

## 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.

### Friday October 3, 2014

#### SESSION II : TENDANCE OU MUTATION PÉDAGOGIQUE

#### Rory MCGREAL

UNESCO/Commonwealth of Learning/International Council for Open and Distance Learning in Open Educational Resources, Professor, Athabasca University, Alberta, Canada, [Why Open Educational Resources: A Canadian perspective](#)

0:02 / 1:13:13

### Transcript

00:00 I'm really glad that Rory McGreal  
00:03 here today with us Rory is a co-editor  
00:07 of the International Review of Research  
00:09 and Open and Distance Education he is  
00:13 UNESCO Commonwealth of Learning  
00:14 International Council for Open and  
00:16 Distance Education chair in Open  
00:19 Educational Resources and director of  
00:22 the Technology Enhanced Knowledge  
00:23 Research Institute at Athabasca U he  
00:27 was previously associate VP Research at

00:29 Athabasca and his present research  
00:32 interests include assessment and  
00:34 accreditation of online learners using  
00:37 OER mobile learning and OER policies and  
00:40 mapping he is the creator of OER  
00:43 Knowledge Cloud and a founding member of  
00:45 the OER University Tasks International  
00:48 Consortium please join me in welcoming  
00:50 Rory thank you good afternoon I hope I  
01:00 can keep you all awake and I press this  
01:05 at the top nope Oh in the circle okay  
01:14 that's it okay away we go I'm I'd like  
01:19 to start off with just a comment and I  
01:23 learned something new from Antoine's  
01:27 talked this morning especially where he  
01:32 commented the students have a right to  
01:35 have their knowledge and learning  
01:37 accredited and accepted and I discussed  
01:43 that with them at lunch time and I  
01:46 suggested that it's not just students  
01:48 it's everybody anyone it's a human right  
01:52 to have your learning accepted and  
01:55 accredited and in Canada we have a major  
01:57 problem with that with immigrants coming  
01:59 to our country and highly qualified we  
02:04 don't accept their credentials nor do we  
02:06 give them a route to get their  
02:10 credentials recognized and I think that  
02:13 it's a crime against humanity I think  
02:15 that this is a basic human right that if  
02:19 you have your knowledge you should at  
02:20 least be able to have the opportunity to  
02:24 have it assessed and accredited and  
02:28 that's one of the main purposes of the  
02:31 open education research universities  
02:34 initiative 35 universities around the  
02:37 world are doing that they're saying that  
02:40 learners who learn online whether it be  
02:43 formal or informal have a right to have  
02:47 their learning assessed and accredited  
02:49 and get and given proper accreditation  
02:51 and degrees when when they fulfill all  
02:56 the requirements so I think that that's  
03:00 something we should all hold on to that  
03:01 this is a human right that we're talking  
03:03 about now I'm talking today about why we

03:09 need to go to open education resources  
03:12 and of course everyone knows well  
03:16 they're free that's a good reason but I  
03:19 came to open education resources from a  
03:23 different angle from the learning object  
03:26 days when we discovered and working with  
03:32 Jill Bare and and David Porter and others  
03:35 we found out that really if it isn't  
03:38 open how do you how can you share that  
03:39 stuff that there's all kinds of  
03:42 restrictions on licenses and things like  
03:44 that just to let you know that this  
03:51 these slides are openly licensed as you  
03:56 might expect but I use some images under  
04:01 fair dealing and I'll be talking to you  
04:04 as part of this about fair dealing in  
04:07 Canada and how we can take advantage of  
04:09 it I'm one of four UNESCO chairs and  
04:15 actually in open education resources we  
04:20 have about 18 UNESCO chairs in Canada on  
04:23 different subjects but  
04:25 internationally we have four on open  
04:28 education resources and just recently  
04:32 two more came and I didn't have time to  
04:34 put them on the slides one in Mexico and  
04:38 the other one in Slovenia where Slovenia  
04:41 as a government has announced an open  
04:43 education resource policy and so the  
04:48 work I'm doing and my responsibilities  
04:51 as a UNESCO chair in open education  
04:55 resources and as Commonwealth of  
04:57 learning International Council of open  
04:59 distance learning is to disseminate  
05:02 information and to promote the use of  
05:04 open educational resources and the  
05:09 assembly promotion the use reuse of OER  
05:16 across borders internationally within  
05:20 our institution within our province  
05:22 within our country and internationally  
05:25 and we're doing this in support of the  
05:30 Paris open education resource  
05:32 declaration in 2012 which we took part  
05:36 in and it was supported by UNESCO and  
05:39 and the Commonwealth of learning and  
05:43 basically the declaration says you know  
05:45 let's get going and start using any

05:48 publicly funded knowledge created should  
05:53 be open and available to the to the  
05:56 people as a part of the UNESCO chair  
06:01 we've developed at Athabasca University  
06:04 the OER knowledge cloud and if you type  
06:07 that into Google you'll find it it's a  
06:10 repository of about 800 scholarly  
06:15 articles and reports pertinent to open  
06:20 education resources this includes MOOCs  
06:23 and virtual mobility different related  
06:28 aspects of open education resources  
06:33 we are partners in the EMundus EuroProject  
06:38 which is to promote  
06:40 international collaborations on openness  
06:44 and as part of that we work with the  
06:48 different organizations here around the  
06:51 world and it's promoted by the European  
06:54 Union and we're looking at ways people  
06:57 can connect and collaborate together  
07:00 across borders using open education  
07:04 resources MOOCs and virtual mobility and  
07:08 virtual mobility for those that it's a  
07:11 big issue in in Europe and to some  
07:15 extent here in Canada is the ability of  
07:18 a student to have their credentials  
07:21 recognized at different universities so  
07:23 for example if you take your your course at  
07:28 that tell a university day we would  
07:31 accept that at Athabasca and vice versa  
07:33 and we're much further ahead in that in  
07:36 Canada than they are in Europe and many  
07:39 other parts of the world we did a report  
07:44 for the this euro project policies for  
07:47 OER uptake and if you go to the power-up  
07:52 site you will find about 80 reports on  
08:01 OER and other aspects of openness in 80  
08:06 different countries and we were  
08:08 responsible for the Canadian report and  
08:12 our report that we put in about two  
08:14 years ago was basically that nothing's  
08:16 happening in Canada that it it's a  
08:20 barren zone that was that was our report  
08:22 and but since then especially in western  
08:26 Canada and I'll be talking about it more  
08:30 there's been some really exciting  
08:33 developments and now I can honestly say

