

Openness and Higher Education

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“The World is Changed”

Galadriel, *Lord of the Rings*

It's Actually Worse (or Better)

The World is Changing

Analog \Rightarrow Digital

Music, Phones, TV, Newspapers,
Movies, Journals, Communications,
Intelligence, Defense

Tethered \Rightarrow Mobile

Phones, Internet Access,
Employment

Isolated \Rightarrow Connected

People, Content, Systems

Generic \Rightarrow Personal

Cars, Computers, Mobile Phones

Consuming \Rightarrow Creating

Radio / Podcasting,
Newspapers / Blogs,
Movies / Vodcasting

Closed \Rightarrow Open

Software (OSs, Applications),
Data (Weather, GIS),
Content (Blogs, Wikis)

Then vs Now

Analog \Rightarrow Digital

Tethered \Rightarrow Mobile

Isolated \Rightarrow Connected

Generic \Rightarrow Personal

Consuming \Rightarrow Creating

Closed \Rightarrow Open

Education vs Everyday

Analog \Rightarrow Digital

Tethered \Rightarrow Mobile

Isolated \Rightarrow Connected

Generic \Rightarrow Personal

Consuming \Rightarrow Creating

Closed \Rightarrow Open

But Wait! We're *Education!*

The Monopoly is Falling Down

Even though we're propped up by
the state, competition is coming
from everywhere

Content is Changing

Wikipedia, OpenCourseWares, etc.

Research is Changing

Public Library of Science, Arxiv.org,
Google Scholar, etc.

Expertise is Changing

Listservs, Web Boards, Chat
Rooms, Email, Yahoo! Answers,
etc.

Credentialing is Changing

Certifications can be worth more
than a university degree

Monopoly-Busting!

Content, research, expertise, and
credentialing are becoming
accessible to everyone

Without Historic Monopolies, Where Next?

Education must innovate to stay relevant

What About E-learning?

Quite innovative in 1995!

Characteristics of E-learning

Analog or **Digital**

Tethered or **Mobile**

Isolated or Connected

Generic or Personal

Consuming or Creating

Closed or Open

Openness Is The Core Value

Openness underpins everything that is
happening online right now, and
will for the foreseeable future

Openness As Foundation

Analog or Digital

Tethered or Mobile

Isolated or **Connected**

Generic or **Personal**

Consuming or **Participating**

Closed or **Open**

Connecting, Creating, and Personalizing

“Web 2.0” - Flickr, Del.icio.us, YouTube, Digg, Google Maps, MySpace, Wikipedia, &c.

Connecting

You can't connect to something if
you don't have access to it

Personalizing

You can't adapt or localize something if you don't have the rights to modify it

Creating

You won't be creative if there's no
outlet for your work

Three Subjects for the Verb “Opening”

Opening, connecting,
personalizing, creating

Students Can Open Education

Whether you know it or not!

YouTube

(<http://www.youtube.com/>)

“bored in math class”

http://www.youtube.com/watch?v=_PhvAUtT7-k

“The most inglorious, revolting, boring, human-spirit killing entity in existence may be math class, specifically Advanced Math II in this case. Enjoy this example of hell on Earth.”

NoteMesh

(<http://www.notemesh.com/?a=home/>)

MATH 120: PRECALCULUS

Yahoo! ANSWERS
(<http://answers.yahoo.com/>)

RateMyProfessors.com
(<http://www.ratemyprofessors.com/>)

Top 50

http://www.ratemyprofessors.com/top50Profs.jsp?from=1&to=25&tab=highest_top50

Item		M (SD)	Correlation
Item 13 Overall, how would you rate the instructor?		4.30 (.44)	0.68
Item 22 What is your overall rating of this course?		4.00 (.44)	0.62
Item 6 How concerned was the instructor for the quality of his or her teaching?		4.25 (.39)	0.65
Item 4 How clearly did the instructor present ideas and theories?		4.12 (.46)	0.65
Item 2 How clearly were the objectives of the course presented?		4.23 (.40)	0.64

Coladarci & Kornfield (2007)

426 instructors at the University of Maine

twitter
(<http://twitter.com/>)

What are you doing?

twitter in iPhone

(<http://twitter.com/>)

What are you doing?

