

International Forum of Open and Online Education

2nd and 3rd of October – University of Ottawa FSS4007

Theme

Since the 1970s, technology has been involved in streamlining the entire society and the university's education system. In fact, distance engineering has developed a mass education accessible to all. Moreover, engineering processes have helped reduce costs and standardize quality by streamlining the training process. Computers and networks have democratized learning in universities. Educational resources are always more accessible and open to all communities. However, new issues arose, which are related to the semantic of big data produced during the interactions in these training systems and instructional challenges. This conference will attempt to address these issues, particularly for the francophone context, by presenting an overview of the research and practices in the field to ultimately participate in the development and technological transformation of higher education.

Thursday October 2, 2014

SESSION I : TENDANCE OU MUTATION INSTITUTIONNELLE

David PORTER

Former Executive Director at BCcampus, Project Manager for the Task Force on Flexible Education, Simon Fraser University, Vancouver, Colombie-Britannique, Canada, [*Harnessing the resonant value in open and collaborative practices: emergent pathways for learning and teaching*](#)

Transcript

00:00 it's my pleasure right now to introduce
00:01 David Porter David is the project
00:05 manager for the task force on flexible
00:07 education at Simon Fraser University my
00:10 old alma mater in BC he's a former
00:13 executive director of BC Campus where he
00:16 is a forceful advocate for the use of
00:18 open educational resources OERs
00:21 including the implementation of Canada's
00:23 first scale government-funded open
00:26 textbook open textbook program started

00:29 in 2012 - 14 he is also adjunct
00:33 professor in the master of educational
00:35 technology program at the University of
00:37 British Columbia please join me in
00:39 welcoming David to the stage thank you
00:45 and for those of you who tweet the
00:48 tweeting addresses there on the boards
00:51 and you can follow along or contribute
00:53 thank you hashtag I don't do tweeting as
00:56 you can tell hashtag thanks everyone
01:04 it's my pleasure to be here today I want
01:07 to talk about engaging faculty in the
01:10 use of open educational resources it is
01:13 the single biggest challenge to
01:17 innovation is convincing faculty that to
01:20 take a leap or step in a new direction
01:23 will be beneficial to them personally
01:25 and professionally and in particular of
01:29 benefit to their students and so I want
01:33 to talk about what we're calling beyond
01:35 free even though the open education
01:38 resource movement is predicated on the
01:40 notion of providing free and open access
01:43 to resources there have to be value
01:46 propositions that move beyond simply
01:49 free and we like to talk to a faculty a
01:52 lot about those value propositions as
01:54 part of the process of bringing them
01:57 aboard doing things in new ways and in
02:00 ways that they may not have contemplated
02:02 as valuable in past times
02:08 I see so why open? one of the ways that
02:15 we've approached this challenge is to
02:17 talk in terms of cultural change as a
02:20 aspect of open education that open is
02:24 simply not an economical initiative
02:28 something that allows the resources and
02:31 the products of the education process to
02:33 be more freely available but there's
02:35 also a cultural imperative afoot here as
02:38 well and so providing examples of how
02:42 open really has been part of our
02:46 education system for a number of years
02:48 is one of the places where we started in
02:51 the post-war era the notion of providing
02:55 free access to education was one of the

02:58 fundamental tenets that the United
03:01 Nations Declaration of Human Rights
03:05 intended to sort of inculcate in society
03:08 that education should be free and that
03:11 notion continues to move forward and in
03:15 2012 in Paris at the UNESCO OER summit
03:19 one of the declarations that was made
03:22 was a very simple concept and it went
03:25 something like this if a public body a
03:28 government invests in educational
03:31 resources those should be free to all
03:35 citizens and that notion of providing
03:38 free access to a resource investment by
03:41 government is something that should be
03:43 universal in many of the countries who
03:47 attended the Paris OER declaration
03:50 firmly believed that principle and have
03:53 pushed very hard for it many many
03:56 African countries were represented there
03:58 many European countries United States
04:01 was a forceful presence at that
04:03 particular conference and has
04:05 demonstrated over the past two years a
04:07 two billion dollar investment in
04:10 materials for skills training healthcare
04:14 and practical programs in the college
04:17 system that are being built across the
04:19 United States right now
04:21 and being made available using a free
04:23 and open license for resource use in
04:27 Canada we have yet to be that bold our
04:31 own government in British Columbia has
04:34 tried very hard to push forward the
04:36 notion across Canada through the council
04:39 of ministers of Education that
04:41 government investment in curricular
04:43 resources should be openly accessible to
04:47 all citizens and it's that principle
04:50 that I and my colleagues have been
04:53 pushing forward for the past three or
04:56 four years in British Columbia and
04:58 finally are getting some traction and
05:00 success the assumptions we're making are
05:04 very straight forward that we shouldn't
05:08 be imposing restrictions on education
05:12 materials we should be making them

