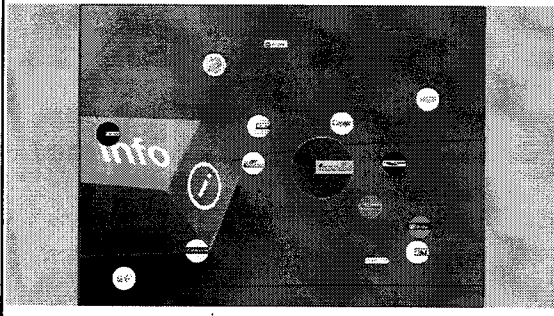


<http://ella.slis.indiana.edu/~aenkim/iconping.html>



Oops, Did You Mean to Share that? OpenSource, Opencourseware, and the Learning Objects of Tomorrow

Curtis J. Bonk, Professor, Indiana University
President, SurveyShare
cjbonk@indiana.edu
<http://php.indiana.edu/~cjbonk>



Knowledge Sharing (Fuji Xerox, p. 9)

"Knowledge sharing is the way (social) and means (technical) by which an individual, team, organization and/or community connects and communicates, to continually create, innovate, learn and act."

Phases of Technology in Education

1. Technology to enhance learning/knowledge
2. Technology to extend learning/knowledge
3. Technology to transform learning/knowledge
4. Technology to share learning/knowledge

Poll #1: Is knowledge power???

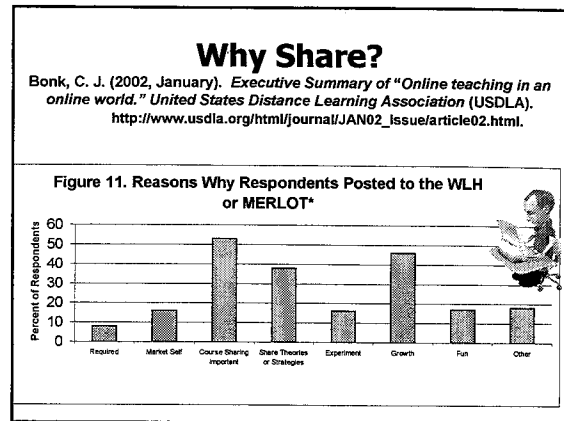
- Yes
- No
- Not sure



Poll #2: How many of you share your e-learning course material?

- Yes
- No
- Not sure





- Thomas Friedman, author of "The World if Flat":
- Tools for collaboration are changing the world
- <http://mitworld.mit.edu/video/266/>

- ## The Ten Forces that Flattened the World
1. 11/9/89: Berlin Wall came down
 2. 8/9/95: Netscape went public
 3. Work Flow Software (e.g., PayPal and eBay)
 4. Open-Sourcing (Self organizing collaborative communities; Mosaic, Apache, Wikipedia, Linux, Mozilla/Firefox,)
 5. Outsourcing (Y2K)
 6. Offshoring (e.g., China, Mexico, Thailand)
 7. Supply-Chaining (e.g., Walmart)
 8. Insourcing (UPS fixing Toshiba laptops)
 9. In-forming (e.g., Google, Yahoo!, MSN Web Search)
 10. The Steroids: Digital, Mobile, Personal, and Virtual (e.g., wireless, file sharing, VoIP, video camera in phone)

The Learning World has become Flat!

- ## The Ten Forces that Flattened the Learning World
1. Tools for Searching and Finding Information (e.g., Google, Yahoo!)
 2. Rise in Demand for Online Learning
 3. Open-Sourcing Learning: Sakai, Moodle, eduCommons
 4. Collaboration (e.g., SharePoint, Groove, Word, Interwise, Breeze, Google Talk, Skype)
 5. Learning Portability (Podcasting, Mobile technology)
 6. Learner Empowerment and Individualization of Learning (Blogs, Wikis, etc.)
 7. Online Portals of Information
 8. Online Learning Object Repositories (MERLOT, Connexions, Careo, Jorum)
 9. Open CourseWare (MIT OCW, Utah State, Johns Hopkins, Japan, CORE, OOPS)
 10. Knowledge Brokers and Collectors

The Ten Forces that Flattened the World

1. Tools for Searching and Finding Information: (e.g., Google, Yahoo!)

The Learning World is Flat

Google and Other Search Engines (Sergey Brin, Co-Founder)

Google Print Project

Search the full text of books (and discover new ones).

About Google Print - Information for Publishers - Google Home

©2005 Google

The Ten Forces that Flattened the World

2. Rise in Demand for Online Learning

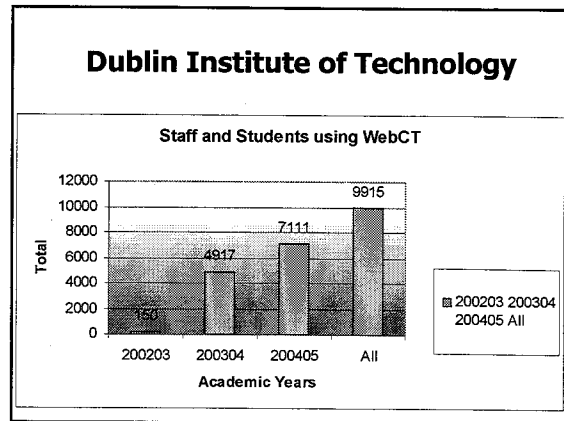
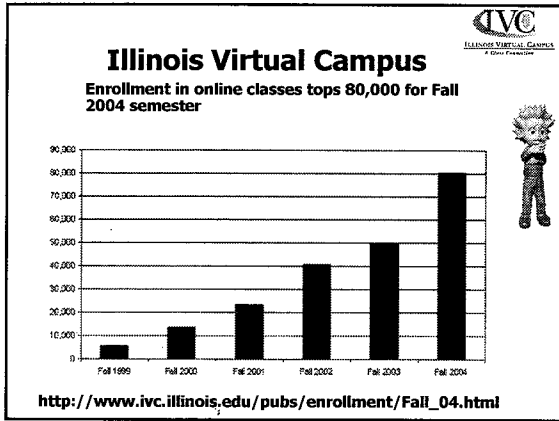
Peak Consulting, an educational consulting group, estimates:

- 1 million American high school students are currently taking Internet courses in 2004-05
- 571,000 in 2003
- 378,000 in 2002

◆ More students log on to learn, Boston.com, Peter Schworm, September 16, 2004.

