Oops, Did You Mean to Share that?
Opensource, OpenCourseware, and the Learning Objects of Tomorrow

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The Ten Forces that Flattened the 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, Internwise, 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, Jurion)
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. 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; Moodle, 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)
Google and Other Search Engines
(Sergey Brin, Co-Founder)

The Ten Forces that Flattened the World

2. Rise in Demand for Online Learning

SUNY Learning Network (SLN)
http://sln.suny.edu/

The Ten Forces that Flattened the World

3. Open-Sourcing the World:
   Sakai, Moodle,
   eduCommons

Free and Open Source Software

1. eduCommons
The Ten Forces that Flattened the World

4. Collaboration (e.g., SharePoint, Groove, Word, Interwise, Breeze)
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s. Learning Portability (Podcasting, Mobile technology)

Wireless Technology

MOST (UN)WIRED SCHOOLS?
CNET and U.S. News and World Report got the top 50 universities' tech specs and asked them which computers they recommend to students and faculty.

Podcasting
http://itunes.stanford.edu/

In the Midst of Budget Cutbacks, there are Technology Giveaways

6. Learner Empowerment and Individualization of Learning (CMaps, Blogs, Wikis, etc.)
Sharing Encyclopedias (Wikipedia; Jimmy Wales, Founder)

Sharing Ideas (e.g., Blogging)

The Ten Forces that Flattened the World

7. Online Portals of Information

MindMapping Software

Social Networking Web 2.0 (the read/write web)

Museum of Online Museums
Ten Forces that Shaped the World

OpenCourseWare (MIT, Utah State, Japan, NTE, OOPS)

David Wiley, Utah State University (October, 2005)

If you consider the schools participating in consortia in South America, China, Japan, France, Utah, and other regions, the number of institutions involved with open courseware in some manner will grow to well into the hundreds. As of October 2005, there are currently 45 publicly visible OCWS in the world in a variety of languages.

MIT OpenCourseWare (OCW) Initiative

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

Johns Hopkins OpenCourseWare Project

http://ocw.hopkinsmedicine.org/
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 nearing sold out the 500 copies we printed at $30 a pop. So it is quite a success story.”


Conference at Utah State, Sept 2005
Summit in Arizona, December, 2004

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

Sharing Questions (today)

- For what purpose will people share?
- Who will continue to maintain or update such sites?
- 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?
- 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?

Ok...it is the end of talk!!