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Open Educational Resources: It's not the artifact, it's the process

OER Seminar 28 June 2012

Mark McGuire

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Open Educational Resources: It's not the artifact, it's the process

Presented at the Open Educational Resources Seminar, University of Otago, 28 June 2012

Abstract

If we think of OERs as we think of physical artifacts, we might focus on their design, production, storage and distribution. We could quantify their number, calculate their popularity, and track their use. However, in open, distributed, networked learning environments, the emphasis is not be on the resources but on the engagement between participants who create, use, modify, and share experiences. Resources can be used to prompt and fuel conversations, and the results of one conversation can be saved and used as fuel for another, but it is the way in which they are created and used that determines their effectiveness in learning contexts. In this talk, I will use examples from several open courses to explore the nature of digital resources and discuss how they are used to enable constructive engagements between networked learners. I suggest that, although appropriate resources are an important part of the learning process, we need to pay more attention to the design of the structures and networks in which they are generated and circulated.



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It's not
about the
ball, it's
about the
game.

Overview

In an era where laptops, data projectors and a connection to the web are pervasive within higher education, digital resources are becoming an inevitable part of students' learning experience. This report outlines the range of online resources that are being used and outlines how, when, where and why they are being incorporated into learning.

Generally teaching practitioners search for resources that meet a clear pedagogical need within their programmes of study and often use material that they would not otherwise be able to produce themselves, such as videos and animations. Most commonly teaching practitioners are reusing small, stand-alone, resources slotting them into their existing teaching. Significantly, although there are potential time saving benefits inherent in using digital resources, our interviewees spoke about benefits in terms of raising the quality of their courses and the student experience, rather than improving efficiency.

The importance of using resources that have open licenses and therefore can be given the label of 'Open Educational Resources' (OER) varied depending on how public or 'open' the context of use was. However, it was clear that open licensing did make the reuse and repurposing of online resources both simpler and 'safer'.

Overall the use of digital resources to support teaching and learning in higher education is widespread and appears to be standard practice for the majority. Students value the simple curation and validation of digital resources by their tutors which, alongside other forms of reuse, help to steer them through the potentially overwhelming volume of material online. Developing effective techniques for finding, evaluating and using digital resources should be seen as a key digital literacy for both staff and students.

Introduction

In 2010, the Joint Information Systems Committee (JISC) commissioned the University of Oxford to undertake a study to assess the impact of the use of OER in the UK higher education sector. For the purpose of the study the following definition of OER was used:

“...teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property licence that permits their free use or re-purposing by others”

(Atkins, Brown and Hammond, 2007: p. 4).¹

OER can be defined as
“...teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property licence that permits their free use or re-purposing by others.”

Atkins, D. E., Brown, J. S., & Hammond, A. L. (2007). *A Review of the Open Educational Resources (OER) Movement: Achievements, Challenges, and new Opportunities*. Menlo Park, CA: The William and Flora Hewlett Foundation. p. 4 CC-BY

“White, David. Manton, Marion. *JISC-funded OER Impact Study, University of Oxford, 2011*” CC-BY

¹ Atkins, D. E., Brown, J. S., & Hammond, A. L. (2007). *A Review of the Open Educational Resources (OER) Movement: Achievements, Challenges, and new Opportunities*. Menlo Park, CA: The William and Flora Hewlett Foundation.

We welcome your feedback, comments and discussion.
Please post your comments at <http://www.oerdeserves.org>.

Report to The William and Flora Hewlett Foundation

A Review of the Open Educational Resources (OER) Movement: Achievements, Challenges, and New Opportunities

February 2007

Daniel E. Atkins
John Seely Brown
Allen L. Hammond



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<http://www.hewlett.org/uploads/files/ReviewoftheOERMovement.pdf>

AUDIO & VIDEO



George Roberts

Talk Video

PARTICIPANTS

- Mark McGuire
- Jenny Mackness Moderator
- Sylvia @Currie Moderator
- Anna Verges #2
- brainysmurf
- Cath
- Cris2B
- eleni
- Heli
- IleneDawn
- Lindsay Jordan
- Mark McGuire (You)
- Paola Esposito (Oxford Bro...)
- Rachel Fang Wang
- Rudy

DEPARTMENT FOR CONTINUING EDUCATION
TECHNOLOGY-ASSISTED LIFELONG LEARNING

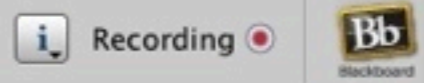


OER: The quality vs credibility vs access vs pedagogy vs legitimacy vs money debate

#fstlt12

David White
@daveowhite
Technology Assisted Lifelong Learning
University of Oxford

13th June 2012



Fit Page

OER: The quality vs credibility vs access...

CHAT - Supervised

jenny mackness 2:02 AM
Hello Cath

David White 2:02 AM
Hello

- brainysmurf joined the Main Room. (2:02 AM) -

Cath 2:02 AM
Hello Jenny & David et al.

brainysmurf 2:02 AM
greetings, all 😊

Jenny Mackness 2:02 AM
Hi there brainsmurf

Cris2B 2:02 AM
Hi Braninysmurf

Jenny Mackness 2:02 AM
brainysmurf

George Roberts
<http://openbrookes.net/firstste>

- Wenying joined the Main Room. (2:05 AM) -

- Paola Esposito (Oxford Brookes) joined the Main Room. (2:05 AM) -

Jenny Mackness 2:06 AM
Hello Wenying and Paola - good to have you with us

Paola Esposito (Oxford Brookes) 2:06 AM
hello everybody

George Roberts
<http://openbrookes.net/firstste>

Mark McGuire 2:07 AM
😊

- Anna Verges left the Main Room. (2:08 AM) -

Mark McGuire 2:08 AM
Rhona Sharpe's video is useful.

- Lindsay Jordan left the Main Room. (2:09 AM) -

- Lindsay Jordan joined the Main Room. (2:09 AM) -

- Anna Verges #2 joined the Main Room. (2:10 AM) -

Anna Verges #2 2:11 AM
The system disconnected me, apologies

Sylvia @Currie 2:11 AM
@Anna, seems to be an issue for a couple people

DEPARTMENT FOR CONTINUING EDUCATION
TECHNOLOGY-ASSISTED LIFELONG LEARNING



OER: The quality vs credibility vs access vs pedagogy vs legitimacy vs money debate

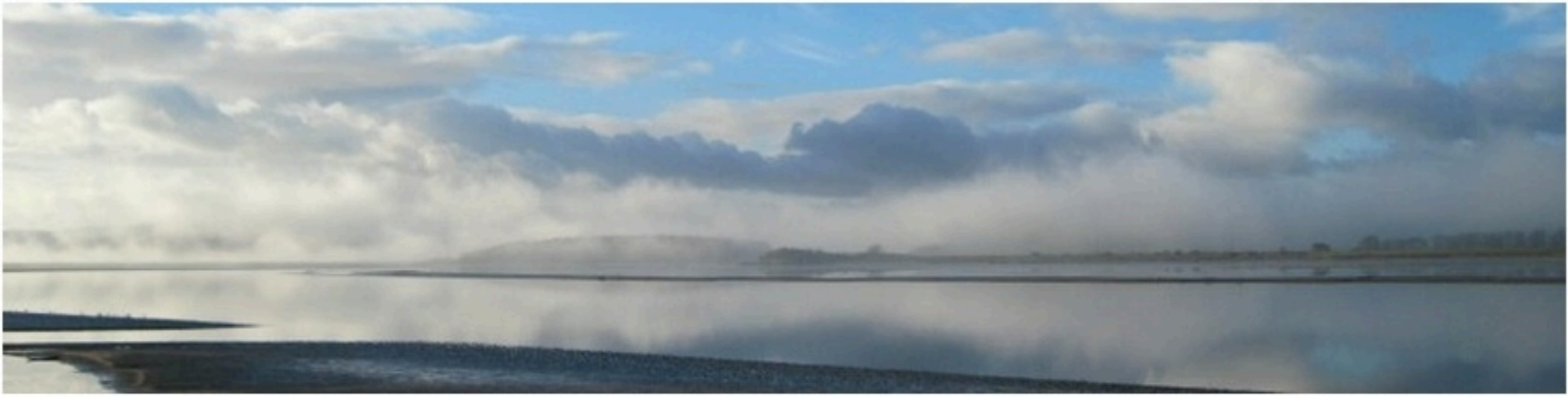
#fstlt12

David White
@daveowhite
Technology Assisted Lifelong Learning
University of Oxford

13th June 2012

First Steps 12 course, supporting blog, Oxford Brookes

Feeds: Posts Comments



<http://jennymackness.wordpress.com/2012/06/14/open-educational-resources-and-pedagogy/> 24 June 2012

« #fslt12 Week 4 with Dave White #fslt12 Final Week – Microteaching »

Open Educational Resources and Pedagogy

June 14, 2012 by jennymackness



Dave White’s presentation to FSLT12 yesterday included a number of thought-provoking ideas.

In the past I have heard Dave speak a number of times about ‘Visitors and Residents’ in the online environment. You can find out more about this on his [TALL blog](#) – Technology Assisted life-long learning – TALL for short (his joke – not mine 😊)

But this week’s talk took a different focus. It centred on the relationship between open educational resources (OERs), open academic practice and changing pedagogy. The title of his talk was even longer than this:

“ OER: The quality vs credibility vs access vs pedagogy vs legitimacy vs money debate

PAGES
Jenny Mackness
Publications

June 2012
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4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30
« May

CATEGORIES
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First Steps 12 course, Intro, Oxford Brookes

<http://vle.openbrookes.net/course/view.php?id=5>

Welcome to First Steps 12

Week 0, 14-20 May 2012

Week 1, 21-27 May

Week 2, 28 May - 3 June

Week 3, 4-10 June

Week 4, 11-17 June

Week 5, 18-24 June

Assessment

Research

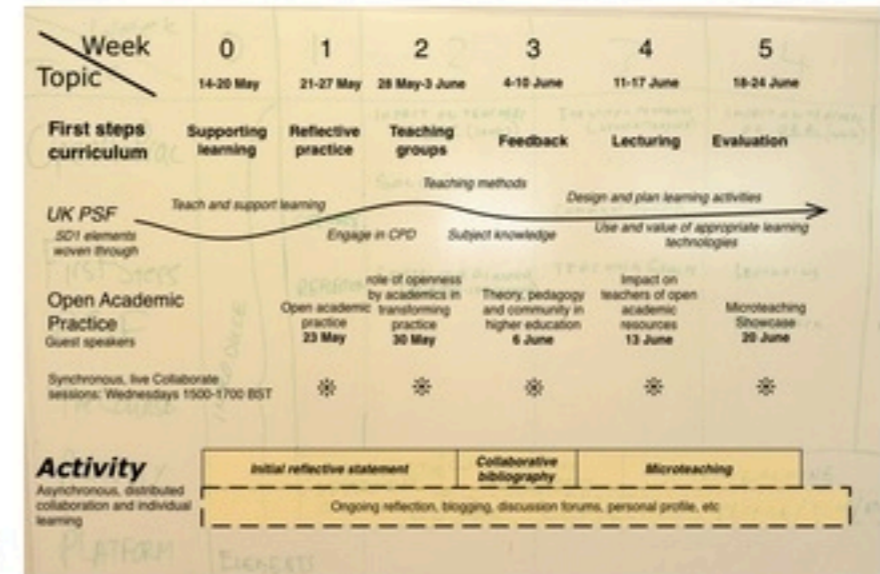
Hello and welcome to **First Steps into Learning and Teaching** massive open online course (MOOC). The course will run from 21 May to 22 June 2012.

We are doing a lot of the development in the open, making a virtue of the messy reality of academic practice. You are welcome to watch, comment and maybe even participate in developments.

On this welcome page you will find two discussion forums.

- "Arrival lounge". Please click on the link and visit the lounge to introduce yourself to other participants. Have a virtual cup of coffee or tea and discuss your aims for the course.
- "Course Questions" (and answers). Please use this forum for any operational query you might have about the course, the curriculum, activities and the learning technology applications we will be using.

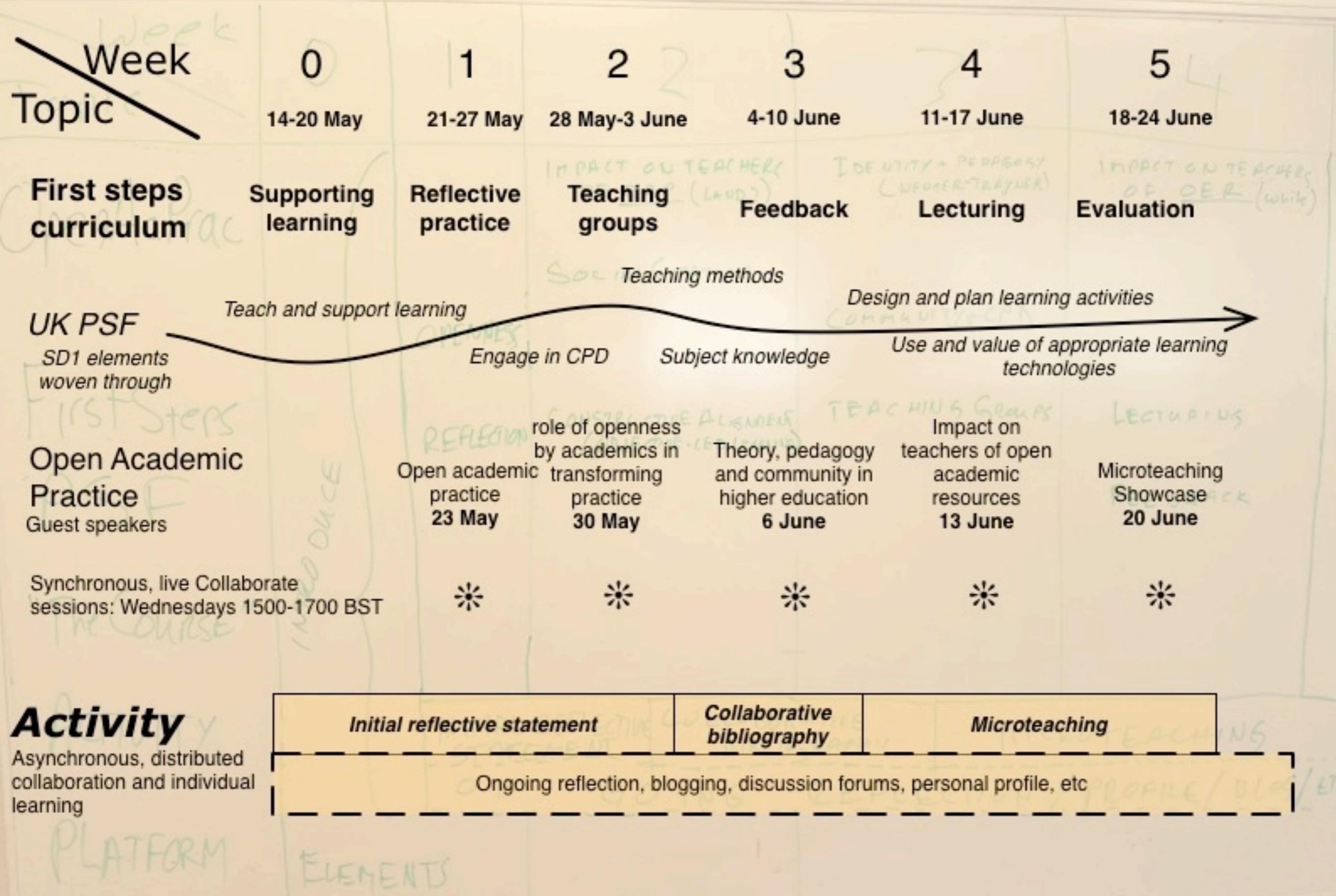
- [Arrival Lounge](#) (Unread posts)
- [Course Questions](#) (Unread posts)



Jump to...