Indiana Univ (8 campuses): Spring 2005
Students: 89,413 loaded; 78,549 logged in (88%)
Faculty: 7,014 loaded; 5,441 logged in (78%)
Courses: 22,419 loaded; 9,206 active (41%)

Year	Category 1	Category 2	Category 3	Category 4
Spring 2000	10%	15%	20%	25%
Spring 2001	15%	20%	25%	30%
Spring 2002	20%	25%	30%	35%
Spring 2003	25%	30%	35%	40%
Spring 2004	30%	35%	40%	45%
Spring 2005	35%	40%	45%	50%



Even Shaq is taking courses online

2005 NBA Playoffs

Shaq joins University of Phoenix grad

Updated: June 20, 2005, 5:58 PM ET

Associated Press

INGLEWOOD, Calif. -- Shaquille O'Neal returned to the Forum on Saturday, not for an NBA game, but to pick up his MBA.

The man who once called himself the Big Aristotle was the tallest and most famous of the 2,000 University of Phoenix graduates at the arena. But O'Neal said he was simply getting ready for the real world.

"It's just something to have on my resume [for] when I go back into reality," the 7-foot-6 Miami Heat

The Ten Forces that Flattened the World

3. Open-Sourcing Learning: Sakai, Moodle, eduCommons

The Learning World is Flat

Free and Open Source Software

Linux Online! <http://www.linux.com>

Save on New and Used Products SHOP NOW AT Amazon.com

Register

Log in

My Account

Applications

Documentation

Distributions

Downloads

General Info

Book Store

amazon.com

SHOP

HERE!


Courses

Steven Weber, Professor of Political Science at UC Berkeley, The Success of Open Source (published by Harvard University Press).

"Weber started out asking why a large number of programmers would be motivated to volunteer their time to a goal that does not have a direct individual financial benefit, but found that more pertinent questions should be asked."


**The Success of Open Source:
A Subject for UC Berkeley Researcher**
By Paula Murphy, TLTC Assoc. Director, Dec 2004
<http://www.uctltc.org/news/2004/12/weber.php>

"If you are going to try to scale production systems to non-friendly, non-kinship groups, you have to have some sort of governance," explains Weber. **"For example, I would not put my lecture notes on the web because I feel strangely about people I don't know benefiting from my work without them giving anything in return."**




Steven Weber, Professor of Political Science at UC Berkeley and author of The Success of Open Source (published by Harvard University Press).

"The trick for the open source projects is to find a way to create that reverse flow such that if I donate a piece of intellectual product to something that other people are going to use and modify, I want to somehow benefit from what they're learning -- that's the key exchange. The trick, and what people are experimenting with, are different ways to structure that exchange so it works."



1. eduCommons



[See eduCommons in Action](#) - [Download the Source Code](#) - [Get the Installation Instructions](#)

eduCommons is an OpenCourseWare Management System designed specifically to support OpenCourseWare projects like MIT OCW and UCLC. eduCommons provides the administrative mechanisms to successfully develop and manage an open access collection, including a workflow process that steps users through uploading materials into a repository, tracking copyright clearance, reassembly of materials into courses, a quality assurance process, and final publication of the materials. Unlike the front end of eduCommons is designed to visually align with other OCW, the back end architecture is totally clear to something like CanvasLMS - all resources are stored in individual learning objects in order to facilitate easy reuse downstream. eduCommons is open source software available from [SourceForge](#).

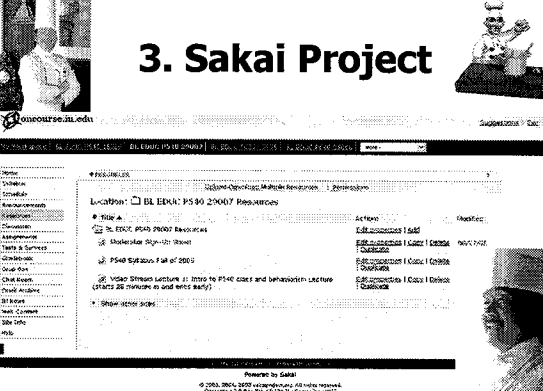
eduCommons is generously funded by The William and Flora Hewlett Foundation and the National Science Foundation.

2007 Registered by Open Access

Profile - 117 users with photos present (users are at the top)

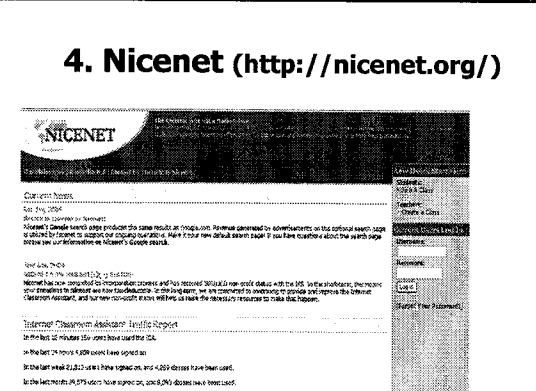


3. Sakai Project



The screenshot shows the Sakai Project website interface. It includes a navigation menu on the left with options like Home, About, News, and Downloads. The main content area displays search results for 'BL EDNA: PS 90 2004/7 Resources'. There are several search filters and a list of search results with titles like 'Bl. EDNA: PS90 2004/7 Resources' and 'Bl. EDNA: PS90 2004/7 Resources'. A search bar is visible at the top right.

