


Open Educational Resources And The Personal Learning Environment

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What is an Open Educational Resource?

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

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

OER

```
graph TD; OER[OER] --> Conditions[Conditions?]; OER --> Freedoms[Freedom to]; Conditions --> Matters[Matter more in conditions of scarcity, not abundance];
```

Conditions?

Attribution

Share-Alike

Non-commercial

No-modify

Educational

Other?

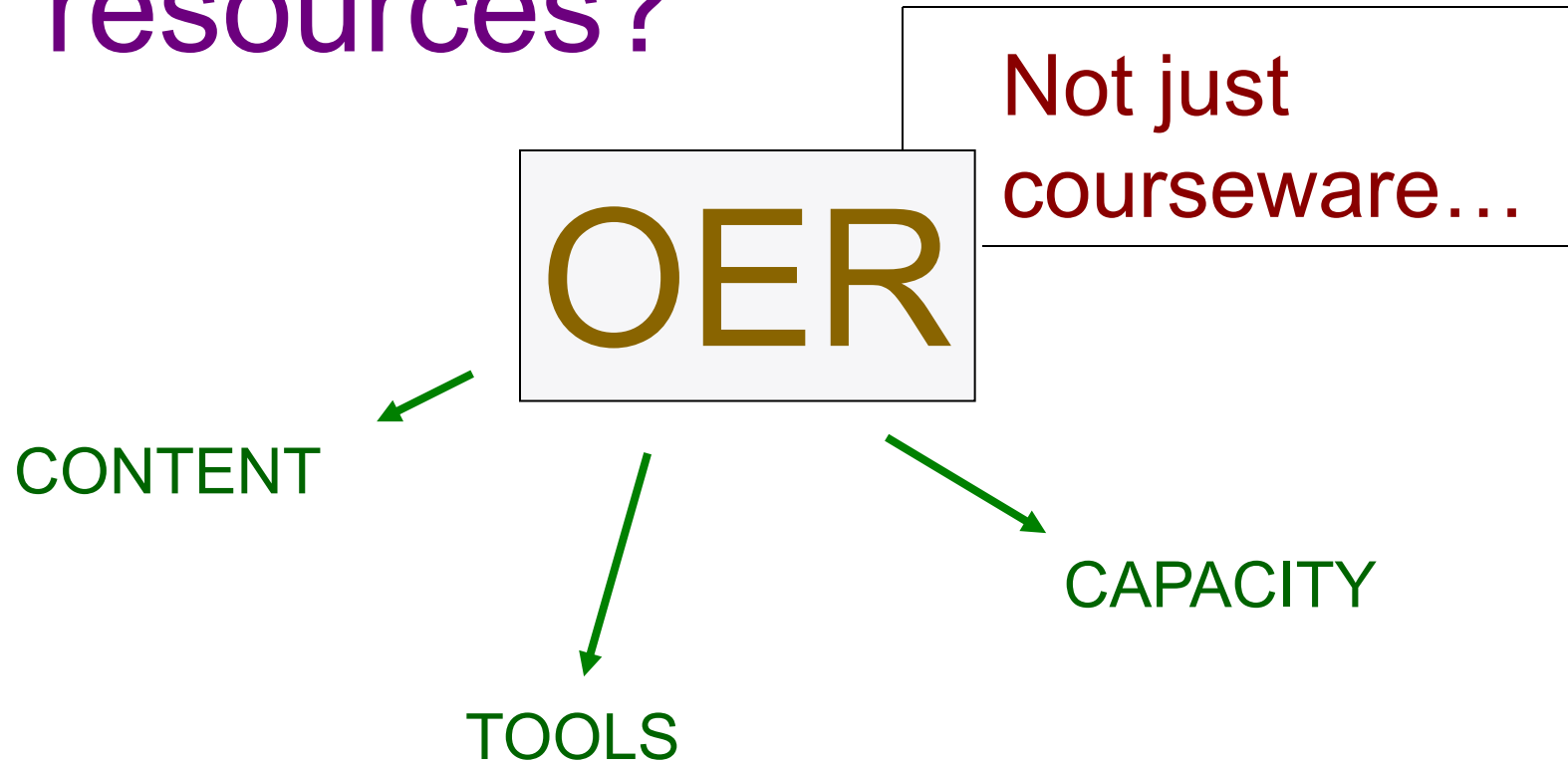
Freedom to

- access
- copy
- modify
- redistribute

Foote 2005, Doyle 2005

Matter more in conditions
of scarcity, not abundance

What resources?



Sustainability

- Costs exist and may be significant
- Sustainability is measured from *provider* perspective... but providers vary
 - are there models for *cheaper* providers?