05:14 accessible that sharing is a fundamental
05:19 part of the teaching practice we want to
05:22 share knowledge with our students we
05:24 want to expect expect them to share
05:26 knowledge that they have gained through
05:28 that process we need to model that
05:31 practice and principal completely
05:35 collaboration is a good thing so much of
05:38 what happens in classrooms happens on an
05:40 individual basis think about the power
05:44 that is possible when things happen in a
05:46 much more collective cooperative and
05:48 collaborative manner my colleague David
05:52 Wiley who teaches at Brigham Young
05:56 University and Utah is a huge proponent
05:58 of the notion of sharing and openness
06:01 and it is David who has been the primary
06:05 spokesperson for the open education
06:07 movement for the past 10 years and he is
06:12 an eloquent advocate for the notion of
06:15 sharing as a fundamental principle of
06:19 teaching and learning and that in every
06:21 way we need to find ways to demonstrate
06:24 that principle it happens well beyond
06:29 the borders of education there is a free
06:32 culture movement worldwide in
06:34 the Arts in the humanities in music in
06:38 film that are producing materials all
06:41 the time and giving it away for free it
06:44 is part of an open culture in 2012 the
06:51 Dutch national museum decided that it
06:53 would take a bold step with its primary
06:56 collection of resources of paintings and
07:00 images and artworks that were part of
07:04 its permanent collection they decided
07:07 that they would freely licensed and make
07:10 open the complete collection to anyone
07:13 to do anything they wanted with it you
07:15 want to make t-shirts out of the images
07:17 you want to make mugs and sell them go
07:20 for it not a problem they instituted an
07:25 open licensing model that was completely
07:28 open which said this is a public work
07:31 owned by the citizens of the Netherlands
07:35 take these works take these images if
07:38 you want to use them commercially go for

07:40 it if you want to use them in education
07:43 go for it very much a new way of
07:46 thinking about providing cultural works
07:49 to the masses open education resources
07:55 are digital resources that are easy to
07:59 replicate and easy to distribute making
08:03 those resources more freely available is
08:06 the primary focus of the open education
08:09 movement UNESCO has its own definition
08:13 and its definition has to do with the
08:17 public domain and the public good and
08:20 the notion that if citizens and
08:22 taxpayers have paid in some way for the
08:26 development of educational materials
08:28 they should also get one pay for one get
08:33 one meaning if it's already paid for by
08:36 the taxpayers everyone should have
08:39 access
08:42 when you start to think this way you can
08:46 also then begin to start thinking beyond
08:49 the notion of free and how this plays
08:53 out in education is in an interesting
08:55 way it allows educators teachers
08:59 learners free access to manipulate
09:03 educational resources in any way they
09:05 want legally the notion is built upon a
09:11 very simple principle it's what Wile
09:15 calls the reusability paradox for
09:20 something to be really valuable as an
09:22 educational entity it needs to be
09:25 contextualized it can't be generic it
09:29 needs to be contextualized for your
09:31 students your subject your situation if
09:37 you can't contextualize it it loses
09:40 value it's not as easy to reuse and
09:45 repurpose or region ear for your
09:48 specific purpose take this image for
09:53 example it could talk about the shark
09:58 and you can talk about this in a
10:01 biological sense about the attributes of
10:03 this particular fish or it could talk
10:07 about the ecosystem in which this animal
10:11 exists and this is a simple example of
10:14 repurposing but this repurposing could
10:17 not have occurred unless I had complete
10:20 and free access not only to the image to