4. Nicenet (<http://nicenet.org/>)



The screenshot shows the Nicenet website interface. It features a search bar at the top with the text 'SEARCH FOR RESOURCES'. Below the search bar, there are several statistics and reports, including 'Current Users: 100,000', 'New Users: 100,000', and 'Total Users: 100,000'. There is also a section for 'Nicenet's Search Engine' and a 'Nicenet's Search Engine' report.

The Ten Forces that Flattened the World

The Learning World is Flat

4. Collaboration (e.g., SharePoint, Groove, Word, Interwise, Breeze)

Synchronous Conferencing

Any questions or comments: Hit the "audio" button or type in the chat window...

Sharing in Virtual Teams (e.g., Groove, SharePoint)

Ray Ozzie
Founder, Groove Networks

Skype

The whole world can talk for free.

Google Talk

Talk and IM with your friends for free.

They say talk is cheap. Google thinks it should be free. Google Talk invites you to call or send instant messages or your friends for free—anytime, anywhere in the world. Google Talk offers you:

- Checks: Get in touch over email, IM or a call
- Quality: Talk through your computer but hear your friends as if they were in the same room
- Convenience: Your Gmail contacts are pre-loaded into Google Talk so meeting or talking to your friends is just a click away

Google Talk is in beta and requires a Gmail username and password. Don't have Gmail? [Get an account](#) using your mobile phone (US only).

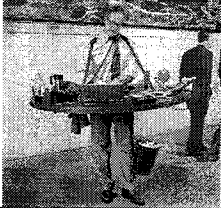
By downloading, you agree to our [Terms of Service](#) and [Privacy Policy](#).

[Download Google Talk](#)

MSN Messenger

The Ten Forces that Flattened the World


5. Learning Portability (Podcasting, Mobile technology)



The Learning World is Flat

Podcasting


<http://itunes.stanford.edu/>



Stanford on iTunes
Stanford University and Apple are pleased to offer university-related audio content via iTunes.

Sharing Music: Pod Casting Broadca

(Adam Curry; www.dailysourcecode.com)



BusinessWeek online
MARCH 7, 2005
NEWS ANALYSIS TECH
By Heather Clavin

Internet Radio 101

Want to podcast your own "station" or listen to the new medium's pioneers? Here's a guide to the Net's exploding choices. Tired of listening to the same old playlist on your iPod? Want background music at work that's more in tune with your tastes than the local station? Hopking to listen to talk shows on your own terms? If the answer to any of those questions is "yes," then it's time to try radio, Internet-style.

Internet radio comes in all different types and flavors (see BQ, 3/14/05, "The New Radio Revolution"). Currently, all the excitement online is focused on "podcasting," the audio technology that lets anyone become a deejay or a talk-show host.

Mobile Technology



Tech & Gadgets

Next hot trend for cell phones: Reading

Mobile technology meets the novel in Japan

A recent report's mobile phone users will change to download files as well.

The Associated Press
10:58 AM EST March 15, 2005

TOYOYO - Your eyes probably haven't twinkled about it. Tens of thousands of Japanese cell-phone owners are going over for...


FREE PREVIEW

STOP #1 - THE RISE OF NEW YORK

To give a sense of what you hear on the road, listen to Supercenter's weekly interview that traces the rise of New York from New York City's main financial center to global capital, how the speaker emerged as the defining voice of Lower Manhattan, and how the intense rivalry in the publishing arena is the World Trade Center site has always been part of the defining story of Lower Manhattan.

© Listen To It: Jonathan Rabby, October 2004

In the Midst of Budget Cutbacks, there are Technology Giveaways



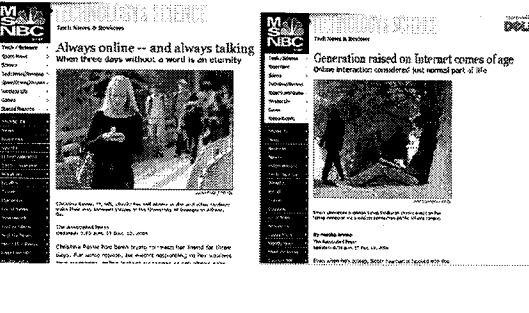
Gateway M275 Tablet PC, Winona State University
The school will provide the tablet computers to full-time students who do not have laptops from previous programs.

Blackberry 7710 PDA, University of Maryland
The school has begun handing out the widely used personal digital assistants to faculty and more than 100 incoming graduate students in the Smith School of Business.

Students equipped with both types of educational tools.

Demand for Internet in US

(Special MSNBC report, Dec 13, 2004)



Always online -- and always talking
When three days without a word is an eternity

Generation raised on Internet comes of age
Online interaction considered next normal part of life

Wireless Technology

Creating the Next-Gen. Interface

Handheld Computing

The Ten Forces that Flattened the World

The Learning World is Flat

6. Learner Empowerment and Individualization of Learning (Blogs, Wikis, etc.)

Sharing Encyclopedias (Wikipedia; Jimmy Wales, Founder)

WIKIPEDIA

English: The Free Encyclopedia 29,000,000 articles

Deutsch: Die freie Enzyklopädie 29,000,000 Artikel

日本語: 自由百科事典 100,000 記事

Français: L'encyclopédie libre 29,000,000 articles

Svenska: Den fria encyklopedin 29,000,000 artiklar

Portugals: A enciclopédia livre 29,000,000 artigos

Polaki: Wolna Encyklopedia 29,000,000 artykułów

Nederlands: De vrije encyclopedie 29,000,000 artikelen

Italiano: L'enciclopedia libera 29,000,000 articoli

Español: La enciclopedia libre 29,000,000 artículos

Search:

Scholars who Blog, Chronicle of Higher Ed, (Glenn Reynolds, instapundit.com; Stephen's Web, www.downes.ca)

Sharing Ideas (e.g., Blogging)

Quarter	Blog Population
Q1 2000	29,500
Q2 2000	86,100
Q3 2000	115,000
Q4 2000	197,000
Q1 2001	352,000
Q2 2001	526,000
Q3 2001	951,000
Q4 2001	1,232,000
Q1 2002	1,570,000
Q2 2002	2,140,000
Q3 2002	2,570,000
Q4 2002	3,076,000
Q1 2003	3,730,000
Q2 2003	4,680,000
Q3 2003	5,790,000
Q4 2003	7,300,000
Q1 2004	9,520,000
Q2 2004	12,600,000
Q3 2004	16,200,000
Q4 2004	21,000,000
Q1 2005	31,600,000
Q2 2005	37,600,000
Q3 2005	45,200,000
Q4 2005	53,400,000

Hosted Blog Growth

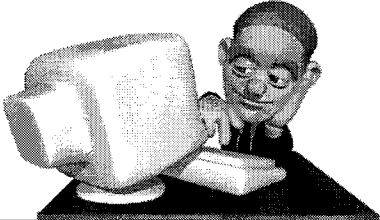
Growth Rate

606%
126%
131%
105%



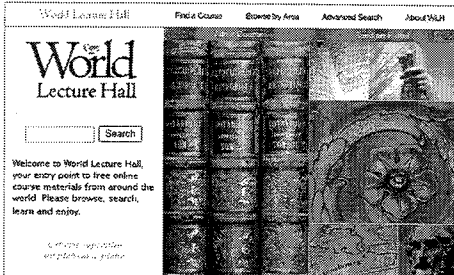
The Ten Forces that Flattened the World

7. Online Portals of Information



The Learning World is Flat

Sharing Syllabi (e.g., The World Lecture Hall)



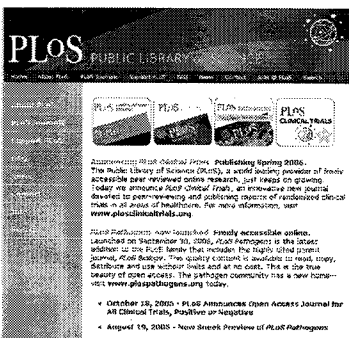
World Lecture Hall

Find a Course Browse by Area Advanced Search About WLLH

Welcome to World Lecture Hall, your entry point to free online course materials from around the world. Please browse, search, learn and enjoy.

Last updated July 16, 2005. Maintained by WLLH administrator at the Center for Instructional Technologies, a unit of the Division of Instructional Innovation and Assessment, at the University of Texas at Austin.

Public Library of Science

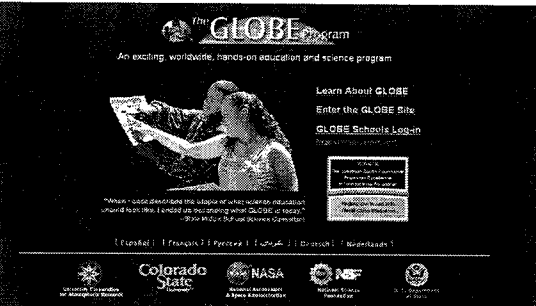


PLOS PUBLIC LIBRARY OF SCIENCE

Announcing PLOS Pathogens, Publishing Spring 2005. The Public Library of Science (PLOS), a world leader in freely accessible peer-reviewed online research, just keeps on growing. Today we announce *PLOS Pathogens*, an innovative new journal devoted to peer-reviewing and publishing research on infectious disease in all areas of health care. For more information, visit www.plospathogens.org.

- October 18, 2005 - PLOS Announces Open Access Journal for All Clinical Trials, *Trials* on [plosone.org](http://www.plosone.org)
- August 19, 2005 - News Street Preview of PLOS Pathogens
- July 24, 2005 - Announcing debut of PLOS Genetics

Sharing Real World Science Data (e.g., the GLOBE project)




The GLOBE Program

An exciting, worldwide, hands-on education and science program

Learn About GLOBE
Enter the GLOBE Site
GLOBE Schools Log-in

Colorado State NASA

Stanford Encyclopedia of Philosophy



Stanford Encyclopedia of Philosophy

The First Journalists Need Your Support
Please Read How You Can Help Here for Encyclopaedia Free


Edited by Edward N. Zalta

Table of Contents

- Department U.S.A.
- Publications
- University of Sydney Library, Sydney, Australia, Text and Image Service
- Michigan State University
- University of Arizona, Arizona, Text and Image Service
- University of Alberta, Alberta, Text and Image Service
- University of London, U.K. Philosophical and Religion Studies

Sharing Resources (e.g., resources for self study in anatomy)

Professor's anatomy Web quiz garners quarter-million-plus hits
ThePhysiology.com



Muscular System

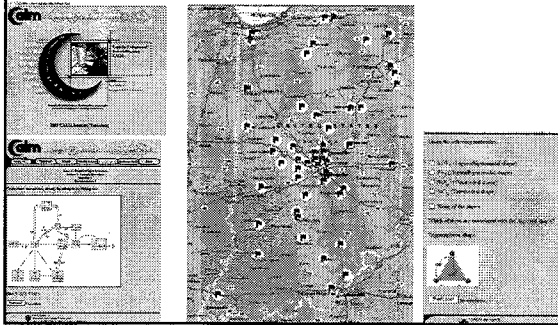
Trunk & Shoulder Muscles

Shoulder & Upper Back (Superior)

James A. Stewart, assistant professor of anatomy and physiology, has a popular online anatomy quiz.