Faculty Can Open Education

After all, they are our courses!

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INST 6000 Syllabus Fall 2006

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Facilitators

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iChat: educommons@mac.com

Face-to-Face / IM Office Hours: Throughout the day most days

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Room: Ed 272

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Email: eidosabi[at]gmail[dot]com

Face-to-Face Office Hours: Tuesday 10:00 - 11:30

[\[edit\]](#)

Course Description

Considers the present, past, and future of instructional technology, while helping individual student to develop personal understanding of and orientation to the field.

[\[edit\]](#)

Required Textbook

There is no required textbook for this class. All materials are either available online or will be provided in class. The following resources are excellent general collections of instructional technology material:



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The Reusability Paradox

A CONFERENCE ROOM FULL OF PEOPLE

R: Good to see everyone again! S called ahead to say he was running a little late.

O: Good to be here again!

D: I don't think I've ever been part of a group where everyone showed up on time.

V: Well, this *is* only our second meeting. (General laughter)

R: I'm just glad you all came back. I was wondering if you got anything out of that first meeting.

V: Yes, of course! We wouldn't have taken time away from work to come back if we didn't expect this meeting to be extremely valuable.

C and D: (In unison) Riiiiight.

D: (Trying to look angelic) I would *never* take time away from work if it weren't for something 'extremely valuable'... like World of Warcraft. (More laughter)

R: Ok, ok. I want to bring us back to the topic of learning objects tonight, and specifically, to the question of the size of learning objects. Also known as the granularity question.

O: I thought we agreed last time that our definition of learning object was going to depend on the specific situation we find ourselves in?

C: Are we going to find out tonight how big a learning object should be? My manager keeps asking me that question.

R: Well, I think we're going to talk through some of the key issues that help people make that decision...

V: But we're not going to make the decision for you.

R: I want to suggest a topic to get our conversation going tonight: the fundamental tension between using and reusing.

C: What on earth is that supposed to mean?

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I'M SORRY, I JUST DON'T KNOW
(<http://shelleylyn.com/>)

Teaching & Learning in MMOs 2

<http://shelleylyn.com/2004/11/29/teaching-learning-in-mmos-2/>

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INST 7150 Blog List

Just click the edit tab above and enter your own information below mine. It should be abundantly clear how to enter the info when you click edit. Once you've posted your blog's URL, I'll add your rss feed to <http://www.bloglines.com/public/inst7150> - and you can use this site to track all the things your classmates are saying.

Class Member Blogs

[\[edit\]](#)

David Wiley: <http://opencontent.org/blog/>

Heather Leary: <http://heatherleary.blogspot.com/>

Jim Taggart: <http://unphiltered.blogspot.com/>

Shelley Henson: <http://shelleylyn.blogspot.com/>

Bart Palmer: <http://bartpalmer.blogspot.com/>

Marie Duncan: <http://eidosabi.blogspot.com/>

Tom Caswell: <http://tomstwocents.blogspot.com/>

Lori Drake: <http://lorisusublog.blogspot.com/>

John Dehlin: <http://johndehlin.blogspot.com/>

Justin Ball: <http://www.justinball.com/>

Kerry Quinn: <http://kerrysrambles.blogspot.com/>

Preston Parker: <http://prestonparker.blogspot.com/>

Vel Pillai: <http://learningobjectsclass.blogspot.com/>

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Intro Open Ed Syllabus

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INST 7150 Introduction to Open Education, Fall 2007

[\[edit\]](#)

Participants

[\[edit\]](#)

Please use the "edit" link to the right to list your name, school, email, and blog below. If you don't have a blog, please get a free one from somewhere like [Blogger](#) or [Wordpress](#). A blog is required for this course.