10:23 legally change it but also in an open
10:26 technical format that allowed me to make
10:29 the changes in a way that made it usable
10:32 and so unless you have free and open
10:36 access to all of the resources available
10:39 to you and can contextualize them for
10:42 the situation you need free isn't good
10:45 enough it needs to be open there's a
10:49 difference between free and open
10:56 most of the resources we deal with in
10:59 education are bounded by copyright in
11:01 some way and what people have been
11:04 looking for for many many years is a
11:08 simple way to do rights management in a
11:12 way that benefits individuals and in
11:16 particular educators a simple
11:20 standardized way that requires little
11:23 effort and in fact no real thought
11:26 accept the license tells me I can do
11:30 what I want with this resource and that
11:34 is what Creative Commons has created
11:36 through its licensing mechanism gone are
11:40 the days when your intellectual property
11:43 office has to write to publishers and
11:46 ask for permission or write to
11:48 individuals and ask for permission a
11:50 very labor-intensive process in the
11:53 Creative Commons world the rights
11:55 afforded to you are embedded within the
11:58 resource you know what you can do with
12:01 it the four fundamental rights of
12:06 openness and reuse are these the right
12:10 to reuse the right to revise the right
12:14 to remix and the right to redistribute
12:16 and more recently pushed really by
12:22 publishers efforts to rent materials for
12:25 fixed periods of time to students is the
12:28 right to retain that once you have an
12:31 open resource you can keep it and do
12:35 whatever you want with it in perpetuity
12:38 it's not a surprise that when students
12:41 are offered the choice between
12:43 electronic versions of materials and
12:46 print versions of materials at low cost
12:49 they often opt for the print version why
12:52 because it's easier to annotate and make

12:56 notes in the margins new technologies
12:59 are allowing us to do that
13:01 electronically but they don't yet have
13:03 the conviviality we need
13:05 to make that happen we're getting close
13:08 but it's not quite there yet all of the
13:13 rights expressed in open resources are
13:16 really there for you to exploit in the
13:20 way that you choose in the way that
13:23 makes the most sense for your students
13:28 Creative Commons licenses are extremely
13:31 explicit they're written in language
13:34 that makes you look and see easily how
13:39 the resources can be used we've been
13:42 using this model in British Columbia for
13:44 10 years we've been offering government
13:49 funding to institutions and faculty to
13:53 develop materials on the condition that
13:56 anything they develop will become openly
13:59 licensed for others to use at the
14:03 present time over 12 million dollars
14:06 actually has been given to faculty and
14:09 you can see that it's produced / 153
14:14 grants participation across the complete
14:18 bridge Columbia post-secondary system 25
14:21 universities lots of partnerships 47
14:26 credentials based on open resources have
14:29 been developed 355 courses all available
14:34 for reuse and repurposing it's been a
14:37 massive undertaking but it allows all of
14:41 those resources to live in a common
14:43 repository that is accessible to the
14:46 entire post-secondary population and
14:48 it's not a surprise but the kinds of
14:52 materials that end up being the most
14:54 popular are the materials that use
14:56 today's technologies most effectively if
14:59 you're in a professional chef program
15:02 why not watch the executive chef from
15:05 chateau whistler teach a lesson on how
15:08 to saute those are the kinds of
15:11 resources that are extremely popular
15:14 mobile aware and can do the things that
15:17 instructors and
15:19 course designers want to do when they're
15:22 free and open you can repurpose them in

15:25 any way more recently we decided to go
15:28 directly to faculty on a much larger
15:31 scale through an open textbook program
15:35 an open textbook is like a conventional
15:38 textbook except that all of it is
15:41 available for customization localization
15:45 translation repurposing in any way they
15:52 come from many places many governments
15:56 many institutions have made investments
16:00 in open resources and it's sometimes
16:03 hard to find the place where all this
16:06 information lives in one place but
16:09 here's a selection of organizations
16:12 foundations granting and funding
16:14 agencies that have funded the use of
16:17 open textbooks they are of high quality
16:22 they are of immediate application in
16:27 many courses and the group that is
16:30 finding the most comfort in the notion
16:34 of open textbooks is students and the
16:38 student movement around pushing forward
16:41 the notion of open textbooks is growing
16:44 by the day the first editorial in the
16:47 Simon Fraser university student
16:49 newspaper this fall was sign our
16:52 petition for open textbooks for Simon
16:55 Fraser University they have 3,000
16:58 signatures in the first week and they
17:01 are sending out a pledge to faculty
17:03 members that they will ask them to sign
17:06 if you will sign this pledge will you
17:09 please recommend an open textbook next
17:12 time you offer this course wait till
17:15 that catches on across campuses across
17:17 Canada and where do you see how things
17:20 change one immediate change students are
17:24 now looking to see which section of the
17:27 course they will register in because it
17:30 comes with an open
17:31 textbook why would I take that section
17:35 with a two hundred and fifty dollar
17:36 textbook if I can take the same course
17:39 with an open textbook really interesting
17:42 dynamics starting to happen our
17:47 government decided that it would provide
17:50 funding for 40 open textbooks for the