University Park, Pa. - A simple far beyond its intended use as a - Human Systems, each semester

Sharing Tests and Exams (e.g., Calm Chemistry)

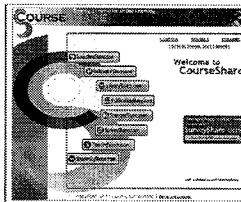


Sharing School Teaching Ideas (e.g., Professional Development Learning Communities)

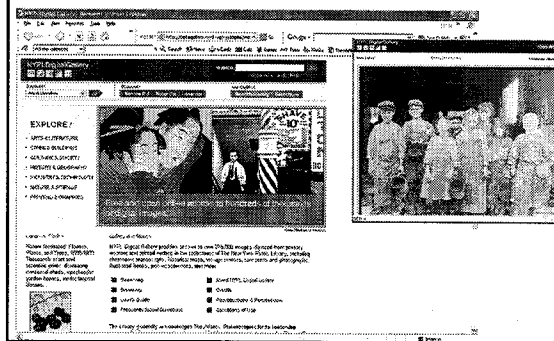


How did I get involved in sharing?

1. BookstoreShare
2. InstructorShare
3. LibraryShare
4. PublicationShare
5. ResourceShare
6. TrainingShare
7. UniversityShare
8. SurveyShare

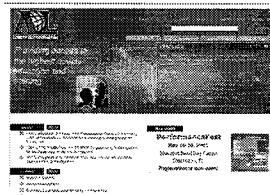
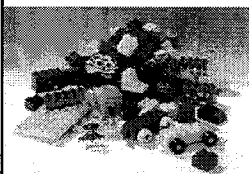


Digital Libraries (LibraryShare)



The Ten Forces that Flattened the World

8. Online Learning Object Repositories (MERLOT, Connexions, Careo, Jurom)



Reusable Content Objects

- "Learning Objects are small or large resources that can be used to provide a learning experience. These assets can be lessons, video clips, images, or even people. The Learning Objects can represent tiny "chunks" of knowledge, or they can be whole courses."

Claude Ostyn, Click2Learn



MERLOT People Metrics (Gerald Hanley, October, 2005)

MEMBERS	Birthyear 2001	Last Year 2004	This Year 2005
Students	706	3,652	5,010
Faculty	2,864	11,563	14,754
Staff	736	2,522	3,122
Administrators	-	280	746
Librarians	-	146	280
Other	421	1,867	2,341
TOTAL # of Members	4,727	20,030 453 per month	26,253 712 per month

MERLOT Collection Metrics (Gerald Hanley, October, 2005)

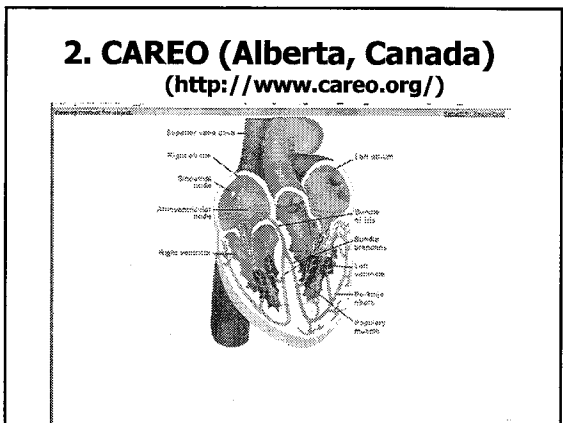
Materials-Related Metrics	CSU 1999	Birthyear 2001	Last Year 2004	This Year 2005
# of Materials (# deleted per year)	2,732*	5,421	9,806 (266)	12,274 (226)
"Persistence" of Materials	N/A	N/A	97.3%	98.2%
# of People who contributed materials	N/A	408* (7.5%)	1,423 (7.1%)	1,831 (7.0%)
Average # of materials added per contributor	N/A	9.3*	6.9	6.6

* = estimates

MERLOT Collection Metrics (Gerald Hanley, October, 2005)

Teaching Annotations	Birthyear 2001	Last Year 2004	This Year 2005
# of Peer Reviews Posted (% of collection)	179	1,445	1,763 (14%)
# of Materials Triaged (% of collection)	N/A	N/A	8,829 (73%)
# of Materials w/ Member Comments	1,034	2,044	2,099
# of Members w/ Personal Collections	-	924	1,901
# of Materials with Assignments	187	408	652

MERLOT Newsletter, Awards, and Conference



**Terry Anderson, Athabasca University
(October, 2005)**

"I am afraid that CAREO is on life support, not being developed or really very active. Problem is that no single institution will support a tool for the commons and no champion larger organization has arisen to take it on. Since all the development work was done at U. of Calgary, they also some proprietary interest in the product that somewhat slows down external interest. I had hoped the Alberta government would pick it up but nothing yet."

3. Connexions (Rice University)

<http://cnx.rice.edu/>

Contributors

Connexions is a rapidly growing collection of the world's highest quality and powerful set of free software tools for:

- authoring, publishing and collaborating
- publishing, reviewing, and tracking content
- authoring, reviewing, and tracking content
- authoring, reviewing, and tracking content

Our **Open CourseWare** contains what "Knowledge experts" use to enable their content to be shared. Thanks to a **community of contributors**, authors can talk to reviewers, help them to meet their needs, and improve their tools for the Connexions. And everyone is invited to participate!

Get started

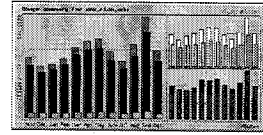
- Learn more about Connexions
- Take a tour
- Register for a Connexions account
- Contribute a module or build a course or textbook

Connexions is growing!