- David Wiley :: Utah State University :: david.wiley@usu.edu :: <http://opencontent.org/blog/>
- Emanuela Zibordi :: IIS "G.Galilei" Mirandola Modena Italy :: info@emanuelazibordi.it :: <http://www.emanuelazibordi.it>
- Stamatis Papadakis :: Agia Varvara, High School, Greece :: stpapadakis@sch.gr :: <http://stpapadakis.blogspot.com/>
- Maria Anna Di Gioia :: SMS G. De Nittis, Barletta BA, Italy :: marianna.digioia@gmail.com :: <http://mariannadg.wordpress.com>
- Mary Frentzou :: 2nd Elementary School of Paleo Faliro, Athens, Greece :: rmfrentzou@sch.gr :: <http://newsandmoreandmore.blogspot.com/>
- Sigurður Fjalar Jónsson :: Fjölbrautaskólinn í Breiðholti :: sfjalar@gmail.com :: <http://eduspaces.net/sfjalar/weblog>
- Antonios Tzanakakis :: Art High School of Gerakas (Athens, Greece) :: tzanakakis@sch.gr :: <http://atzanakakis.blogspot.com/>
- Elisa Spadavecchia :: Liceo Scientifico Quadri, Vicenza (Italy) :: elspad@interfree.it :: <http://lendvi.blog.tiscali.it/>
- Thieme Hennis :: Delft University of Technology, Delft (the Netherlands) :: thiemehennis@gmail.com :: <http://myopen.org>

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Institutions Can Open Education

A few already are...

MITOPENCOURSEWARE

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

We invite you to [view all the MIT courses](#) available at this time.

Search

 GO

» [Advanced Search](#)

AVAILABLE COURSES

Find individual course listings on the following MIT OCW Department pages, or [view a complete course list](#).

- » [Aeronautics and Astronautics](#)
- » [Anthropology](#)
- » [Architecture](#)
- » [Athletics, Physical Education and Recreation](#)
- » [Biological Engineering](#)
- » [Biology](#)
- » [Brain and Cognitive Sciences](#)
- » [Chemical Engineering](#)
- » [Chemistry](#)
- » [Civil and Environmental](#)

Welcome to MIT's OpenCourseWare:

a free and open educational resource (OER) for educators, students, and self-learners around the world.

MIT OCW:

- Is a publication of MIT course materials
- Does not require any registration
- Is not a degree-granting or certificate-granting activity
- Does not provide access to MIT faculty

Learn more [about MIT OCW...](#)

Partners in Sharing

MIT OpenCourseWare is grateful for the support of Ab Initio Software Corporation.

Ab INITIO

Ab Initio and OpenCourseWare:
Built on fundamentals



"As a math teacher in France, I want to thank Professor Strang for his lectures. Everything is very lucid and **it is a great help for preparing my own classes.**"
— Brigitte Bouissou, teacher at Classes Prépataires in France
[Read more World Reaction...](#)

Other OpenCourseWare Projects

Visit [other OpenCourseWare sites](#) from around the world.

OpenCourseWare Consortium



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Available Departments

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Engineering](#)[Civil and Environmental
Engineering](#)[Economics](#)[Electrical and Computer
Engineering](#)[English](#)[Family, Consumer, & Human
Development](#)[History](#)[Instructional Technology](#)[Languages, Philosophy and
Speech Communication](#)[Other Educational
Resources](#)[Theatre Arts](#)[University Extension](#)

Utah State OpenCourseWare

We believe that all humans beings are endowed with a capacity to learn, improve, and progress. Educational opportunity is the mechanism by which we fulfill that capacity. Utah State OpenCourseWare is a collection of educational material used in our formal campus courses, and seeks to provide people around the world with an opportunity to access high quality learning opportunities.