More than just cost...

we need to consider:

- usability
 - durability
 - accessibility
 - effectiveness
- Alternate objective: free as in freedom

Staffing

Traditional Model

hiring of professional staff
to design and produce OERs

Question of cost, use of volunteers

(This raises the question of motives
and again changes 'sustainable')

Non-financial incentives?

Volunteer Organizations

Community model – emphasis on individual members (eg. OSS)

-Emergent model – emphasis on process (eg., Slashdot, eBay)

-Producer-consumer model vs co-producer model – Web 2.0

Content Models

The type of content produced is heavily influenced by the funder

- universities produce courses
- governments produce institutions
- publishers produce books, journals

What would the recipients produce?

Content Models

‘Sustainable’ often means ‘localizable’
and tantamount to ‘reusable’

so people can meet their own needs

What you produce might not mean the
same thing to the people reading it....

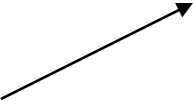
Not merely an issue of culture - also
one of semantics

Rethinking the Provider / Consumer relationship

- Content may reflect values of the provider
- cultural imperialism

We need to think of OERs from
the perspective of the user...
and the user's community

Not just a needs assessment



Because you
always find
what you're
looking for

- Traditional – design, use, evaluation

Quality: peer review? MERLOT

- Rethink the idea of ‘producing’

- Decentralize, disaggregate

*The ‘use’ of a resource constitutes
the ‘production’ of a new resource*

We need not just a mechanism but
a model of production, use, distribution

Existing structures

- centralized management, funding
- hierarchical, 'outcomes'

are often *barriers* to OERs - we feel this in
our communities

OECD Report...

‘Giving Knowledge for Free’?

So long as we think of OERs as charity...
as something we create
and that we *give* to the indigent
OERs will never be sustainable

The new model

- Adobe: “we want to be the toolmaker”
- Google: GEAR, open source tools

OERs today are about giving
people the means to create

And then stepping out of the way

Flickr Facebook YouTube Blogger MySpace Yahoo-Groups Rev
Writely Wikipedia LiveJournal WordPress Drupal PHP

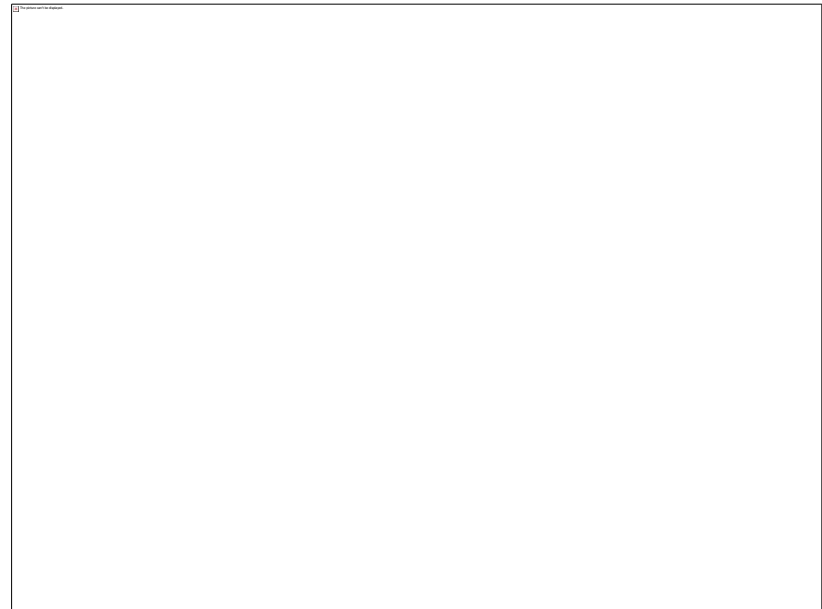
The new tools



E-Learning 2.0

Insofar as there is content, it is used rather than read—and is, in any case, more likely to be produced by students than courseware authors. And insofar as there is structure, it is more likely to resemble a language or a conversation rather than a book or a manual.”

<http://elearnmag.org/subpage.cfm?section=articles&article=29-1>



Content Creation

- Blogs
- E-Portfolios – [ELGG](#)
 - [ePortfolios](#) – Helen Barrett
 - [ELGG and blogging](#) – Miles Berry

(a good way of promoting learner autonomy and voice)
- Video – [YouTube](#)

Collaborative Writing

- Wikis – [PB Wiki](#), [Media Wiki](#)
 - [RSS inside a Wiki](#) – Alan Levine
 - [South African Curriculum](#) on a wiki
 - [OOPS](#)
- Collaborative Bookmarking – [del.icio.us](#), [Furl](#)
- Online Office Applications – [Writely](#), [Gliffy](#), [iRows](#)