Connexions is a rapidly growing collection of the world's highest quality and powerful set of free software tools for:

- authoring, publishing and collaborating
- publishing, reviewing, and tracking content
- authoring, reviewing, and tracking content
- authoring, reviewing, and tracking content

<http://cnx.rice.edu:8080/stats>
 Sept 2005 had "14.4 million hits representing about 1 million page views by about 430,000 folks from 157 countries." growing at a rate of about 1 million hits per month.



Month	Page Views	Unique Visitors	Pages
2002-01	10000	500	10000
2002-02	12000	600	12000
2002-03	15000	750	15000
2002-04	18000	900	18000
2002-05	22000	1100	22000
2002-06	28000	1400	28000
2002-07	35000	1750	35000
2002-08	45000	2250	45000
2002-09	60000	3000	60000
2002-10	80000	4000	80000
2002-11	100000	5000	100000
2002-12	120000	6000	120000
2003-01	150000	7500	150000
2003-02	180000	9000	180000
2003-03	220000	11000	220000
2003-04	280000	14000	280000
2003-05	350000	17500	350000
2003-06	450000	22500	450000
2003-07	600000	30000	600000
2003-08	800000	40000	800000
2003-09	1000000	50000	1000000
2003-10	1200000	60000	1200000
2003-11	1500000	75000	1500000
2003-12	1800000	90000	1800000
2004-01	2200000	110000	2200000
2004-02	2800000	140000	2800000
2004-03	3500000	175000	3500000
2004-04	4500000	225000	4500000
2004-05	6000000	300000	6000000
2004-06	8000000	400000	8000000
2004-07	10000000	500000	10000000
2004-08	12000000	600000	12000000
2004-09	15000000	750000	15000000
2004-10	18000000	900000	18000000
2004-11	22000000	1100000	22000000
2004-12	28000000	1400000	28000000
2005-01	35000000	1750000	35000000
2005-02	45000000	2250000	45000000
2005-03	60000000	3000000	60000000
2005-04	80000000	4000000	80000000
2005-05	100000000	5000000	100000000
2005-06	120000000	6000000	120000000
2005-07	150000000	7500000	150000000
2005-08	180000000	9000000	180000000
2005-09	220000000	11000000	220000000

Content Commons

>2650 modules
 >110 courses (September 2005)
 multiple languages

engineering, computer science, nanotech
 physics, statistics, math, history, music
 bio-diversity, botany, bio-info, IP
 BRIT, UNESCO, UN, Sigma Xi, ...
 from authors worldwide

Usage September 2005

14 million hits
 1m page views
 220k new users
 200k returning users
 from 157 countries

The Ten Forces that Flattened the World

9. Open CourseWare (MIT, OCU, Utah State, Japan, CORE, OOPS)



MIT OpenCourseWare (OCW) Initiative

<http://ocw.mit.edu/index.html>

MIT OPEN COURSEWARE
 MIT OPEN COURSEWARE

Welcome to MIT's OpenCourseWare:
 a free and open educational resource for faculty, students, and self-learners around the world. OCW supports MIT's mission to advance knowledge and education, and serve the world in the 21st century. It is true to MIT's values of excellence, innovation, and leadership.

MIT OCW:

- It is a collection of MIT course materials
- It is not a course or a program
- It is not a degree-granting or certificate-granting activity
- It does not provide access to MIT faculty

Learn more about OCW

Investing in Open Sharing
 OpenCourseWare has helped MIT and the ideal of open sharing of educational materials. MIT's OpenCourseWare Initiative is a key part of the MIT OpenCourseWare project.

Per David Wiley, Utah State University
 (October 2005)

"The first thing you should know is that there are many more schools than just MIT doing OCW now, including Johns Hopkins (ocw.jhsph.edu), Tufts (ocw.tufts.edu), Utah State University (ocw.usu.edu), and Foothill-DeAnza in California (sophia.fhda.edu).

Per David Wiley, Utah State University
(October 2005)

"When you consider the schools participating in consortia in South America, China, Japan, France, Utah, and other regions, the number of universities involved with opencourseware in some manner reaches well into the hundreds. As of today there are currently 45 publicly accessible OCWs in the world in a number of languages."

Per David Wiley, Utah State University
(October 2005)

"This is a message that should probably get out, also - not only is this movement worldwide and gaining momentum every day, it is also becoming a key part of international strategy to achieve equitable access to education for people everywhere."

OCW Projects Around the World

The institutions below have publicly committed to the open publication of their materials in OpenCourseWare initiatives, and are devoting resources to support these projects.

United States

- MIT OpenCourseWare
- Carnegie Mellon's Open Learning Initiative
- Tufts University
- Utah State University

Japan

Visit the portal page for the following Japanese university OCW projects

- Keio University
- Kyoto University
- Tokyo Institute of Technology
- Osaka University
- University of Tokyo
- Waseda University

Johns Hopkins OpenCourseWare Project

The screenshot shows the course page for '221.6413 International Nutrition'. It includes a search bar, a list of course topics (Home, Methods, Seminars, Lectures, Lecture Notes, Other Resources), a central image of a person with food, and a staff box listing instructors Paul Heston and Paul Christian. The original offering is Spring 2005. A feedback link is also present.

Tufts OpenCourseWare Project

The screenshot shows the course page for 'IDP290 Pathophysiology of Infectious Diseases, Fall 2004/2005'. It features a navigation menu on the left, a central image of a mosquito, and a list of course faculty including Susan Heston, Michael Sacks, and others. The course is 17 hours long and was offered in the 2nd year.

Carnegie Mellon Open Learning Initiative

The screenshot shows the course page for 'Causal and Statistical Reasoning'. It includes a course entry diagram, a description of the Open & Free Version (which includes a full semester course on Causal and Statistical Reasoning), and a description of the Academic Version (which is offered through educational institutions). It also mentions that students can earn credit for the course.

