

Contact North | Contact Nord

Ontario's Distance Education & Training Network

Le réseau d'éducation et de formation à distance de l'Ontario

OER Workshop

Collège Boréal
November 19, 2013

By **Dr. Rory McGreal**

*UNESCO/Commonwealth of Learning
Chair in Open Educational Resources*

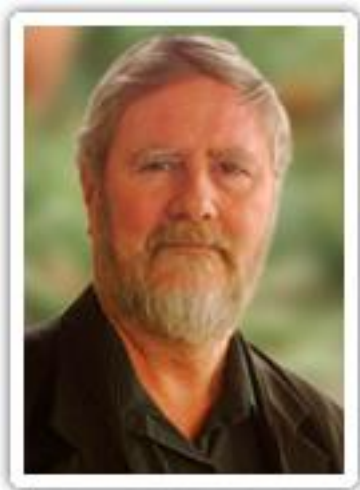
Research Associate at

Contact North | Contact Nord



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(some images fair dealing)

UNESCO Chairs in OER Partners



Rory McGreal
Canada



Wayne Mackintosh
New Zealand



Tel Amiel (in progress)
Brazil



Fred Mulder
Netherlands



COMMONWEALTH of LEARNING



Open
Educational
Resources

**2012 Paris
OER Declaration**

Col.org



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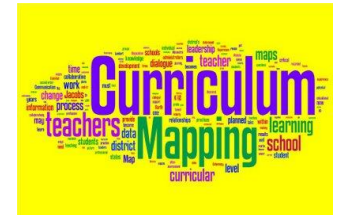
Focus

- 1) Fully understand Open Educational Resources, the facts and myths surrounding them, and worldwide use trends;
- 2) Find and identify quality, free and useful Open Educational Resources;
- 3) Develop your own Open Educational Resources and manage development projects.
- 4) Deal with copyright requirements; and
- 5) Explore worldwide best practices;

1. Open Educational Resources:

**Facts & Myths surrounding them
& worldwide use trends**

OER



OPEN LICENSING



Changing OER

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





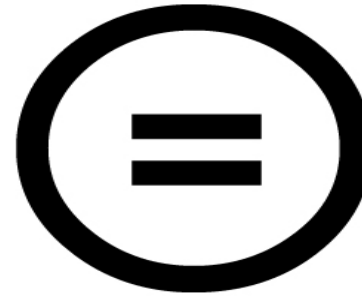
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creative commons

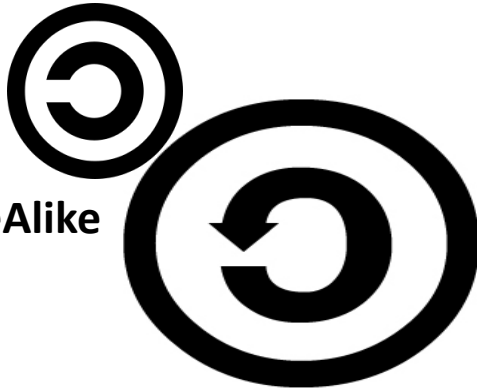
Some rights reserved

Attribution



No derivatives

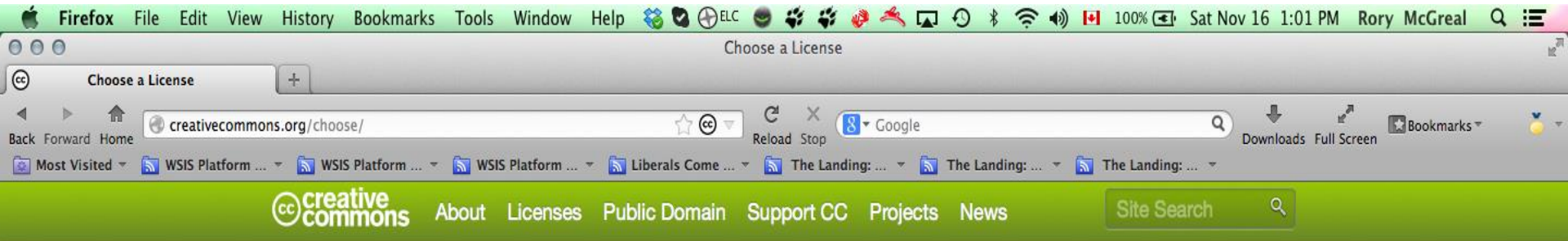
ShareAlike



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**



New to Creative Commons? [[Considerations before licensing](#)] [[How the licenses work](#)]

Explore the Creative Commons licenses. [[Want public domain instead?](#)]

- <http://creativecommons.org/choose>

License Features
Your choices on this panel will update the other panels on this page.

Allow modifications of your work?

Yes No

Yes, as long as others share alike

Allow commercial uses of your work?

Yes No

Selected License
Attribution 3.0
Unported



Why OER?

- DRM (digital rights management)
- Digital licenses

digital restrictions management?

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...

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



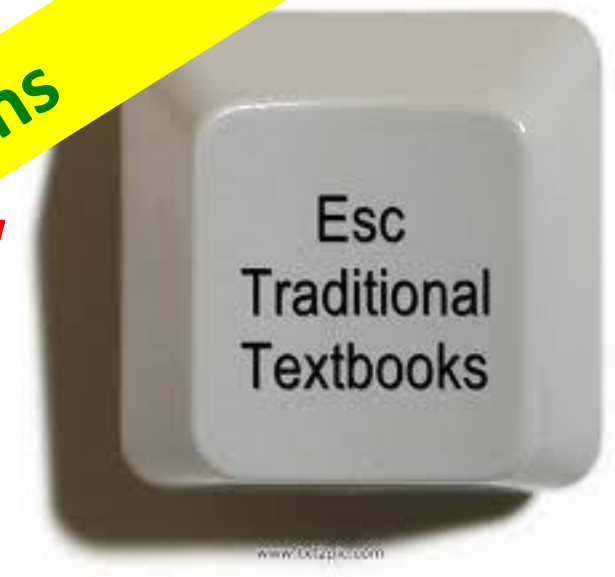
Open ETextbooks



- Copy & paste, annotate, highlight ✓
- Text to speech or hyperlink ✓
- Format change ✓
- Move material to other courses ✓
- Print out ✓
- Move geographic content ✓
- No expiry date ✓
- Reuse/Reuse Mash ✓

Essential for E-learning implementations

• Privacy and digital rights ✓✓



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



FREE-CODECS.COM



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

Myths: 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

Myths: Effort

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



With Paul Stacey

Facts: Special Interests

- Publishers
- Copyright collectives
- Textbook authors \$\$\$
- “Not invented here”
- Copyright officers
- ????

With Paul Stacey





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=



Research publications

Learning materials

Cost considerations of OER

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

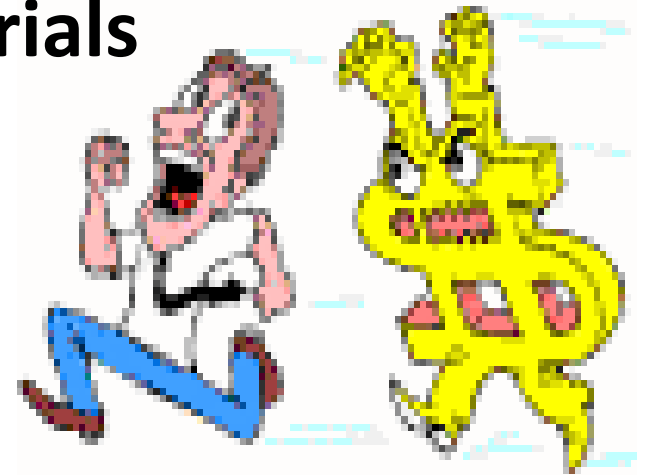


<http://cio-perspectives.com/wp-content/uploads/2009/02/cost-cutting.gif>
No License found

Cost considerations of using commercial content

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

BUT OER ARE FREE & ADAPTABLE



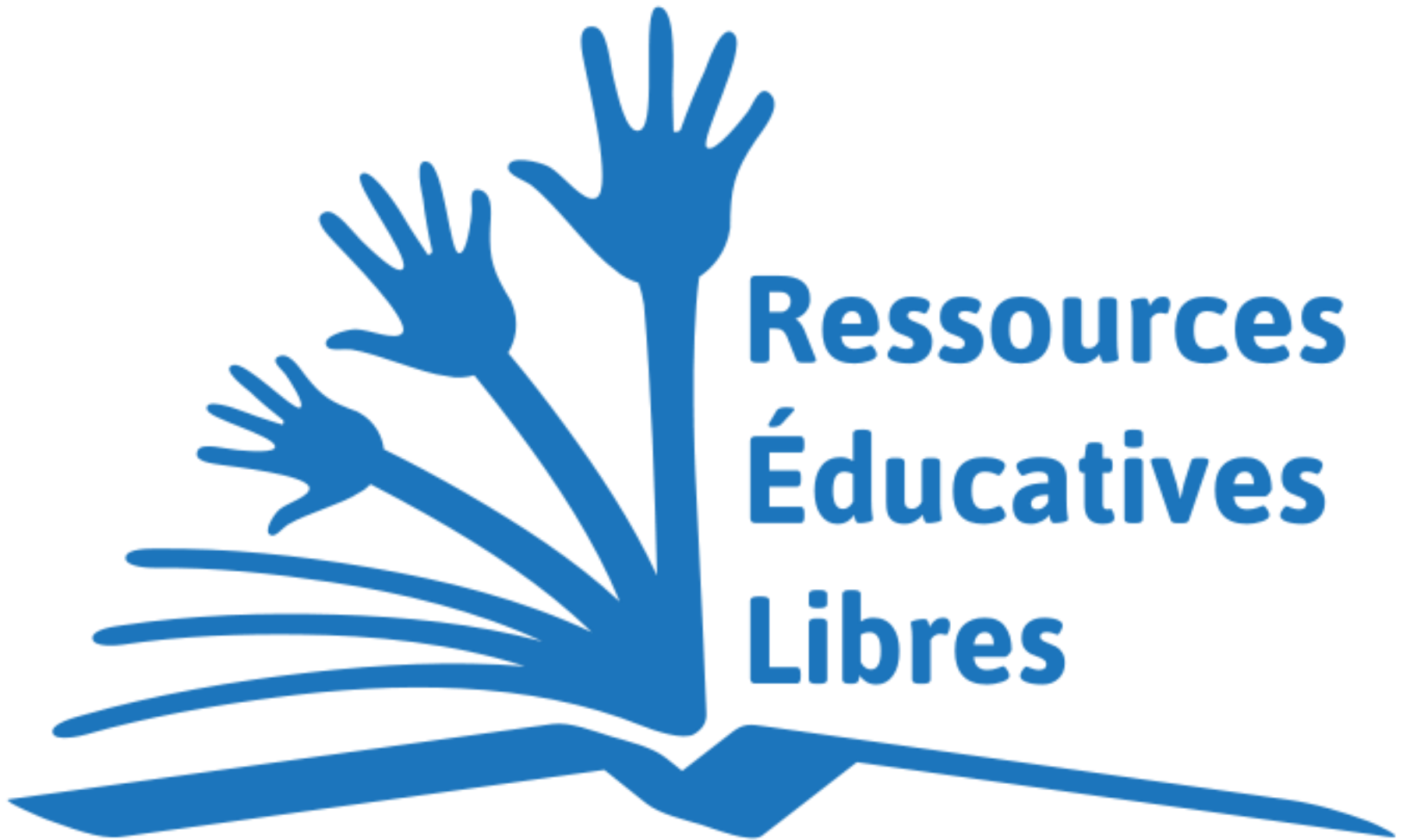
Cost considerations of using commercial content

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



3. Find & identify quality free & useful OER

French OER



Ressources Éducatives Libres

<http://www.unesco.org/new/fr/communication-and-information/access-to-knowledge/open-educational-resources/>

OPEN COURSEWARE CONSORTIUM

[http://www.ocwconsortium.org/
/language/French/](http://www.ocwconsortium.org/language/French/)