17:54 highest enrolled first in second year
17:56 courses in British Columbia
17:58 post-secondary institutions we currently
18:01 have 61 available text books we've even
18:04 gone beyond the 40 and have 61 available
18:07 at the moment it wasn't a surprise that
18:10 most of the courses that had the highest
18:13 enrollments were at the biggest
18:14 institutions the university of British
18:16 Columbia Simon Fraser university but
18:20 making those forty textbooks available
18:22 and coming up with a program where
18:25 faculty could have direct input into the
18:28 selection of those textbooks was the
18:30 critical factor in moving the program
18:33 ahead the first 40 was so successful
18:37 that government has just put more money
18:39 up to say we'd like to do the same thing
18:42 but with skills and vocational programs
18:45 can we go there next very interesting
18:50 move we've built our whole open textbook
18:55 program around faculty engagement we pay
18:59 faculty to review available open
19:01 textbooks we pay faculty to adapt and
19:05 modify open textbooks for use where no
19:09 open textbook exists in a course or
19:12 program we pay them to create from
19:15 scratch so there are three entry points
19:19 for faculty I can be a reviewer and be
19:22 paid I can be an adapter and be paid I
19:26 can be a creator and be paid it's
19:29 different from the publisher model where
19:31 you get a little bit of money up front
19:33 and a royalty in our model you get all
19:36 the money up front faculty like that
19:40 idea
19:46 why is this project happening it's
19:49 really about access it's really about
19:52 providing access to materials that help
19:55 ensure student success when you look at
19:59 the research that's been done in a
20:01 number of institutions about student
20:04 success some of the success measures
20:06 deal with the access to the resources
20:09 students make bad choices about
20:12 resources they'd rather pay for food and

20:15 accommodation before books big surprise
20:19 those are some of the reasons that we
20:22 have moved forward in this area
20:25 typically students spend about twelve
20:28 hundred dollars a year on textbooks
20:31 that's four times the rate of inflation
20:35 over the past 20 years and seventy
20:39 percent of students have not purchased a
20:42 textbook for a course because of the
20:46 price they either hedge their bets
20:48 they're not going to use this textbook
20:50 as much as they predict they wait until
20:55 second or third week in the course to
20:57 see whether they're going to stick it
20:59 out and then buy the textbook there are
21:01 a lot of different reasons for why
21:03 students make those choice this is
21:05 research done by student public interest
21:07 research groups in the u.s. student
21:12 unions student societies across Canada
21:15 are writing editorials all the time
21:18 about an open textbook policy this is
21:22 the University of Saskatchewan student
21:24 newspaper similar editorials from the
21:27 University of Alberta Simon Fraser
21:29 University and other universities and
21:32 colleges in the west the idea is
21:35 catching on with students students are
21:39 also taking measures on their own
21:42 setting up booths at orientation weeks
21:46 showing their colleagues and classmates
21:48 how to find free materials on the web so
21:51 they don't have to pay for a textbook
21:53 they're already active
21:55 doing this without our intervention so
21:58 why not help them our open textbook
22:04 program has three phases in British
22:07 Columbia the initial phase was the
22:11 review phase and then we moved into an
22:14 adoption adaptation phase and are
22:16 currently in the creation phase right
22:19 now where some brand new open textbooks
22:21 are underway but the early results are
22:25 promising this is a typical example a
22:28 class with 60 students taking physics
22:31 where the previous textbook costs a