Jurom Workflow in use

The screenshot shows the Jurom interface with a navigation bar at the top. Below it, there are sections for 'Reserved Objects' and 'Resources at different stages'. The 'Resources at different stages' section lists several items with checkboxes and brief descriptions, such as 'You have reserved this object to work on' and 'You have reserved this object to work on'.

Jurom Metadata for discovery

Metadata editor – manual entries

The screenshot shows the 'Metadata Editor' interface. It has a left sidebar with 'Metadata Editor Tools' and a main area with 'Manual entries'. The 'Manual entries' section contains a form with various fields for entering metadata, including 'Title', 'Description', 'Keywords', and 'Subject'. There are also sections for 'Automatic entries' and 'Apply and Cancel'.

Automatic entries

USU OpenCourseWare Project

The screenshot shows the Utah State University OpenCourseWare Project website. The header includes the Utah State University logo and navigation links. The main content area features a section for 'Biological and Irrigation Engineering' with a large image of a plant and the text 'Image courtesy of Corinne Blomforth'.

John Dehlin Utah State University

"If you think about the tangible, practical, human value some of these courses could have in the world, particularly the 3rd world....it can get quite exciting (to me at least)."

Shelley Henson, Center for Open and Sustainable Learning (COSL), Utah State University

A collage of various COSL materials, including brochures, posters, and images of people. The materials feature the COSL logo and text such as 'COSL' and 'Open and Sustainable Learning'.

CORE (China Open Resources for Education), OCW Mirror Site, China

The screenshot shows the CORE website. The header includes the Beijing Hanyang University logo and the text 'Office of International Cooperation & Exchange'. The main content area features a section for 'Open to read' with a large image of a person and text describing the CORE project. There are also sections for 'Open to read' and 'Open to read'.

OpenSource OpenCourseware Prototype System (OOPS) funded by, the Foundation of Fantasy, Lucifer Chu, Chairman and Janitor of OOS, Taipei)

歡迎來到麻省理工學院的「開放式課程計劃」。

Welcome to MIT's OpenCourseWare.

這是一個非常令人興奮的計畫。MIT 的開放式課程計劃，是將 MIT 的課程內容，以開放式課程的方式，提供給全世界的人。這是一個非常令人興奮的計畫。MIT 的開放式課程計劃，是將 MIT 的課程內容，以開放式課程的方式，提供給全世界的人。

開放式課程計劃 (OpenCourseWare) 是一個由 MIT 開發的開放式課程計劃。它提供了一個平台，讓 MIT 的教授和學生可以將他們的課程內容，以開放式課程的方式，提供給全世界的人。

MIT 的開放式課程計劃，是將 MIT 的課程內容，以開放式課程的方式，提供給全世界的人。這是一個非常令人興奮的計畫。MIT 的開放式課程計劃，是將 MIT 的課程內容，以開放式課程的方式，提供給全世界的人。

OOPS
OpenSource OpenCourseware Prototype System
開放式課程計劃

電子工程與資訊科學(Electrical Engineering and Computer Science)

電子工程與資訊科學學院的課程，在 1982 年獲准成立。該學院的課程，在 1982 年獲准成立。該學院的課程，在 1982 年獲准成立。

1982年獲准成立。該學院的課程，在 1982 年獲准成立。該學院的課程，在 1982 年獲准成立。

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What's their Beliefs? (Chu, October 26, 2005)

- Collective Minds is better than a single genius translator.
- Perfect Translation doesn't exist.
- 857 Volunteer translators
1,033 courses adopted
320 courses near completion
60 courses already finished

COURSE – Rate of Course Completion

Figure 1. Rate of Course Completion

Total course number: 1160

Level one being translated: 660 (63.00%)

Level two being translated: 396 (27.73%)

Completed courses: 59 (5.00%)

Non-adopted courses: 80 (7.27%)

Rate of Course Completion: 10.27%

Lucifer Chu, Chairman and Janitor of OOPS, Taiwan

The Ten Forces that Flattened the World

10. Knowledge Brokers

The Learning World is Flat

Consortia, Networks, and Brokers of Knowledge (and Collections, David Wiley)

WORK PACKAGES:

- Repository Development
- Metadata Development
- Open Access
- Open Source
- Open Content
- Open License
- Open Source Software
- Open Source Hardware
- Open Source Services
- Open Source Content
- Open Source Collections
- Open Source Infrastructure
- Open Source Management
- Open Source Policy
- Open Source Research
- Open Source Training
- Open Source Tools
- Open Source User Interface
- Open Source User Experience
- Open Source User Support
- Open Source User Training
- Open Source User Support
- Open Source User Training

Repository Development:

The key to the package is to develop a critical mass of content to test the capabilities of the network. The education has a related national network of libraries, a metadata repository and they are also representing the concept of a learning object market place through their work on [EDU_SOURCE_2005](#).

Repository Development:

The Package Managers are [TAMU](#) and [Simon Fraser University](#) with [Brockport State University](#) and [University of Waterloo](#) and [University of Toronto](#).

Open Access Management

What can you do in a flat learning world?

- Consider Copyright Options
- Publish in Open Source Journals
- Attend Open Source Conferences

Creative Commons

Creative Commons is a nonprofit organization that offers a flexible copyright for creative work.

Find: Music, photos, and more

Publish: Your work, easily and legally

Recent Features:

- Creative Commons announces its 1st annual Fall Fundraising Campaign

Terry Anderson, Athabasca University (October 2005)

"Our Creative Commons licensed book **Theory and Practice of Online Learning** has been downloaded over **55,000 times** (full text) and more by individual chapters. Parts have been translated into **6 languages** and we are nearly sold out the **500 copies** we printed at **\$50 a pop**. So it is quite a success story."

- Anderson, Terry & Fathi Elloumi (Eds). (2004). Theory and practice of online learning. Canada: Athabasca University. http://cde.athabascau.ca/online_book/

Open Source Journal

The International Journal of Open Source in Education (IOSJE)

The International Journal of Open Source in Education (IOSJE) is an e-journal, with free and open access. It focuses on research and practice in the use of open source software, interoperability standards, and free content.

