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Philosophy in the Open: Why/Not?
AAPT meeting, Aug. 1, 2014
Christina Hendricks, facilitator

Agenda

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10:45-11:45 60 minutes total

Setup:
- *Write agenda on flipchart*
- *Write LO's on flipchart*
- *Put numbers on each table so people know which group they're in*

Learning objectives

After completing this session you should be able to:
- State and explain several ways that one can engage in open education without creating an entire MOOC
- List benefits and possible drawbacks to at least two open educational activities
- Explain whether you may engage in any open educational activities in the future, and if so, what

Preliminary (10:45-10:50) (5 mins; assume late start)
- Go through agenda & LO's (2 mins)

What is open education? (25 mins) (10:50 to 11:15)

1. **What is openness generally? Open access vs 5 Rs (or 5?)—slides (5 mins) (10:50-10:55)**

   Wiley's R's

   http://opencontent.org/blog/archives/1123

   1. Reuse – the right to reuse the content in its unaltered / verbatim form
       2. Revise – the right to adapt, adjust, modify, or alter the content itself
       3. Remix – the right to combine the original or revised content with other content to create something new
       4. Redistribute – the right to make and share copies of the original content, your revisions, or your remixes with others

   http://www.opencontent.org/definition/

   1. Retain - the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
   2. Reuse - the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)

3. Revise - the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
4. Remix - the right to combine the original or revised content with other open content to create something new (e.g., incorporate the content into a mashup)
5. Redistribute - the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

Content is open to the extent that its license allows users to engage in the 5R activities. Content is less open to the extent that its license places restrictions (e.g., forbidding derivatives or prohibiting commercial use) or requirements (e.g., mandating that derivatives adopt a certain license or demanding attribution to the original author) on a user's ability to engage in the 5R activities.

a. OPEN PEER REVIEW
Open Peer Review is a form of Peer Review, where readers have the right to consult the commentaries by peers in the scientific validation process.
Open peer review consists of **signed reviews** that can be posted on the Internet. This transparency aims to resolve some of the drawbacks of anonymous reviewers in the normal peer review process.

Peer Commentary refers to the added possibility to add comments.

b. OPEN BUSINESS: conducting business in a way similar to open source: giving away some products, allowing for remixing of some, etc. How to still make money?

Sell physical complements: Bands who develop a fan base by giving away their music online can rely on this fan base to consume physical compliments to their music, by attending gigs or purchasing products such as T-shirts, caps and badges.

Sell information complements
In open source software products, such as Red Hat Linux, are given away, and then support contracts are sold on the strength of the free product.
In the same way, an academic, consultant or journalist distributing their writing free online could successfully charge for specific consultancy work based on the popularity or reach of their work.

Subscriptions
allowing access to special features associated with the content to paying subscribers.
Slashdot, for example, gives subscribers access to their posts half an hour before they are posted to all readers, enabling subscribers to be first in line to comment on a particular post. … they increasingly are not paying for what used to be the main product, but for ancillary higher value services.

c. OER

Wiki educator on defining OER http://wikieducator.org/Educators_care/Defining_OER

Option 1

Open Educational Resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge (Atkins, Brown, & Hammond 2007[1]).

Option 2
Open Educational Resources (OER) are materials used to support education that may be freely accessed, reused, modified and shared by anyone (Downes 2011[2]).

JISC guide to OER:
   http://www.jisc.ac.uk/publications/programmerelated/2013/Openeducationalresources
"Open educational resources (OER) are learning and teaching materials, freely available online for anyone to use. Examples include full courses, course modules, lectures, games, teaching materials and assignments. They can take the form of text, images, audio, video and may even be interactive."
"Once released, the resources can be **used** by a learner**, reused** by a teacher, **remixed** with other resources or **repurposed** to create new educational materials. While it is not essential to embrace all aspects – release, use, reuse and repurposing – involvement with one aspect tends to lead naturally to another."
"Releasing open educational resources is **not simply about putting learning and teaching material online; it involves making the material available in a genuinely open way.** Creative Commons or similar licenses are used so that the creator of the resources can retain copyright, while others can **copy, distribute, and make some uses** of their work."

2. Groups discuss what open educational activities they can think of, write on Gdoc, then discuss together (15 mins) (10:55-11:10)

3. Add in examples from survey (slide) (5 mins) (11:10-11:15)

Threefold aspects of open edu acc. to Downes
   http://p2pfoundation.net/Threefold_Opening_of_Education

   1. Open Content –
   -- teaching materials, textbooks
   -- also things created by students: papers, blog posts, videos, etc.