22:33 hundred and eighty-seven dollars the
22:37 instructor faculty member in this case
22:40 decided to use one of the Openstax
22:42 College physics textbooks which he
22:44 customized the chapters for himself
22:46 using a system that we've built for
22:48 editing open textbooks and that was free
22:53 the students can buy the book if they
22:55 want it in print for fifteen dollars or
22:57 they can download it to an iPad computer
23:00 or any other mobile device we have them
23:03 available in all formats to date he
23:06 saved eleven thousand two hundred
23:08 dollars in one section of the course I
23:10 checked yesterday he's run the course
23:12 four times the savings are now up closer
23:15 to 60 thousand dollars for students
23:17 taking that course multiply that across
23:20 hundreds thousands of faculty members
23:23 and courses and you begin to see the
23:25 economic reality of open textbook
23:27 programs but it's more than just a good
23:32 deal much more than just a good deal
23:37 when you look at the statistics for
23:39 student success as I mentioned earlier
23:41 you begin to see some interesting stuff
23:45 this is data from Florida that where the
23:49 Florida made did a study and these are
23:53 some of the results sixty percent of
23:55 students don't purchase a textbook at
23:57 some point due to cost thirty-five
23:59 percent take fewer courses due to
24:01 textbook costs thirty one percent choose
24:04 not to register in a course due to
24:05 textbook cost
24:08 you get the picture they are students
24:13 offer all kinds of reasons why don't
24:15 they don't use the primary material
24:17 assigned to a course you can see them
24:28 the biggest gain however are the gains
24:30 for faculty and students in the learning
24:33 experience realm and access to
24:36 customized resources actually improves
24:39 learning and they've demonstrated this
24:41 in a number of studies in U.S.
24:44 institutions to date when you take a

24:46 resource customize it and localize it
24:49 for your community and its reality
24:52 either regionally or even sometimes
24:54 locally you begin to see big
24:58 improvements the examples are much more
25:01 relevant the outcomes are clear all of
25:06 these kinds of initiatives begin to pull
25:09 together better outcome data when you
25:13 start to use localized and customized
25:15 resources lots of different subject
25:20 areas are doing this this is a
25:21 psychology textbook and you can see the
25:26 result students scored higher on
25:29 departmental final exams based on a
25:31 textbook that felt more relevant to them
25:35 because the instructor had put his or
25:38 her own examples to use in the text it
25:41 became a much more engaging learning
25:44 resource lots of activity opportunity
25:50 for authentic learning activities one of
25:52 the best examples is ChemWiki at the
25:54 University of California Davis it's not
25:57 only a course in chemistry about
25:59 knowledge transmission about chemistry
26:01 it's about cooperative development of
26:04 curriculum using students to build the
26:07 course materials in a wiki based format
26:09 that's free and open for anyone to use
26:12 these kinds of cooperative action based
26:15 activities with students using open
26:18 resources are another way of
26:20 contributing to more authentic and more
26:22 successful learning experiences the
26:29 University of British Columbia has a
26:32 faculty of land and and food sciences
26:35 and they have a huge soil science
26:37 program that is used by students in many
26:40 different disciplines
26:41 at the University of British Columbia
26:43 everything from agriculture to forestry
26:45 to ecology to environmental technology
26:49 they have made all of their resources
26:51 videos and materials free and open not
26:56 based on simply a teaching model but
26:59 they have a research network that's
27:01 Canada-wide that contributes to the

27:04 building of the resources so it is
27:06 related not only to the teaching needs
27:09 of faculty but it also is a part of
27:12 their research network there now
27:14 extending that even further by building
27:17 an application called SoilX that's a
27:19 mobile application that students use and
27:22 programs across Canada in fact around
27:25 the world to contribute more data to
27:28 their databases through a mobile
27:30 application which they make accessible
27:33 to everyone it's about research it's
27:36 about teaching and it's also about
27:38 service to the larger community it's
27:41 much more than simply a free resource
27:46 collegial collaboration is a big part of
27:49 what drives faculty to work in research
27:54 networks so you find collections of
27:58 mathematicians building mathematics
28:02 textbooks in niche mathematics areas and
28:05 because these are niche areas it has no
28:08 big publisher imperative to make
28:10 thousands or millions of dollars so they
28:13 license these materials in an open
28:16 manner and share them with their
28:18 colleagues and their students English
28:22 teachers are doing the same thing in
28:24 different ways bringing together
28:27 collections of digital resources in the
28:30 humanities in very select and niche
28:33 areas and making them freely available
28:35 it's about collegial collaboration much
28:40 more than simply a free resource the
28:44 next big wave and this is what MOOCs
28:47 tend to do is demonstrate the service
28:50 mission of universities we have many
28:54 faculty members
28:55 with extraordinary expertise who would like
28:57 to share that with the world that's one
29:00 of the big imperatives of MOOCs but what
29:04 if you flip that around slightly and you
29:08 said to students out there on the web
29:11 there are thousands of open resources
29:14 that are built for courses that are
29:17 credentialed at many institutions what
29:20 if you think about studying those