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First Steps 12 course overview, Oxford Brookes

<http://vle.openbrookes.net/course/view.php?id=5&topic=5> 24 June 2012



Welcome to First Steps 12

Week 0, 14-20 May 2012

Week 1, 21-27 May

Week 2, 28 May - 3 June

Week 3, 4-10 June

Week 4, 11-17 June

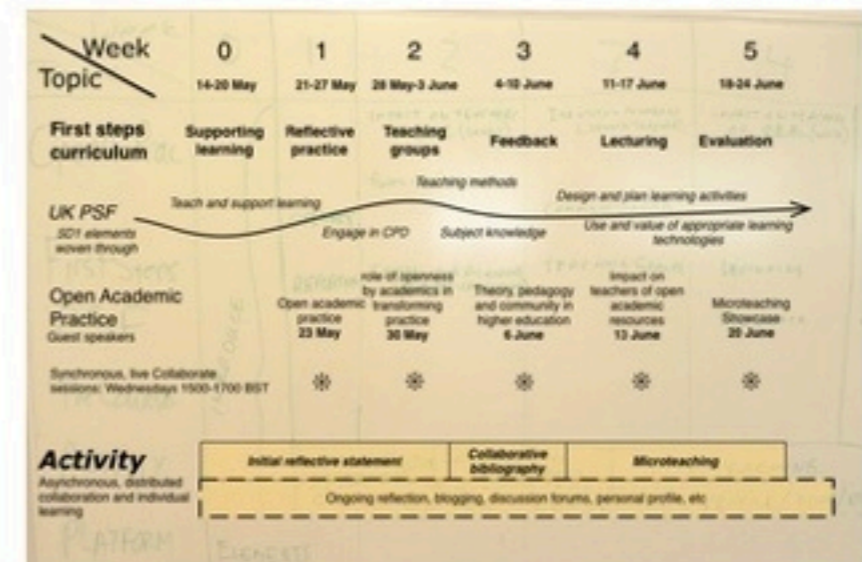
Week 5, 18-24 June

Assessment

Research

Lecturing

(Click on the week-by-week diagram for a larger version.)



Guest Speaker: Dave White - <http://openbrookes.net/firststeps12/moodle/collaborate-classroom/#scheduled> - Wednesday 13 June from 3.00 – 5.00 p.m. BST (London, UK time). **Download the text chat. Watch the videos on Youtube.**

- [Dave White's recommended resources](#)
- [Continuing activity: microteaching](#)
- [Microteaching Wiki](#)
- [Resources on lecturing](#)
 - [Lecturing video transcript](#)
 - [Lecturing resources wiki](#)
- [More information about assessment](#)
- [Week 4 Forum \(Lecturing\)](#) (Unread posts)

First Steps 12 course, Week 4, Lecturing

<http://vle.openbrookes.net/course/view.php?id=5&topic=5>

The collected resources are stored in various repositories and linked or embedded in Websites that are also linked together in a loose, constantly changing network of related conversations. The result is an ecosystem of information, ideas, nodes, and participants.

Jump to...



Jenny Mackness • 14 June 2012, 07:38 AM • Edited by the author on 14 June 2012, 07:39 AM

Open Educational Resources (OER) and Pedagogy

If you didn't get a chance to attend the live session with Dave White yesterday - then the recording has been posted [here](#).

This was a great session - very stimulating with loads of thought-provoking ideas.

One that really struck me was around the relationship between open educational resources and pedagogy. Dave told us that...

Open Educational Resources drive pedagogy back to what it's meant to be

Did anyone else notice that? How did you interpret it? How are OERs affecting pedagogy? What evidence do we have? Can we see this in practice?

I would love to know what others think.

Jump to: [Next unread](#) [Permalink](#) [Reply](#)



Eleni Zazani • 14 June 2012, 08:59 AM

This is very interesting question Jenny. Thank you for posting the link of the recording. It's time for me to hear it and I will come back to your question again.

Jump to: [Next unread \(previous\)](#) [Parent](#) [Permalink](#) [Reply](#)



Pat Kenny • 14 June 2012, 11:23 AM

Jenny,

I tried numerous times to get into the live class yesterday, which I was very much looking forward to, but was completely unable to. I did get into classrooms, but there was no one there. I will try to access the recorded session tonight, but I am worried about getting connected next week for the micro teaching. Am just flagging this up now, but

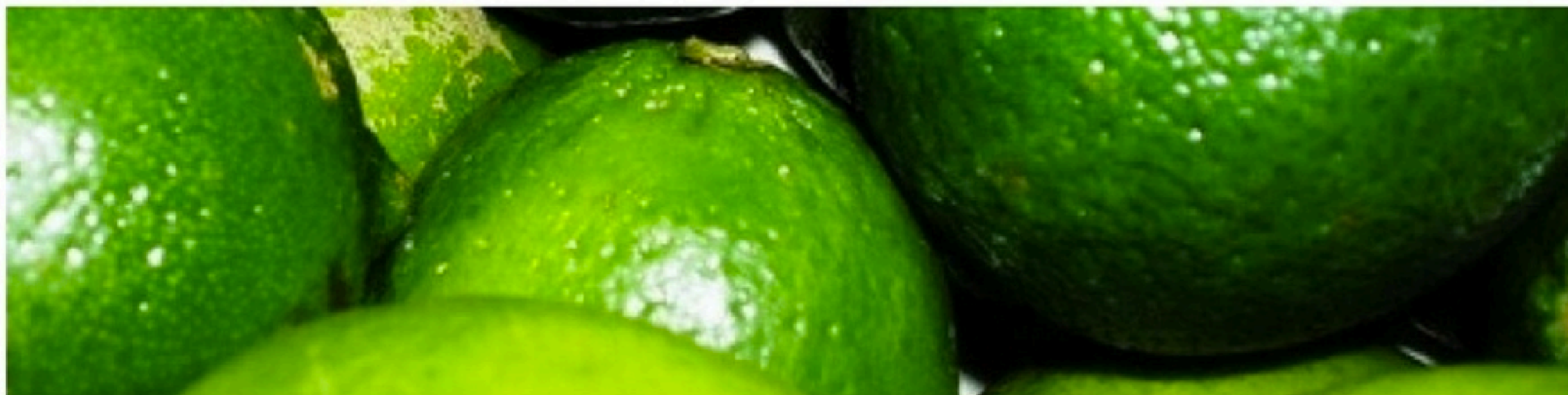


E-LiME

Jottings on e-learning and on its application to medical education

This resource, selected to support week 4 of the fslt course, includes links to related content from other conversations that may interest browsers.

Feeds: Posts Comments



<http://mededelearning.wordpress.com/2012/06/06/are-uk-universities-missing-a-trick-on-moocs-and-open-courses/>

« [Why can't learning repositories be more like Slideshare](#)

Are UK universities missing a trick on MOOCs and open courses?

June 6, 2012 by [Natalie](#)

[The Guardian](#) grabbed five minutes with Steven Schwartz, VC at Macquarie University, to talk about the online course revolution and how the UK and Australia compare on social mobility.

Schwartz's comments and observations on social mobility make for interesting listening. He highlights what many of us already probably suspect is happening, ie that the current financial climate is seeing a decline in social mobility in the UK.

However, it was his comments about announcements of new MOOCs and groups of

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David White's TALL Blog (accessed 25 June 2012)

<http://tallblog.conted.ox.ac.uk/index.php/2011/08/31/disappearing-digital-resources/>

TALL blog

Online education with the University of Oxford

« [The cost of Residency?](#)

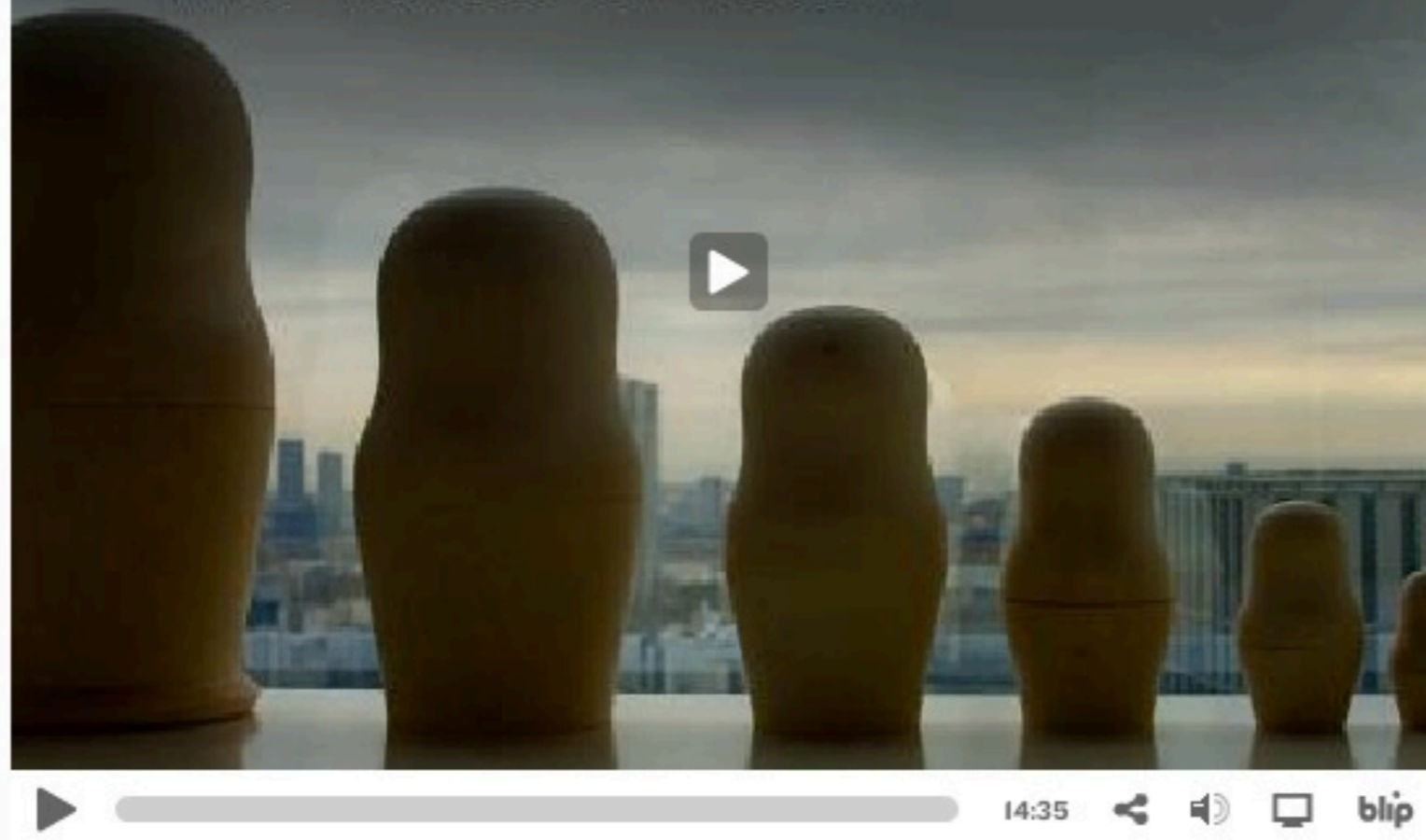
[Link curation at scale](#) »

Disappearing digital resources

One of the most striking aspects of our [JISC funded Open-Educational-Resources Impact study](#) was the extent to which using digital resources has become embedded in teaching practice. Digital resources are 'disappearing into use' as they become part of the fabric of higher education.

We interviewed strategists, academics and students to find out how they found and used digital resources. It wasn't surprising to find that students were Googling for anything they could get their hands on but the extent to which academics are doing this as well was unexpected. The difference between the groups was that staff have the expertise required to critically evaluate what they find while the students are nervous about waiting-time using resources which might prove to be off-topic. They are also uncertain of how to cite non-traditional resources or if they should admit to using them as all. This is a good example of where digital literacy and traditional research skills are both essential.

Open Educational Resources: The value of reuse



The video is published under a [Creative Commons Attribution licence](#) (CC BY)

OER Impact project team-

Technology-Assisted Lifelong Learning:

Mr David White

Ms Marion Manton

Learning Technologies Group:

Dr Elizabeth Masterman

Ms Joanna Wild

This video has been uploaded to blip, a video sharing site, and embedded in this blog post.

Following the video back to where it is stored allows browsers to find related content. Serendipity is encouraged.

(<http://goo.gl/3ijg2>)

David White's TALL Blog (accessed 25 June 2012)

<http://tallblog.conted.ox.ac.uk/index.php/2011/08/31/disappearing-digital-resources/>



Resources on lecturing

Selected and produced by [Rhona Sharpe](#), OCSLD, Oxford Brookes University

Share More info



<http://youtu.be/JnMfo4iU>

Options

Embed Email   

More

This resource is hosted YouTube and embedded here. Individuals are provided with the Web address so they can embed this video on their own site, extending the reach of the conversation.

- [OERs and other resources on lecturing](#)

Last modified: Thursday, 7 June 2012, 01:21 PM

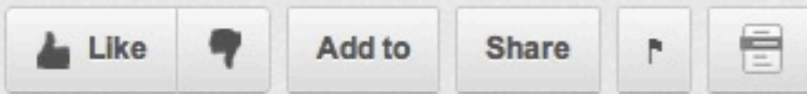
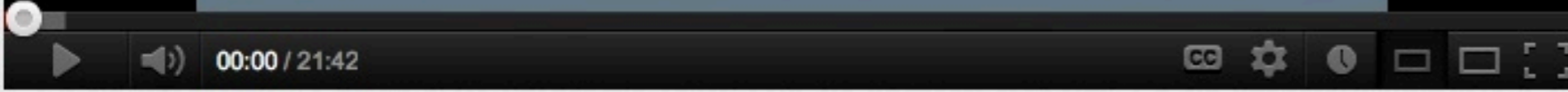
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Rhona Sharpe on lecturing

BrookesOCSLD

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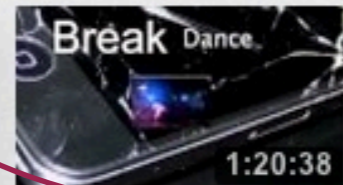
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Published on May 17, 2012 by BrookesOCSLD
An introduction to why we lecture, what some of the problems with lecturing are, and how we can improve lectures.

