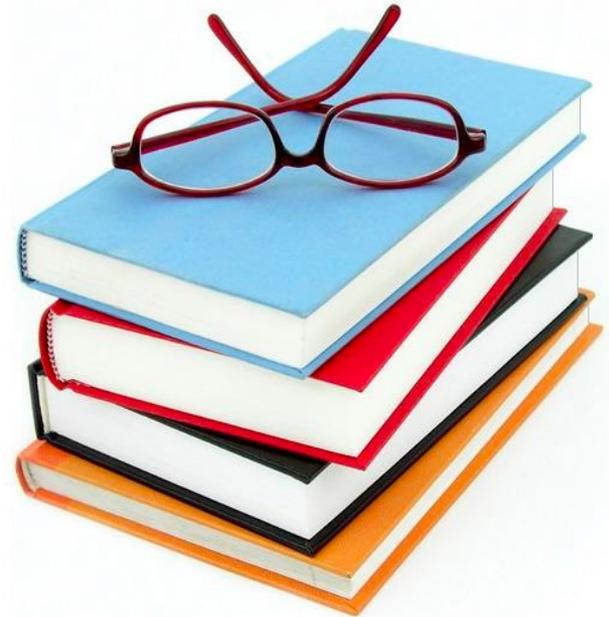


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Fair Dealing

Different rules

Technologically neutral



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Fair Dealing

Overly restrictive & unnecessary requirements

MUST have a Large & liberal interpretation





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Connectivism 2008

Welcome to the **Connectivism and Connective Knowledge Online Course** support wiki.

Conference tags: CCK08

This page is also available in: [Spanish](#), [Portuguese](#), [Italian](#), [Hungarian](#), [Chinese](#) [\(Simplified Character Version\)](#), and [German](#). See also [this short post](#) [on making surfing in China easier](#)

This course also has a FaceBook group at [CCK08](#)

Contents [\[hide\]](#)

- 1 Please enter your email address here if you'd like to be involved (either for free participation or to enroll for credit).
- 2 Course blog is available here
- 3 Course Details
- 4 Weekly Activities
- 5 Learner Assignments and Evaluation
- 6 Course Links
- 7 Pre-week 1
- 8 Week 1: What is Connectivism? (September 8-14)
- 9 Week 2: Rethinking epistemology: Connective knowledge (September 15-21)
- 10 Week 3: Properties of Networks (September 22-28)
- 11 Week 4: History of networked learning (September 29-October 5)
- 12 Week 5: Connectives and Collectives: Distinctions between networks and groups (October 6-12)
- 13 Week 6: Complexity, Chaos and Randomness (October 13-19)
- 14 Week 7: Instructional design and connectivism (October 20-26)
- 15 Week 8: Power, control, validity, and authority in distributed environments (October 27-November 2)
- 16 Week 9: What becomes of the teacher? New roles for educators (November 3-9)
- 17 Week 10: Openness: social change and future directions (November 10-16)
- 18 Week 11: Systemic change: How do institutions respond? (November 17-23)
- 19 Week 12: The Future of Connectivism and Directions in Research (November 24-30)
- 20 Short Paper 1: Your position on Connectivism



2008: CCK08

Stephen Downes, George Siemens

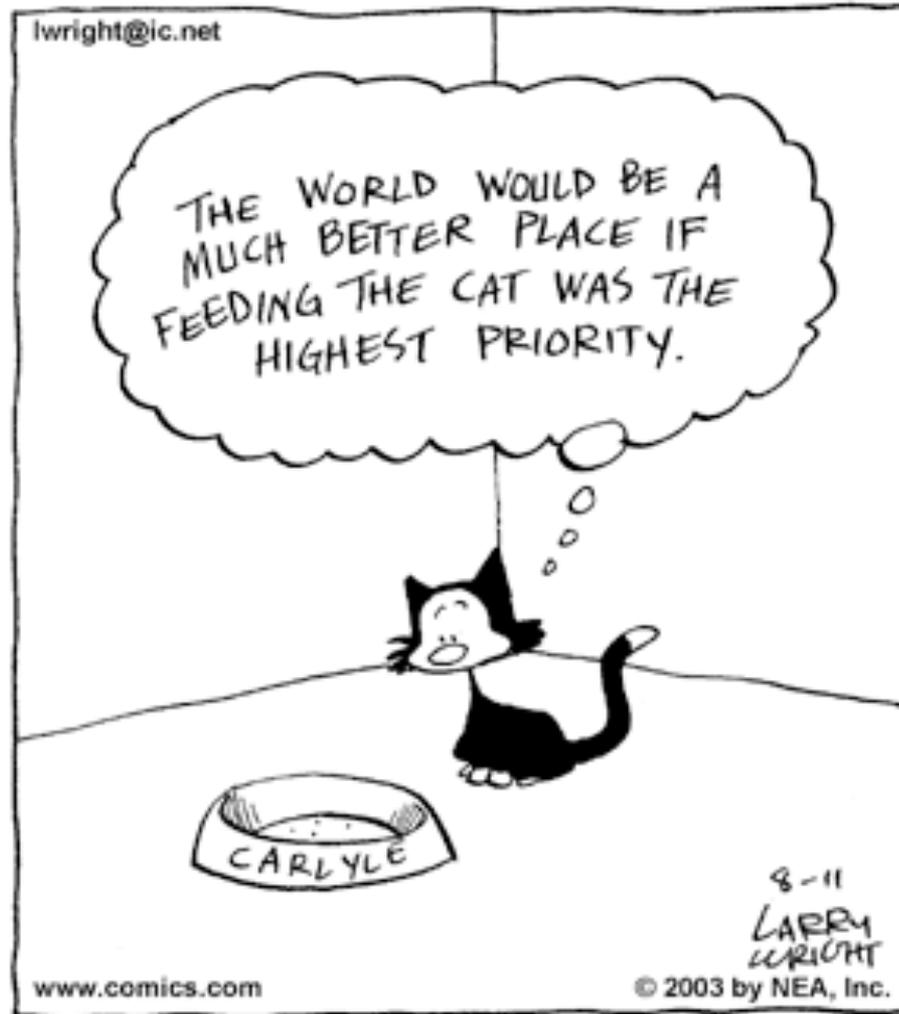
The First Massive Open Online Course (MOOC)

G. Siemens



**If you're not confused,
you don't understand**

Priorities NOT Principles



© 2003 by NEA, Inc.