08:36 that Canada is a world leader in open  
08:39 education resources at least so far  
08:42 western Canada  
08:43 and we're hoping that Ontario and Quebec  
08:46 and the rest of the country come in with  
08:49 us and work with us my motivation for  
08:57 supporting all we are and being a UNESCO  
09:01 chair is that I believe that the primary  
09:05 challenge for us as educators in the  
09:09 21st century is to educate everybody to  
09:16 John Daniels reminds us that there's  
09:19 about 98 million students capable of  
09:23 post-secondary education by twenty  
09:26 twenty or twenty twenty-five who will  
09:30 not be able to access a post-secondary  
09:32 education because either there isn't a  
09:35 place anywhere or they don't have the  
09:38 money and this is not just in developing  
09:40 countries this includes Canada and many  
09:43 of the developed countries and I believe  
09:47 as educators we've got to find ways of  
09:51 educating them this is our  
09:53 responsibility and the major challenge  
09:56 for us in the 21st century and John  
09:59 Daniels tells us that we'd have to build  
10:02 four traditional universities every week  
10:05 in order to meet this demand a  
10:07 traditional University of about 30,000  
10:10 students for a week we just can't do  
10:13 that we know that and so we have to find  
10:16 other ways of ensuring access to  
10:21 education for these hundred million more  
10:23 students plus the students that we have  
10:26 already how do we educate all these  
10:30 learners this is the question that we  
10:32 need to answer OER I believe will  
10:39 be part of the answer I don't think it  
10:41 is the answer and to be honest with you  
10:44 I don't think there'll be one answer  
10:46 there'll be many different answers in  
10:48 different ways of approaching this  
10:49 problem but we do know that mass  
10:53 education is possible especially  
10:57 those of us have been in the open  
10:58 education movement for for years we can  
11:02 educate large numbers of students we can

11:06 now localize and internationalize the  
11:09 content especially if it's open we can  
11:12 change it however we want we must  
11:17 recognize that the the world economy is  
11:21 online society is online people are  
11:28 getting married online they're dating  
11:30 online everything's happening online and  
11:34 we have to recognize that and that has  
11:39 to be part of what we do as educators  
11:41 and we're we're capable of now of  
11:45 training people just when they need it  
11:47 so was to give you an example I wanted  
11:51 to fix my light switch the other day  
11:54 just in time I went on the web and I  
11:57 typed in how to fix my light switch and  
12:01 I found the page and I learned just in  
12:04 time how to do it properly and I didn't  
12:07 injure myself much to my wife surprised  
12:12 so is free education possible and I  
12:17 believe it is and I'm not saying that  
12:20 nobody's going to pay for it but I think  
12:22 that governments even with their their  
12:25 present cheap how can I put it a way of  
12:32 funding education their cutbacks and  
12:34 everything that there are ways within  
12:37 present budgets and others to increase  
12:40 access to education and learning and  
12:43 we've seen a few of the possible ways  
12:46 here now one of the big trends that is  
12:49 enabling us to get out and promote  
12:53 education among the masses is mobile  
12:57 learning and I I became aware of mobile  
13:02 learning in 1999 and just before that I  
13:09 was working with an Irish colleague  
13:11 who got a grant from Nokia on mobile  
13:14 learning and I scratch my head and I  
13:16 said you know what the heck is that guy  
13:18 talking about like but how do you learn  
13:20 on a mobile phone and and anyway later  
13:26 that year I was driving through a small  
13:29 village in the Philippines with no  
13:33 electricity and I slammed on the brakes  
13:36 because I could not believe what I saw  
13:38 and what I saw was a farmer up to his  
13:43 knees in with the water of a rice paddy  
13:46 behind two oxen and he was digital

13:49 messaging and I couldn't believe it  
13:53 because at that time in Canada nobody  
13:55 was digital messaging we weren't there  
13:58 yet and I looked it up and I found out  
14:00 that at that time the Philippines does  
14:03 more digital messaging per capita than  
14:06 any other country in the world and I  
14:08 looked it up a few months ago and it  
14:10 still does more digital messaging per  
14:13 capita than any other country in the  
14:15 world so they're still there but what  
14:18 what really shocked me was when I saw  
14:21 that device he had in his hand I didn't  
14:25 see a phone what I saw was a very  
14:28 powerful computer in fact that mobile  
14:31 phone was a more powerful computer than  
14:34 the one I had on my desktop which was  
14:36 three years old and that's when I  
14:39 suddenly woke up to the idea hey there's  
14:42 something here we can do something with  
14:44 this and we started our research at  
14:46 Athabasca on mobile learning shortly  
14:49 after that there's two over two billion  
14:54 people are now on the internet of a  
14:58 world population of seven billion so  
15:01 about a quarter of the world's  
15:03 population is now on the internet four  
15:08 and a half billion mobile subscriptions  
15:10 there's one and a half billion mobile  
15:14 Internet users and ninety percent of the  
15:18 world's population is accessible to  
15:23 using mobile devices and actually some  
15:26 of the inaccessible places are here in  
15:28 Canada we have quite a few of them even  
15:30 in Alberta the rich province of Alberta  
15:33 we have places where there that are  
15:36 inaccessible there's more time now spent  
15:39 on the internet with mobile devices than  
15:44 with desktops and in fact I think this  
15:47 year was the first time that tablets and  
15:49 mobile devices outsold laptops and and  
15:53 desktop computers so the world isn't  
15:56 changing the world's already changed in  
15:59 many ways we we've got to catch up to  
16:01 this the world is mobile one out of  
16:07 every three people only access the

16:10 internet using a mobile device now I  
16:16 want to step back here with these  
16:19 cartoons that explain it fairly simply  
16:23 many people take the scientific method  
16:26 and there are others who are the  
16:28 creationists and the scientific method  
16:32 starts with the facts and draws  
16:34 conclusions and the creationist method  
16:38 starts with a conclusion and then looks  
16:42 for facts to support it and we have what  
16:46 I call educational creationists they  
16:52 believe that God created the classroom  
16:56 in the form it exists in and that that  
17:01 is the perfect way of teaching and all  
17:05 other ways are either irreligious or  
17:09 they're not valid this is the  
17:13 creationist view of Education well let's  
17:18 look at facts God didn't create the  
17:22 classroom in fact pagans created the  
17:26 classroom Hero and the ancient Greeks in  
17:30 in Egypt in Alexandria created the  
17:34 Library of Alexandria  
17:36 and they're the ones who started the  
17:38 classroom not they didn't believe in God  
17:41 these were pagans are believed in many  
17:42 gods they should say these this is the  
17:47 origin of the classroom and it was not  
17:49 founded because of pedagogical reasons  
17:52 it was founded for one reason and that  
17:55 was this there was one manuscript there  
17:59 was only one manuscript of what they  
18:03 were learning so the only way they could  
18:05 access the knowledge was to go into a  
18:08 classroom with the teacher with the  
18:10 manuscript in there so there's no sound  
18:14 pedagogical basis for classroom teaching  
18:18 it's done because of scarcity and today  
18:23 we don't have that scarcity anymore the  
18:27 rationale for the classroom no longer  
18:30 exists and even in the Middle Ages when  
18:34 the printing press they printed one big  
18:36 book and put a lock on it and the  
18:39 lecturer would come unlock it and read  
18:41 the book to the students assembled in  
18:44 the classroom and let's be very clear  
18:49 about this there is no evidence the