If you're wondering where to start, try the list of departments on the left of this page, or go to the full [list of courses](#). We've also provided answers to several questions about USU OCW in our [FAQ](#).



Other OCW Sites





[home](#) » [anthropology](#) » [anthropology of religion](#) » [schedule](#)

Schedule



Chapter	Title	Reading	Video Lectures	Lecture Notes	Quizzes	Images
1	Anthropological Viewpoints about Religion	Ch. 1	Video Lectures	PDF	Quiz	Images
2	Diversity and Unity in the World's Religions	Ch. 2	Video Lectures	PDF	Quiz	Images
3	The Psychology of Religion	Ch. 3	Video Lectures	PDF	Quiz	Images
4	Religious Myths and Symbols	Ch. 4	Video Lectures	PDF	Quiz	Images
5	Religion as Expressive Culture	Ch. 5	Video Lectures	PDF	Quiz	Images
6	Language, Belief, and Religion	Ch. 6	Video Lectures	PDF	Quiz	Images
7	Religious Ritual	Ch. 7	Video Lectures	PDF	Quiz	Images
8	Religious Social Organization	Ch. 8	Video Lectures	PDF	Quiz	Images
9	Religion and Society	Ch. 9	Video Lectures	PDF	Quiz	Images



Open High School of Utah

With extreme joy and happiness we can now announce that on Friday May 9, 2008 the Utah Board of Education formally approved our request to create a new charter school to be called the *Open High School of Utah*. For those unfamiliar with how US charter schools work, a charter school is a publicly funded school with a specific emphasis - like a performing arts high school. OHSU will be a completely online school (or "[virtual school](#)" as they are sometimes called) that will use [open educational resources](#) exclusively.



Through partnerships we are building we hope to make the OHSU an [early college high school](#), meaning that students will have the opportunity to earn an Associate's degree at no extra cost at the same time they earn their high school diploma. Our pedagogical approach will be heavily influenced by [service learning](#).

Get Involved!

As you can imagine, a high school based on open educational resource needs a variety of partners and friends! Our first public project is an effort to find open educational resources and organize these around the courses we will be teaching. You probably know about some open educational resources - would you take a moment to visit the [Open High School Wiki](#) and add the open educational resources you know about to the appropriate course page there? If each member of the community - like you - will contribute five minutes in this gathering and organizing activity, hundreds and hundreds of hours of effort can be harnessed to benefit learners in Utah and around the world. Remember - there are some open educational resources out there that only you may be aware of. Please make sure we don't miss them!

Some Find Openness Scary

Because they don't understand the
economics

We Need To Understand

A quality university library doesn't hurt
classes, it supports improves them

Content Is Infrastructure

It's the platform we build our innovations on, but it's not the innovation itself

Educational Environmentalism

Recycle, Reuse

Open Infrastructure Is Required

To catalyze rapid, real innovation

After Content Infrastructure Is Deployed

It will not take long at all once we set
our minds to it (video, audio, etc.)

We Can Build Other Services

Learning support services,
alternative credentialing services, ?

Disaggregation of Core Services

Content and Information,
Instructional Support Services,
Assessment and Credentialing

Disaggregation

Specializations like doctors have
(pregnancy; ear, nose, throat;
children;)

Content and Information

OCWs, Public Library of Science,
Arxiv.org, Google Scholar, etc.

Instructional Support Services

Social networks, question / answer services, location-based networks

Assessment and Credentialing

Western Governors University,
University of South Queensland,
Bologna Process, (USU OCW Pilot)

Will We Stay Relevant?

Being propped up by our monopoly,
where will the institutional will to
innovate come from?

“Speed of Education” Is Too Slow

The world is changing too quickly

We Must Adapt Now

Distance education is decades old, online education is over a decade old.

Characteristics of E-learning

Analog or **Digital**

Tethered or **Mobile**

Isolated or Connected

Generic or Personal

Consuming or Creating

Closed or Open

Thank You

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<http://cosl.usu.edu/>