Law & Policy

Enable us

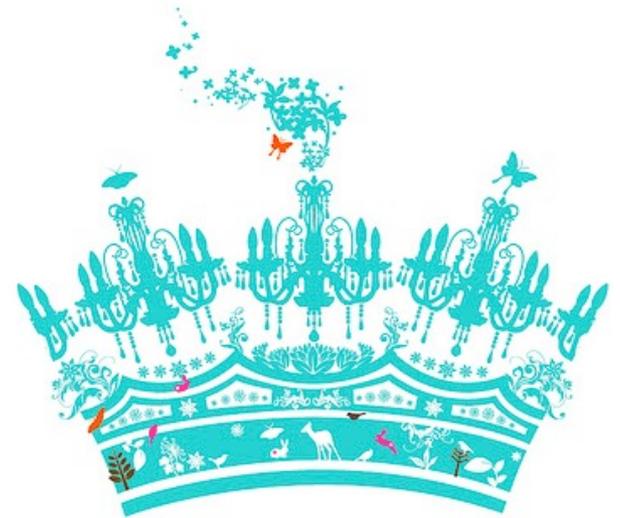
**To shout “MINE”
ever more loudly, to
convulse ever more
uncontrollably and
hit each other with
ever larger toys.**

D. Wiley





The restriction of the commons by patents, copyright, and databases [right] is not in the interests of society and unduly hampers scientific endeavour.



Papal Encyclical

“On the part of rich countries there is excessive zeal for protecting knowledge through an unduly rigid assertion of the right to intellectual property . . .”

- Pope Benedict XVI



Papal Encyclical

“On the part of rich countries there is excessive zeal for protecting knowledge with an unduly rigid assertion of intellectual property . . .”

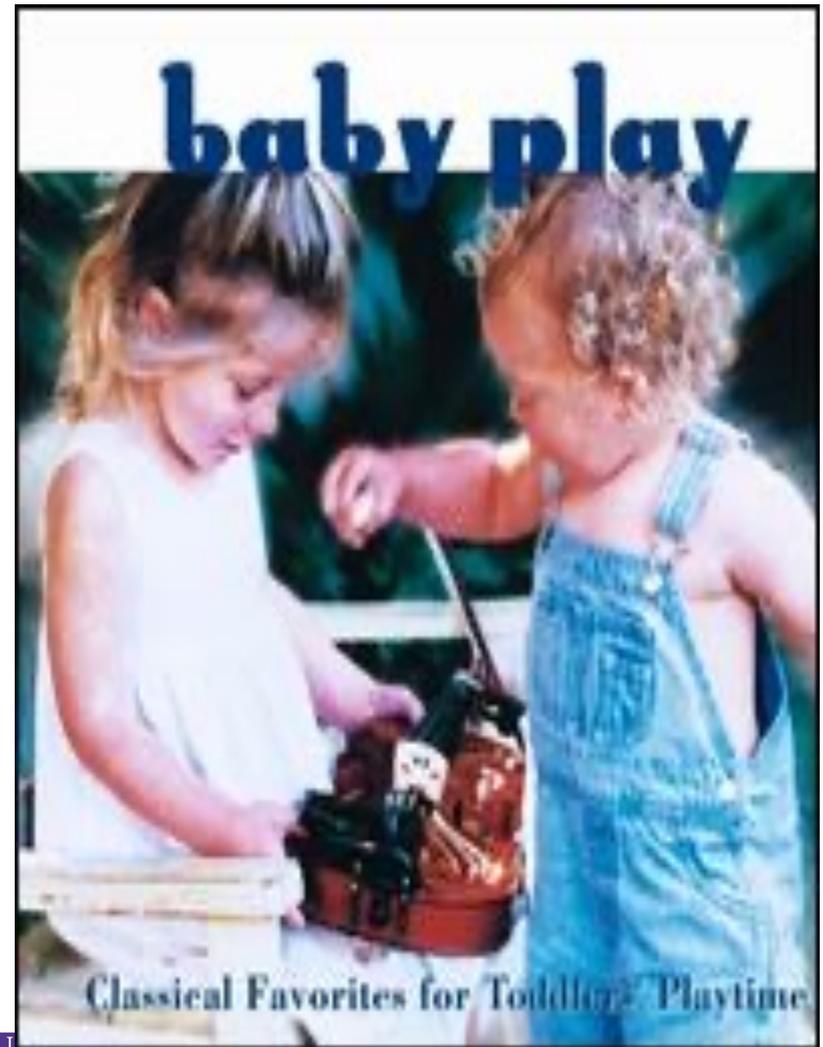
- Pope Benedict XVI

God is on our side



It's fascinating that we live in a society where openness and sharing can actually be considered crimes.

▪ **Stephen Downes**



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DISTANCE EDUCATION



THANK YOU

rory@athabascau.ca

<http://www.col.org/resources/publications/Pages/detail.aspx?PID=446>