18:55 classroom teaching is the best way of  
18:57 doing of teaching none there is no not  
19:00 one shred of evidence the classroom  
19:03 based teaching is better than teaching  
19:05 using technology at a distance or  
19:08 otherwise or any other way I want to  
19:11 repeat that because we keep we still  
19:13 heard even in the 21st century that some  
19:16 people the creationists they believe  
19:18 that the classroom is the end-all and  
19:20 be-all the fact is they don't have any  
19:24 evidence it's not like there's some  
19:26 evidence and that we're debating about  
19:28 it they don't have any check the  
19:30 research I've checked it there they  
19:33 don't have any any scientific basis to  
19:37 claim that the classroom is in any way  
19:39 superior to online learning and in fact  
19:43 with the  
19:47 immense amount of information and access  
19:51 to all kinds of knowledge that we have  
19:53 on the internet to confine learning to a  
19:56 classroom does it make any sense and  
19:58 thank goodness in our universities in  
20:00 our schools now we are using the  
20:03 internet and we are using the resources  
20:04 that are available so we are branching  
20:07 out from what the traditional classroom  
20:10 was now we know now that God didn't  
20:18 create the classroom however we do know  
20:23 that St. Paul who's the patron saint of  
20:28 distance education he found a distance  
20:32 education distance education we know was  
20:36 created by God using St. Paul so we're  
20:42 on the side of the angels we have proof  
20:45 and we're talking about facts we're  
20:49 talking about facts we're not using a  
20:51 creationist argument which isn't even  
20:53 true when pagans created the classroom  
20:56 not Christians or any others and this  
21:02 went on to the medieval University and  
21:05 it went on for so long that people just  
21:09 accept that it is a fact without really  
21:11 questioning it and of course up until  
21:14 very recently with the internet really  
21:19 there wasn't the word many or any even

21:21 better ways of doing it than the  
21:24 classroom but now there's all kinds of  
21:27 ways we can branch out and promote  
21:29 learning and the classroom is not the  
21:32 end-all and be all mind you there's no  
21:34 evidence that the classroom is the worst  
21:36 way of teaching either what the evidence  
21:39 says is and it's very clear the research  
21:42 is there's no significant difference and  
21:45 you can look that up online no  
21:48 significant difference phenomenon and  
21:50 you will see there's about over 400  
21:54 educational research studies showing no  
21:56 significant difference no matter what  
21:58 technology you use  
22:00 no matter whether it's at a distance or  
22:04 on-site or whatever so now I want to get  
22:10 into why open education resources let me  
22:15 take a drink here getting too excited  
22:22 why OER well number one we have some  
22:27 very stringent copyright laws and mint  
22:31 and they're different in many different  
22:32 in in in countries and now they're  
22:36 coming up with these extortionate trade  
22:39 agreements like we've just signed with  
22:41 Europe and and now with APEC and in the  
22:45 Pacific the Pacific countries and  
22:48 they're trying to force on us very  
22:51 strict regimes of copyright and that  
22:55 makes it more and more difficult for us  
22:58 to use copyright restricted material  
23:03 this poem is very appropriate for today  
23:07 that came in the 18th century or late  
23:10 17th century they hang the man sorry  
23:14 19th and eighteenth centuries they hang  
23:17 the man and flogged the woman who steals  
23:20 the goose from off the common but leaves  
23:23 the grater villain loose who steals the  
23:26 common from off the goose and the  
23:30 internet is our Commons it's our  
23:33 knowledge Commons it belongs to all of  
23:35 humanity this is our heritage and they  
23:41 punish the some kid who downloads a song  
23:45 they punish them and their parents and  
23:47 yet the people who are trying to close  
23:50 off the commons and turn it into

23:53 different walled gardens are getting  
23:56 away with it and we've got to we need to  
24:00 be aware of that and fight to keep the  
24:03 open Internet open it's very important I  
24:07 believe for us as educators to do that  
24:10 and you will notice in those days they  
24:12 were very  
24:13 sexist hanging the man and flogging a  
24:16 woman didn't believe in equality now why  
24:23 are these strict copyright laws being  
24:27 pushed on everybody around the world and  
24:29 by the way Julius Assange revealed  
24:34 emails between the American Embassy here  
24:37 and the Prime Minister's Office showing  
24:40 that our copyright laws the recent  
24:43 changes were primarily made in the  
24:46 United States as are the Australian New  
24:49 Zealand in many other countries so  
24:51 they're pushing their view of copyright  
24:53 very strongly on the world and the US  
24:57 is a major exporter of these cultural  
25:01 products and they make a huge amount of  
25:04 money from them and that's why they're  
25:06 pushing strict copyright this map shows  
25:11 the relative size of a country based on  
25:16 its income from excuse me based on its  
25:21 income from intellectual property  
25:25 copyrighted material etc and as you can  
25:29 see the US and Europe are bloated that's  
25:33 why they are supporting very strict  
25:36 rigid copyright laws because it's in  
25:40 their interests over fifty percent of  
25:45 royalties in the world go to the United  
25:48 States so it's huge money for them and  
25:52 they are going to keep pushing and  
25:54 pushing on countries their views of  
25:58 copyright they use the term intellectual  
26:01 property and as the judge says you know  
26:08 ooty whooty sweet patootie is intellectual  
26:12 property well I would argue it's neither  
26:15 intellectual which is pretty clear and  
26:18 it's not property  
26:21 it's an Orwellian word to describe  
26:23 something that it isn't very clearly in  
26:28 common law which we have in Canada and  
26:30 in the United States and in all the

26:33 common law countries around the world it  
26:37 is not property it is not you cannot sue  
26:42 somebody on the basis of it being  
26:43 property it is it is not property it is  
26:46 a copy right what the correct term that  
26:51 we should use and I hope people start  
26:53 using it more is privileged monopoly  
27:00 according to our tradition and Queen  
27:02 Anne's law which started our copyright  
27:05 tradition copyright was brought in not  
27:09 to protect the rights of the author  
27:11 which most most people seem to believe  
27:14 it was brought in to restrict the rights  
27:17 of the of the owners of the material or  
27:21 the so-called own it was to restrict  
27:24 their rights not to give them rights in  
27:27 France they do France they have ledroit  
27:29 Detour they have a different tradition  
27:32 and many parts of Europe haven't but in  
27:35 our tradition we we brought in copyright  
27:38 for one reason to spread knowledge  
27:44 that's why we brought it in we thought  
27:47 that if we give a privileged monopoly to  
27:51 the creator for for 18 years and allow  
27:56 them to renew up to 28 years that this  
28:00 would stimulate and encourage people to  
28:05 create art and books and other types of  
28:08 creative materials that's the basis of  
28:11 copyright law in the common law  
28:14 countries it's to give them a monopoly  
28:17 and it's a privilege the reason we're  
28:19 giving them the monopoly is because we  
28:22 believe that this will help to share and  
28:24 spread knowledge and that's the origin  
28:28 and that's the word we should be using  
28:30 privileged monopoly rather than  
28:33 intellectual property  
28:34 but the big publishers don't like is  
28:36 using the real word monopoly because  
28:39 nobody likes monopolies and we all want  
28:42 to guard property so they use that even  
28:45 though legally it is not property in  
28:52 intellectual property or is it a  
28:54 manifestation of government intervention  
28:57 in social relations the big publishers  
29:03 pretend want to pretend that they are