* Erreurs actuellement

<http://ariadne.cs.kuleuven.be/finder/ariadne/>

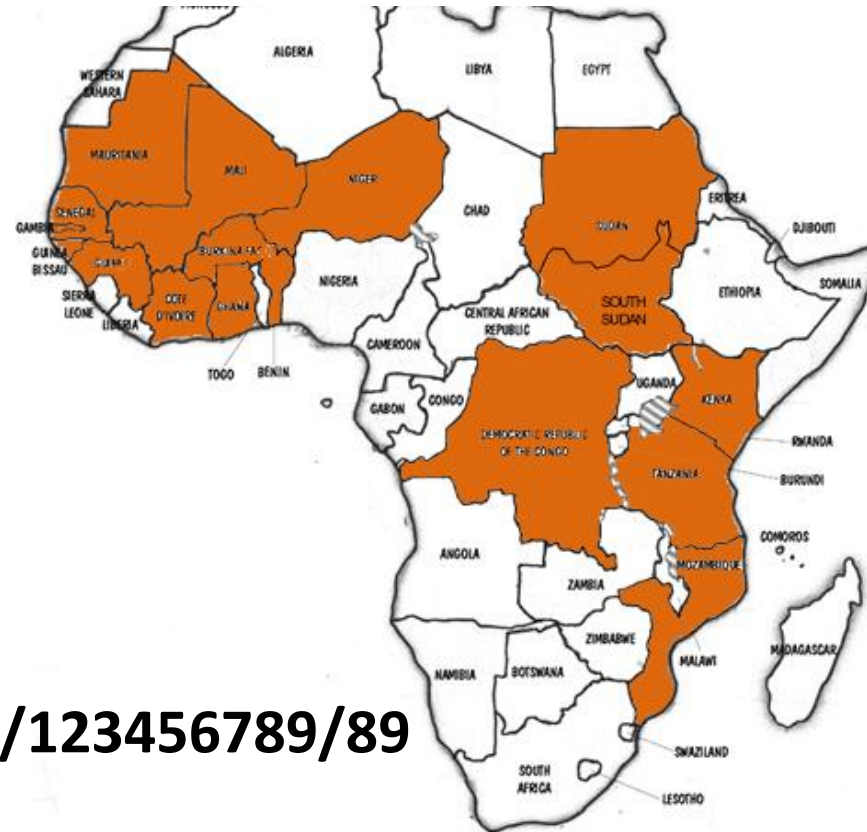


<http://cursus.edu/>

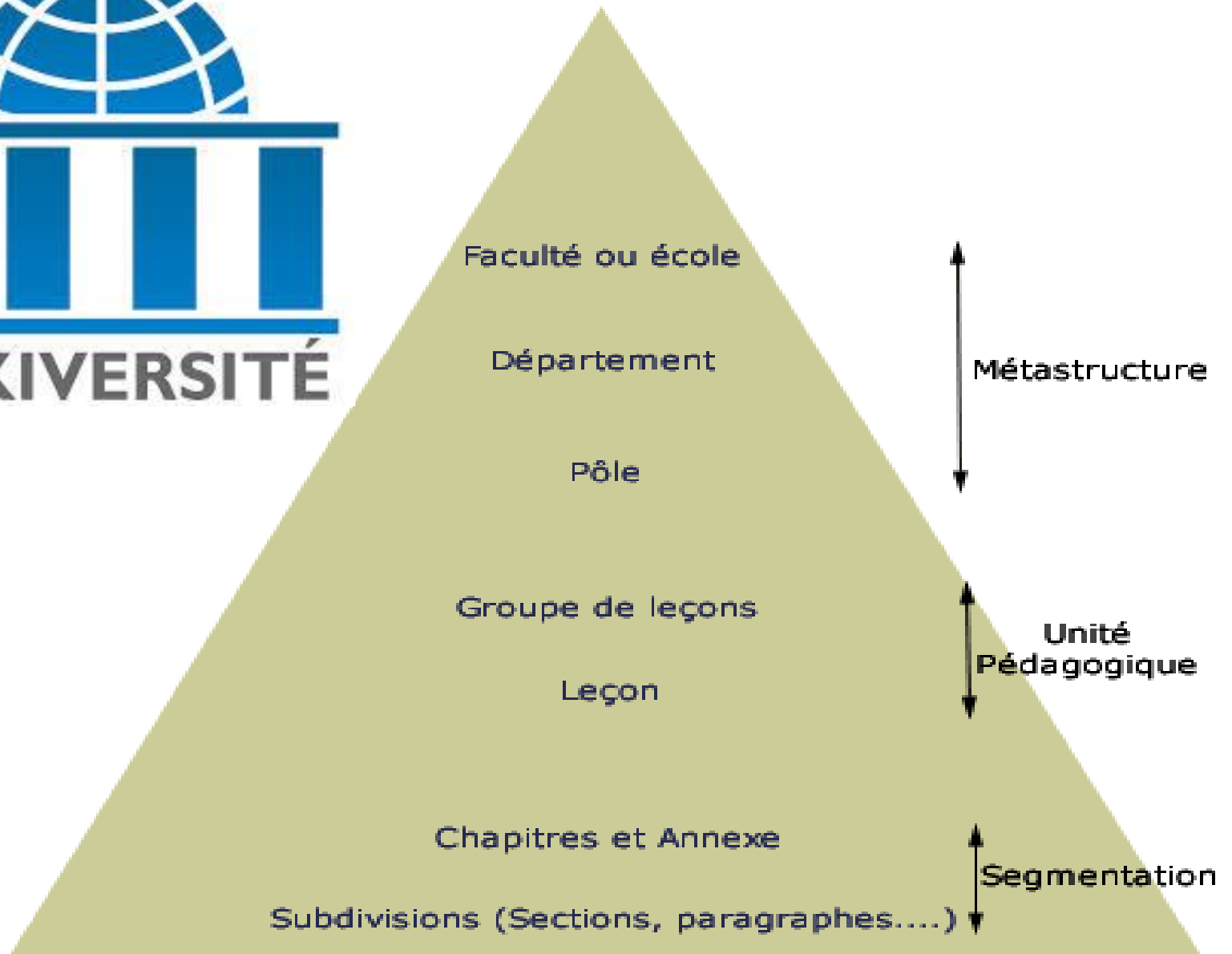


AFRICAN VIRTUAL UNIVERSITY UNIVERSITE VIRTUELLE AFRICAINE UNIVERSIDADE VIRTUAL AFRICANA

- English
- French
- Portuguese



<http://oer.avu.org/handle/123456789/89>



<http://fr.wikiversity.org/wiki/Accueil>

Sankoré

L'éducation numérique libre et gratuite pour tous

Pour les écoles

L'eau dans tous
ses états !



Sankoré

<http://sankore.org/>

Ressources éducatives sous licence CC, en français

Sésamath

<http://manuel.sesamath.net/>



Université En Ligne

<http://www.uel.education.fr/consultation/presentation/index.html>

<http://www.francophonie.org/>
Sillages ressources pour les classes préparatoires

<http://sillages.info/>



Les Universités Numériques Thématiques

<http://www.unit.eu/fr/enseignant/unt>



Francophonie

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



Creative Commons France



Accueil > Actualités > Actualités >

- ▶ ACTUALITÉS
- ▶ APPELS À PROJETS / CANDIDATURES
- ▶ ÉVÉNEMENTS
- ▶ RECRUTEMENTS
- ▶ MARCHÉS PUBLICS
- ▶ AGENDA

VERS UN PLAN D'ACTION DE L'OIF SUR LES RESSOURCES ÉDUCATIVES LIBRES DANS L'ESPACE FRANCOPHONE

Une vingtaine d'experts du Nord et du Sud se réunissent à Moncton (Canada-Nouveau Brunswick) pour élaborer un plan d'action de l'OIF en faveur du développement des ressources éducatives libres (REL) au sein de l'espace francophone.

À l'invitation de l'OIF, avec l'appui du Ministère des Affaires intergouvernementales (MAI) et

A+ A- [print icon] [email icon] [facebook icon] [google+ icon] [twitter icon]

APPELS À PROJETS EN COURS

Fonds d'aide à la circulation des artistes 2013

Partir en congés solidaires au Rwanda pour le développement local de l'OIF

[VOIR TOUS LES APPELS À PROJETS](#)

AGENDA

4 au 7 février 2013 à Moncton (Canada-Brunswick)

TOP TEN leads for finding OER

GLOBE  edna.edu.au DiscoverEd

 HEALTH CONNECTS PORTAL
EDUCATIONAL RESOURCES
COMMONWEALTH OF LEARNING

 folksemantry  OPEN COURSEWARE
CONSORTIUM

 Commons

OER Dynamic Search Engine

Google custom search

 OER
COMMONS
OPEN EDUCATIONAL RESOURCES

 temoa®

See Guide for many OER sites

Creating, Using and Sharing Open Educational Resources



KNOWLEDGE SERIES

knowledge Series

A THORSON, BERRY AND BROWN TRUST FUNDATION PRODUCTION AND DISTRIBUTION

Open Access Textbooks

Creating OER and Combining Licenses - Full



Press Esc to return to main mode.



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



MIT original



Cnx.org
Rice University



INSIDE COLLECTION (TEXTBOOK):
College Physics
Textbook by: [OpenStax College](#). [E-mail the author](#)

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Order printed collection

« Previous | Next »

Module: Introduction to Science and the Realm of Physics, Physical Quantities, and Units

Module by: [OpenStax College](#). [E-mail the author](#)

TABLE OF CONTENTS

- Preface
- ▶ **1. Introduction: The Nature of Science and Physics**
 - Introduction to Science and the Realm of Physics, Physical Quantities, and Units
 - Physics: An Introduction
 - Physical Quantities and Units
 - Accuracy, Precision, and Significant Figures
 - Approximation
- ▶ 2. Kinematics
- ▶ 3. Two-Dimensional Kinematics
- ▶ 4. Dynamics: Force and Newton's Laws of Motion
- ▶ 5. Further Applications of Newton's Laws: Friction, Drag, and Elasticity
- ▶ 6. Uniform Circular Motion and Gravitation
- ▶ 7. Work, Energy, and Energy Resources
- ▶ 8. Linear Momentum and Collisions
- ▶ 9. Statics and Torque
- ▶ 10. Rotational Motion and Angular Momentum
- ▶ 11. Fluid Statics
- ▶ 12. Fluid Dynamics and Its Biological and Medical Applications
- ▶ 13. Temperature, Kinetic Theory, and the Gas Laws

1 INTRODUCTION: THE NATURE OF SCIENCE AND PHYSICS



Figure 1: Galaxies are as immense as atoms are small. Yet the same laws of physics describe both, and all the rest of nature—an indication of the underlying unity in the universe. The laws of physics are surprisingly few in number, implying an underlying simplicity to nature's apparent complexity. (credit: NASA, JPL-Caltech, P. Barmby, Harvard-Smithsonian Center for Astrophysics)