29:22 resources and getting yourself to a
29:26 level that you believe you have achieved
29:28 some mastery in that course and then you
29:31 bring it to a network of institutions
29:33 worldwide the open educational resource
29:37 University Network and ask them to
29:40 credential and credit your learning
29:44 through prior learning assessment or
29:47 challenge exams there are 35
29:51 universities worldwide who are part of
29:54 the OERU network including
29:57 Athabasca and Canada Thompson Rivers
30:00 University in Canada the Open University
30:03 of the United Kingdom the University of
30:05 South Africa many Australian and New
30:08 Zealand universities are all part of OERU this is the MOOC for credit
30:15 based on open educational resources and
30:19 self-study it is brand-new it was
30:24 announced last October at this time and
30:28 is about to go into operation OERU
30:34 org that's the service mission of
30:38 the university's writ large on a
30:42 worldwide scale self-study with credit
30:48 that's what people are looking for
30:54 so there are five things I talked about
30:58 in the context of open and free faculty
31:06 have full legal control to customize and
31:09 localize resources to suit the needs of
31:11 their students improved learning through
31:16 customization and localization
31:19 opportunities for authentic learning
31:21 it's not just about knowledge
31:23 transmission it's about knowledge
31:25 construction collegial collaboration
31:29 build your research network based on an
31:32 open platform and an open ethic
31:36 demonstrate the service mission of your
31:39 organization through providing truly
31:42 open resources the singular ethic of the
31:52 open movement is don't reinvent it if it
31:55 already exists use it or customize it to
31:59 suit your needs and build it further and
32:02 make it available to more people don't
32:06 reinvent it but you have to be aware
32:10 these days that there are sharks and
32:13 open waters primarily publishers who

32:17 like to use the word open when it isn't
32:21 really open the term is open-washing
32:26 like green-washing when something is
32:29 environmentally friendly and it isn't
32:32 look out for open-washing this is a term
32:35 coined by Audrey Waters and it has to do
32:39 with a lot of new publishing schemes
32:44 that look free or look open but aren't
32:49 there either short-term rentals hidden
32:52 costs or other things that enter into
32:55 the equation that detract from the full
32:58 open ride my take-home messages are
33:02 three
33:05 openness is not a new idea it is not
33:09 just about an economic model it's a
33:11 cultural movement it's a way of thinking
33:14 a way of moving forward in the education
33:17 space that invites others to participate
33:20 with you and that the products of your
33:23 effort will be shared it's social it's
33:31 fundamentally a human right if we
33:33 believe that in that Universal
33:35 Declaration of Human Rights and even if
33:38 we believe as taxpayers that I've
33:40 already paid for that resource in my
33:44 province and my government has paid for
33:47 it I paid for one I get one open and
33:52 free thank
34:04 yes we on yeah hi my name is Adam Brown
34:09 I'm a professor in Biology here at the
34:12 University of Ottawa I appreciated some
34:14 of your biological examples I'm
34:18 obviously interested in this idea of
34:19 openness since I'm here for one and I
34:23 understand the idea of openness in terms
34:24 of materials and the cost reduction and
34:26 accessibility for students but from my
34:30 perspective as a professor I made and I
34:33 don't think it's unique to biology but I
34:35 like to think that we are experienced as
34:39 professors and the interaction with
34:40 students is a big part of the of the
34:43 whole student experience and I realized
34:46 this may not be your expertise but I'm
34:47 wondering how what you're offering in
34:49 terms of openness and materials acts as