29:06 the guardians of free enterprise and  
29:08 competition but monopolies stop  
29:12 competition so they don't like using the  
29:15 word monopoly but that is in fact what  
29:17 copyright is it's similar to imposing a  
29:22 duty limiting people's freedom and  
29:24 inflicts a burden on users we accept  
29:29 that because we believe that giving the  
29:35 Creator a monopoly for a short time will  
29:39 help us to increase and expand our  
29:42 knowledge and encourage learning and  
29:45 encourage the useful arts as they say  
29:48 and this is the basis of copyright law  
29:50 in Canada and the United States but all  
29:55 these locks they're putting on the  
29:57 material David Wiley reminds that  
29:59 openness is the skeleton key that  
30:03 unlocks every attempt at vendor control  
30:07 and lock in oops they're trying to lock  
30:14 in your content and decide for you how  
30:17 you're going to use the material and I  
30:20 can give you an example I bought a book  
30:24 on iTunes and I was on the plane and I  
30:30 went to read my book and it wouldn't let  
30:32 me because I wasn't connected to the  
30:34 internet and it couldn't verify my  
30:37 identity so I couldn't read my book that  
30:40 I paid for on the plane and I thought  
30:44 well that takes the cake then I got to  
30:46 France  
30:47 and I was in my hotel room and I thought  
30:49 well I'll read now I went to read it and  
30:52 they wouldn't let me read it in France  
30:55 this is my book this is my device  
31:01 they're trying to control you every  
31:05 which way they want to control how when  
31:07 where why you use their material they're  
31:11 not happy they're not happy with just  
31:15 selling you material you remember we  
31:20 used to live in a world where you bought  
31:21 something you got it do you remember  
31:24 that you buy it you get it it's yours  
31:28 and now they brought this new concept  
31:31 into the world you buy but you don't get  
31:34 and that's that's part of the world  
31:39 we're living in now they want to control

31:41 everything you do so it's not just you  
31:44 know it's like they sell you a coat but  
31:46 you're only allowed to wear it on  
31:47 Sundays at these type of events and  
31:50 don't bring it to church and all of  
31:52 these other things and you're supposed  
31:55 to have to conform to that that's the  
31:59 world we live in but the two big reasons  
32:03 why we need open education resources are  
32:07 digital rights management and digital  
32:11 licenses I call it digital restrictions  
32:15 management because we're talking about  
32:17 restrictions not rights that they put on  
32:21 now with digital rights management they  
32:24 lock the content that you buy and you  
32:28 can't do any of these things copying and  
32:30 pasting text to speech changing the  
32:33 format moving the material printing it  
32:37 out moving geographically from one  
32:40 country to another using after their  
32:44 expiry date they even have a dead too  
32:47 kill date on on it and you can't the  
32:50 resell it like you can a a print book  
32:52 all of these things are protected by  
32:55 digital locks how many here have  
32:59 actually read  
33:01 the license that you when you buy one of  
33:04 these books one so there's one nerd in  
33:08 the in the audience I'm a nerd too I've  
33:11 actually read these licenses and I'll I  
33:15 want to talk about the licenses too  
33:17 because the licenses reinforced the  
33:22 locks and what we have to recognize is  
33:26 this that our device is our property  
33:29 they talk about intellectual property  
33:31 which isn't it's a privilege monopoly  
33:33 but our device is our property and the  
33:37 digital rights management it restricts  
33:41 our freedom to use our property they go  
33:45 in and disable parts of our device  
33:47 without our permission or sorry we've  
33:49 given them permission by clicking on the  
33:51 license and the question is this can we  
33:55 not own and control our own property  
33:58 anymore is that the world we're living  
34:00 in that somebody else owns and controls

34:03 our property it's sort of a remind me  
34:08 well I'll tell it anyway my my sister  
34:12 wants to be buried in a cardboard box  
34:15 and I'm saying well no you can't do that  
34:20 oh yeah I want to be in a cardboard  
34:22 because she wants to control us me and  
34:26 her husband beyond the grave she wants  
34:30 to control us so as we look cheap and  
34:37 this is this is what's happening is  
34:40 they're controlling is beyond the grave  
34:42 on this after the sale you remember you  
34:45 used to buy you got it you could do what  
34:46 you want with it they want to control us  
34:48 and they are controlling us after we buy  
34:51 it and again it's a symptom of changing  
34:55 times they lock up our devices to suit  
35:00 themselves not us they handcuff us and  
35:06 restrict as what we can do with our  
35:09 devices but we're innocent we haven't  
35:12 done anything wrong but there  
35:14 knocking is up anyway and they've even  
35:17 proposed this copy protection that  
35:20 destroys your computer and we laugh at  
35:24 this this was actually brought into the  
35:27 into the United States Congress this law  
35:30 luckily they threw it out fairly quickly  
35:32 but the publishers actually got there  
35:34 bought congressman to go in and propose  
35:37 it in the United States Congress that if  
35:40 you if you were using their material  
35:43 that they thought in an illegal fashion  
35:46 they could go in and bang and knock out  
35:48 your computer now the digital licenses  
35:53 which we've agreed only one person here  
35:55 is actually read when you click on it  
35:59 you've agreed that they can do all those  
36:01 things to you that they control you  
36:04 after you bought paid for you haven't  
36:08 really bought it but they make you think  
36:09 you you bought it but you've also agreed  
36:12 that the the owners have no liability  
36:16 even if it doesn't work so it didn't  
36:21 work for me the book when I was in  
36:23 France they're not liable for that I've  
36:27 agreed there's no liability for them  
36:30 we've agreed that they can invade our