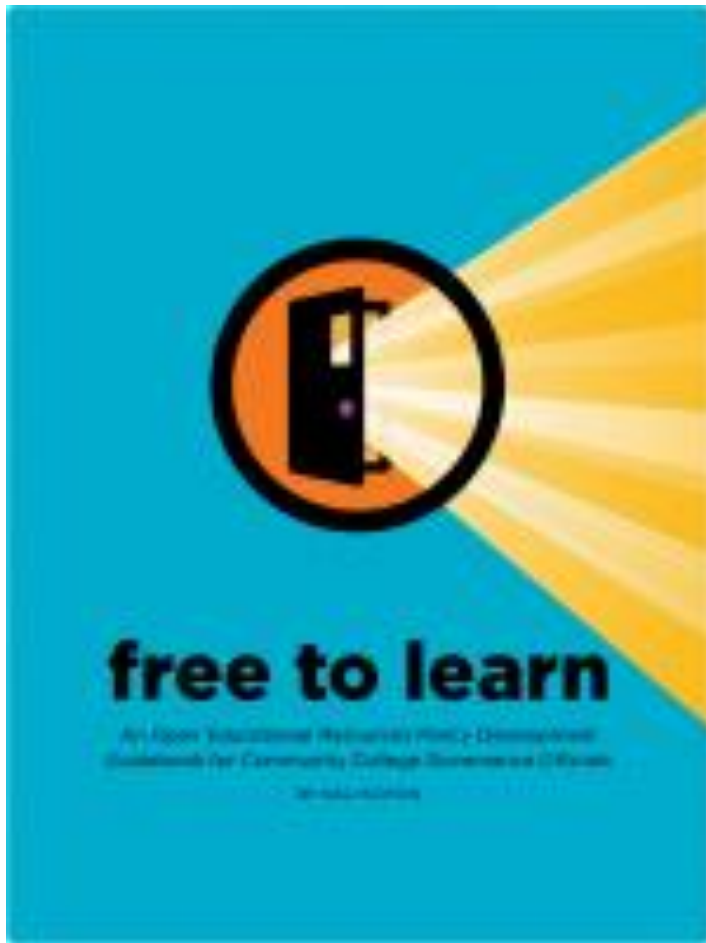


<http://www.saylor.org/courses/bus103/>

+60 full courses



<http://open.bccampus.ca/open-textbook-101/where-to-find-open-textbooks/>



Policies for community colleges

http://wiki.creativecommons.org/Free_to_Learn_Guide

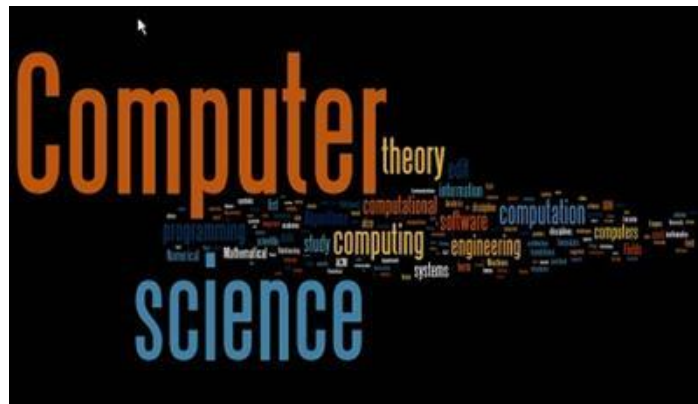
Google custom search

University Learning = OCW+OER = Free

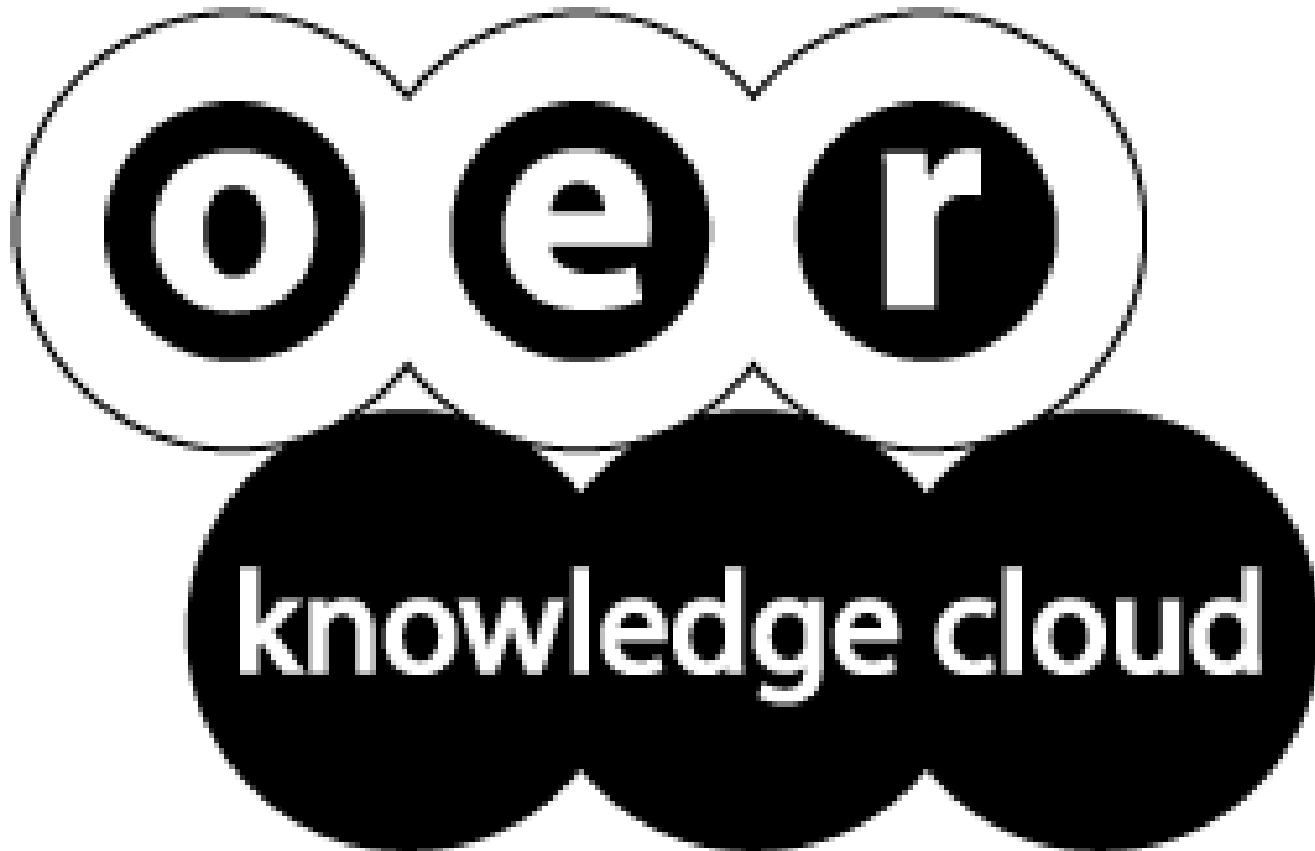
<https://www.google.com/cse/home>

cx=009190243792682903990:e40rcqv1bbo

IS Intelligent Information Systems



http://iiscs.wssu.edu/drupal/csoer_collections



<https://oerknowledgecloud.com/>

Academic Earth

<http://academicearth.org>

Ariadne

<http://ariadne.cs.kuleuven.be/AriadneFinder>

Curriki

www.curriki.org

Federal Registry for Ed. Excellence

<http://free.ed.gov>

JISC UK

www.jiscdigitalmedia.ac.uk/guide/finding-video-audio-and-imagesonline/#

Jorum UK

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



MERLOT

www.merlot.org/merlot/index.htm

The National Repository of Open Educational Resources India

<http://nroer.in/home>

Siyavula South African repository K–12

<http://projects.siyavula.com/technology-powered-teaching>

Wikiversity

www.wikiversity.org

Creative Commons

<http://creativecommons.org/education>



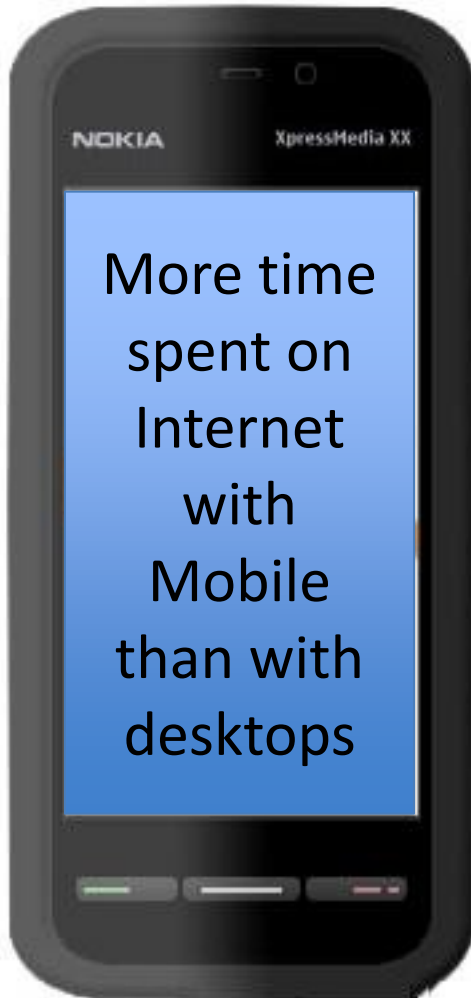
OER in Ontario

- • Carleton [VidéoTech](#) for French as a Second Language
- • [Durham College](#) for apprentices
- • [Fanshawe College](#) learning objects for apprentices
- • [Shingwauk project](#) with resources on residential schools
- • [UOIT](#) – student support for maths and writing
- • [UofOttawa](#) – Visez Juste language tools for
(Francophones living in Anglophone environments)
- • [Uof Toronto](#) – MOOCs and learning objects
- • [Western](#) – anatomy slide sets
- • [York](#) – student learning support through SPARK, a virtual learning
commons

4.

Develop/Manage/Assemble your own OER

Mobile learning



1/3 only access internet via mobile

**4.5 billion mobile subscriptions
1.5 billion mobile internet users**

90% of world population is covered by cellular



Design for Mobile FIRST



OPENNESS

Digital convergence:



Electronic book

Radio

Telephone

Computer PDA

Game player

Fa

Handy 21 Oxygen project MIT



Camera

WWW

Email



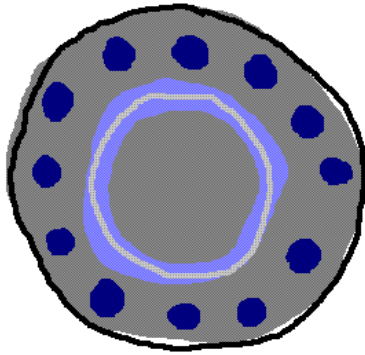
Pervasive computing

Designing/Managing/Assembling OER?

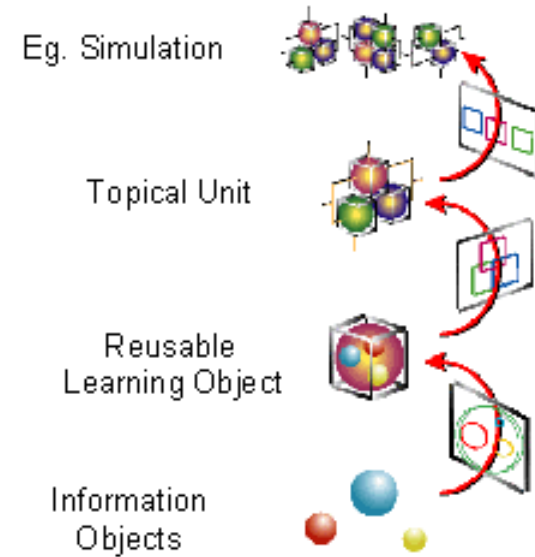
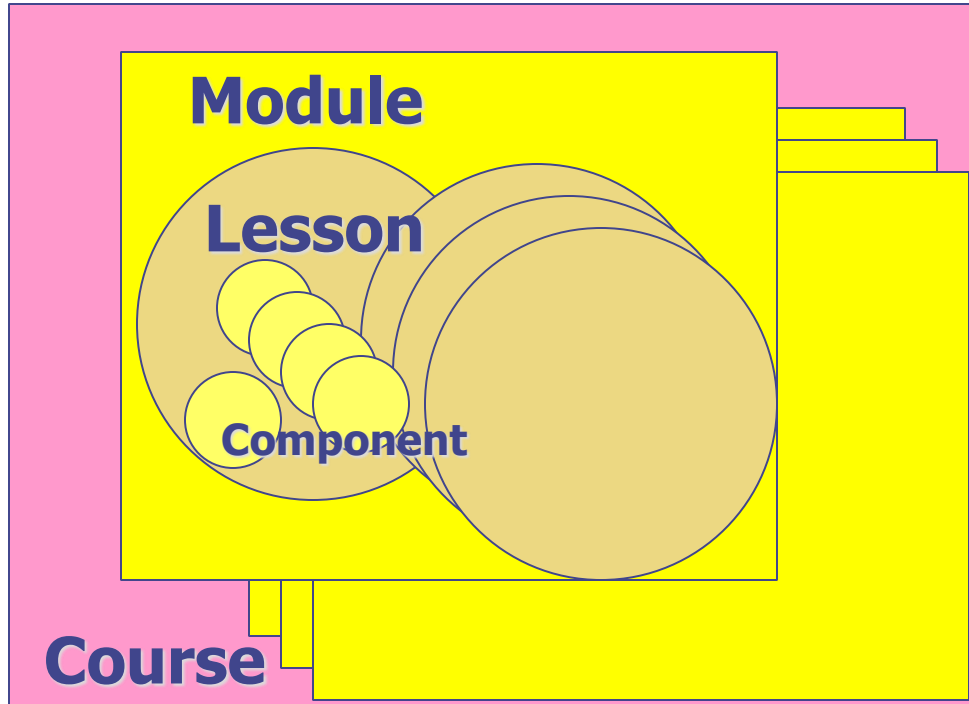
OER Assembly

1

Check what's already out there
Don't design if you can
beg, buy, borrow, or steal
Web sites, CBT, print, video