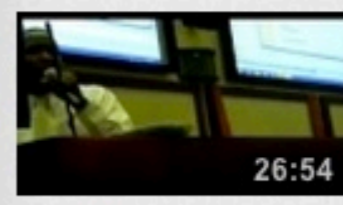
Category: Education
Rhona Sharpe on Lecturing
Tags: <http://www.youtube.com/watch?v=JnMfo4iUgks&feature=youtu.be>



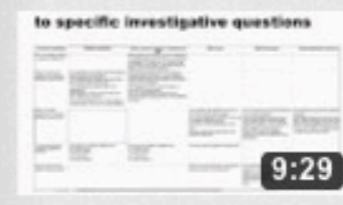
David White speaks to #fslt12
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George Roberts wraps up the #fslt12 week 4
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by Hotep360Five
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by BrookesOCSLD
1 view



Vybz Kartel lecturing at UWI Mona - Pt.2
by InfuzionInc
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Greg Benfield #fslt12 session 1/2 on
by BrookesOCSLD
3 views

Related videos are aggregated in the repository based on the user's selections, searches and history.



Lecturing video transcript

The lecture theatre in this photo probably seats 200 odd students. It doesn't take this many students sitting in front of you in rows, before you find yourself starting to lecture!

You can find that with as few as 30 odd students, in a room with tiered seating like this, students take on the role of sitting quite passively, listening and taking notes. It's going to be quite hard to know what's going on in their heads, how well they are concentrating. It's hard to put ourselves in their shoes and remember that although I might be doing this for 4 or 5 hours each week, students might be in this kind of environment 4-5 hours a day. I know what's going on in my head. I'm looking for windows, and wondering about the trade off of opening them for air, but getting noise in. My voice is quite strong but I'm wondering if it will be difficult for students right at the back to hear me. I'm thinking that I'd like to ask some questions, but if I do, will I get a response? Will students find it hard to speak up in this kind of environment? If they do, will they be audible? I'm wondering how well this lecture is preparing them for out of class activity, for their own independent study. How good is their notetaking? And what are they doing on their mobile phones?

I'm aware that I'm competing against distractions. Students can access information from multiple online sources – maybe even while I'm talking! I can't ignore the technology they are using. Carrie (2008) – American study – showed that students who used laptops in class spent considerable time multitasking and that the laptop use posed a significant distraction to both users and fellow students. Most importantly, the level of laptop use was negatively related to several measures of student learning, including self-reported understanding of course material and overall course performance. These are the kinds of things I'm thinking about, the questions I have, as I walk into the lecture theatre. I'd like you to pause the video now and spend a couple of minutes writing down the questions you have about lecturing.... See for example: Tomas Lindroth, Magnus Bergquist, Laptops in an educational practice: Promoting the personal learning situation, *Computers & Education*, Volume 54, Issue 2, February 2010, Pages 311-320 Carrie B. Fried, In-class laptop use and its effects on student learning, *Computers & Education*, Volume 50, Issue 3, April 2008, Pages 906-914

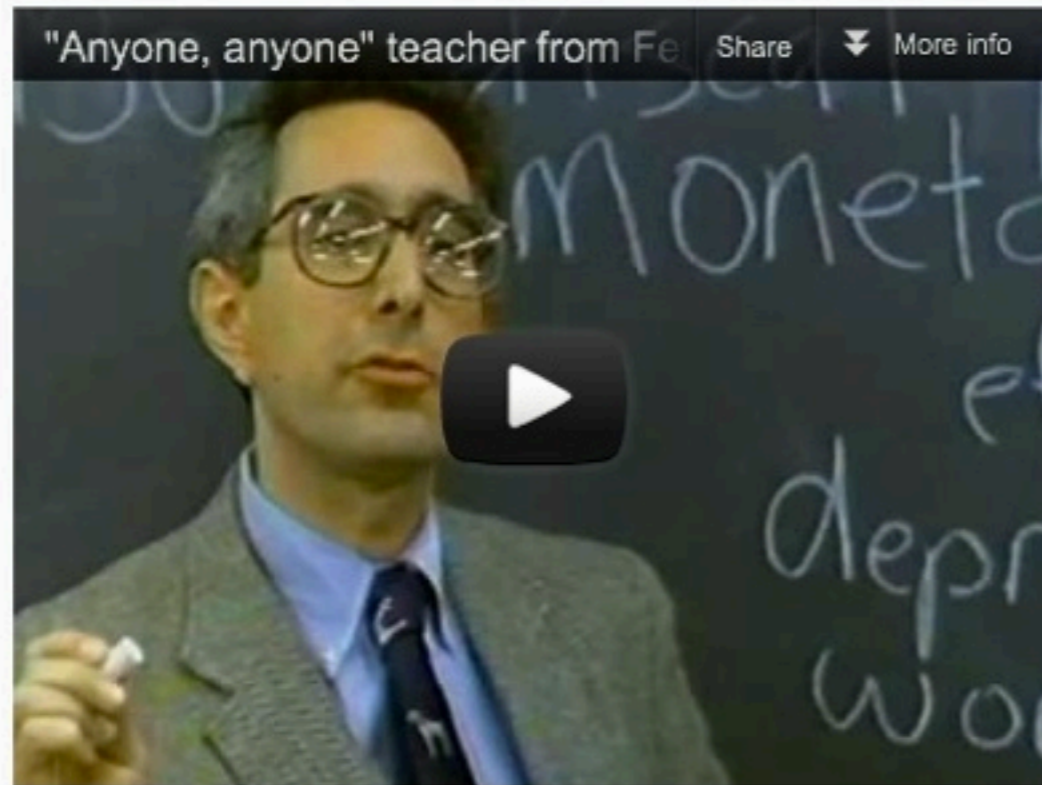
Welcome back. I tried to anticipate here some of the questions you might ask – they are quite broad to encompass I hope, many of your questions. They come down to Why do we do it? How do we do it well? What difference does it make?

I'm sorry, but I think the main reason that we lecture is tradition – originally lectures were there to share the content of books

But, we've come a long way since then – there are other ways of sharing the content of books! We've come right through library full of shelves...

to a dependence on electronic sources... These quotes come from students who kept audio diaries about the ways they used technology in one of the first studies on learners' experiences of e-learning. Grainne Conole and her colleagues found that even in 2006: - Google and

The third, and final problem I'm going to talk about is that it is difficult to maintain attention in lectures. If you have time, watch the 'Anyone, anyone?' clips from Ferris Bueller's Day off movie on YouTube Eg:



'Anyone, anyone?'

Ben Stein as an economics teacher in the film "Ferris Bueller's Day Off" 1986

References to popular culture leverages informal learning and everyday experiences, enriching formal education and creating a richer, more enjoyable experience.

<http://vle.openbrookes.net/mod/page/view.php?id=79>

While teachers are lecturing, students are not attending to what is being said 40% of the time. See Prince, M. (2004) Does Active Learning Work? A Review of the Research. Journal of Engineering Education. 93(3), 223-231.

So, what can you do? At a basic level, your starting points should be to Increase attention by taking breaks Encourage active engagement during the session with activities Encourage rehearsal soon after the session

So, we have clearly moved a long way from the original purpose of the lecture to share the content of a few books. We have moved from the time even when the lecture was a way of giving access to the knowledge of the lecturer. So, attendance is poor, attention is poor, remembering is poor. Access to content is free and easy. Remind me again why we lecture content? What are the alternatives? What could we be doing instead of lecturing content?

So, why do we lecture? Or perhaps – why should we still be lecturing in the information age? I've shown 3 problems with lecturing, which I hope show why we shouldn't be lecturing for transfer of content. So, what alternative reasons are there? Here are some better reasons for lectures, based on Cashin in Fry et al, p 84 One lecturer said to me that they used lectures only to cover the hard things. To only cover what students can't learn through read about. That she trained students early on not expect to avoid reading by attending lectures..... That lectures and reading were not interchangeable... (incidentally, she found the hardest challenge was to find and recommend readable texts for pre-reading before lectures, not the design/preparation of the lectures themselves). We need to help students understand that what we expect them to do BEFORE, DURING and AFTER lectures.

Lecturing through questions and peer instruction e.g Engineering at Strathclyde University

<http://www.elearning.ac.uk/innoprac/practitioner/strathclyde.html> Physics with Eric Mazur at Harvard University Eric Mazur 'confessions of a converted lecturer' on YouTube at:

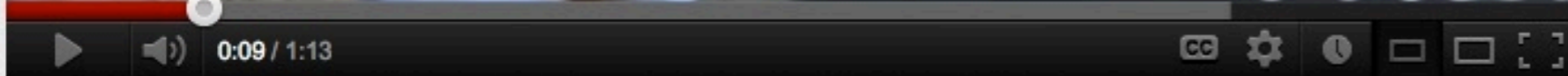
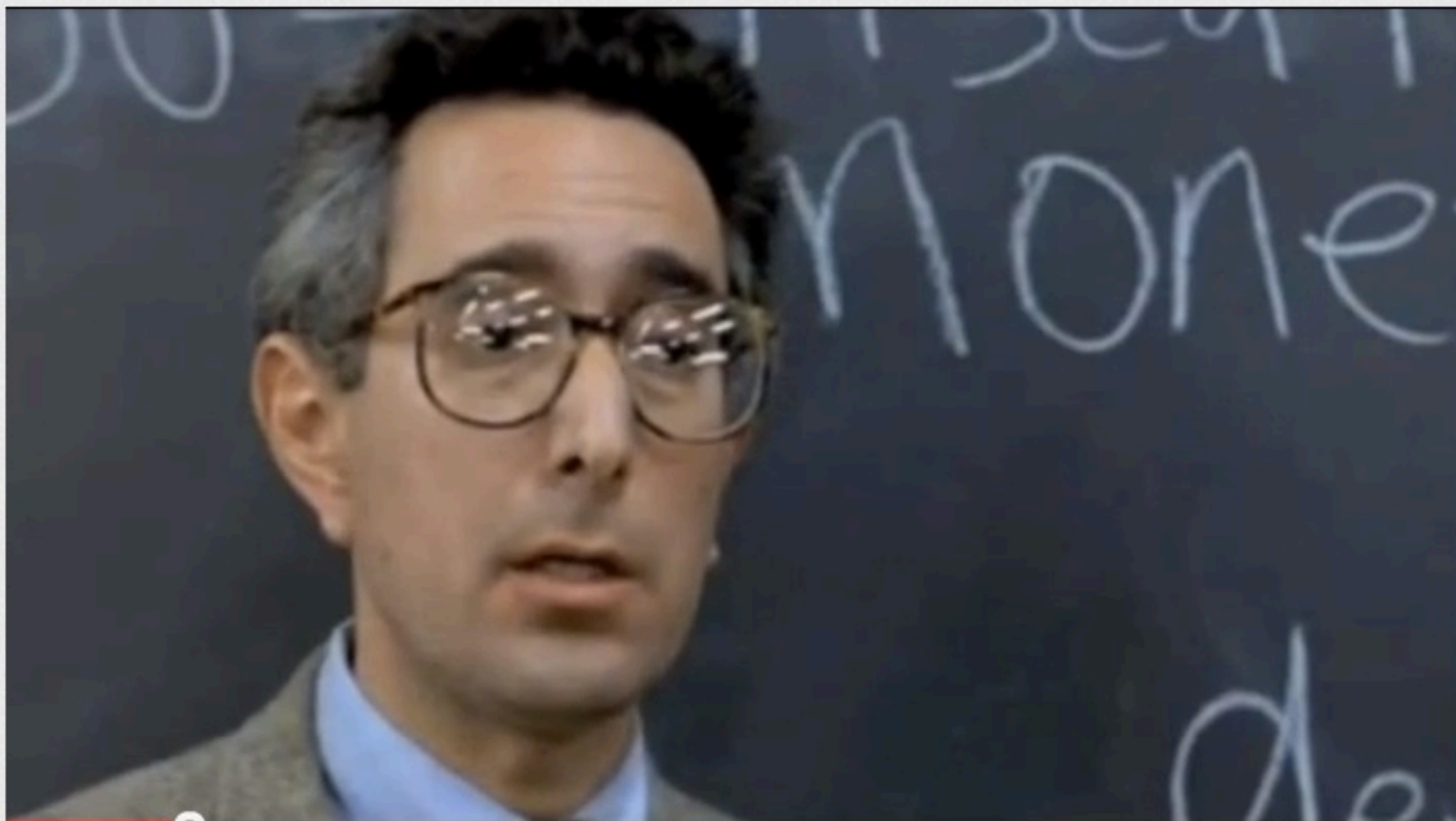
Boring Economics Teacher

angelabroz87



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Boring Econ teacher from Ferris Bueller's Day Off

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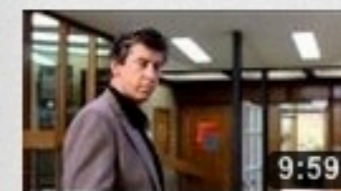


worst professor ever

by ugod355

728,368 **FEATURED VIDEO**

1:49



The 100 Greatest Movie Insults of All Time

by hh1edits

14,750,966 views

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by ugod355

297,414 views

1:29



Bueller...

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231,469 views

0:57

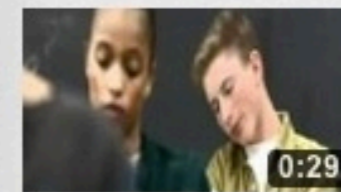


Ben Stein vs Richard Dawkins

by PacificNW326

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6:07



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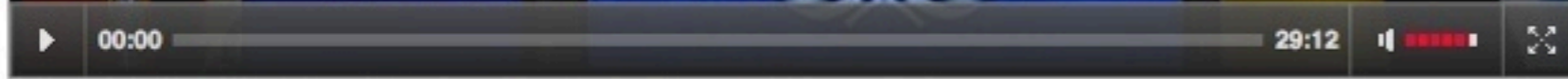
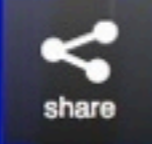
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"Are You Here to Save Face — or Save Us?": Brittany Trilford, 17, Addresses World Leaders at Rio+20





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On Wednesday, 17-year-old environmental activist Brittany Trilford of Wellington, New Zealand, addressed more than a hundred heads of state at the opening plenary of the Rio+20 U.N. Earth Summit, the largest United Nations gathering ever. "We are all aware that time is ticking, and we are quickly running out," Trilford said. "You have 72 hours to decide the fate of your children, my children, my children's children. And I start the clock now." [includes rush transcript]

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DN! IN DEPTH

Rio+20 Earth Summit





GUEST:

Brittany Trilford, 17-year-old New Zealander who addressed more than a hundred heads of state at the opening plenary of the Rio+20 U.N. Earth Summit in Rio de Janeiro, Brazil.

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http://www.democracynow.org/2012/6/21/are_you_here_to_save_face_24_June_2012

We can learn a lot from good examples of public broadcasting. Democracy Now! is a daily news programme that is funded by listeners. The one-hour episodes are broadcast and podcast in video and audio, and are available for other stations to broadcast for free. Transcripts, in Spanish as well as English, are published on their Website immediately following the broadcast.