36:33 computers without any further permission  
36:36 so when you click on that license you've  
36:40 agreed they can come in and do whatever  
36:42 they want with your data with your  
36:46 privacy you haven't agreed that they can  
36:48 do something just in relation to that  
36:51 book you bought you've agreed they can  
36:54 come in and do what they like what they  
36:56 like with your computer and you've  
36:58 agreed that you don't own it that you  
37:00 have a privilege to use it and the most  
37:05 onerous thing is and this is a criminal  
37:10 law in many countries now you're  
37:13 prohibited to show the content to others  
37:16 so if you're reading an interesting  
37:19 passage maybe you're reading Fifty  
37:21 Shades of Grey or one of those things  
37:24 and you you want to show it to your  
37:27 spouse if if you do that you broken the  
37:34 law not only that it's criminal to do it  
37:36 in the United States and many country  
37:37 that's criminal offense be and you've  
37:40 agreed by the license that when if you  
37:45 do that you must immediately immediately  
37:49 delete it from your computer the book  
37:52 and notify notify the publisher and  
37:57 you've agreed to that with your license  
37:59 so you can't show it so students who are  
38:03 studying together they're not allowed to  
38:05 show it to anyone else that's part of  
38:08 the license and you also must agree that  
38:12 you have no right so in many countries  
38:15 and i'll be talking about them later in  
38:17 Canada we have fair dealing rights and  
38:20 fair use rights in the United States but  
38:23 when you click on the license you've  
38:25 agreed that you don't have those rights  
38:27 they can take them away from you so very  
38:32 onerous these restrictions and that is  
38:37 why I turned to open education resources  
38:43 is that we found out very early on when  
38:47 we were experimenting with mobile  
38:48 devices that we just could not use  
38:50 commercial content we couldn't use it  
38:53 you can't switch it from one device to  
38:55 the other in fact I've just moved from a

39:00 mac air an old mac air to a new mac air  
39:03 and microsoft wanted another three  
39:08 hundred dollars because I only had a  
39:12 license for my my microsoft software on  
39:15 that machine I didn't have the license  
39:18 on this machine and so they they  
39:23 restrict you in so many different ways  
39:24 that we cannot really use them in  
39:27 education but if we have open textbooks  
39:30 you can copy and paste text to speech  
39:34 you can use it format change move  
39:37 material printed  
39:38 go anywhere in the world with it it'll  
39:40 still work reuse remix remash it do what  
39:46 you like with it and you retain your  
39:49 privacy and your digital rights and so  
39:54 that is my main argument for using them  
39:57 and on top of that of course they're  
39:58 free which free to the user I believe  
40:06 they are essential for e-learning  
40:08 implementations we must have open  
40:11 resources in learning access rights the  
40:16 vendors control how when where and with  
40:20 what specific brands of technological  
40:23 assistance audiences are able to access  
40:26 the content full control over you  
40:29 they've got their hands on you as you're  
40:31 working and as I said before this new  
40:36 concept has come into the world David  
40:38 Wiley reminded of it as first as you buy  
40:41 something and you don't get it anymore  
40:45 look at this commercial learning service  
40:49 or rent a book the students own nothing  
40:53 they can share nothing save nothing sell  
40:56 nothing when the subscription ends all  
40:59 of it ends the publishers own the  
41:03 students data if they underline and  
41:06 highlight in the book it's owned by the  
41:08 publishers not by the student the  
41:12 student isn't allowed to transfer the  
41:15 data out of the system and David Wiley  
41:20 gave us this information here in the  
41:23 United States it's a bit similar in  
41:25 Canada usually a bit more expensive  
41:27 Netflix you get 20,000 movies eight  
41:33 dollars a month Hulu 45,000 TV shows

41:39 eight dollars a month Spotify 15 million  
41:45 songs you have access to ten dollars a  
41:49 month  
41:52 Coursesmart one biology text twenty  
41:57 dollars and twenty-five cents a month  
41:59 for one text this is how out of line the  
42:02 textbook market is with the real world  
42:05 that we live in and again another strong  
42:09 reason why we need to get out of these  
42:11 commercial textbooks and into open  
42:14 educational resources David put it this  
42:18 way when you subscribe to content  
42:21 through digital service the publisher  
42:23 achieves complete and perfect control  
42:26 over you and your use of the content now  
42:32 when we were looking in Canada for open  
42:37 initiatives the one big one we found was  
42:41 of course open data which is a great  
42:42 initiative in Canada and federally and  
42:46 of course it can be the only one because  
42:49 as we all know we're the only country in  
42:52 the world without a national education  
42:54 authority it belongs to the provinces  
42:57 and the provinces guard their  
43:00 independence diligently even more so  
43:04 than European countries in fact in  
43:06 education our provinces are more  
43:09 independent than than countries in  
43:12 Europe where the European Union does  
43:15 make pronouncements on education we are  
43:22 supporting and we are founding members  
43:25 that Athabasca university and of the  
43:28 OER university's initiative and it's  
43:35 formed for this purpose that learners  
43:38 who access OER and acquire  
43:41 knowledge and skills they can't have  
43:43 their learning assessed and accredited  
43:48 we are creating open education resource  
43:52 pathways to accreditation there's now  
43:55 more than 35 and I learned today Curtin  
43:59 University in Australia's just joined  
44:01 and last week Messy in Russia  
44:04 do you UK so we have 35 members around  
44:08 the world on five continents now  
44:10 supporting this and what they're doing  
44:13 is collaborating together building these

44:15 OER pathways to assessment and  
44:18 accreditation for learners now I mixed  
44:26 up my slides here but I am going back to  
44:28 their Canadian context again we had a  
44:35 big split in the council of ministers of  
44:37 education over the Paris declaration on  
44:39 OER and the split was for the first time  
44:45 by the way there's always been splits  
44:47 it's usually Alberta is my province  
44:51 which decides they don't want to go  
44:53 along with the other provinces not  
44:55 Quebec people think it's go back but  
44:57 actually Alberta is worse that's usually  
45:00 the split but the big split this time  
45:02 was the first time it ever happened at  
45:04 the council of ministers of education  
45:06 Canada where all of the post-secondary  
45:10 supported the Paris declaration and all  
45:14 of the k to 12 ministries were against  
45:16 it and surprising and the point was was  
45:23 that for the k to 12 there into the  
45:26 publishers for hundreds of millions of  
45:28 dollars and to divest themselves of the  
45:32 publishers would be an enormous task and  
45:37 they're sort of married to the  
45:39 publishers but to me that's not a reason  
45:43 for not doing it that's the reason you  
45:46 want to get out of them there's huge  
45:49 savings to be made we're talking about  
45:51 hundreds of millions of dollars in  
45:53 savings at the k-12 level but anyway  
45:56 what happened was as a compromise at the  
45:59 meeting in Iqaluit the k to 12 all  
46:01 agreed to agree with the Paris  
46:04 declaration as long as they don't have  
46:06 to do anything and that's where it is  
46:09 today in Alberta we are talking with our  
46:12 k to 12 our higher education is  
46:14 supporting our initiative but we are  
46:17 talking to K to  
46:17 12 and we are looking at ways of moving  
46:20 forward with it and that we hope that  
46:22 other provinces will do so because the  
46:24 really big savings for us are in the K  
46:26 to 12 area back to the OERU the idea  
46:35 of the concept of the OERU is put