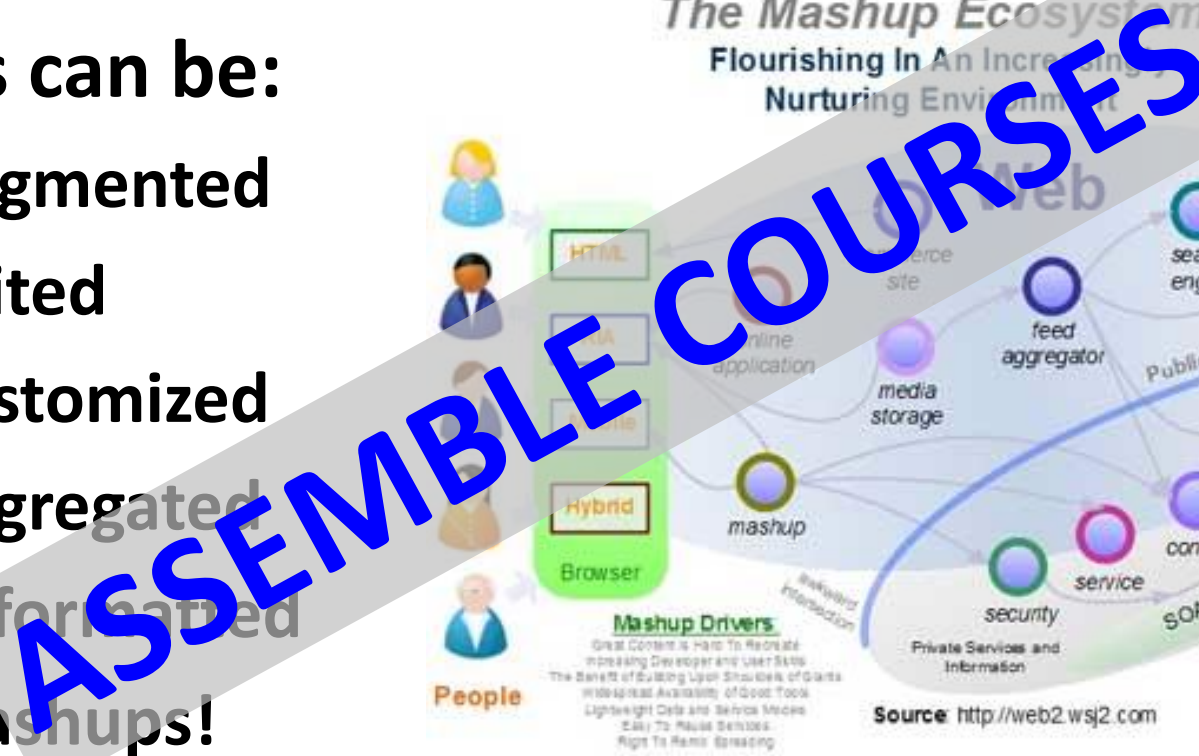
Learning objects



granularity

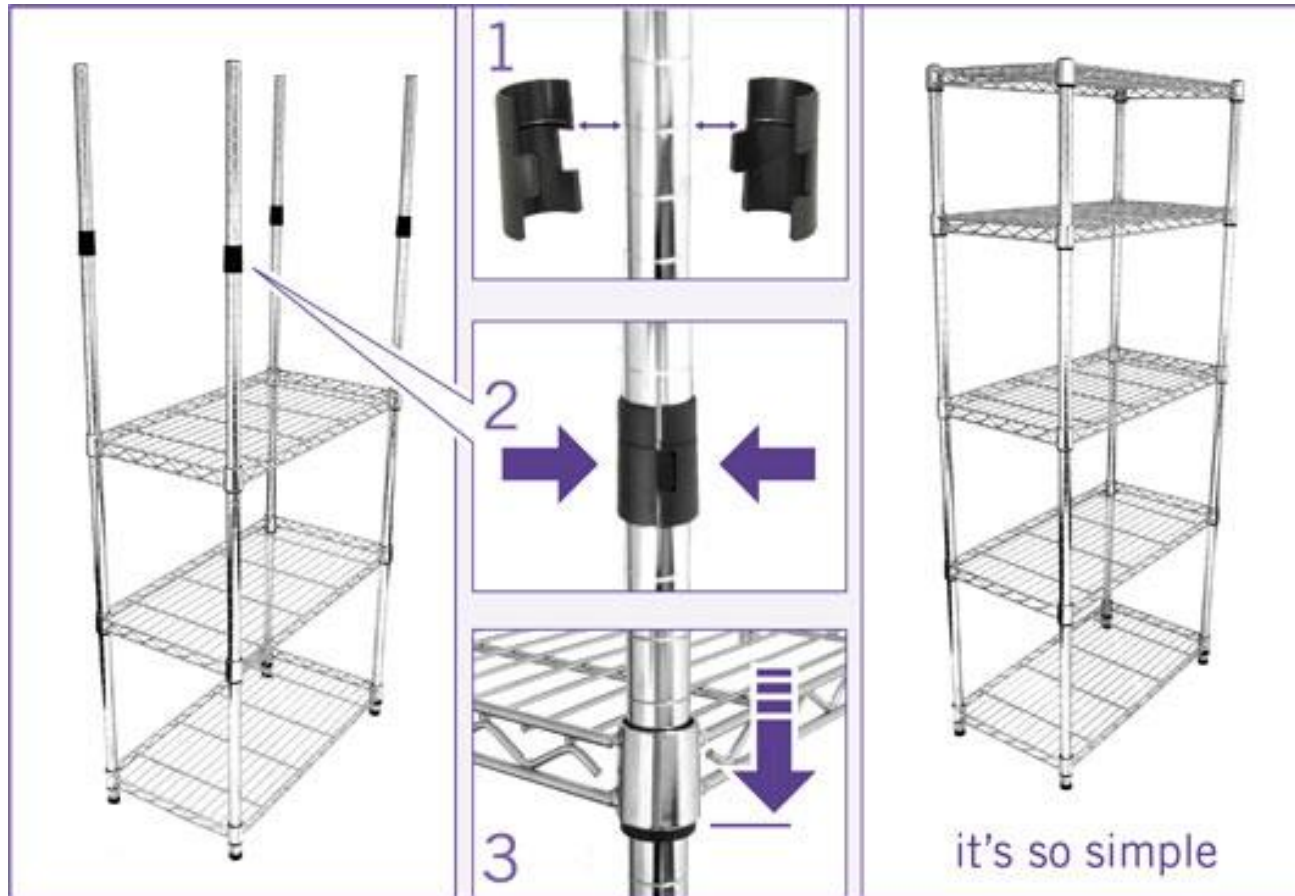
OER's are Open (Mostly)

- OERs can be:
 - Augmented
 - Edited
 - Customized
 - Aggregated
 - Reformatted
 - Mashups!

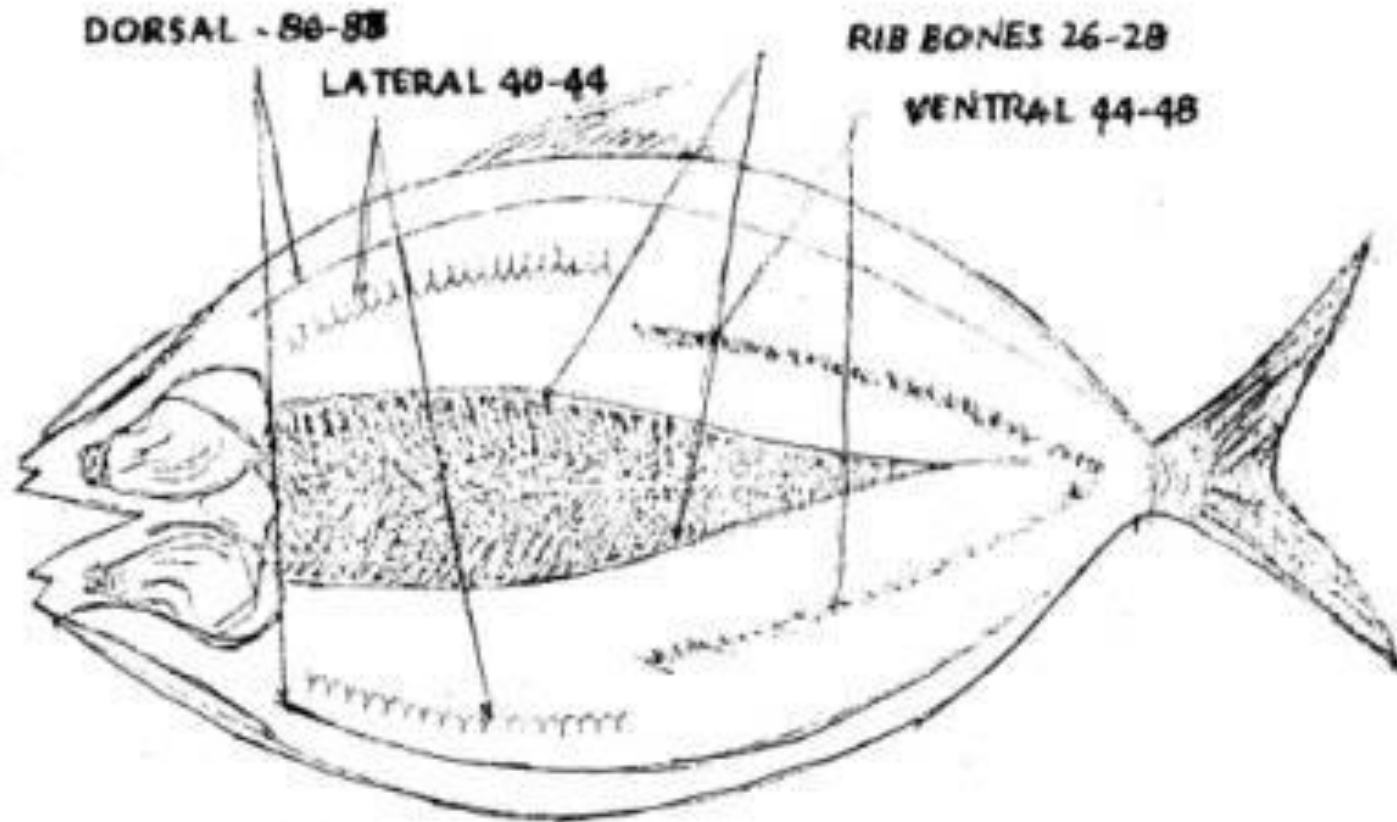


See Scott Leslie's 10 minute video at
<http://www.edtechpost.ca/gems/opened.htm>

OER: Course Assembly



OER: Deboning



Find



Yahoo



Web [Images](#) [Groups](#) [News](#) [Froogle](#) [Maps](#) [Desktop](#) [more »](#)

Google Search

I'm Feeling Lucky

[Advanced Search](#)
[Preferences](#)
[Language Tools](#)

[Advertising Programs](#) - [Business Solutions](#) - [About Google](#)

©2006 Google

http://farm4.static.flickr.com/3171/3080636881_91692258ae_z.jpg?zz=1

<http://mediaspin.com/blog/?paged=18>

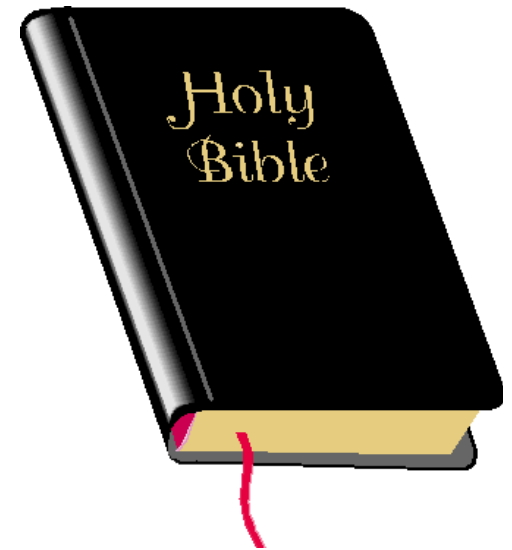
OER Assembly

2

**Don't be married
to a set curriculum!**

If good materials are available, use them

Adapt your curriculum to include cool content



Games



Evony



*Hidden
expedition:
Titanic*

expedition-

OER Assembly

7

**Estimate costs.
Double them!**

Double them again!!



Toys?

Sony's PSP GO



Mobile phone

**"Moore's Law is too slow for us!"
- Okimoto, Sony**



Gizmondo



CD Shape



Twitch

= 2 jiffies or 200 milliseconds

OER Assembly

3

Assemble. Don't reuse



Mix & Match



& Licenced content

<http://my.aegean.gr/gallery/8310-1/stress-student.gif>

OER Assembly

4

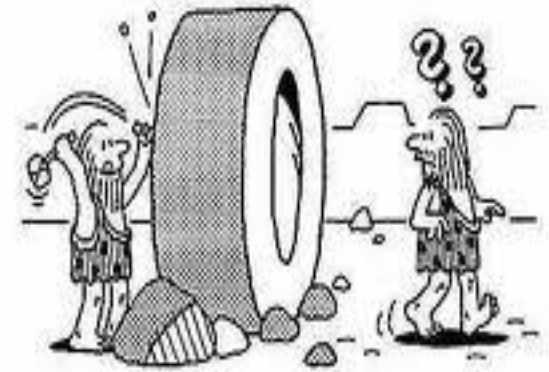
Not invented here!