USER:

- Users can register
- Users can login
- Users can search
- Users can submit
- Users can review
- Users can edit
- Users can delete
- Users can archive
- Users can restore
- Users can home

JOURNAL CONTENT:

- research reports, case studies or articles
- books, articles, journals and services (including CD software and download) review or announcements
- research proposals or on-line project descriptions
- working papers, tutorials

Open Source Summit Scottsdale, Arizona, December 2004

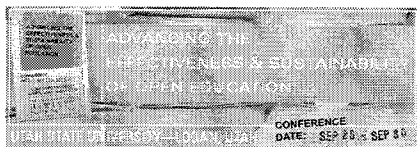
The Open Source Summit in Scottsdale, Arizona

A Retrospective

The first Open Source Summit, hosted by the Sedona Conference & Consortium and the Summit Group, provided a useful backdrop for considering not only Open Source development but how we construct what John Seely Brown called a new "techno-economic paradigm."

For me, it was Brad Wheeler who opened the conference in the presence of Steven Weber.

Conference at Utah State, Sept 2005



Conference Home - Identification - Discussion - Resources - Just for Kapers - Email & Mail - Register - Logistics

Brand - Presentation Slides, Audio and Video are coming soon! They will be available from the Discussion Site until 2007.

Advances in information technology have spread communication capabilities in every time. There is a great potential and responsibility for educators, instructional technologists, and learning scientists to leverage these advances in order to create educational opportunities for nearly everyone who desires it. As Ericsson said, "Only the educated see it."

This growing field of research and practice is called "open education."

Advancing the Openness and Sustainability of Open Education Conference is the 12th Annual Instructional Technology Institute at Utah State University. It is a multidisciplinary event designed to promote discussion of current and emerging subjects that address the effectiveness and sustainability of the open education movement. The four colloquial themes for 2005 are:



John Seely Brown
Keynote Speaker

Later this month UNESCO's International Institute for Educational Planning hosts a forum on open content



International Institute for Educational Planning
INTERNET DISCUSSION FORUM
OPEN EDUCATIONAL RESOURCES OPEN CONTENT FOR HIGHER EDUCATION
24 October - 1 December 2005

SESSION 1 24-26 October 2005

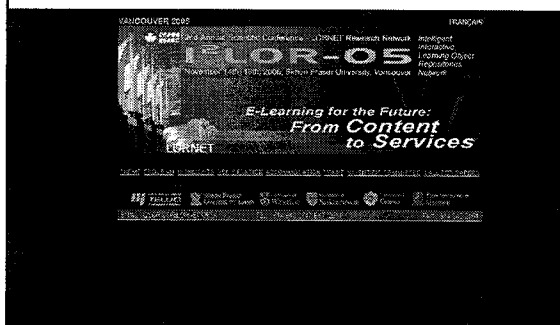
OPEN EDUCATIONAL RESOURCES AND OPEN CONTENT

Background Note

SALLY JOHNSTONE HUBB, BOULDER, COLORADO, USA

Open Educational Resources promote the sharing of knowledge worldwide to increase human intellectual capacity. UNESCO can encourage the development of OER in education, culture and religion to enhance mutual understanding for international peace.

LORNET Learning Object Repository Conference, SFU, Nov 14-18th, 2005



Comparison of Sharing Sites: MERLOT, Connexions, CAREO, OCW, CORE, OOPS Grace Lin, Univ of Houston, 2005

- **Goals:** Link people, share knowledge, access resources, searchable database
- **Funding:** fully, partial, none
- **Audience:** higher education, students, teachers
- **Content contributors:** faculty, volunteers

Comparison of Sharing Sites: MERLOT, Connexions, CAREO, OCW, CORE, OOPS Grace Lin, Univ of Houston, 2005

- **Role in knowledge sharing:** producers, consumers
- **Distinguishing features:** creativity, structure, faculty community, rigorous review process
- **(Different Affiliations, accomplishments, license, language(s), mission, etc.)**

Sharing Questions (today)

- For what purpose will people share?
- Who will continue to maintain or update such sites?
- Will these "share" sites bridge the digital divide?
- How will copyright issues be addressed?
- What happens when one did not mean to share his or her course contents or ideas, or, at least, not as widely?

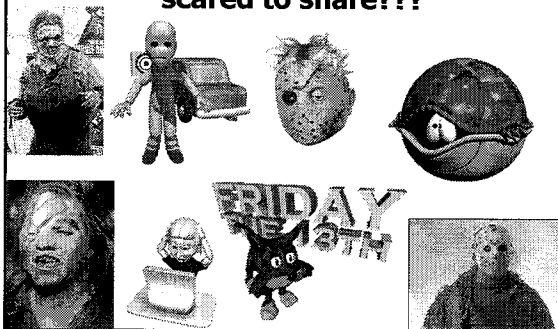
Sharing Questions (future)

- How will such learning objects of today be viewed in 100 or 200 years?
- What new technologies will emerge and be used for knowledge sharing?
- Will online sharing become expected of all faculty members around the planet?
- If so, how will that change the face of higher education?

What about the corporate world?

- How can content objects be shared between corporate and universities
- How can resources like OOPS, MERLOT, etc. better support on demand learning?
- What collaborations are possible between corporate world and OOPS, OCW, MERLOT, etc.?
- Are there better funding models?

Poll #3: So who is still too scared to share???



Poll #4: If no, what will you share?

1. Syllabi and curricula
2. Web links and resources
3. Video streamed lectures
4. Tests and exams
5. Course modules
6. Ideas in blogs
7. Anything you think of!!!
8. Something Canadian!!!!!!!!!!!!



Ok...it is the end!!!