46:39 together here by Jim Taylor so learners  
46:42 access courses based solely on open  
46:45 education resources freely available  
46:48 online we have academic volunteers and  
46:52 student support networks so they help  
46:55 each other they go to one of the  
46:59 participating institutions and they pay  
47:01 a fee for the assessment so if they want  
47:05 to get assessment and accreditation they  
47:07 pay a fee and then the participating  
47:10 institution gives credit for the courses  
47:12 and when they get enough credits we give  
47:15 them a degree and that's the concept  
47:18 behind the OER you and here's another  
47:21 way of looking at it from Friesen and  
47:24 Murray is the traditional University  
47:28 model is this it's our students taking  
47:31 our course content using our teachers  
47:36 with our assessment and we give them our  
47:39 credential this new concept is any  
47:43 learners not our students at all any  
47:46 learners anywhere in the world using any  
47:50 content OER content but even other  
47:52 content if they want to do it any  
47:54 content using any faculty or no faculty  
47:59 at all or or mentors or other things but  
48:03 if they want an Athabasca university  
48:05 credential they take our assessment they  
48:09 take our degree to get our degree if  
48:11 they want one from Curtin University  
48:14 they take the curtain assessment and we  
48:17 have that in place now at Athabasca  
48:19 we've had it for about 20 years where  
48:21 you can challenge for credit and you can  
48:26 come to our University and say well I  
48:28 know second-year biology and we give you  
48:31 the  
48:31 assessment you pass the assessment we  
48:33 give you the we give you the credit for  
48:36 that and we're pushing the idea of  
48:42 Mini-MOOC so is instead of going for a  
48:44 full course you get that one credit than  
48:48 two credits and three credits and you  
48:50 can add them up step by step in a  
48:52 smaller fashion now the idea of  
48:57 assessment is very important the

49:02 credibility the authenticity of the of  
49:05 the assessment is essential and that's  
49:08 why we limit membership into the OER you  
49:11 to publicly accredited or publicly  
49:15 recognized universities and colleges we  
49:19 do not accept any unaccredited members  
49:24 we have on campus exams we we can have  
49:31 individual invigilators or Proctor's and  
49:34 we can do this using computers now  
49:39 computerized testing it can tell who you  
49:41 are by the way you type and we can have  
49:44 camera special cameras to make sure no  
49:46 one is in the room or we can as was  
49:49 proposed this morning we can give  
49:51 take-home exams where you really can't  
49:54 cheat on it you've got to think and and  
49:56 come up with your original ideas so we  
49:59 can use these computerized biometrics  
50:01 eat portfolios projects and we want to  
50:06 produce the labor costs so as we can do  
50:08 this in an efficient manner to help our  
50:13 students and we put a report on that  
50:15 anyone wants to see more about our  
50:18 approach to this the report on  
50:20 assessment and accreditation of learners  
50:22 it's at the Commonwealth of learning  
50:23 site col.org now the breakthrough  
50:34 in in in OER came at with BC campus they  
50:41 were the first they have now over 90  
50:44 higher education courses they're  
50:48 partnered with California working with  
50:51 Washington state Utah and creating open  
50:58 textbooks and they're the first ones and  
51:02 the leaders in Canada and certainly we  
51:05 can thank David Porter's leadership for  
51:07 that in Alberta we announced in April of  
51:12 this year two million dollars for open  
51:15 education resources at the  
51:17 post-secondary level and I'm co-chair of  
51:20 the committee and what we're doing is  
51:23 working with BC and to create useful  
51:29 open educational resources and one of  
51:32 the initiatives is part of what we're  
51:34 doing is we're building wrap arounds the  
51:36 textbooks that bc has identified so we  
51:41 put in quiz material test material

51:43 multimedia videos wrap around a textbook  
51:48 which open universities have been doing  
51:52 for many years with commercial textbooks  
51:54 and we're doing that because we find  
51:58 that about ninety percent of teachers  
52:00 they just want the whole package they  
52:03 don't want to take this module in that  
52:05 module and put this together and put  
52:07 that together they want a whole package  
52:09 for their course and we can give it to  
52:12 them and we can give them a whole  
52:14 package and if that professor finds that  
52:16 this module doesn't work for him or her  
52:19 they can take it out and put in their  
52:20 own or do because they're open education  
52:23 resources they can change and mix and do  
52:25 what they want with them so Washington  
52:31 State was a leader and they came out  
52:35 even at the even at the the  
52:39 school level where they went to their  
52:42 legislature and they showed two books  
52:45 they said this is the political science  
52:47 grade eleven political science book  
52:49 that's used in most classrooms in  
52:52 Washington State it was 15 years old  
52:56 very heavily used but they couldn't  
53:00 afford to get it every year and keep it  
53:02 up to date and then they showed and it  
53:06 was a hundred dollars it cost the state  
53:07 a hundred dollars for that book then  
53:09 they showed the open educational  
53:12 resource political science book up to  
53:15 date to that month free online printed  
53:21 out nine dollars and that's what  
53:24 convinced the legislators in Washington  
53:26 state to go towards open education  
53:28 resources a big difference in the big  
53:31 saving for taxpayers in that in that  
53:33 state Utah has a game k to 12  
53:37 initiative similar to that with all  
53:40 kinds of free textbooks California came  
53:43 up with the open textbook law expanding  
53:46 student access and fueling a faculty  
53:50 innovation since then there's about four  
53:54 or five other states who pass  
53:55 legislation on open educational

53:58 resources so the movement is on last  
54:02 week President Obama at the United  
54:09 Nations made a big plea supporting open  
54:12 education resources encouraging other  
54:14 countries to go along with the United  
54:17 States that is pushing a very strongly  
54:19 open education resources particularly in  
54:22 the College Sector two billion dollars  
54:24 they've put into the College Sector for  
54:27 creating open educational resources and  
54:30 then of course we have the MOOCs which  
54:34 I'm not going to go into detail we've  
54:36 had some excellent descriptions of MOOCs  
54:38 today and I think we have a good idea of  
54:43 what they are the main thing for us to  
54:46 remember is that they're made in Canada  
54:50 Canada was first on the MOOC thing not  
54:52 the United States as many many people  
54:55 seem to think but the idea of MOOCs and  
55:00 I remember the reaction at our  
55:01 University where we've been doing a mass  
55:05 open education for many years we're  
55:08 scratching our heads and wondering you  
55:10 know what's all this about you know they  
55:12 just because the Americans are doing all  
55:15 this stuff I mean we've been doing it  
55:16 for many years and it was mixed feelings  
55:22 about it because people thought you know  
55:24 their user johnny-come-lately is coming  
55:26 into our territory and still some still  
55:33 some people think that but what I  
55:36 thought was wow at least now they're  
55:38 paying attention and for the first time  
55:40 our politicians called us up our  
55:44 politicians have been ignoring us for  
55:46 years and they're saying you know why  
55:48 why don't you do MOOCs and we said well  
55:51 we've been doing them you know this this  
55:53 is what our job is we're an open  
55:55 university we've been doing this type of  
55:57 thing for years old and you know George  
56:00 Siemens who was one of the first MOOCs  
56:02 and came up with the word MOOC he's one  
56:04 of our faculty oh they were really  
56:07 surprised so it gave us an in and I  
56:10 believe that this MOOC phenomenon is one