Adapt

Reuse

Remix

Repurpose



OER Assembly

5

Know the **Garbage**!



OER Assembly

6

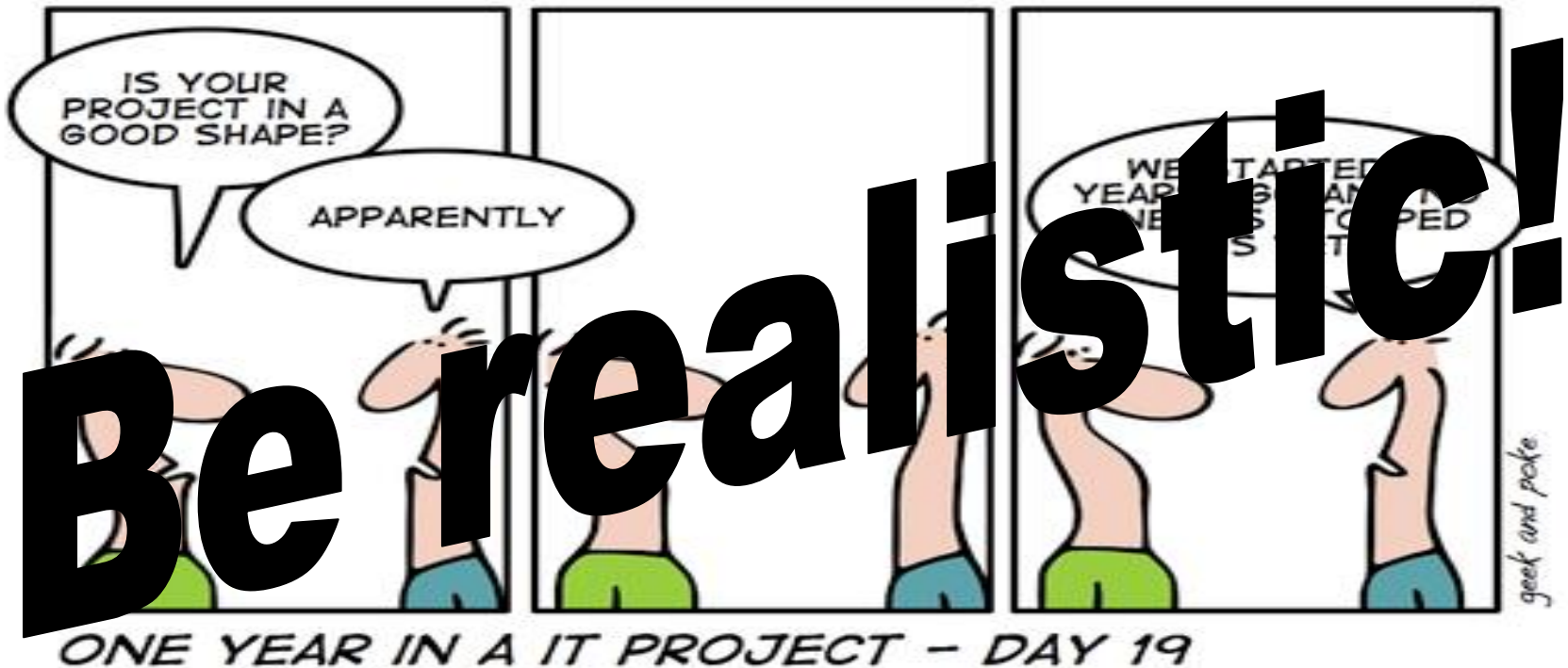
Work to deadlines
But, be realistic!

DEADLINE



Schedule & Scope

8



OER Assembly

9

Be flexible

***It happens!**



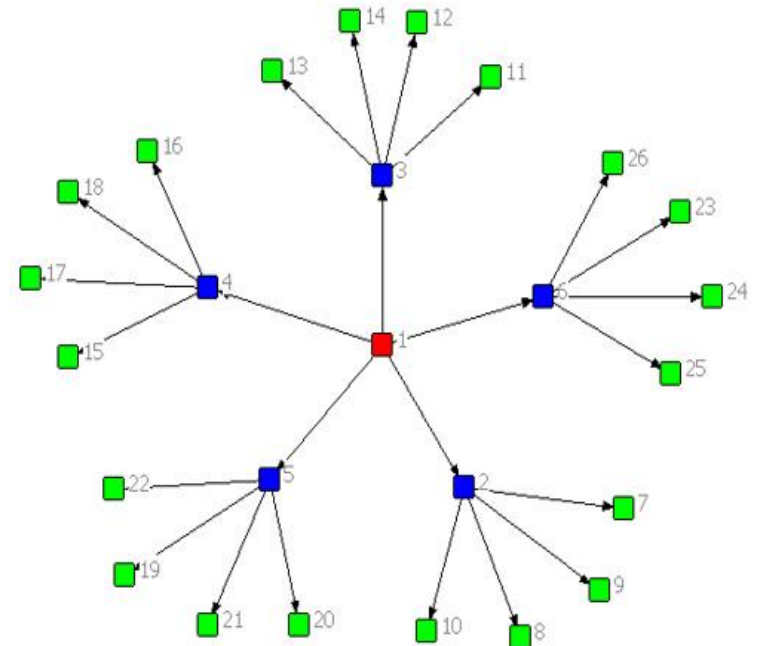
Nassim Taleb

**Is the generalizability of content
important for OER?
Is it possible?**

OER Assembly

10

Generalisability is Important.
It can reduce costs



11

Alternate learning routes



Everyone's different

OER Development

12

Standards



Interoperability

OER Assembly

13

Keep it simple!
Don't analyse
Don't plan
Do it



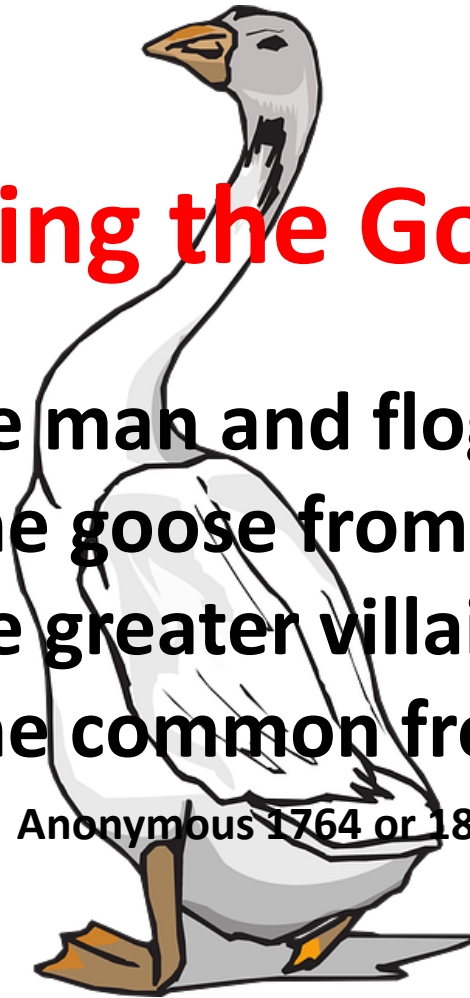
<http://images2.baby-connect.com/Images/baby2.gif>
No License found

4. Deal with Copyright requirements

Stealing the Goose

**They hang the man and flog the woman
Who steals the goose from off the common
But leaves the greater villain loose
Who steals the common from off the goose.**

Anonymous 1764 or 1821?



An Act for the Encouragement of Learning



Statute of Queen Anne 1710

Remove barriers to access

- **No one owns creative works**
- **Creations belong to everyone**
- **Creations are public goods**



~~Intellectual Property~~

Privileged Monopoly



Intellectual Property ?

OR

a manifestation of government
intervention in social relations May



- imposing duties
- restricting freedom
- inflicting burden on users

Waldron

Benefits of Sharing

- Preserves authors' rights
 - Openness makes plagiarism difficult; No incentive
 - Attribution
 - to lie about source
 - Institutional marketing
 - Services not content
 - Expands creator's careers

Policies to encourage open collaboration



Pentalogy, July, 2012



Canadian Supreme Court

Fair Dealing

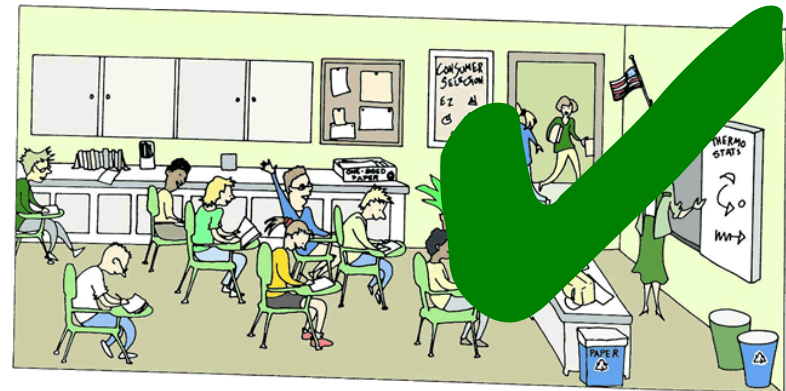
WRONG

NO Class copies



RIGHT

Class copies are ok



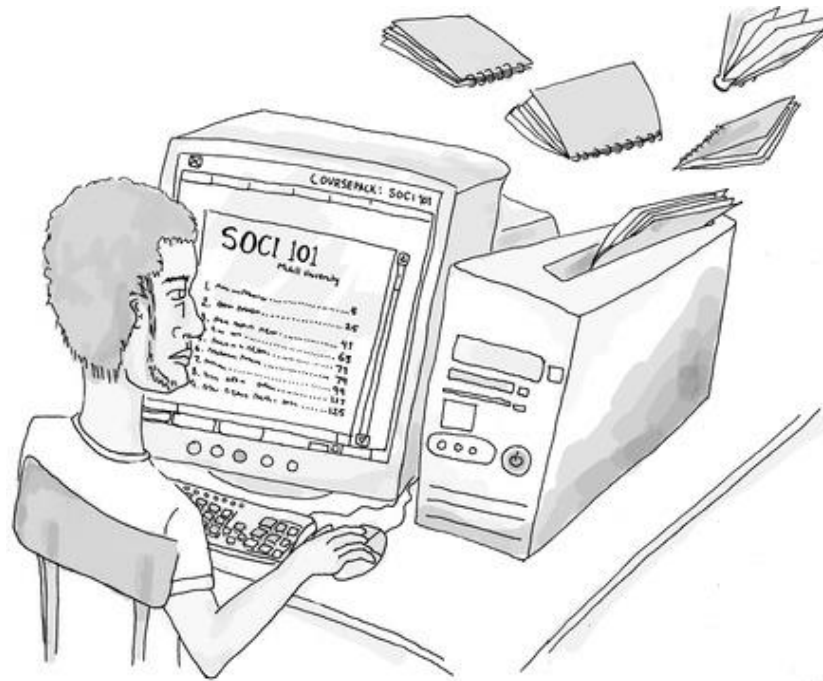
Fair Dealing

WRONG

NO course packs

RIGHT

Course packs are ok



Fair Dealing

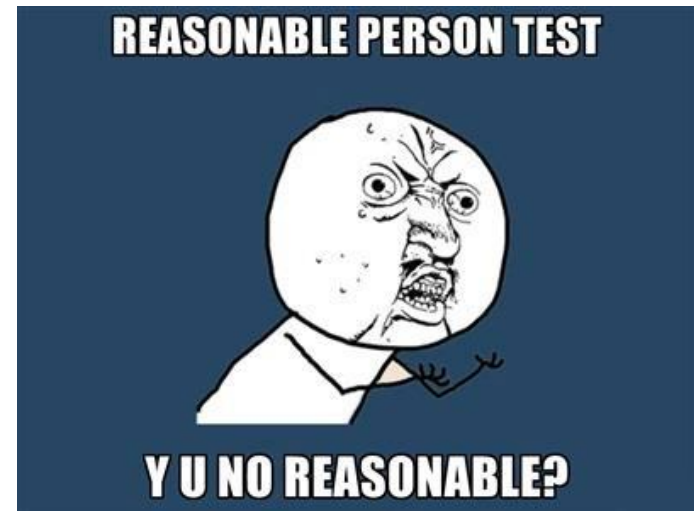
WRONG

**10% limit or
even 5%**



RIGHT

**A “reasonable amount”
can be copied with a large
and liberal interpretation**



Fair Dealing

WRONG

**Digital “book burning”
is necessary**

RIGHT

**Destroying copies
has little relevance**



Fair Dealing

WRONG

**Overly restrictive &
unnecessary
requirements**



RIGHT

**Large & liberal
interpretation**





Bill C-11

The Copyright
Modernization
Act



SEVENS
HEAVEN

Technological Protection Measures



Bill C-11

The Copyright Modernization Act



- Includes **EDUCATION** in Fair Dealing
- Expands the pentalogy conditions even further