RUSH TRANSCRIPT

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Transcript

JUAN GONZÁLEZ: Leaders from more than a hundred countries are gathered in Brazil for the Rio+20 Earth Summit, the largest United Nations conference ever. The gathering comes 20 years after the 1992 U.N. Earth Summit in Rio de Janeiro, when leaders pledged to protect the planet by endorsing treaties on biodiversity

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By Amy Goodman with Denis Moynihan

Transcript

JUAN GONZÁLEZ: Leaders from more than a hundred countries are gathered in Brazil for the Rio+20 Earth Summit, the largest United Nations conference ever. The gathering comes 20 years after the 1992 U.N. Earth Summit in Rio de Janeiro, when leaders pledged to protect the planet by endorsing treaties on biodiversity and climate change. Since then, few of the development goals have been reached in areas like food security, water, global warming and energy. On Wednesday, Brazilian President Dilma Rousseff welcomed world leaders under a cloud of criticism that this new summit will fall far short of its promise to establish new goals.

PRESIDENT DILMA ROUSSEFF: [translated] We know that the cost of not acting will be greater than taking the necessary actions, even though they may face resistance and may end up being politically complicated.

JUAN GONZÁLEZ: A new report by Friends of the Earth International warns that multinational corporations such as oil giant Shell have an undue influence over the Rio+20 Earth Summit. Negotiators had already agreed on a draft before the heads of state arrived Wednesday. Many groups working on environmental and poverty issues have criticized the agreement for being too weak. This is Greenpeace political director Daniel Mittler.

DANIEL MITTLER: Any progress that you hear about in press conferences is about progress to water down the text, to avoid commitment, and to—in reality, governments are clearly here to do nothing and to commit to doing nothing.

AMY GOODMAN: Well, 20 years ago, a 12-year-old rocked the Earth Summit in Rio with a plea to world leaders to get serious about saving the planet. Her name was Severn Suzuki, and she'll join us later in the broadcast. She is back in Rio. But first we turn to another young environmentalist, 17-year-old Brittany Trilford of Wellington, New Zealand. On Wednesday, she addressed more than a hundred heads of state at the opening plenary of the Rio+20 U.N. Earth Summit. Listen carefully; the audio has some technical imperfections.

BRITTANY TRILFORD: Thank you, Secretary-General and leaders, for the opportunity to address this plenary. *Tena koutou* from New Zealand.

My name is Brittany Trilford. I'm 17 years old. I'm a child. Today, in this moment, I'm all children, your children, the world's three billion children. Think of me as half the world.

COLUMNS

A Movement Built By Dreamers



By Amy Goodman
with Denis
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Undocumented

immigrants in the United States number around 12 million people, a group larger than the populations of most countries on the planet.

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Mother Jones

WANNA BUY AN ELECTION?

Inside the 40-year campaign to sell democracy to the highest bidder



Part two of our conversation with Monika Bauerlein and Andy Kroll of Mothers Jones

magazine. The new cover story in the magazine is called "Follow the Dark Money."



The nature of artifacts

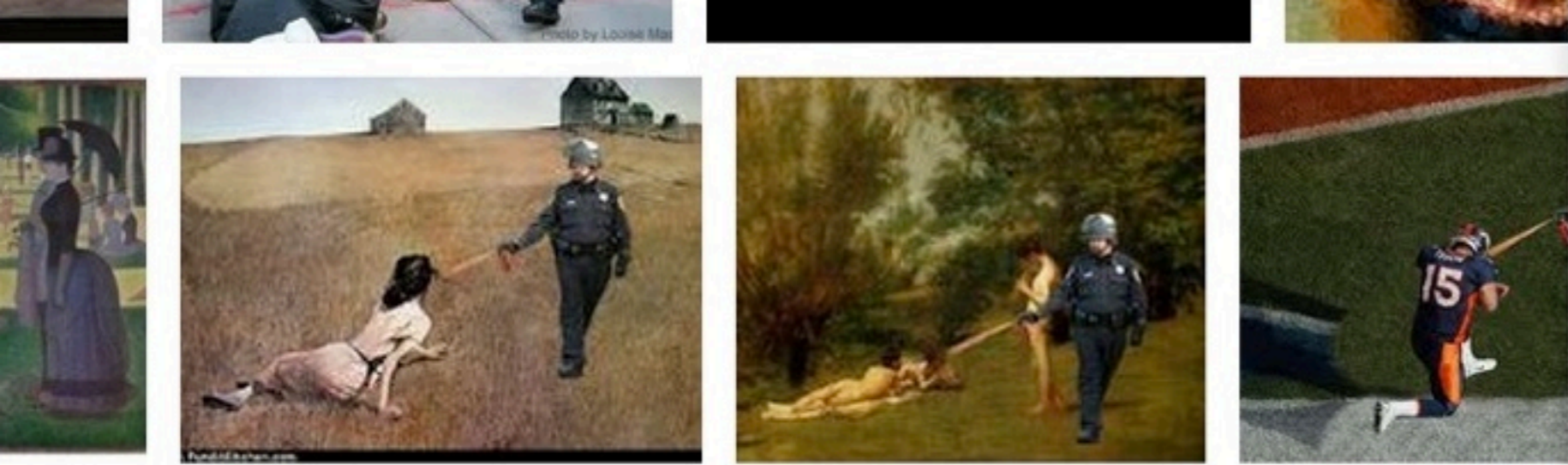
In crossing the threshold from analog to digital, an artifact exchanges a single, traceable past for unlimited possible futures, solidity for malleability, and financial value for social value.

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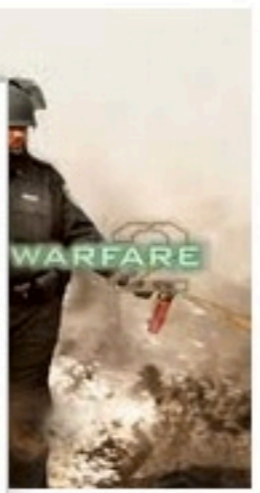


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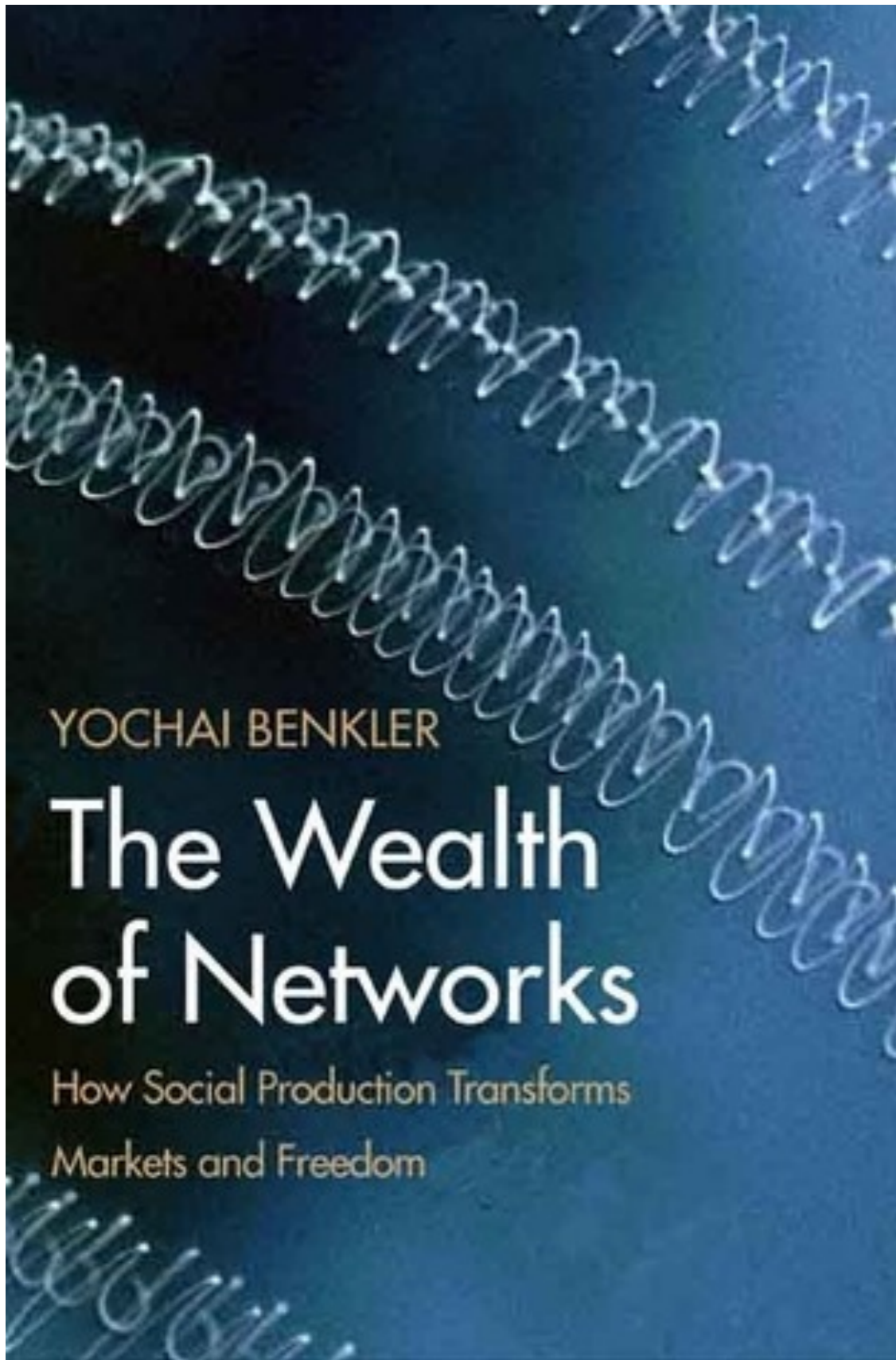
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“Ubiquitous low-cost processors, storage media, and networked connectivity have made it practically feasible for individuals, alone and in cooperation with others, to create and exchange information, knowledge, and culture in patterns of social reciprocity, redistribution, and sharing, rather than proprietary, market-based production. **The basic material capital requirements of information production are now in the hands of a billion people around the globe who are connected to each other more or less seamlessly. These material conditions have given individuals a new practical freedom of action.**”

– Yochai Benkler, *The Wealth of Networks: How Social Production Transforms Markets and Freedoms* (New Haven: Yale, 2006), p. 462. <http://goo.gl/eofOf>
Free PDF download: <http://goo.gl/KCruz3>

STEAL LIKE AN ARTIST

10 THINGS NOBODY TOLD YOU ABOUT BEING CREATIVE

AUSTIN KLEON

“Immature poets imitate; mature poets steal; bad poets deface what they take, and good poets make it into something better, or at least something different. The good poet welds his theft into a whole of feeling which is unique, utterly different from that from which it was torn.”

—T. S. Eliot

Austin Kleon “Steal Like an Artist”

Book: <http://goo.gl/AkSUz>

Radio NZ Music 101 interview (23 June 2012): <http://goo.gl/ZoCoM>

- ⑥ THE SECRET: DO GOOD WORK AND SHARE IT WITH PEOPLE. ----- 74
- ⑦ GEOGRAPHY IS NO LONGER OUR MASTER. ----- 86
- ⑧ BE NICE.
(THE WORLD IS A SMALL TOWN.) ----- 98

**NOTHING IS ORIGINAL. STEAL FROM ANYWHERE THAT
RESONATES WITH INSPIRATION OR FUELS YOUR IMAGINATION.
DEVOUR OLD FILMS, NEW FILMS, MUSIC, BOOKS, PAINTINGS,
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ARCHITECTURE, BRIDGES, STREET SIGNS, TREES, CLOUDS,
BODIES OF WATER, LIGHT AND SHADOWS. SELECT ONLY THINGS
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DO THIS, YOUR WORK (AND THEFT) WILL BE AUTHENTIC.
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AND DON'T BOTHER CONCEALING YOUR THIEVERY—CELEBRATE
IT IF YOU FEEL LIKE IT. IN ANY CASE, ALWAYS REMEMBER
WHAT JEAN-LUC GODARD SAID: "IT'S NOT WHERE YOU TAKE
THINGS FROM—IT'S WHERE YOU TAKE THEM TO."**

— JIM JARMUSCH

**“It’s not
where you
take things
from —
it’s where
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them to.”**

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– Cory Doctorow, “Giving it Away,” in *Content: Selected Essays on Technology, Creativity, Copyright, and the Future of the Future* (San Francisco; Tachyon, 2008), 71-2.
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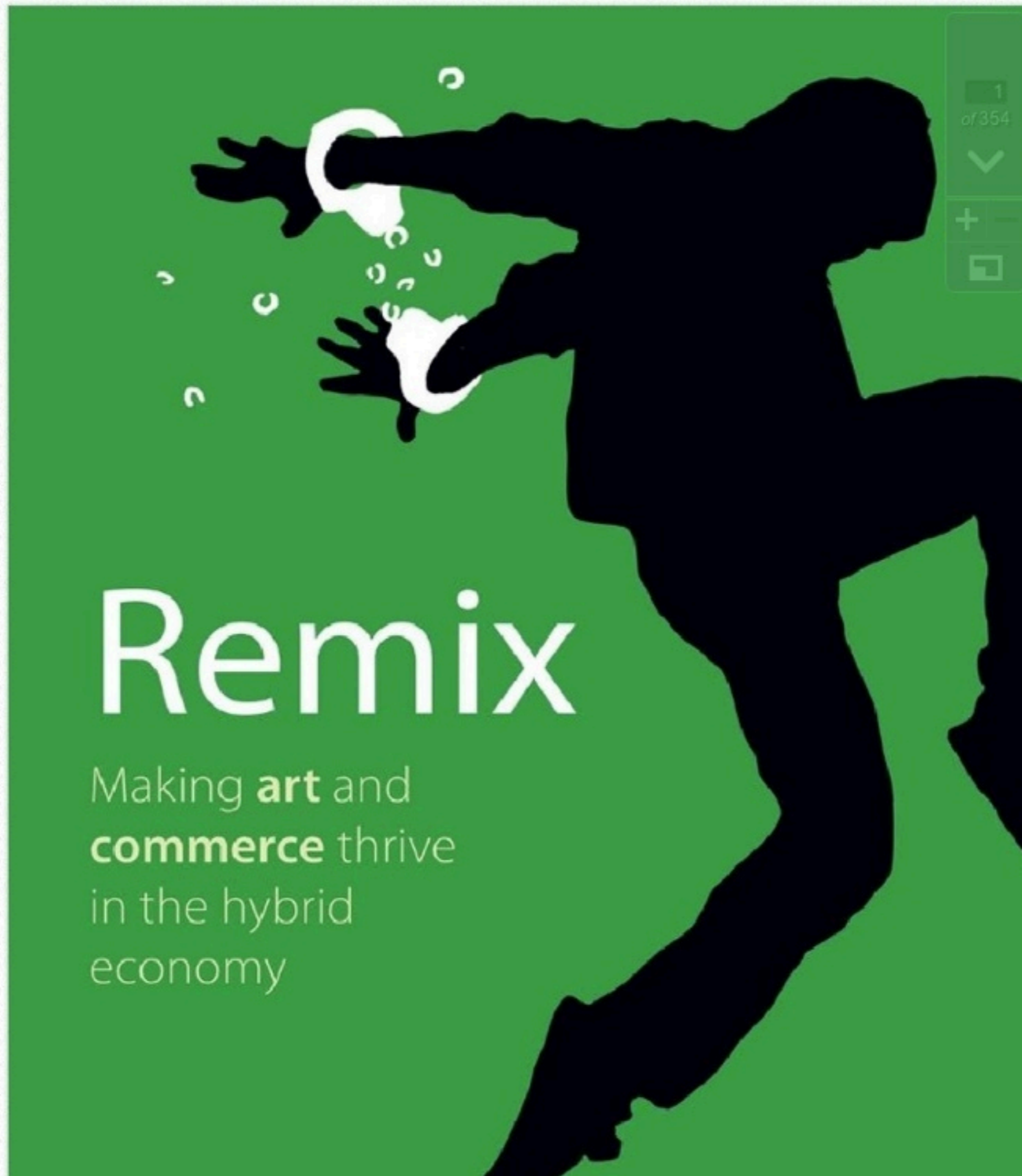
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26 June 2012