56:12 of the reasons why BC campus and and  
56:15 Alberta have been able to move with the  
56:18 politicians that they've woken up and  
56:20 realized it and the same thing is  
56:21 happening right across Europe and in  
56:23 many other countries that as soon as MIT  
56:26 and Stanford do something everybody  
56:29 wakes up and says oh wow you know why  
56:31 aren't we doing that so open  
56:37 universities created MOOCs we have  
56:41 generations of ODL innovation they come  
56:44 up now oh the Can Academy the flipped  
56:46 classroom this we've been doing this for  
56:50 years this isn't something new that can  
56:52 invented this is we've known about this  
56:55 for years it's in the literature and so  
56:58 it is a bit frustrating for us there's  
57:01 now the phenomenon of the commercial  
57:02 MOOCs but my view of the commercial  
57:05 MOOCs is this is if we in the public  
57:08 sector can't get our act together and do  
57:09 it good luck to them I hope they make a  
57:12 fortune  
57:13 I hope they really can do something but  
57:15 we've gotta smarten up on me you know  
57:17 instead of whining about the commercial  
57:19 sector getting into it we better start  
57:22 doing something and I've always had this  
57:24 attitude I'd rather them whine about  
57:28 what we're doing then as whine about  
57:34 what they're doing so they whine about  
57:36 what we're doing and rather than we  
57:39 whine about what they're doing let them  
57:41 be the whiners we should be the doers  
57:43 and get moving on it and of course yes  
57:47 the MOOCs there's a history of packaging over  
57:50 content and learning itself even and  
57:54 we but we were pushing for many years  
57:57 the 10 best university courses to get  
58:00 this around and we didn't really get  
58:03 anywhere with that I want to point this  
58:06 out that a lot of people don't realize  
58:08 again how many have taken a Coursera  
58:11 course yeah is a few people have you  
58:14 read the contract no that's what I  
58:18 thought people well I'm in the in the

58:22 contract it says you may not use as part  
58:26 of any tuition based or for credit  
58:29 certification program so the knowledge  
58:34 you have in your head if you learn it  
58:36 from Coursera you can't do what you want  
58:39 with it they own the knowledge in your  
58:42 head now isn't that a new concept a  
58:47 totally new concept they own what's in  
58:50 your head you're not allowed to do with  
58:51 one you have the knowledge and you can't  
58:53 use it for credit at any other  
58:55 institution and I challenged one of the  
59:00 Coursera leaders about that it at a  
59:03 meeting once and he backed it up he said  
59:05 no we don't want to we don't want you  
59:07 using this for credit at any other  
59:09 institution but my own feeling is I  
59:13 can't believe this would stand up in  
59:15 court but who knows who knows anyway  
59:19 what it means is that the Coursera  
59:21 certificate is useless  
59:25 now a course can be broken down and you  
59:30 look at it this way the MOOC is the  
59:32 content the accreditation is the formal  
59:36 assessment and the interaction can come  
59:40 from peer learning and this is the  
59:44 breakdown that they could all be  
59:46 separate they don't all have to be in  
59:47 the one institution disaggregation we  
59:52 can disaggregate the different parts of  
59:55 the delivery system now in July 2012 how  
60:03 many have heard of this the pentalogy  
60:05 decision you should I mean the biggest  
60:09 proponent of it is from University of  
60:11 Ottawa he's been one of the biggest  
60:12 publicizes of a Michael Geist no and  
60:16 anyway this is a very very important  
60:21 decision in Canada regarding fair  
60:24 dealing and what the Supreme Court of  
60:30 Canada told us quite contrary to by the  
60:35 way to what the association of  
60:37 universities and colleges Canada was  
60:39 telling us is that there were different  
60:44 rules for paper and digital content and  
60:47 the Supreme Court has told us very  
60:50 clearly by the way with no ambiguity

60:52 that class class copies are okay you can  
60:58 make as many copies of a substantial  
61:02 part of the of content as you want for  
61:05 your class this is fair dealing it's  
61:08 perfectly allowed you can put them into  
61:12 a course back that's allowed and the a  
61:17 AUCC was telling as it wasn't allowed and  
61:20 now we know it is allowed and it came  
61:23 very clearly from the Supreme Court of  
61:26 Canada fair dealing different rules for  
61:31 different types of technology they said  
61:33 no the Supreme Court said no it's  
61:35 technologically neutral whether it's  
61:37 paper on  
61:38 tablet in the PC whatever new technology  
61:43 comes in the future the law is neutral  
61:45 we can use it fair dealing on any kind  
61:50 of technology and the big statement was  
61:56 this that the a AUCC kept telling is  
62:01 you've got to be very careful you can't  
62:03 do this you can't do that this is  
62:05 restricted this is that this rules  
62:07 regulations everything what the Supreme  
62:09 Court said is that fair dealing must  
62:14 have a large and liberal interpretation  
62:17 it must they don't say it should or  
62:21 maybe your mind or whatever they use the  
62:24 word must it must have a large and  
62:28 liberal interpretation so the way I see  
62:32 it is this is you want to know what is  
62:35 fair dealing is very simple ask yourself  
62:38 this question am I a fair person if the  
62:44 answer is yes then you ask the second  
62:47 question does this seem fair to me using  
62:51 this material if the answer is yes it  
62:54 probably is fair and it's fair dealing  
62:57 and there's a six-point test about  
63:00 financial harm and everything else but  
63:04 really that is the test and that's what  
63:06 the Supreme Court is telling us and it's  
63:09 a very clear decision and still access  
63:14 copyright and the copyright collectives  
63:16 are still trying to make us pay for the  
63:19 rights that we have any way we have  
63:21 these rights we don't have to pay access  
63:23 copyright for them and it just is not it