**Fear of being sued is reduced:
MUST prove financial harm
\$5K limit on fines for non-commercial
infringements**

Support for Authors

- Colleges, universities and students buy texts
- Colleges license works
- This supports authors
- This is not a copyright free-for-all





I am not a lawyer

4. Explore worldwide best practices

- **\$2 billion
for OER**





...in het onderwijs



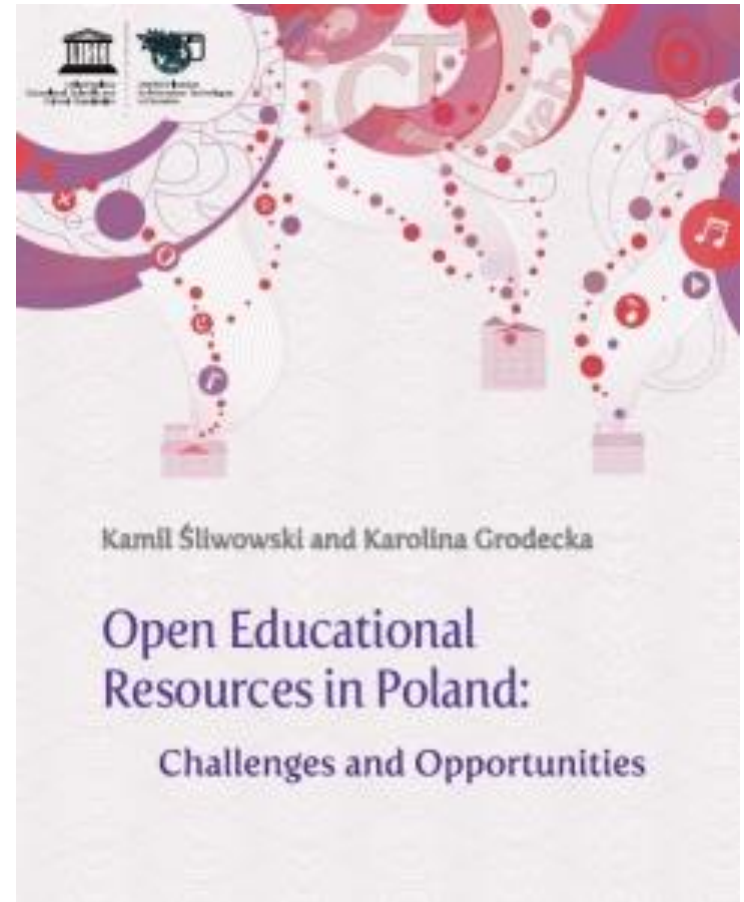
INDONESIA
OPEN
EDUCATIONAL
RESOURCES

Sharing for Benefits of All

POLAND



CC BY Jonathas Mello



South Africa



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



AFRICAN VIRTUAL UNIVERSITY
UNIVERSITE VIRTUELLE AFRICAINE
UNIVERSIDADE VIRTUAL AFRICANA



Avoir Project



Washington State



Out of Print:
Reimagining the K-12
Textbook in a Digital Age



Utah



California

OPEN COURSEWARE
CONSORTIUM

**California's Open Textbook
Law:**
Expanding Student Access & Fueling
Faculty Innovation



Una Daly
OpenCourseware Consortium

Mid-Pacific ICT 2013 Conference





- BC Campus licence
- Online Programme Development Fund
- 40 First year post-secondary courses as OER

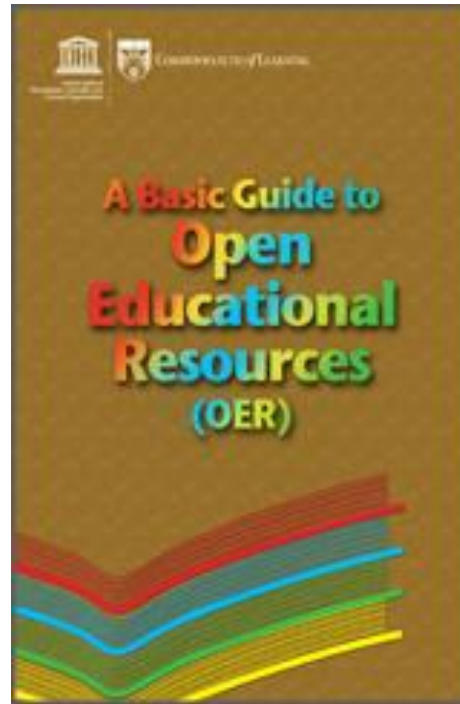
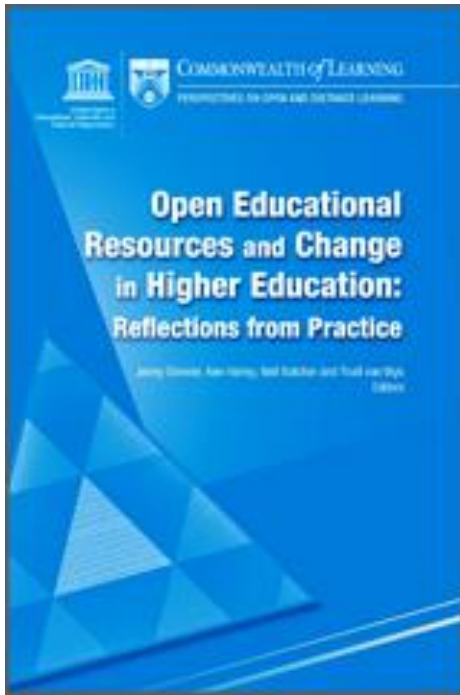
First Major OER initiative

Alberta

- **\$2 million for OER?**
- **Post-secondary**

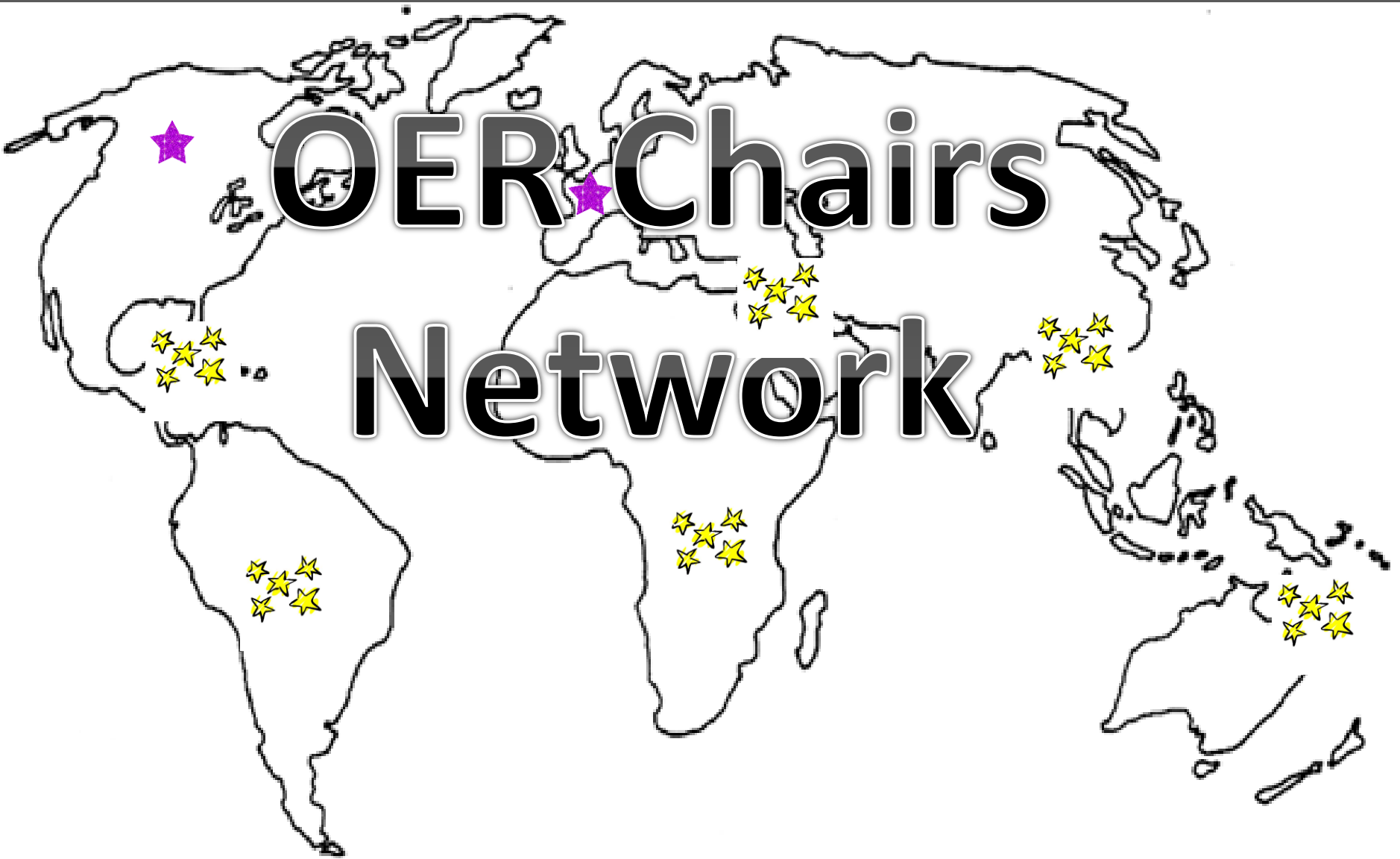


OER Books

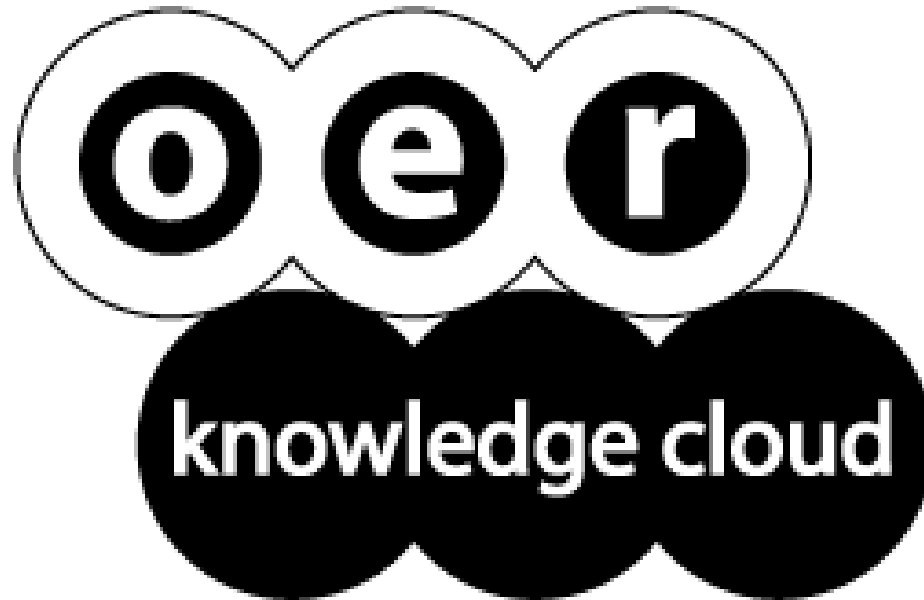


COL.ORG

How to participate?