- [\(diff | hist\)](#) . . **m** [Constitutional Amendments Referenda Act of 2012](#); 16:25 . . **(-5)** . . [James Salsman](#) ([Talk](#) | [contribs](#)) (*→Constitutional Amendments Referenda Act of 2012:*)
- [\(diff | hist\)](#) . . **N** [Constitutional Amendments Referenda Act of 2012](#); 16:23 . . **(+7,483)** . . [James Salsman](#) ([Talk](#) | [contribs](#)) (*Created page with "==" Constitutional Amendments Referenda Act of 2012 == https://sites.google.com/site/amendmentact/ Please support these referenda for amendments to the United States Constitutio..."*)
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23 June 2012

- [\(diff | hist\)](#) . . [User:James Salsman](#); 18:24 . . **(-64)** . . [James Salsman](#) ([Talk](#) | [contribs](#)) (*→Constitutional Amendments Referenda Act of 2012: many people helped*)
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- [\(diff | hist\)](#) . . [User:James Salsman](#); 06:10 . . **(+7,407)** . . [James Salsman](#) ([Talk](#) | [contribs](#)) (*feel free to mark this up*)
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21 June 2012

- [\(diff | hist\)](#) . . **m** [Main Page](#); 06:24 . . **(+1)** . . [James Salsman](#) ([Talk](#) | [contribs](#)) (*updated implies to little*)
- [\(diff | hist\)](#) . . [Main Page](#); 06:23 . . **(+6)** . . [James Salsman](#) ([Talk](#) | [contribs](#)) (*→The Lessig Wiki: recently revamped rootstrikers.org*)

20 June 2012

- [\(diff | hist\)](#) . . [LessigLinks](#); 20:22 . . **(+191)** . . [Woozle](#) ([Talk](#) | [contribs](#)) (*→Official: Transcripts: JMLS address*)

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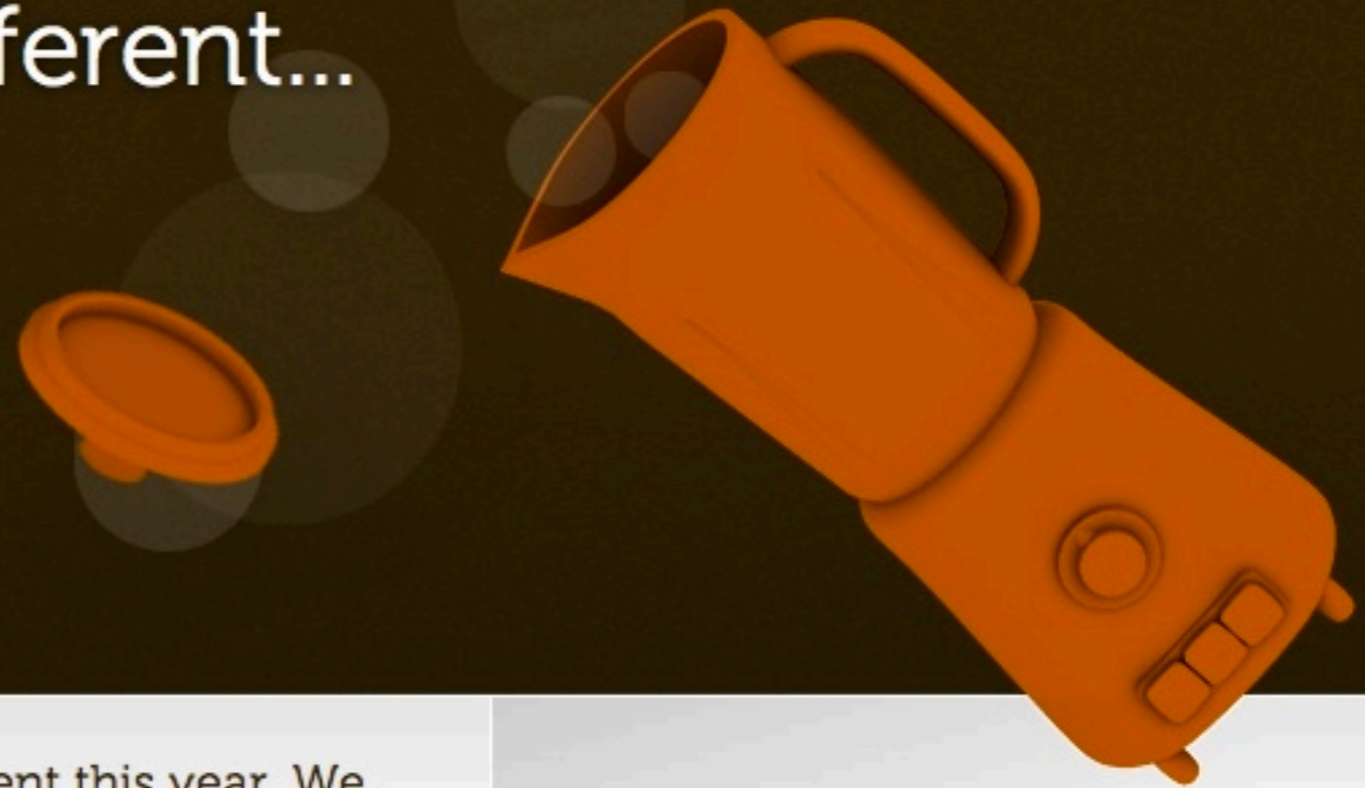
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New Zealand Mashups competition: <http://www.mixandmash.org.nz/>

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Mix and Mash is trying something a little different...



Mix and Mash is trying something a little different this year. We won't be running a big competition. Instead, we want to help organisations and communities run their own open data and content challenges.

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Remix Game ~Beta~

Please send feedback to david.wiley@gmail.com.

The interface displays a 3x4 grid of cards. The top row contains: TEXT (CC BY), IMAGE (CC BY NC ND), TEXT (CC BY), and TEXT (CC BY). The middle row contains: TEXT (CC BY), VIDEO (CC BY), IMAGE (CC BY), and TEXT (CC BY). The bottom row contains: MUSIC (CC BY), TEXT (CC BY), IMAGE (CC BY), and MUSIC (CC BY). A stack of blue cards is on the right. A large dashed red box labeled 'Empty Space' is to the right of the grid. Below the grid are four empty boxes for answers, a 'Check Answers' button, and a points display showing 0/32.

The Remix Game

Rules: This version of the Remix game, inspired by Set, begins with 12 cards dealt face up. Examine these cards, trying to identify a license-compatible aggregation of four cards including one each of the four media types (text, image, audio, and video).” . . .

“This game is being designed and developed by the great folks at [BYU Independent Study](#) and David Wiley as part of an upcoming course targeted at helping public school teachers learn how to find, create, localize, and reuse open educational resources.”

A game designed to help people to reuse and re-license open content:
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The Digital Scholar: How Technology Is Transforming Scholarly Practice

Martin Weller

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Martin Weller

Publication Date: September 2011

Pages: 256

DOI: <http://dx.doi.org/10.5040/9781849666275>

While industries such as music, newspapers, film and publishing have seen radical changes in their business models and practices as a direct result of new technologies, higher education has so far resisted the wholesale changes we have seen elsewhere. However, a gradual and fundamental shift in the practice of academics is taking place. Every aspect of scholarly practice is seeing changes effected by the adoption and possibilities of new technologies. This book will explore these changes, their implications for higher education, the possibilities for new forms of scholarly practice and what lessons can be drawn from other sectors.

Table of Contents

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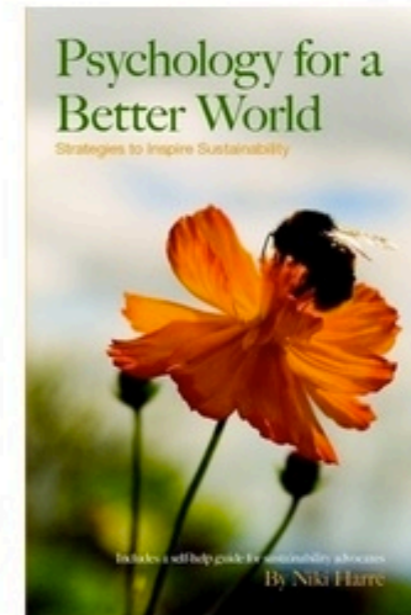
Department of Psychology

Psychology for a Better World: Strategies to Inspire Sustainability

About the book

Psychology for a Better World is for people who believe it is worth trying to make a world in which both our species and the ecological systems we are part of can flourish. The book is based on the latest research in psychology and is jam packed with action strategies. It offers new ways to think about how people interact in social settings, why we are tempted to stick with what we know, and how the same characteristics that currently keep us hooked into unsustainable practices can be used to move us forward. The final chapter is a guide to help you analyse what you are doing to contribute towards a better world, and how you can be more effective while simultaneously increasing your personal wellbeing.

Listen to Niki's interview about Psychology for a Better World with Kim Hill on the [Radio New Zealand website](#) and her interview with Sustainable Simon on the [95bFM website](#).



About the author

Niki Harré is an associate professor at the University of Auckland where she has taught social and community psychology for twelve years. Her recent research projects have focused on sustainable communities and schools, positive youth development and political activism. In 2007 Niki edited, with Quentin Atkinson, the book *Carbon Neutral by 2020: How New Zealanders Can Tackle Climate Change*. Niki is an active member of the Pt Chevalier Transition Town.

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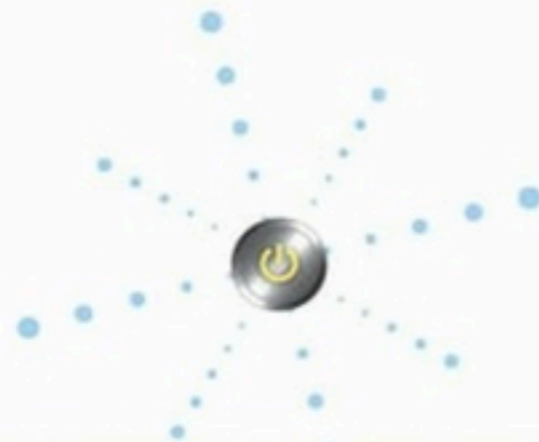
Chris Anderson.

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NICHOLAS CARR

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**The nature of networks
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virtual,
networks change from
centralized to
dispersed,
fixed to fluid,
and hierarchical to flat.**

**Nicholas Carr "The Big Switch",
W. W. Norton & Co., (2009)**

<http://goo.gl/5nNn4>

CONNECTED Learning

EQUITABLE, SOCIAL, AND PARTICIPATORY

Connected learning is a model of learning that holds out the possibility of reimagining the experience of education in the information age. It draws on the power of today's technology to fuse young people's interests, friendships, and academic achievement through experiences laced with hands-on production, shared purpose, and open networks.

PRODUCTION CENTERED

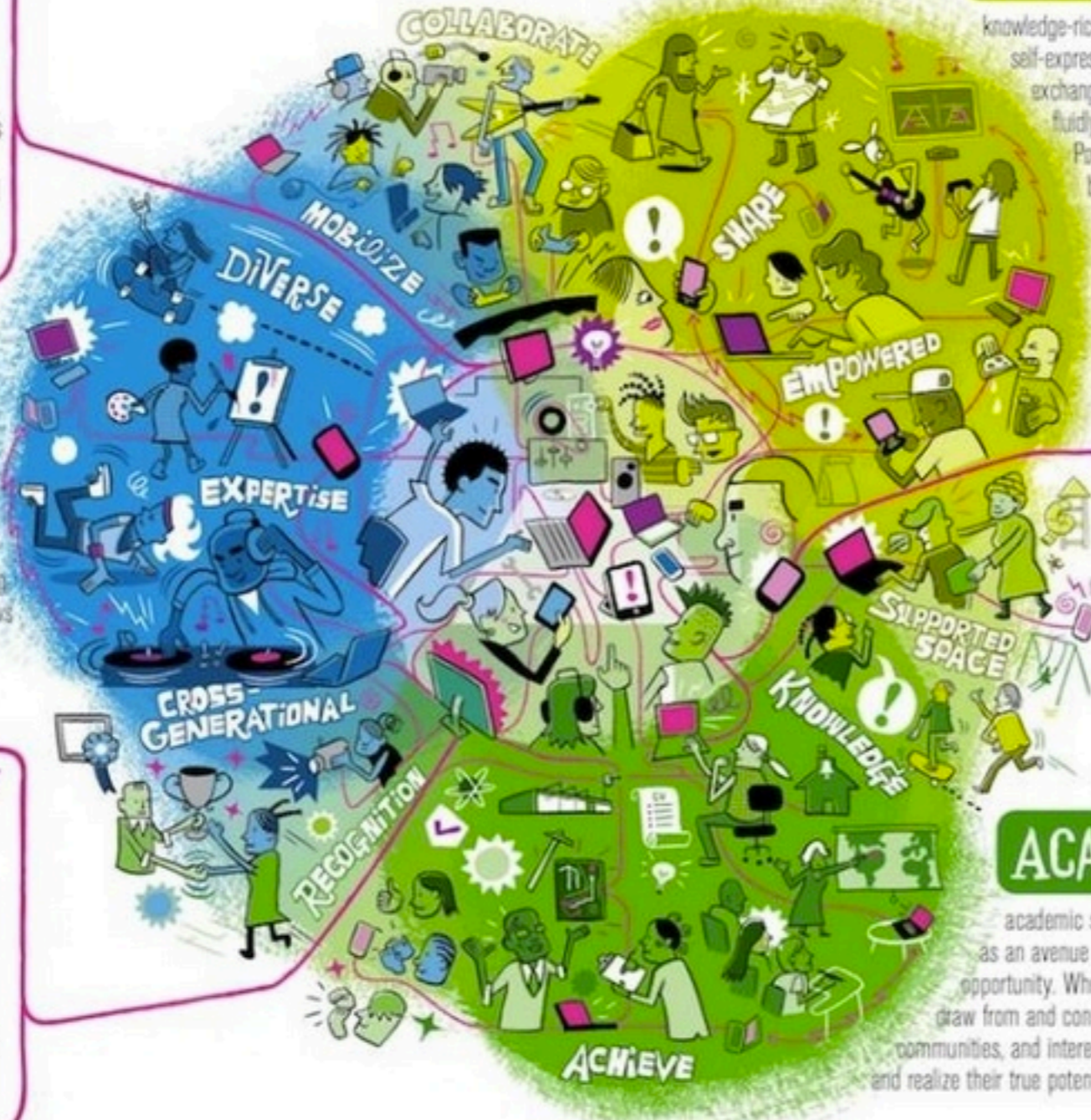
Connected learning prizes the learning that comes from **actively producing, creating, experimenting, and designing**, because it promotes skills and dispositions for lifelong learning, and for making meaningful contributions to today's rapidly changing work and social conditions.