63:28 is not necessary the Supreme Court has  
63:31 supported us in this and and the new  
63:34 copyright law that came out after this  
63:37 decision has expanded fair dealing even  
63:39 further to clearly and unequivocally  
63:43 support educational uses so we have in  
63:47 Canada a wide range of material that we  
63:51 can use  
63:52 a substantial part of it nobody's saying  
63:55 you can take somebody's whole book and  
63:57 use it or even half a book but a  
63:59 substantial part you could take a whole  
64:01 picture because you've got to ask  
64:03 yourself if I need this picture for my  
64:06 course is it reasonable to cut it into  
64:09 pieces well no you need the whole  
64:11 picture so that's reasonable and you can  
64:14 you can use it and what I find is that  
64:19 we're just not taking advantage of fair  
64:22 dealing the rights that we have and we  
64:24 need to take advantage of them because  
64:26 if you don't use them you lose them  
64:30 finish off now professor Whiteside that  
64:36 MIT says this that affordability in the  
64:39 future may be the first requirement not  
64:42 an afterthought the race may not be to  
64:47 the swift but to the cheap we've got to  
64:51 find ways of lowering the costs of  
64:53 education now the Royal Society in  
64:59 England is the oldest the scholarly  
65:01 Society in the world and they tell us  
65:04 that the restriction of the Commons by  
65:07 patents copyright and databases is not  
65:10 in the interests of society and it  
65:14 unduly a hamper scientific endeavor and  
65:20 Pope Benedict tells us on the part of  
65:23 rich countries there is excessive zeal  
65:26 for protecting knowledge through an  
65:29 unduly rigid assertion of the right to  
65:33 intellectual property what does that  
65:37 tell us that science and God is on our  
65:42 side  
65:44 we are on the side of the angels thank  
65:47 you very much you'll see  
66:11 I can't believe everyone agrees with me  
66:18 go to the migration hey just an

66:25 interrogation because if we have a lot  
66:30 of resources open resources some  
66:34 politicians could say okay I don't want  
66:37 to pay very much a new university  
66:41 professor because it's not useful  
66:42 because it will use all that stuff no  
66:47 [not English]  
67:04 yes we tackle the politicians are  
67:08 going to do what politicians do but I  
67:11 don't think it'll matter whether you you  
67:14 reduce the cost of books or not they're  
67:16 still going to try to reduce your salary  
67:18 and everybody else's and that's gonna  
67:22 happen in any case yeah I I wouldn't  
67:24 make a decision based on what I think  
67:26 they're gonna do that's going to happen  
67:29 yes maybe there's things to invent to  
67:32 create new things I don't know because  
67:34 global propriety of resources for  
67:37 teachers I don't know that maybe there's  
67:40 something to invent yeah that I don't  
67:44 understand what you think that OER  
67:46 we'll stop people inventing yeah  
67:49 regulation sort of regulation and that's  
67:53 not a rich I'm trying to get away from  
67:54 regulation OER is to get out of the  
67:57 regulation but sometimes we need  
67:58 regulation that's a problem yeah oh no  
68:01 I'm not I'm not against copyright law if  
68:04 I were to write a book like you know the  
68:06 Fifty Shades of McGreal and I thought  
68:09 I could make I could make a 10 million  
68:11 or 50 million dollars I do it but if I'm  
68:14 writing a book on learning objects  
68:17 perspectives and things like that I know  
68:19 I'm not going to make a million bucks on  
68:21 it so I open it and let  
68:23 we'll have it I mean that's the way it  
68:25 is for most scholarly books you're not  
68:28 going to make a fortune on it but good  
68:30 luck to you if you write your novel and  
68:31 and can make that money I'm not against  
68:33 that I think I support the privilege  
68:35 monopoly I support that we should have a  
68:38 privilege monopoly I don't support that  
68:40 it goes 50 years past the death of the

68:43 author her seven years in most other  
68:45 countries I don't support that but I do  
68:48 believe that the first law was  
68:50 reasonable 14 18 years and then you can  
68:53 apply for an extension for another 10  
68:55 that's reasonable and I think we should  
68:57 have that but it is a monopoly and  
69:00 monopolies stop other people from using  
69:03 the work and it is a damper on  
69:06 scientific endeavor as the the Royal  
69:10 Society tells us its more common than a  
69:18 question I realize that I'm a professor  
69:21 and I'm liking the catch-22 if I don't  
69:25 sign that says yonder dois my article  
69:29 and my chapter won't be published so I  
69:32 don't feel that I have the power and I  
69:36 am a mediation I understand what you  
69:38 mean but where can we start to reverse  
69:41 that power well you're right you don't  
69:44 have the power there but we have started  
69:47 already the open access movement there  
69:49 are now over a thousand open access  
69:52 scholarly journals we we host one the  
69:55 international review of research in open  
69:57 and distance learning that's the way to  
69:59 go and this is what Lawrence Lessig the  
70:02 lawyer in the state said he said  
70:04 copyright is great for Britney Spears  
70:09 but for educators we've got to bypass it  
70:13 and go to open and the way the way  
70:16 around your predicament is going to open  
70:18 sometimes you can't but for me now I  
70:21 don't review for Elsevier or any of  
70:25 those big company I only review for open  
70:28 publications and I think more of us  
70:30 should start thinking in those terms and  
70:32 supporting open  
70:35 open publications but I don't know if in  
70:37 the francophone world we have those open  
70:41 publication I'm just wondering because  
70:43 I'm dealing with even University  
70:47 publication well if if you if you don't  
70:51 have the open ones and I'm not that  
70:53 familiar with the francophone world but  
70:55 I suspect that's true is that you just  
70:59 have to suck it up and give it to them

71:02 listen I've done it in the past and now  
71:05 I don't have to cause enough but I  
71:07 I've given away my copyright and until  
71:12 we get more francophone publications  
71:14 then you may have to just go along with  
71:16 that sorry question on Oh yard  
71:20 universities and private learning  
71:22 assessment the members do they require a  
71:26 minimum fraction of the degree taken at  
71:29 their universities to recognize it all  
71:31 the universities are independent and  
71:34 most of them do Athabasca we  
71:37 don't you don't you don't have to take  
71:39 any courses from Athabasca to get an  
71:41 Athabasca degree we will count up your  
71:45 credits and use par and challenge for  
71:47 credit credit many other ways we have  
71:50 never given a degree to anyone but on  
71:55 paper somebody could come and and get  
71:57 one that way usually they come and we  
71:59 assess them and there's usually a three  
72:02 or four maybe five courses that they  
72:04 have to take with us yeah I had a  
72:09 question I was wondering what sort of  
72:11 growth is there at this time like in the  
72:14 last few years in terms of the number of  
72:16 courses that have been taken at these  
72:19 universities and possibly graduates in  
72:23 the partnered universities oh it's just  
72:25 we're right at the beginning of oh we  
72:28 are you we started last year and we're  
72:30 talking about maybe a hundred students  
72:32 okay we're just getting ramping up now  
72:35 and but watch out I think there's going  
72:39 to be an explosion alright I just had  
72:42 one other small comment Rory in terms of  
72:44 the control of the copyright  
72:47 is that I was thinking after you  
72:49 explained that I could probably for sure  
72:51 guess the one car that you would never  
72:52 own is the unclaimed do you know there  
72:56 was a car called that now it was already  
72:58 I have some GM thing thank you very much