OER: Successful Practices



<https://oerknowledgecloud.com/>



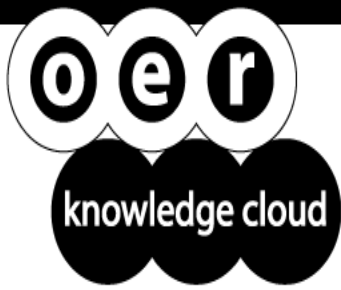
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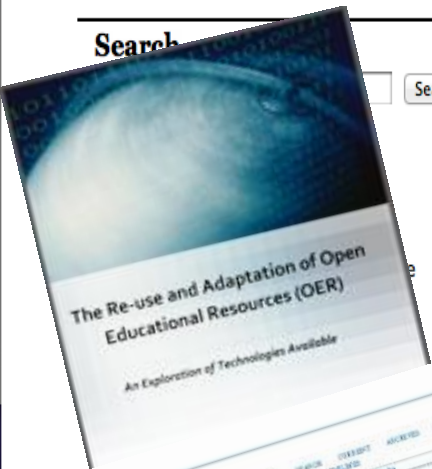
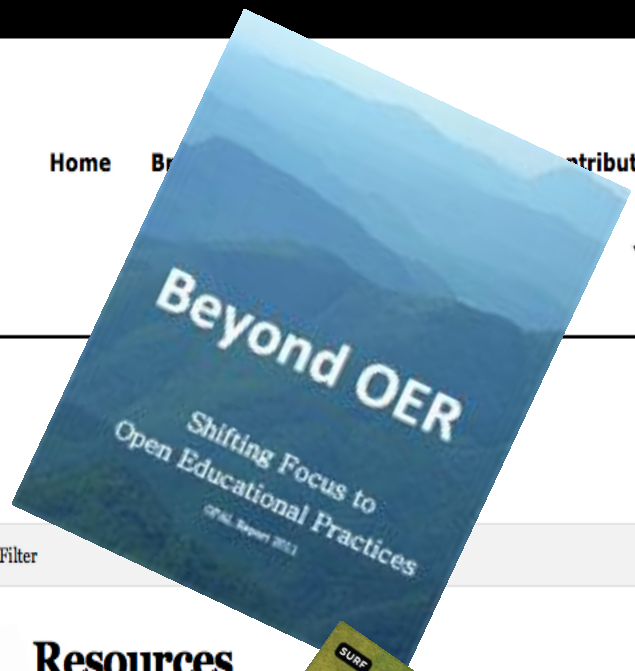
UNESCO Chair in
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List Filter


Resources



Open Educational Resources

Taking OER beyond the OER Community: Policy and Capacity

Joint Initiative between the Division of Higher Education, UNESCO and the Commonwealth of Learning



JiME Journal of Interactive Media in Education

Introduction to JiME Special Issue on Open Educational Resources (OER)

Tom Steyaert
Learning Technology Research Institute
Leuven Metropolitan University
Scherpenheuvelstraat
35 Kortekeerse Road
3000 Leuven, Belgium
http://www.lanlaband.ac.uk/steyaert@leuven.ac.uk

Tovar, E., Piedra N., Ch... (2012). Lan...
<http://www.eu...>
 Tovar, E., Piedra N., Ch... (2012). OER...
 ... Computer Science. 18(1), Retrieved from

PhD in the study of OER



Fred Mulder





Susan D'Antoni



OER Mapping

A large, stylized outline of a world map is positioned in the background. The text "OER Mapping" is written across the map in a large, bold, black font with a white outline, slanted diagonally from the bottom left towards the top right.

Global OER Graduate Network

Characteristics

- **Umbrella** for PhD research on OER in a **global network** of universities / researchers (**decentralized** model)
- Addressing **fundamentals, design, application, context, evaluation**, etcetera, linked to **interdisciplinary**
- **Key** are the **PhD** **full-time** and **part-time**
- **Joint** **supervisors** / **experts** / **(co-)promoters**
- Rely on **system** of the **promoter's** university & country
- Knowledge **dissemination** with the **GradNetwork label**
- Lightly supervised by a **GradNetwork Board**

Cape Town December 2013



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Chair in
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Resources



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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 issue

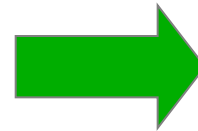
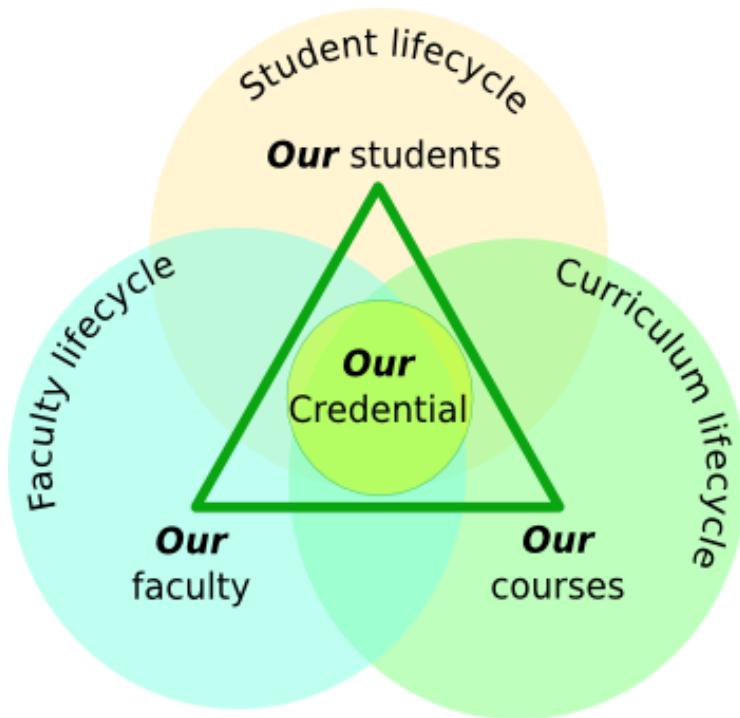
Learners who access OER and acquire knowledge/skills cannot have their learning assessed and accredited



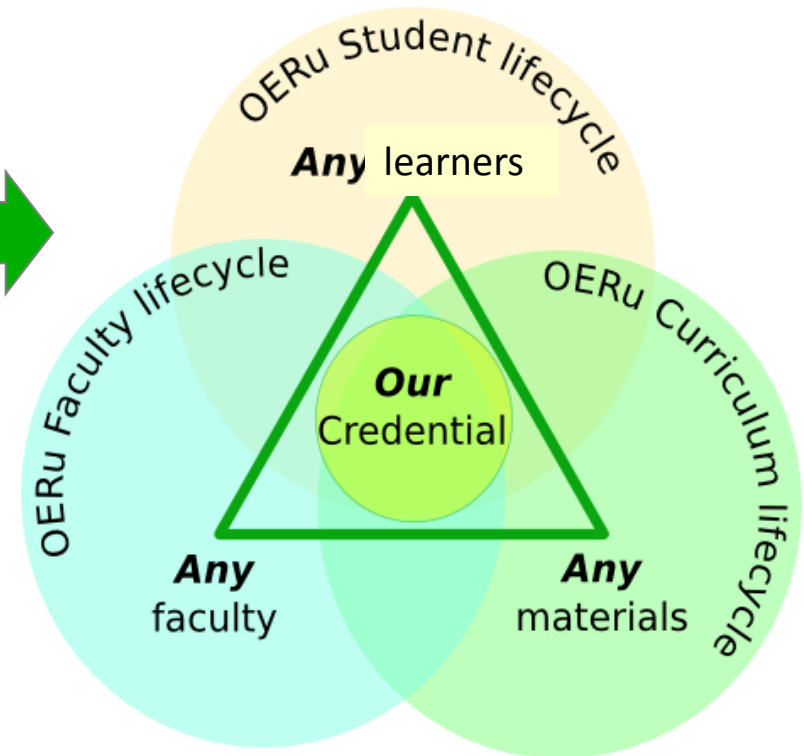
Why am I taking this course?

The view from an OERu partner

Traditional model



OERu model



Friesen & Murray

The mini-MOOC



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

Priorities NOT Principles

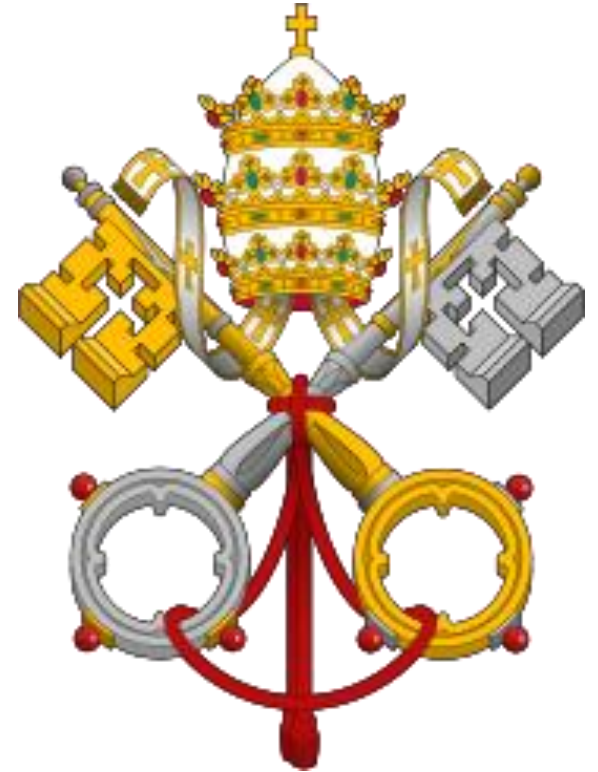


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PAPAL ENCYCLICAL

**“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 through an unduly rigid and unjust right to intellectual property.”

- Pope Benedict XVI

God is on our side



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





Change


"Let's put all this hype about transformation in perspective. It's hyped."

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

François Tavenas, ancien recteur de l'Université Laval

...something
...after us, and I
...it is something
wonderful." "

Danny Hillis, Wired



General Eric Shinseki, retired Chief of Staff, U. S. Army

IF YOU DON'T LIKE CHANGE
YOU'RE GOING TO LIKE
IRRELEVANCE EVEN LESS

So, let's wake up and smell the coffee



OER Experts

- Wayne Mackintosh NZ, UNESCO/COL Chair in OER mackintosh.wayne@gmail.com
- Fred Mulder NL, UNESCO Chair in OER Fred.Mulder@ou.nl
- Tel Amiel Brazil, tamiel@unicamp.br
- David Wiley, USA, david.wiley@gmail.com
- Cable Green USA, cable@creativecommons.org
- Rory McGreal, UNESCO/COL Chair in OER rory@athabascau.ca



THANK YOU

rory@athabascau.ca

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

Contact North | Contact Nord

Ontario's Distance Education & Training Network

Le réseau d'éducation et de formation à distance de l'Ontario

For more information:
Professor Rory McGreal
rory@athabascau.ca

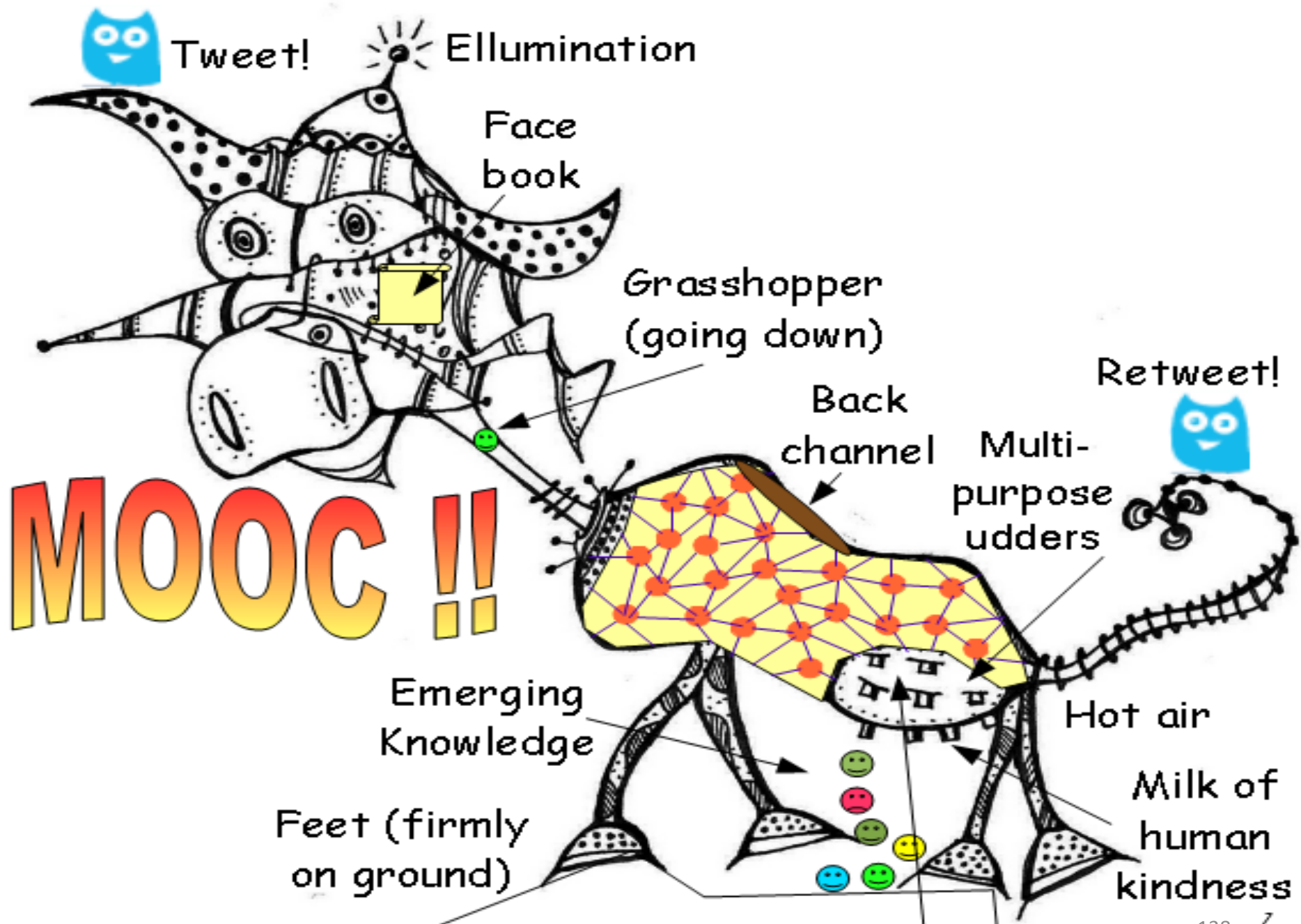


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Learning Technologies Centre