34:52 a complement to the experience based on
34:54 the the the interaction with Professor
34:57 which is really my main hesitation to
35:00 diving head-on into this whole process
35:01 is losing that contact and losing the
35:04 ability to inspire through presence and
35:07 interaction yeah I don't think anyone
35:10 wants to detract from the inspiring
35:12 through practice and I think some of the
35:14 most memorable experiences we had in
35:16 university was an instructor or lecturer
35:19 who was charismatic and captivating of
35:22 our attention as much as the materials
35:26 that he or she used but I think there
35:28 are ways that many professors are
35:33 experimenting with that brings students
35:36 into the sort of knowledge construction
35:38 domain as a partner as much as a student
35:42 professor relationship and the
35:44 University of California-Davis ChemWiki
35:46 example is just one of those ways as is
35:50 the soil science initiative at UVC where
35:53 students are not only participants in
35:55 those classes there are also
35:57 contributors to the collection of
35:59 knowledge that becomes part of the field
36:01 of study and I think that there are
36:04 opportunities to do those things perhaps
36:06 not as much in first and second year
36:09 entry level courses but perhaps in third
36:12 and fourth and his students
36:14 into graduate studies so I think there
36:17 are opportunities for students to
36:19 participate with faculty in an
36:21 interactive way and it often involves
36:24 building something together and
36:27 collaboratively that's free and open for
36:29 others to use just as an example I teach
36:34 at the University of British Columbia
36:35 our master's program in educational
36:37 technology happens on the open Internet
36:39 we don't do it in a closed learning
36:41 management system we do it on wordpress
36:43 so the whole world can see it everything
36:46 that the students build becomes part of
36:49 the legacy for the next class coming

36:52 along it's like a library of past
36:55 practice that they can draw upon improve
36:58 or enhance in some way so it's very much
37:02 a constructivist model based on being
37:05 completely open both with the resources
37:07 and with the practice does that help
37:10 yeah thanks hi David so it is a cultural
37:16 shift and I'm wondering it kind of
37:17 corollary to Adam's question there are
37:20 props you hesitate to to share in a way
37:23 that it is their work and hence the
37:25 concerns around retaining control of
37:29 those things and and holding on quite
37:31 firmly to those how do you address that
37:33 in the context of this openness and what
37:36 kind of strategies do you use in the
37:38 university to try to shift that kind of
37:41 cultural way of thinking well I think we
37:43 can tend to go with the volunteers the
37:49 people who believe that this cultural
37:51 shift could be meaningful for their
37:53 teaching practice or for the lives of
37:55 their students and those are the people
37:58 who tend to move closer to the open
38:02 practice movement we're clear it's
38:04 clearly not a hundred percent solution
38:06 at the moment it's more like a ten
38:08 percent solution and so working with the
38:11 people who have some belief that the
38:13 model can work for them is really a good
38:16 way forward I mean I've always found
38:18 that the things that motivate
38:20 instructors are is this good for my
38:24 students and is this good for me if you
38:28 can answer those
38:28 two questions most people will play
38:30 along and to date we found that many
38:33 instructors in fact hundreds are
38:38 becoming more engaged with the notion of
38:42 trying things in a new way and the
38:44 benefit is cruised their reputation as
38:47 the University of British Columbia Soil
38:49 Science example shows they've won
38:51 teaching awards research Awards
38:53 community service awards it accrues to
38:55 their tenure application as well so