Aggregators

- [Aggregate This](#), Scott McLemee
- [MetaxuCafe](#) is "a network of literary blogs with over 300 members."
- [Postgenomic](#), aggregates "posts from life science blogs."
- [Edu_RSS](#)
- [Intute](#) - the new face of the Resource Discovery Network (RDN)
- Yahoo Pipes

Webtops and Social Networks

- 30Boxes, PageFlakes, ProtoPage, Goowy
 - Interfaces of the future – Mark Oehlert
- Facebook as platform
- Windows Live

Learning Networks

- Ton Zylstra: successful social software: Flickr and delicious work in a triangle: person, picture/bookmark, and tag(s).
- Jyri Engesrom: about social objects: social networks consist of people who are connected by a shared object.
- Downes: Social networking becomes a semantic social network when we can determine how A and B are connected.

From LMS to PLE

Personal Learning Environments are systems that help learners take control of and manage their own learning.

[PLE Blog](#)

The PLE...

Provides support for learners to:

- * set their own learning goals
- * manage their learning; managing both content and process
- * communicate with others in the process of learning and thereby achieve learning goals.”

http://octette.cs.man.ac.uk/jitt/index.php/Personal_Learning_Environments

The PLE: An approach, not an application

The evolution of read/write applications

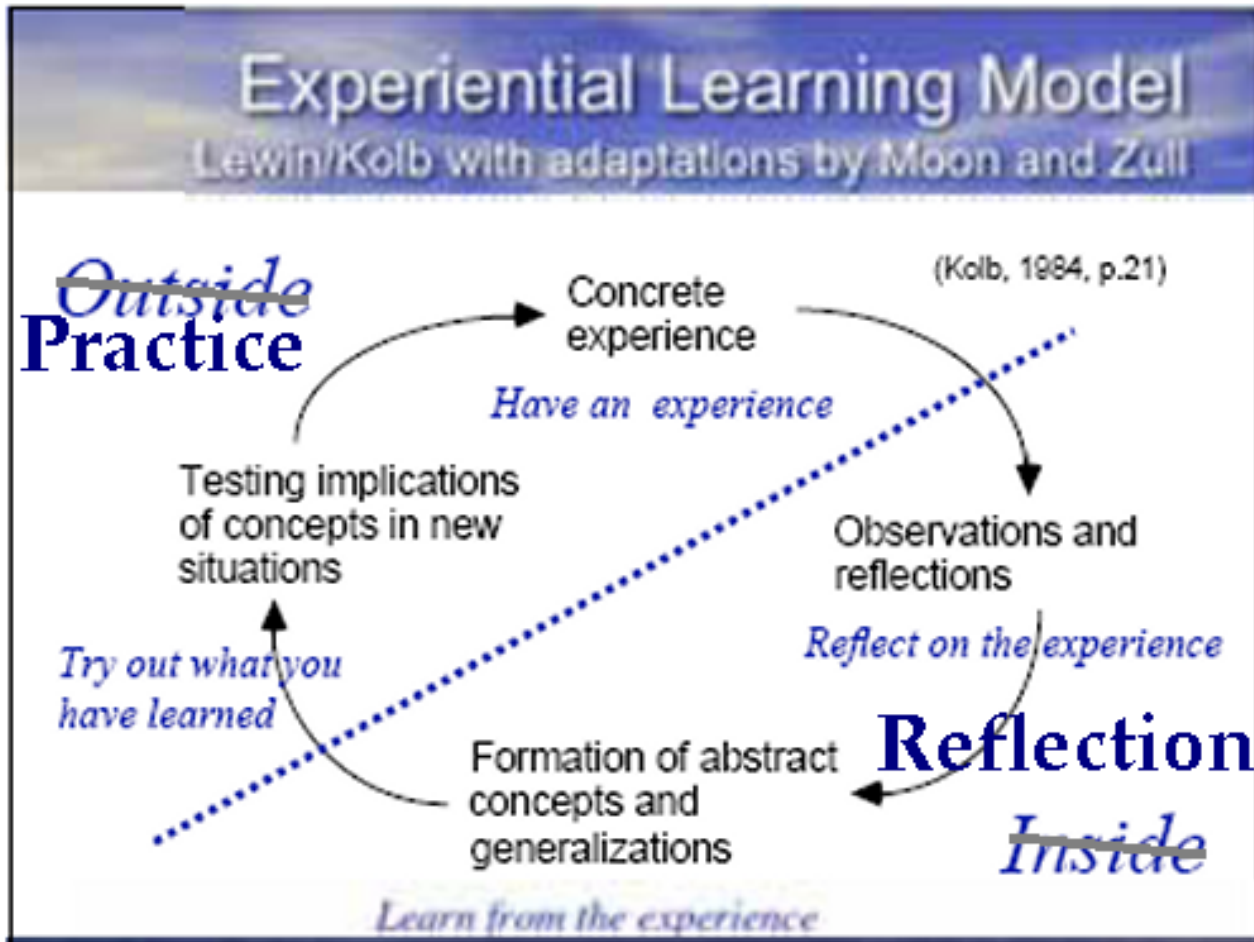
Similar to Web 2.0 applications

Similar also to Windows Vista

The students' application need not be a learning application

Eg. More like an email client than a learning client

Rooted in how we learn



[Helen Barrett](#), [Stephen Downes](#)