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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

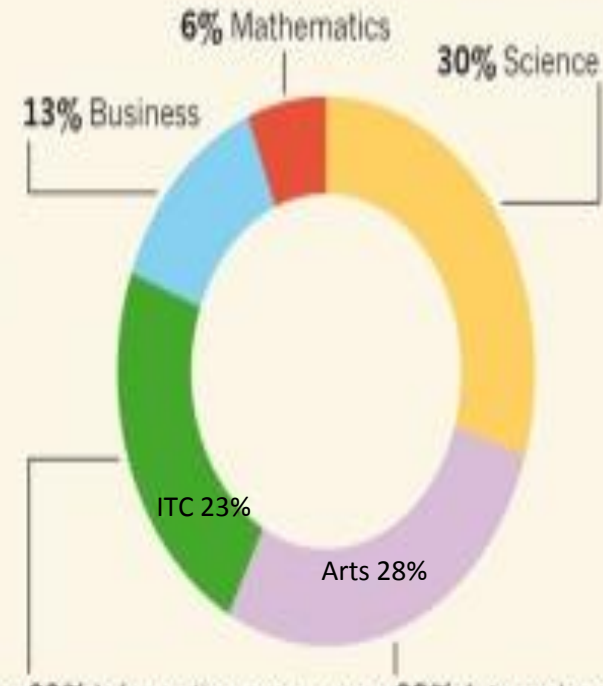
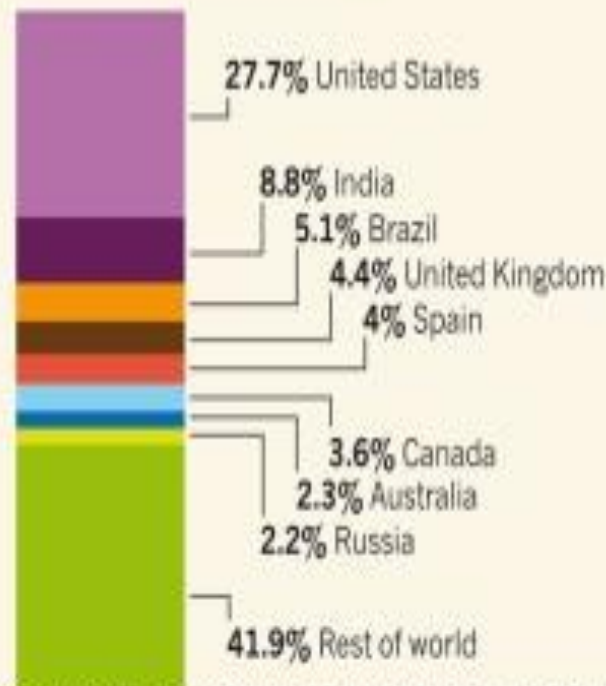
MOOCs rising

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



2007:
The Wiley Wiki

An Open Course
based in a wiki

Participants from
around the world
contributed to the
creation of the course



G. Siemens

EC&I 831: Social Media & Open Education

Open, Connected, Social

Current & Archived Synchronous Sessions

CURRENT - Fall 2010:

- September 14, 2010 - [Introductions, Assessments, & Activities](#) (For-Credit Students Only)
- September 21, 2010 - [Social Tools & Personal Learning](#) (For-Credit Student Only)
- September 28, 2010 - [History of Educational Technology & Learning Communities](#) ([Richard Schwier](#))
- October 5, 2010 - [Learning Communities](#) - ([Sheryl Nussbaum-Beach](#))
- October 12, 2010 - [Day in the Life of a Connected Teacher](#) (Zoe Branigan-Pipe)
- October 19, 2010 - [Midterm Breather](#) - Deconstructing the Experience So Far
- October 26, 2010 - [Open & Networked Learning](#) (Alec Couros)
- November 2, 2010 - [\(Digital\) Identity](#) - (Dean Shareski)
- November 9, 2010 - [The UnSession](#) - (Various Topics by #eci831 Students)
- November 16, 2010 - [Role of Educator in a PLE World](#) (Stephen Downes)
- November 23, 2010 - [Learning Networks and 21st Century Literacy](#) - (Will Richardson)
- November 30, 2010 - [Final Conversations](#) (Part I)
- December 7, 2010 - [Final Conversations](#) (Part II)

Navigation

- Home
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- Assessments
- Course Tags
- Student Directory (For-Credit Only)
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- Calendar - Weekly Sessions
- Tutorials

Information for Non-Credit Students

- Call for Network Mentors

Actions

- Wiki Home
- Join this Wiki
- Discussion
- Recent Changes
- Manage
- Search

Other stuff

- Session



2007: Alec Couros

Social Media and Open Education

Open online course sessions with guest experts
from around the world

G. Siemens

Why is CCK08 the First MOOC?

It combines *open content* (Wiley)
and *open teaching* (Couros)

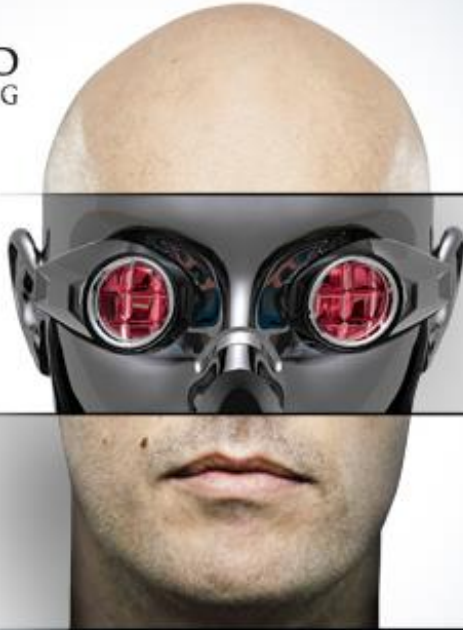


But also...

AI-Class: Redefining Massive



Oct. 10 ~ DEC. 16, 2011



INTRODUCTION TO

Artificial Intelligence

In partnership with the Stanford University School of Engineering.
You can join this online worldwide class this fall.

More than 100,000 people signed up for pre-registration

<http://www.ai-class.com/>

MobiMOOC

<http://mobimooc.wikispaces.com/>



A legend for the MobiMOOC categories, featuring a list of categories with corresponding colored squares. To the right of the legend is a photograph of Inge de Waard, a woman with long dark hair, smiling. A white icon of a video camera on a tripod is overlaid on the bottom left of her photo.

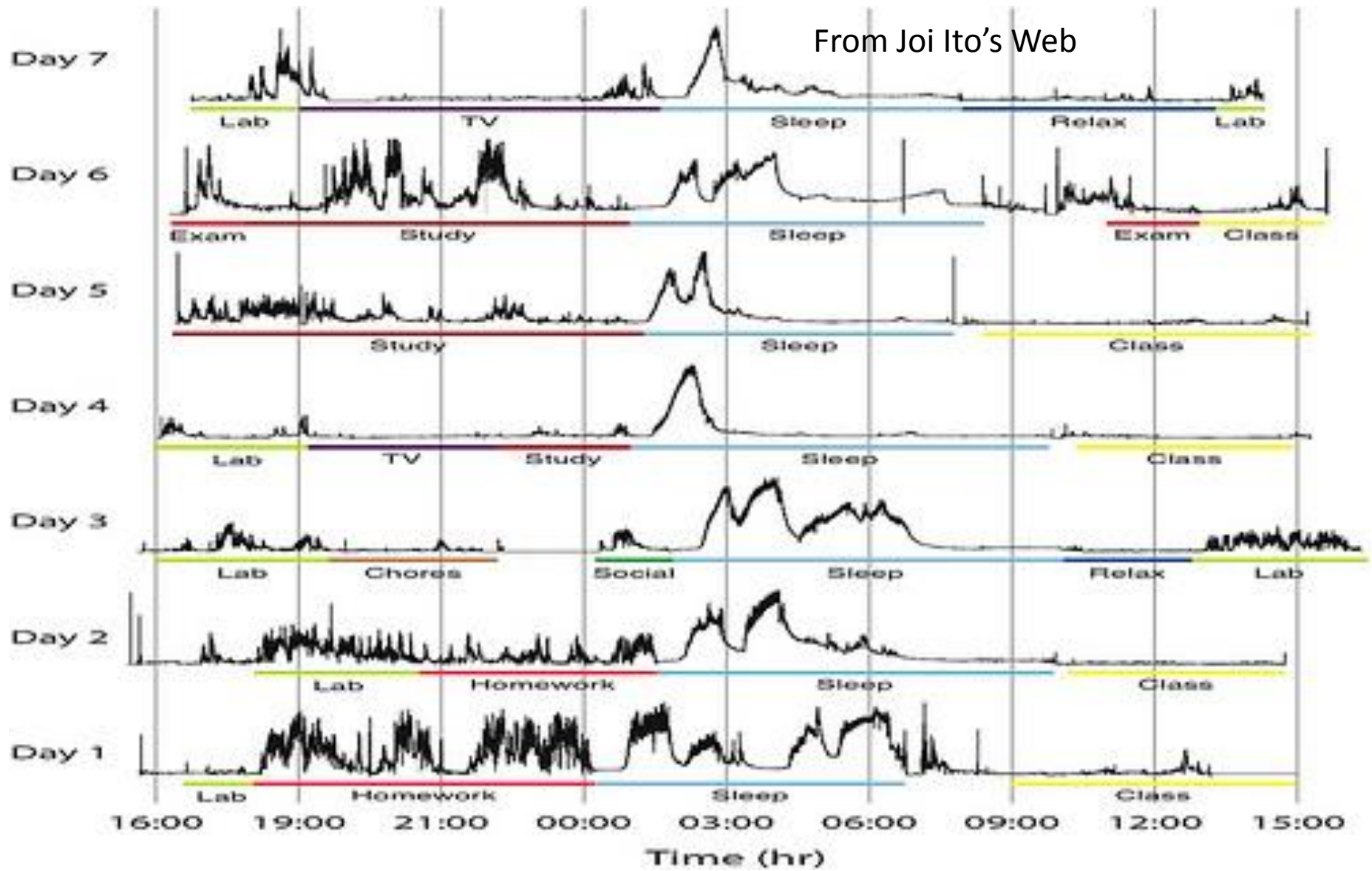
- ALL CATEGORIES
- VIA MOBIMOOC TEXT MESSAGE
- TWITTER #MOBIMOOC
- VIA MOBIMOOC CALL
- VIA MOBIMOOC EMAIL
- VIA CROWDMAP WEBSITE
- PROJECT: GGATIN (MANITOBA, CA)
- VIA SMARTPHONE APP
- PROJECT: SEAN ABAJIAN FIELD TESTS MLEARNING (LOS ANGELES, US)

Inge de Waard

Supporting Mobile Learning Technology

G. Siemens

From Joi Ito's Web



Community or accessibility?



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

Could it be the portable book?

Go to an open content search page. For example, Creative Commons offers a system of open licensing which enables resource sharing. Their CC search page is a great place to start.

<http://search.creativecommons.org>



|