38:59 there are ways of making this work Oh
39:04 Christian this is going to be tough I
39:09 really like the presentations and and
39:12 how you you built it and we can see the
39:14 kind of things you did a BC campus
39:16 emerged in there I see how you structure
39:21 the creation of the open textbooks no
39:24 there's a business model for the faculty
39:25 members participating in it so there's a
39:28 certain number of resources now
39:30 available now if you want to scale up
39:32 you've got you know 10 15 universities
39:34 that are now openly open textbooks how
39:40 now you have what 70 advocates that
39:44 you're creating this morning what should
39:48 be done to build cultural the culture
39:50 shift within the organization so that at
39:53 one point all of our universities will
39:56 sign that open textbook charter and
39:59 bring our community to use the open
40:02 textbooks which is the first piece in
40:04 order to become producer what's your
40:08 advice on this what should we do for the
40:10 movement well I think they're there are
40:13 many things that have to happen
40:14 simultaneously I think advocacy is a big
40:17 part of the process so doing advocacy
40:20 workshops and we do them all the time
40:22 over and over advocacy workshops on
40:25 university campuses we also bring to the
40:29 fore exemplars of practice professors
40:33 and faculty members in institutions
40:35 including the ones that we speak at that
40:37 have already gone down this trail and
40:39 the secret there is not for us to tell
40:41 the story
40:42 but for them to tell the story through
40:44 their voice the other is to provide
40:47 convivial tools tools that make it easy
40:50 to do what we're advocating because
40:53 otherwise the pain for gain threshold is
40:55 too high and so we've actively built a
40:59 platform that allows faculty to bring in
41:03 an open textbook they found modify it
41:06 customize it reorder it in any way they
41:08 want and then output it so it can be a

41:11 low cost print job or it can be on an
41:14 ePub format or it can be sent to a
41:17 kindle or any other kind of device so
41:21 when you have that kind of flexibility
41:23 then you're building the notion of
41:26 efficacy within faculty that I can do
41:29 this it works it's not too painful for
41:33 me to do it and by the way my students
41:36 like it the more powerful way to get to
41:39 faculty though is to show them how to
41:41 build reputation professionally and as
41:45 researchers through these practices and
41:48 we've tried very hard to work with
41:50 advocates in that side as well
41:53 government of Alberta is working closely
41:55 with the government of British Columbia
41:56 and their and same with Saskatchewan
41:59 we've talked to both both western
42:01 provinces and their notion is we don't
42:03 want to replicate what you've done we
42:05 want to add to the collection you've
42:07 already built so we've already got 60
42:09 textbooks and the government of Alberta
42:11 wants to build 10 more in Saskatchewan
42:13 10 more then we're getting up there near
42:15 80 and by the way textbook for me is
42:18 simply code for a new resource that's
42:23 open and flexible but because textbook
42:27 is a simple metaphor to explain things
42:30 particularly the government who give you
42:31 funding it works but I don't see it as a
42:36 static thing I like to see this a much
42:39 more dynamic thing but we need first to
42:43 get buy in do you have a toolkit for us
42:47 to use yes in fact it was built right
42:50 here in Ottawa it is a wordpress
42:53 system called press books and we have
42:57 added to it an open textbook plug in
43:00 through the open source community that's
43:02 called press books textbook it used to
43:06 be an authoring system for small-time
43:08 publishers that was built here in Ottawa
43:11 cool a very interesting but one problem
43:21 is not only resources but to maintain or
43:24 to keep resources to be lively yeah
43:27 that's a question of communities of

43:29 humans yes and it's a difficult question
43:32 and the other question is a continuous
43:34 process of improvement of resources
43:37 connected to all these people yes and we
43:40 have not a good solution for the moment
43:41 for that well let me give you two
43:43 examples to counter examples we needed
43:47 an open geography textbook for British
43:49 Columbia and we decided we couldn't find
43:52 one in the open community so we
43:54 organized a week-long textbook sprint
43:58 where we brought together eight faculty
44:01 members instructional designers graphic
44:04 artists and librarians to the University
44:07 of British Columbia for a week and they
44:09 wrote a Canadian geography textbook in a
44:12 week an open geography textbook at the
44:15 same time that built a community of
44:18 faculty members who will now talk to one
44:20 another and consider improvements and
44:22 while we were doing that we were
44:25 tweeting it on going throughout the day
44:27 and so the British Columbia Ministry of
44:30 Environment said hey we've got some
44:31 online maps you guys could use and they
44:34 started sending us links to things we
44:36 could include 10 psychology professors
44:40 got together in July and decided they
44:42 needed an open psychology text a test
44:46 bank and so they got together and built
44:49 a 1,000 item test bank together as a
44:52 community in a text bank sprint so it's
44:57 the notion of getting people together
44:59 who talked to one another who eat
45:02 together drink together do all those
45:05 things as part of a community
45:07 and build something it's a new way of
45:11 thinking about agile development
45:22 we're going to take another 10 15 minute
45:24 break
45:30 thanks