INTERESTS

Interests foster the drive to gain knowledge and expertise. Research has repeatedly shown that when the topic is personally interesting and relevant, learners achieve much higher-order learning outcomes. Connected learning views interests and passions that are developed in a social context as essential elements.

SHARED PURPOSE

Today's social media and web-based communities provide unprecedented opportunities for caring adults, teachers, parents, learners, and their peers to share interests and contribute to a common purpose. The potential of **cross-generational learning and connection** unfolds when centered on common goals.



PEER CULTURE

Connected learning thrives in a socially meaningful and knowledge-rich ecology of ongoing participation, self-expression, and recognition. In their everyday exchanges with peers and friends, young people fluidly contribute, share and give feedback. Powered with possibilities made available by today's social media, this peer culture can produce learning that's engaging and powerful.

OPENLY NETWORKED

Connected learning environments **link learning in school, home, and community**, because learners achieve best when their learning is reinforced and supported in multiple settings. Online platforms can make learning resources abundant, accessible, and visible across all learner settings.

ACADEMIC

Connected learning recognizes the importance of academic success for intellectual growth and as an avenue towards economic and political opportunity. When academic studies and institutions draw from and connect to young people's peer culture, communities, and interest-driven pursuits, learners flourish and realize their true potential.

Learning to learn in a network of connected individuals who collaborate through the free exchange of resources and ideas.

ACTIVE RELEVANT REAL-WORLD EFFECTIVE HANDS-ON
NETWORKED INNOVATIVE PERSONAL TRANSFORMATIVE

<http://connectedlearning.tv/infographic/>
(CC-BY) Accessed 10 April, 2012

The notion of connectedness:

“It’s about expertise that’s widely distributed in our society and culture, and the fact that anybody can help somebody else get better at something.”

Mimi Ito, Cultural Anthropologist, Digital Media & Learning Research Hub (University of California, Irvine)

<http://www.itofisher.com/mito/>



Connectivism

"Are You Connected? Do You Know What It Means?"

Curated by Susan Bainbridge

82

14.9K Views

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Tags

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September 1, 2011 8:24 AM

Get Regular Update on Connectivism



Click the 'follow' button on the top, right.

Thank you to everyone for the suggestions and 'thank you's'. I appreciate your support!



Scooped by Susan Bainbridge

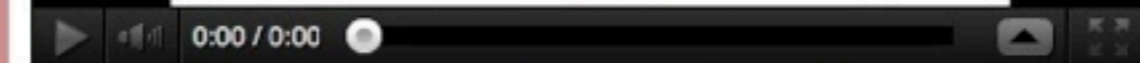
www.youtube.com - April 8, 7:51 PM

Connectivism

Capacity to know more is more critical than what is currently known.



YouTube



"The purpose of this video is to provide insight into the learning theory commonly know as Connectivism..."

Scooped by Susan Bainbridge

www.youtube.com - April 6, 9:42 AM

Sherry Turkle: Connected, but alone?

Sherry Turkle: Connected, but alone?



www.elsua.net (via @nilitamo) - April 7, 9:18 AM

ELSUA ~ A KM Blog Thinking Outside The Inbox by Luis Suarez » The Essence of Connected Learning



Content Curation World

"Understanding the Emerging Real-Time News Curation Universe"

Curated by Robin Good



BY ROBIN GOOD

<http://curation.masternewmedia.org/>
Accessed 10 April, 2012

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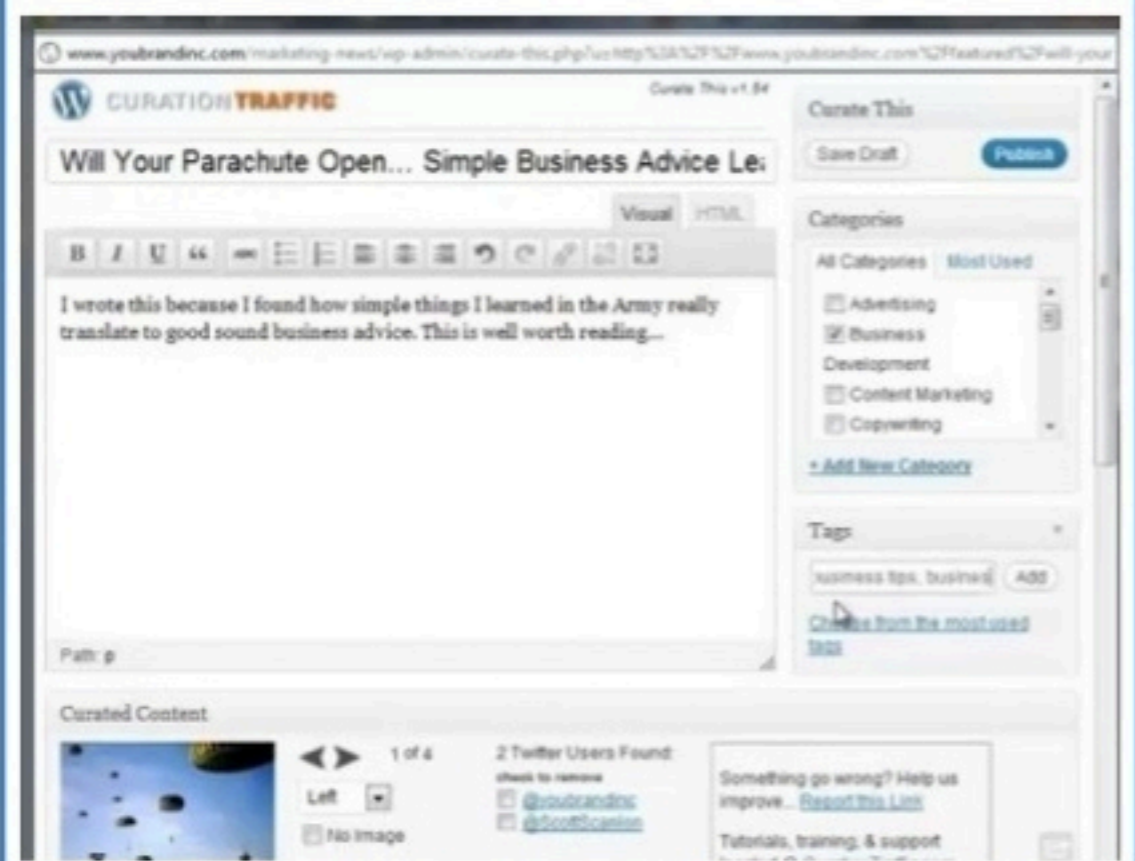
Edited and curated by **Robin Good**



in Good
curation.masternewmedia.org

curationtraffic.com - April 7, 1:40 AM

Curation Plugin for WordPress Does It All: Curation Traffic



Robin Good: CurationTraffic is a new WordPress plugin that allows anyone to curate a newsradar, a thematic channel or any other type of curated format directly from within Wordpress.

The first thing that stroke me about CurationTraffic is its output template similarity with Scoop.it own magazine format. Very close. See it here for

www.youtube.com - April 5, 7:47 PM

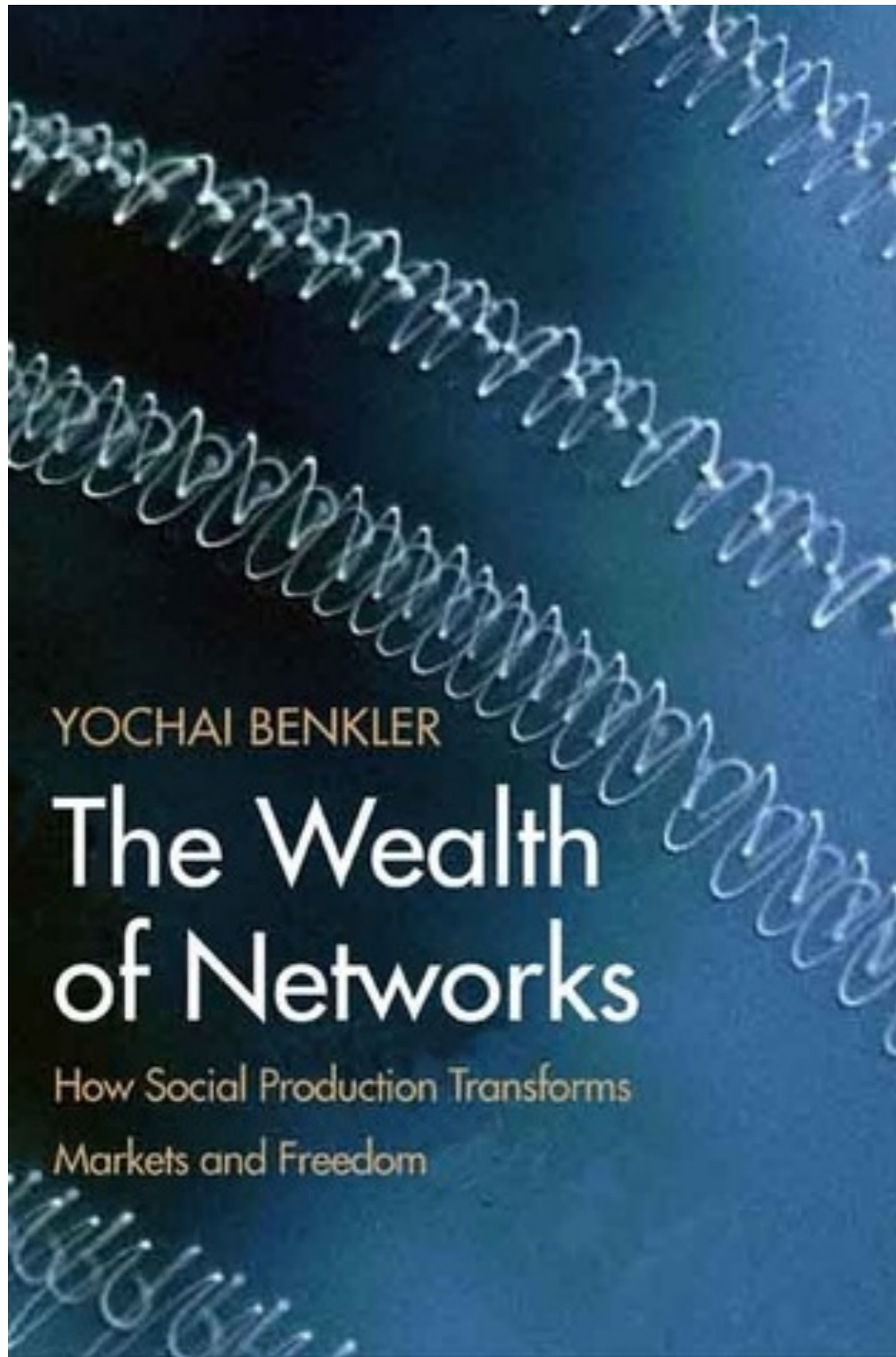
The Future of Collaborative Social Video Curation Is Here: Zeeik Paves The Way



Robin Good: Zeeik is a new web-based video curation site with a unique slant and some very innovative ideas.

Its key features provide some very stimulating ideas on how in the future you may go about curating, navigating and collecting video to create a guide or make sense of a specific topic.

1) Collaborative Curation
First of all, Zeeik is designed in a way that puts the topic of curation at the center, while allowing multiple users to



“the networked environment makes possible a **new modality of organizing production: radically decentralized, collaborative, and nonproprietary**, based on sharing resources and outputs among widely distributed, loosely connected individuals who cooperate with each other without relying on either market signals or managerial commands. This is what I call **commons-based peer production.**”

– Yochai Benkler, *The Wealth of Networks: How Social Production Transforms Markets and Freedoms* (New Haven: Yale, 2006), 60. <http://goo.gl/eofOf>
Free PDF download: <http://goo.gl/KCru3>



Copenhagen civic square

Oct. 16-18 2008

Commons-based peer production in physical space

“The product of learning is not knowledge, the product of learning is a transformed learner.”

– Stephen Downes

<http://www.downes.ca/>

Connections with other people and with appropriate resources can facilitate meaningful conversations and support collaborative learning. The result can be a transformative experience.



“Message in a bottle”

near to Covehithe, Suffolk, Great Britain

“I found the bottle at Benacre, it wished me well and has an email address, this had faded.”

Photo by Ashley Dace CC-BY-SA.jpg

<http://www.geograph.org.uk/photo/1095870>

Tossing disconnected messages and resources into the commons without considering the needs and context of indented recipients (listeners/viewers/users) is unlikely to be a very successful approach.

Teaching and Learning Paradigms

Locus, Mode, Temporality, Structure, Objective

PUSH

teacher, broadcast, synchronous, hierarchical, knowledge

PULL

resource, download, asynchronous, nodal, individual learning

SHARE

site, co-create, continuous, networked, knowledge network

Open Courseware Models (How are they doing now?)

MIT model

Structure: highly centralized, dedicated staff

Goal: 1,900 courses

Annual cost: US\$3,600,000.

Utah State University model

Structure: hybrid of centralized and decentralized

Goal: as many courses as possible

Annual cost: US\$110,000

Rice University model

Structure: decentralized, volunteer, collaborative effort

Goal: no fixed target

Annual cost: low

Open Educational Resources: Opportunities and Challenges for Higher Education. A briefing Paper by Li Yuan, Sheila MacNeil and Wilbert Kraan. Sept. 2008.

<http://jisc.cetis.ac.uk/publications>

TALKS

Salman Khan: Let's use video to reinvent education

TED2011, Filmed Mar 2011; Posted Mar 2011

1,345,280 Views


Like 61k

Salman Khan talks about how and why he created the remarkable Khan Academy, a carefully structured series of educational videos offering complete curricula in math and, now, other subjects. He shows the power of interactive exercises, and calls for teachers to consider flipping the traditional classroom script – give students video lectures to watch at home, and do "homework" in the classroom with the teacher available to help.