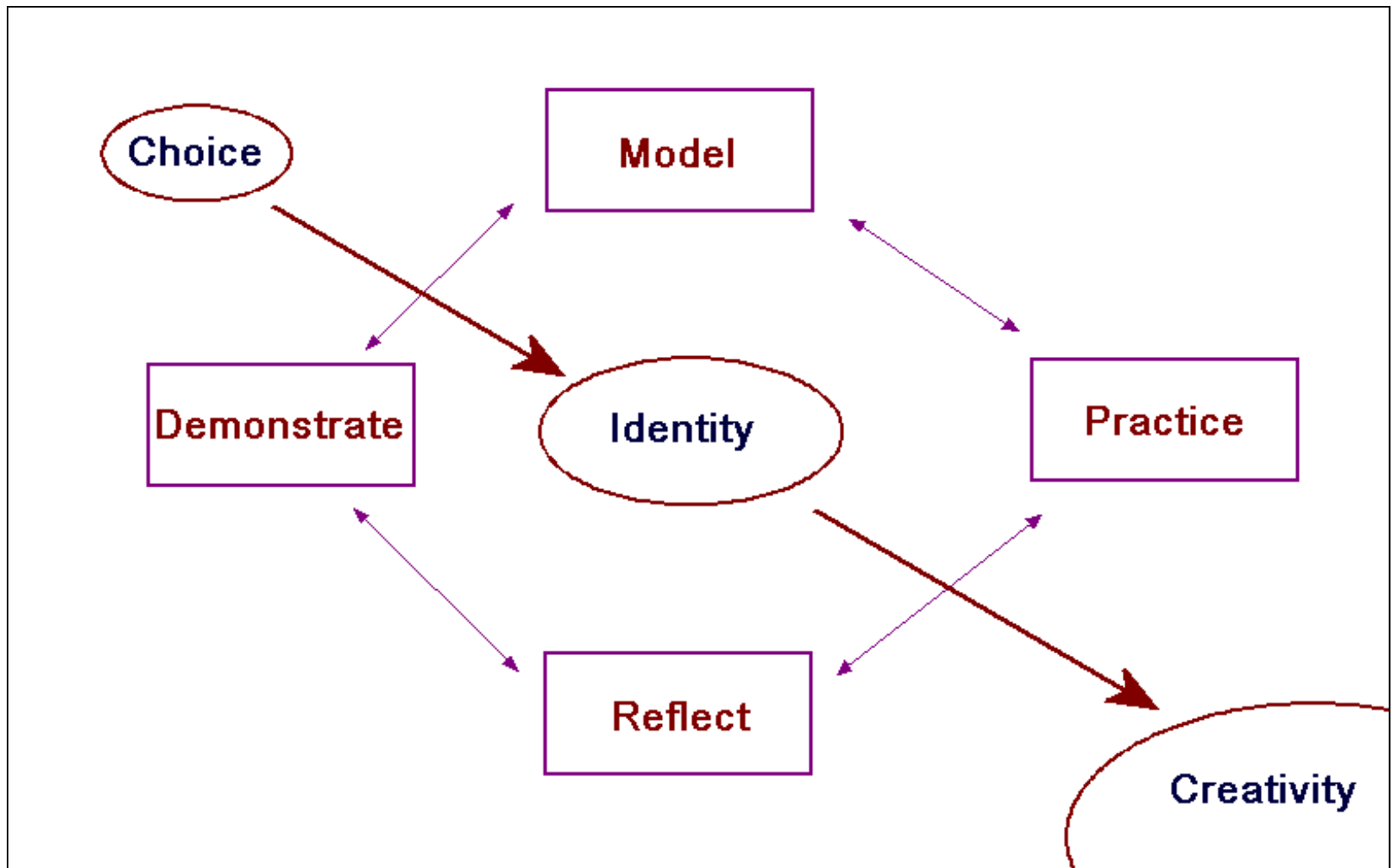
Leads to this...

Personal Learning...

To *teach* is to *model* and to *demonstrate*
To *learn* is to *practice* and *reflect*



What is the PLE?



<http://www.downes.ca>