In 2004, Salman Khan, a hedge fund analyst, began posting math tutorials on YouTube. Six years later, he has posted more than 2,000 tutorials, which are viewed nearly 100,000 times around the world each day. [Full bio »](#)

Experience the membership effect™

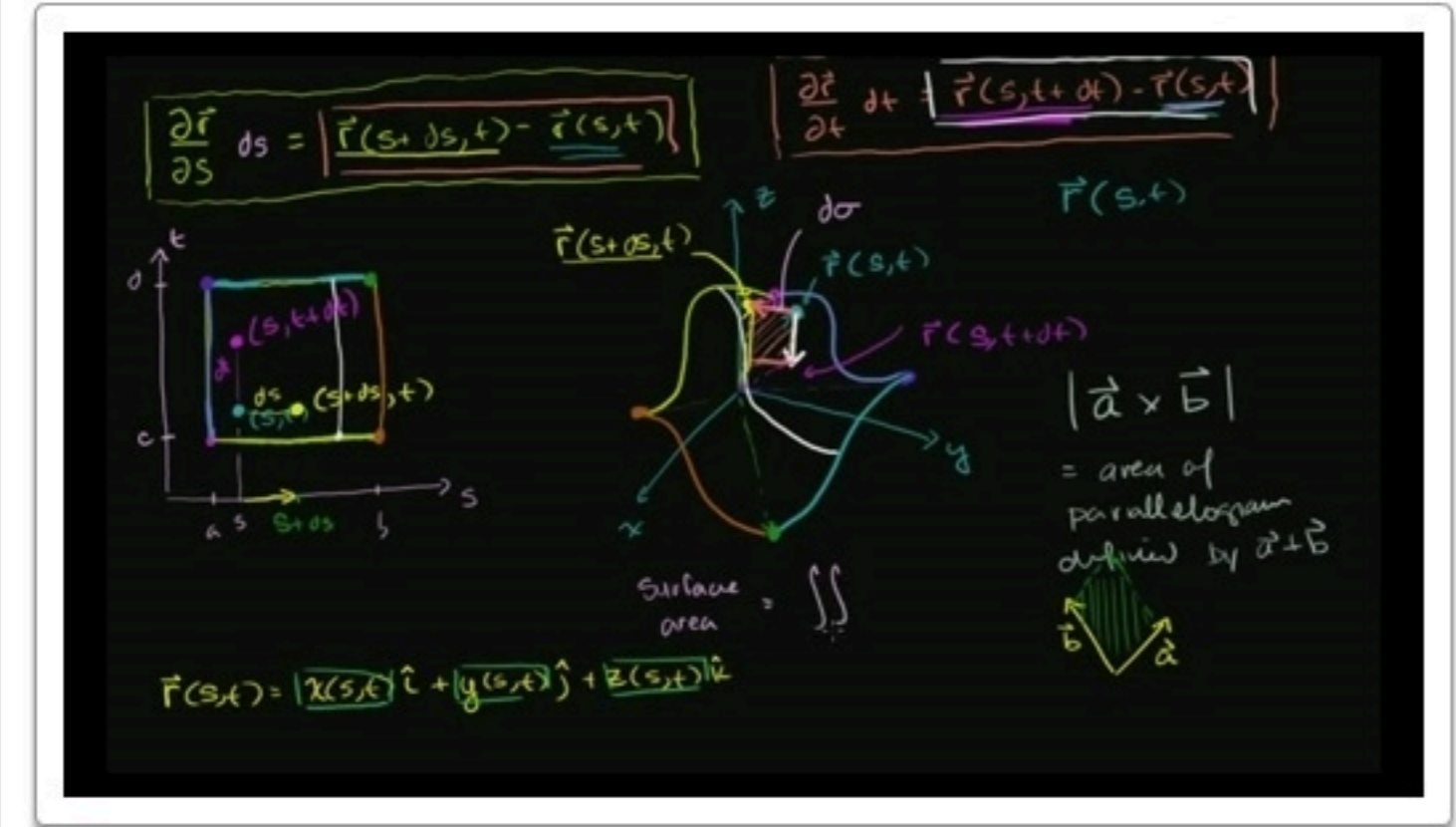
WELCOME INSM



WHAT TO WATCH NEXT



Bill Gates on mosquitos, malaria and education
 20:16 Posted: Feb 2009
 Views 1,075,025 | Comments 406



00:37 | 20:27

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INTRODUCTION TO Artificial Intelligence

In partnership with



Course

Discussion

Progress

Information

Profile

The instructors



Sebastian
Thrun

Sebastian Thrun is a Research Professor of Computer Science at Stanford

University, a Google Fellow, a member of the National Academy of Engineering and the German Academy of Sciences. Thrun is best known for his research in robotics and machine learning.



Peter Norvig

Peter Norvig is Director of Research at Google Inc. He is also a Fellow of the American

Association for Artificial Intelligence and the Association for Computing Machinery. Norvig is co-author of the popular textbook *Artificial Intelligence: A Modern Approach*. Prior to joining Google he was the head of the Computation Sciences Division at NASA Ames Research Center.

Check out our new classes at www.udacity.com!

Class has ended, but you can still log in here. [Sign in](#) [Visitor](#)

The subjects are clearly explained and taught with a lot of enthusiasm...I really appreciate what you are doing and I quite enjoy the lectures. Thanks for all the effort you put into this.

Elias

[More testimonials...](#)

Enrollment is closed. We hope to offer more online classes in the future, and you can watch the lectures for this course on [youtube](#).

A bold experiment in distributed education, "Introduction to Artificial Intelligence" will be offered free and online to students worldwide from October 10th to December 18th 2011. The course will include feedback on progress and a statement of accomplishment. Taught by Sebastian Thrun and Peter Norvig, the curriculum draws from that used in Stanford's introductory Artificial Intelligence course. The instructors will offer similar materials, assignments, and exams.

Artificial Intelligence is the science of making computer software that reasons about the world around it. Humanoid robots, [Google Goggles](#), [self-driving cars](#), even software that suggests music you might like to hear are all examples of AI. In this class, you will learn how to create this software from two of the leaders in the field. Class begins October 10.

<https://www.ai-class.com/> Accessed 9 April, 2012

Also see Sebastian Thrun discussing "University 2.0" and introducing Udacity.com: <http://goo.gl/Efi73>

DLD 2012 - University 2.0

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D-SEPARATION

```

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      A --> D((D))
      B --> C((C))
      D --> E((E))
  
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CLAIB	<input checked="" type="radio"/>	<input type="radio"/>
CLD	<input checked="" type="radio"/>	<input type="radio"/>
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ELCID	<input type="radio"/>	<input checked="" type="radio"/>

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toblakai 2 months ago 14

<http://www.youtube.com/watch?v=SkneoNrfadk>
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DLD 2012 - University 2.0

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If my courses in college would have been just 1/10 as good as the experience I had with this course...
 Your energy and the enthusiasm is really contagious.
It feels more "intimate" than most of the lectures I attended in the past. I felt that you both were personally tutoring me.
 With infinite patience (thanks to video) to repeat and with top notch students around me asking questions in the forums that I would never would have thought to ask myself. The approach of using quizzes to have us thinking about the problem on our own made it very engaging.

15:14 / 22:47

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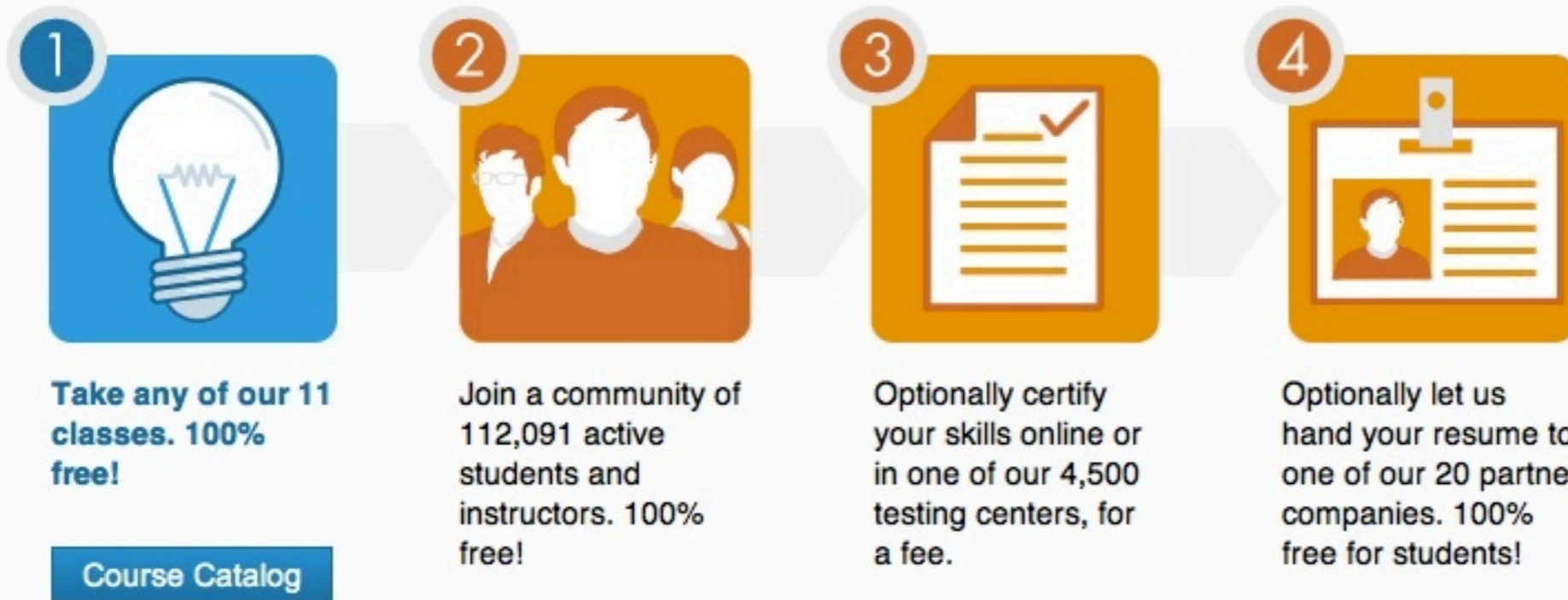
Meet Udacity!

<http://www.udacity.com/> Accessed 28 June, 2012

This Website is constantly changing as Udacity ramps up and develops its organizational structure, courses, and business model.

Udacity is a totally new kind of learning experience. You learn by solving challenging problems and pursuing udacious projects with world-renowned university instructors (not by watching long, boring lectures). At Udacity, we put you, the student, at the center of the universe. [Keep Reading](#)

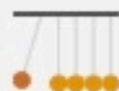
The Four Elements of Udacity



Shortcuts to all our classes. Try out any of them:



Intro to Computer Science
Building a Search Engine
Beginner



Introduction to Physics
Landmarks in Physics
Beginner

June 25th: Udacity launches four new courses. [Enroll today!](#)

The [Udacity High School Challenge](#) has begun.



pubcentral Just finished unit 1 of Stats @udacity -- My mind is officially blown. #st101

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udacity Udacity forums back up and running!

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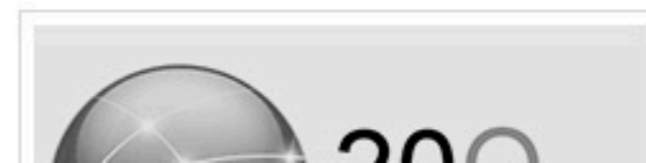
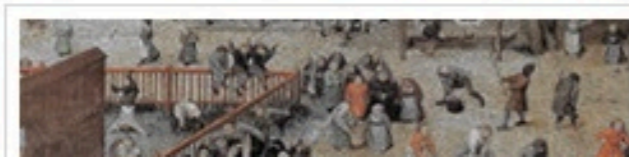
Algorithms: Design and Analysis, Part I

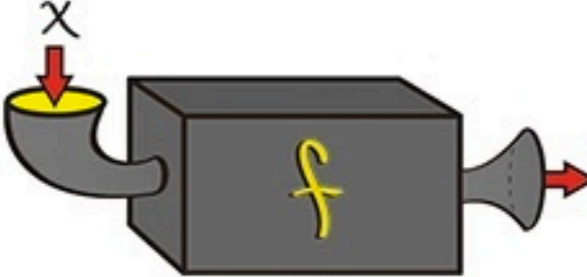
Stanford University
by Tim Roughgarden, Associate Professor

In this course you will learn several fundamental principles of algorithm design: divide-and-conquer methods, graph algorithms, practical data structures, randomized algorithms, and more.

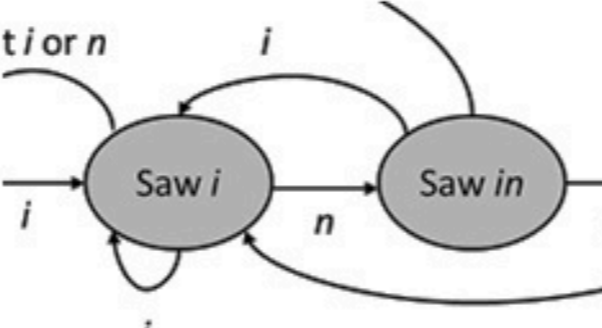
Economics, Finance, and Business

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Calculus: Single Variable PENN



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Computer Science



Human-Computer Interaction STANFORD



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20Q
about networks


Networks: Friends, Money, and Bytes PRINCETON

Society, Networks, and Information



20Q
about networks

Networks: Friends, Money, and Bytes PRINCETON



Securing Digital Democracy UMICH



Model Thinking UMICH

About edX



EdX is a joint partnership between The Massachusetts Institute of Technology (MIT) and Harvard University to offer online learning to millions of people around the world. EdX will offer Harvard and MIT classes online for free. Through this partnership, the institutions aim to extend their collective reach to build a global community of online learners and to improve education for everyone.

MIT's Director of the Computer Science and Artificial Intelligence Laboratory Anant Agarwal serves as the first president of edX, and Harvard's Faculty of Arts and Sciences Dean Michael D. Smith leads faculty in developing courses. Along with offering online courses, the institutions will use edX to research how students learn and how technology can facilitate teaching—both on-campus and online.



EdX is based on [MITx](#), a technological platform from MIT designed to offer online versions of their courses. These versions include: video lessons, embedded testing, real-time feedback, student-ranked questions and answers, collaborative web-based laboratories, and student paced learning. Though this will never replace the traditional residential model of undergraduate education, it will serve to improve and supplement the teaching and learning experienced at both universities. In turn, Harvard and MIT have created edX open-source software and invite interested institutions to join edX with their own educational content.

EdX is a Cambridge-based not-for-profit, equally owned and funded by Harvard and MIT. The first set of courses will be announced in the summer and will begin in the Fall 2012.

edX <http://www.edxonline.org/about.html>

Accessed 24 May, 2012

HOT TOPICS [APPLE](#) [FACEBOOK](#) [GOOGLE](#) [ANDROID](#) [DISRUPT NYC](#) [HACKATHON](#)

You know what's cool? A billion dollar acquisition right before you go public. Congrats, Mike Krieger & Kevin Systrom

MOBILE

With \$25M From Benchmark And Larry Summers Advising, Can Minerva Build An Online Ivy?

<http://techcrunch.com/2012/04/03/minerva-gets-25m-from-benchmark/>

Accessed 9 April, 2012



RIP EMPSON ✓

Tuesday, April 3rd, 2012

15 Comments



Well, we've said it before: Technology is changing education. **It's flipping the classroom**, bringing **instructional videos to the masses**, and dragging **online higher education into legitimacy**. Investors have begun to hear the call, as was evidenced today when Benchmark Capital made its largest seed investment to date — \$25 million — in a startup/university called **The Minerva Project**.

Sure, it's not quite **the \$41 million Color raised pre-launch**, but it's certainly head-turning for an education startup. Hopefully it can avoid the rough early start and crushing expectations that come along with big

GOT A TIP



<http://w>

UPCOM

05/19/12

05/21/12



The Minerva Project is the first elite American University to be launched in a century. Minerva's philosophy transforms every aspect of the university-student relationship in anticipation of students' changing needs in an evolving world. Across a full life cycle of admission to instruction to post graduation support, The Minerva Project is rethinking the role of an elite institution of higher learning.

- ▷ In the admissions process, The Minerva Project relies strictly on the world's most demanding intellectual standards, while giving no weight to lineage, athletic ability, state or country of origin, or capacity to donate.
- ▷ Minerva acknowledges that the Internet will continue to see a proliferation of free, high quality knowledge available to all. Minerva's pedagogical role is to deliver only the most rigorous, analytical courses that synthesize such knowledge to prepare students to thrive in the real world.
- ▷ The Minerva Project will be fully invested in its students' future success as they apply their studies to become inspirational leaders and innovators. It is committed to making the world's newest elite undergraduate experience affordable. The Minerva Project will also commit substantial resources not only to career services for current students, but to supporting its alumni throughout their careers with academic programs, personal publicity, and active participation in career management.



<http://www.minervaproject.com/philosophy.html> Accessed 28 June, 2012

This site is a sleeper. It has been announced but not yet fleshed out. The branding suggests an elite institution.





The Minerva Project

@criticalwisdom

<http://www.minervaproject.com>

Following [Dropdown Arrow]

17 TWEETS

0 FOLLOWING

239 FOLLOWERS

<https://twitter.com/#!/criticalwisdom> Accessed 28 June, 2012
The Minerva Twitterstream has been pretty quiet to date.

Tweet to The Minerva Project

@criticalwisdom

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An incredibly important and clear analysis of MOOCs by @joshmkim & the difference between knowledge and true education insidehighered.com/blogs/technolo...
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@LearningStarts We look forward to exceeding expectations (with corrected link) learningstarts.org/excellence-onl...
View conversation
- The Minerva Project** @criticalwisdom 10 May
@laurlandry Great article Lauren, glad to see you don't confuse The Minerva Project with open online learning projects
View conversation
- The Minerva Project** @criticalwisdom 1 May
@lexilewtan Hi Lexi, we are based in San Francisco.
View conversation
- The Minerva Project** @criticalwisdom 25 Apr
@JoshRayPerson Hi Josh, we are actually not offering MBAs. We will offer undergraduate degrees across more than 20 majors.
View conversation
- The Minerva Project** @criticalwisdom 24 Apr
Very thoughtful post @drjwmarquis We appreciate the analysis and the challenge to live up to our ideals--we hope you hold us to it!

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Feeds

Week 35: Terry Anderson

Change in formal education systems

Change11 MOOC

<http://change.mooc.ca/>

Accessed 28 June, 2012

Announcements

Terry Anderson Session Recording

Terry Anderson's week35 session recordings:

- [MP3 Audio](#)
- [Elluminate Recording](#)
- [Slides](#)

Week 35: Terry Anderson

Live Session Today

This is the last week of the Change11 course and we are pleased to welcome Terry Anderson. Our live session is **TODAY**.

This week's live online session with Terry Anderson on Change in formal education systems, Wednesday May 9 at 2:00 p.m. Eastern ([Check your time zone](#)) The session [will be held here](#) in Blackboard Collaborate.

We will focus on change in formal education systems by talking about two issues:

1. Interaction - The various types and methods by which interaction is supported in formal education, especially student-student, student-content and student-teacher interactions. We look especially at the capacity to substitute one form of interaction for another based on funding, time subject and context. As background reading please read:

- Anderson, T. (2003). Getting the mix right: An updated and theoretical rationale for interaction. *International Review of Research in Open and Distance Learning*, 4(2). Retrieved Dec. 2007 from <http://www.irrodl.org/index.php/irrodl/article/view/149/708>. This older articles provides theoretical rationale for interaction substitution.
- The second reading is Miyazoe, M., & Anderson, T. (2010). The interaction equivalency theorem. *Journal of Interactive Online Learning*, 9(2).

George Siemens, Stephen Downes and Dave Cormier (all Canadian-based) developed the MOOC (Massive Open Online Course) model, and have been offering courses using this approach since 2008.

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[Week 27: Antonio Vantaggiato](#)
[Week 28: Tony Hirst](#)
[Week 29: Alec Couros](#)
[Week 30: Marti Cleveland-Innes](#)
[Week 31: Diana Laurillard](#)
[Week 32: George Siemens](#)
[Week 33: George Veletsianos](#)
[Week 34: Bonnie Stewart](#)
[Week 35: Terry Anderson](#)

- You may also wish to visit the site at <http://equivalencytheorem.info/> for more background and links to these ideas

2. Finally, the presentation will look at the various challenges associated with outsourcing and/or decoupling some of the many services (including interaction options) that define typical "full meal deal" higher education institutions of the current and traditional higher education model. week35

Change11 MOOC

Resources

<http://change.mooc.ca/> Accessed 28 June, 2012

All of the resources and session recordings for this 35-week course are available online.

About this Course

[\[To Register for this Course, Click Here!\]](#)


Being connected changes learning. When those connections are global, the experience of knowledge development is dramatically altered as well. Over the past four years, a growing number of educators have started experimenting with the teaching and learning process in order to answer critical questions: "How does learning change when formal boundaries are reduced? What is the future of learning? What role with educators play in this future? What types of institutions does society need to respond to hyper-growth of knowledge and rapid dissemination of information? How do the roles of learners and educators change when knowledge is ubiquitous?"

Experimenting with answers to these questions has produced what is now called "massive open online courses" or MOOCs. Three of us - George Siemens, Stephen Downes, and Dave Cormier - have had over 10,000 participants in the various courses we've run since 2008. The learning experience has been terrific. We've refined our pedagogical approaches, improved the software (well, actually, just Stephen did that), and developed a research agenda around learning in networks in open online courses.

We've always been a bit uncomfortable being the sole facilitators of open courses - knowledge, after all, is networked. To grow knowledge is to grow connectedness and diversity.

So we decided to lean on a few colleagues to help run a unique course experience. End result: a MOOC with each week being facilitated by an innovative thinker, researcher, and scholar. Over 30 of them. From 11 different countries. The draft [schedule is available here](#). We're excited about the prospect of a

Change 2011
MOOC



ConnectedPD #connectedpd 's first AsktheAuthor event w @hrheingold - archive w links: goo.gl/6oCYv #change11 #cpchat #plpnetwork #ntchat #edchat 2 days ago · reply · retweet · favorite

brainysmurf1234 Fantastic, plain-language read. Big aha moments for me as designer. ow.ly/bQsmX Thx @marcjroenberg #lrnchat #change11 #fslt12... 22 hours ago · reply · retweet · favorite

ClaudiaInWorld New CommonSense Media report on teens socialmedia sociallife--how teens view their digital lives [see all 1200+ #plpnetwork](#)

 Join the conversation



OER university

< [OER university](#)

Join our [WikiEducator discussion group](#).

An OER-focussed model of provision - free resources, peer support, pay only for accreditation by consortium members.

http://wikieducator.org/OER_university/Home Accessed 28 June, 2012

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OER university (#oeru)

Towards free learning opportunities for all students worldwide



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Who we are

[edit](#)

The OER university is a virtual collaboration of like-minded institutions committed to creating flexible pathways for OER learners to gain formal academic credit.



The OER university aims to provide free learning to all students worldwide using OER learning materials with pathways to gain credible qualifications from recognised education institutions. It is rooted in the community service and outreach mission to develop a parallel learning universe to augment and add value to traditional delivery systems in post-secondary education. Through the community service mission of participating institutions we will open pathways for

News

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OER Foundation and OERu contribution to [Open Education Week](#) , 5 -10 March 2012, with acknowledgement to the OERu founding anchor partners.



Personalising own degrees promising

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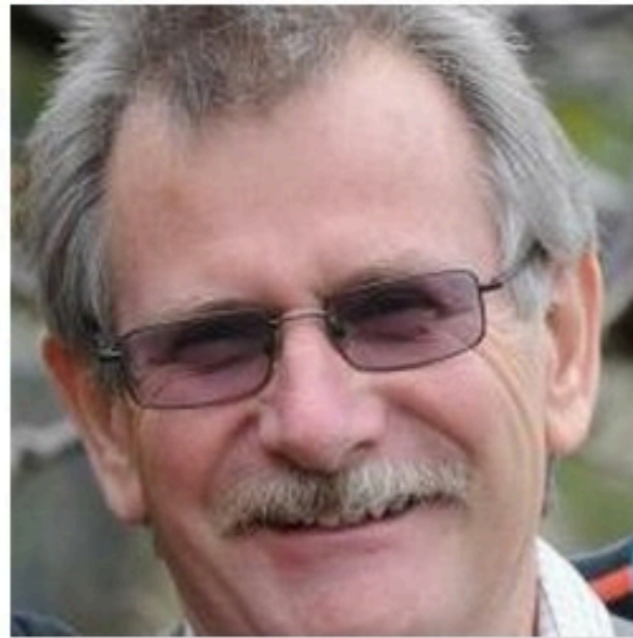
By [Vaughan Elder](#) on Tue, 8 May 2012

[Otago Polytechnic](#) | [News: Dunedin](#)

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Otago Polytechnic chief executive Phil Ker envisages a future in which people who study at his institution can design their own degrees to suit.

Speaking at the polytechnic's council meeting, he said he wanted to increase its focus on "open learning", including finding new ways to recognise learning done outside the tertiary system and personalising courses to suit individuals.



Phil Ker.

"An open learning framework is one that sets out to encourage and recognise learning wherever it occurs and sets out to provide pathways from informal learning to formal learning," he said.

Much of his inspiration came from a recent visit to Empire State College, in Saratoga Springs, about three hours' drive from New York City.

There, students were able to design their own courses, making use of what they had already learned either through their employment or by other means, such as online.

Mr Ker said Otago Polytechnic already recognised "prior learning" and gave out formal qualifications to people after assessing what they had learned through job experience.

However, Mr Ker envisaged prior learning becoming a greater part of the polytechnic than now, as he had seen at Empire State College.

This meant allowing people to use what they had previously learnt to develop "their own learning pathways" and design their own degree programmes. An individual could write their own graduate profile and then work through a learning agreement with the institution to construct their own curriculum.

Talks about how the polytechnic could "adapt" to the new way of doing things had begun.

Allowing people to design personal degrees was a growing industry overseas, but to adopt the system the polytechnic needed a "different type of academic staff member".

It did not mean the polytechnic would need to get rid of the successful courses.

"I don't think our future is about replacing what we are doing. I think our future is about having more strings to our bow."

vaughan.elder@odt.co.nz

Otago Polytechnic:
Institutional innovation supported from the top.

<http://www.odt.co.nz/campus/otago-polytechnic/208382/personalising-own-degrees-promising>

Accessed 22 June 2012

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CHANGE MOOC

AUDIO & VIDEO

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The ultimate questions

The ultimate questions

1. Can universities or colleges change from within, or do we need new institutions for 21st century learning?
2. What would reformed or new universities/colleges look like?

This is the topic of this week's MOOC

CHAT - Supervised

of Occupy Wall Street 😊

Jim Stauffer 9:02 AM

@ Stephen - agree

- Robert Maxwell left the Main Room. (9:02 AM) -

Cris2B 9:02 AM

@Stephn 😊

Guest #2 9:02 AM

Time to go to bed, no way I'm going to be able to sleep after this interesting and informative discussion.

Mark McGuire 9:02 AM

Occupy Education! (starts paining banner . . .)

siavogel 9:02 AM

I never learned more then during the moocs I participated in 😊

- jb left the Main Room. (9:02 AM) -

gerry suffield 1 9:03 AM

Thanks for the presentation Tony

Scott Johnson 9:03 AM

Thank you Tony and Steven!

Saadatm 9:03 AM

@Stephen: great analogy *This* is the educational equivalent of Occupy Wall Street 😊

Cris2B 9:03 AM

But we miss out on the collective learning aspect of this real-time asynchronously

Jenny Mackness 9:03 AM

Thanks Tony

Sharon Collingwood 9:03 AM

Ta Ra and thank you, Tony & Stephen

deed 9:03 AM

Fine session. Thanks much.

PARTICIPANTS

Mark McGuire

MAIN ROOM (41)

Stephen Downes #2 Moderator

tbates Moderator

bi-wi

ClintonB

Cris2B

Dalit #2

Danny

deed

dkupres

Don Smith

Ed Radio

Tony Bates: “Transforming teaching and learning through technology management”

Change11 MOOC Live Session 16 October, 2011 <http://change.mooc.ca/recordings.htm>

Bates, A. W. T., & Sangra, A. (2011). *Managing Technology in Higher Education: Strategies for Transforming Teaching and Learning*: Jossey-Bass.



Using new technology to support older technology

Photo by by thumeco (CC-BY-NC-SA)

<http://goo.gl/Ngc41>

**We accept the
status quo,
not because it
is optimal,
but because it
is familiar.**



Dyson Vacuum cleaner (DC07), Dyson airblade, Dyson Hot (AM04)

Product innovation through the application of new technologies: http://en.wikipedia.org/wiki/List_of_Dyson_products

Innovation

is about exceeding
current expectations
through the application
of new technologies.

Industries, organizations, and other non-physical, non-tangible “purposed systems” can be considered as technologies .

Whereas one technology might be “adopted” by another technology this process does not work for institutional systems, which are comprised of a collection or “body” of technologies.

The process that takes place when one body of technology comes into contact with a different body of technology is more like an encounter than an adaptation. The result can be a parting of the ways, or a transformation that leads to a new combination of technologies.

W. Brian Arthur

“The Nature of Technology: What It Is and How It Evolves”, 2009. <http://goo.gl/b9MG9>

The dominant perspectives on technology give priority to either the social or the technology side of the equation, and they share what Wanda Orlokowski calls an **“ontology of separateness”**.

She argues for a **“relational ontology”** that focuses on the assemblages, associations, and networks of humans and technologies that occur through **“entanglements in practice”**.

Wanda. J. Orlokowski

“The sociomateriality of organisational life: considering technology in management research” (2009) <http://goo.gl/Acm4k>

Design resources to encourage
“entanglements in practice.”
Consider individual artifacts as
component parts of
**assemblages, associations,
relationships and networks.**
Facilitate discoverability,
manipulation, and circulation.



Some assembly required



Photo: Alan Chia <http://www.flickr.com/photos/13403905@No3/2080281038/>

Or not



Photo by PinkCakeBOX <http://www.flickr.com/photos/pinkcakebox/335356652/>

Open Educational Resources

Granularity

Programme

Course

Module

Lesson

Website

Game

Article

Chart

Image





<http://www.flickr.com/commons/> June 22 2012

Welcome!

Crowd-sourcing metadata - users are invited to apply tags to photos so they can be more easily discovered by others.

The key goals of The Commons on Flickr are to firstly show you hidden treasures in the world's public photography archives, and secondly to show how your input and knowledge can help make these collections even richer.

You're invited to help describe the photographs you discover in The Commons on Flickr, either by adding tags or leaving comments.*

[Participating Institutions](#)

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A random sprinkling of our participating institutions...



The most useful resources are
conversational,
contextualized,
curated, connnected,

and CC-licenced.



<http://www.creativecommons.org.nz/>
Accessed 24 June 2012

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What's new

UC San Francisco Adopts Open Access Policy

The Academic Senate of University of California, San Francisco has voted to make all current and future research freely available for public use. More than 4,500 scientific papers will be made available each year.

[Read more](#)

Creative Commons Meetup: Open Research and OER in Tertiary

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Luke Rowell
DISASTERADIO





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Gurumustuk Singh "Fireside Chanting" CC-BY-NC-SA <http://goo.gl/GQSle>

**It's not
about the
wood, it's
about the
fire.**