   2. Open Instruction –
   -- the "lecture" portion, or what goes on in class, not being offered just to those who are officially registered
   -- giving information, engaging in dialogue in open forum

   3. Open Assessment –
   -- assessment materials are open for anyone to use/reuse; including instructions and rubrics, so that anyone else could assess students using these if they wanted to
   -- maybe: students can help co-create assessments, that they can demonstrate what they have learned in ways of their own choosing?

Benefits/drawbacks of open ed activities (25 mins) (11:20-11:45)
- Each group pick 1-2 activities from list generated earlier
- Discuss & write down benefits/drawbacks/potential obstacles on Gdoc; whether you might consider engaging in any open ed activities (10 mins) (11:20-11:30)
- Discuss with whole group (15 mins) (11:30-11:45)

From survey results:

If you engage in any open educational activities, why do you do so?

6 people spoke of **making education available more widely** and the value of doing so

- one of those said education should not be available just mostly to the wealthy and/or well-connected

5 people referred in some way to **increased exposure, better recognition**, wider reach and impact of your work

- Two of those spoke of having more invitations to speak/lecture
- One spoke of having opportunities in open education environments (such as open online courses and experiences) to learn and practice skills that s/he couldn't get in his/her current institutional context

5 people spoke of there being some kind of **obligation to engage in open education**

- Three said that for those who teach in publicly-funded institutions, it makes sense that the public should be able to access the teaching and learning activities.
- Two referenced law and said that law has a responsibility for openness; one of those said that this is because ignorance of the law is no excuse for breaking it, so there is a duty to be as open as possible about law, legal procedures, etc.

4 people spoke of the value of **sharing one's own teaching materials and using those of others**

- Two specifically pointed to wanting to do so because they had learned so much from what others had shared and wanted to give back
- One noted that previous to there being much of a culture of open sharing, one had to do one's teaching and learning work in solitude, creating all one's own materials and not having many opportunities to share and discuss with others. That has changed, this person said, for the better, with open educational practices.

3 people spoke of **the learners' experience**, what it's like to be a learner in an open education situation

- one said that they tend to do most of their learning for their own benefit and don't care about formal credentials like credits or a degree
- one said that students tend to be more engaged when the learning is voluntary
- one spoke of learners being in charge of their own learning, choosing their own pathways through a course or activity

2 people spoke of **teaching practice improving** by doing it more openly

- one said that open educational practices lead to better teaching because they are public: better planning, more thoughtful pedagogy
- one said that teachers can better test the value of their practice because students don't have to take the courses/do the activities, and they aren't motivated by things beyond learning (such as getting a good grade to help get a job)

2 people spoke in some way about open education aiding in the **creation of a Personal Learning Network (PLN)**: a network of people (that now can easily be global) who do the same sort of work or share the same interests, and who can share ideas, resources, etc.

The rest of the answers were given just once

Open education makes it easy for students to [publicly] contribute to the creation of knowledge.

Post-secondary teachers are lagging behind K-12 teachers in terms of open education; we need to step up.

There is nothing to lose and so much to gain: what value is there in locking up your teaching resources, so long as it's not your primary source of income?

The internet generally was built on open sharing and often still has a culture of sharing; this ethos colours what I do online in part b/c I grew up alongside the internet

What reasons might someone have NOT to engage in open educational activities? How might you respond to those reasons?

5 people spoke of **concerns about privacy**, especially for learners involved in open education--they may not want their work to be made public

- one of those noted that learners' wishes in this regard should be respected
- another pointed to worries about bullying, the silencing and exclusion that can happen in wide open spaces, and also that it's good to have a private (or semi-private) space to try out ideas sometimes

4 people said the reason why some don't participate in open educational activities is due to **ignorance of some kind:**

- ignorance of how do be open and the value of doing so
- people simply aren't accustomed to sharing
- people may misunderstand the value of copyright; often what's copyrighted never makes people any money
- One said we just need to address this issue with more information about openness and its values
- One said that teacher training may not include information on open ed, so teachers may not be aware of what they can do. This same person also suggested caution, though, because a good deal of work in open education is still experimental.

3 people mentioned **fears of public scrutiny, of criticism, of failure**

- One of those suggested we ask ourselves: what's the worst that can happen, and what's the best that can happen? Then see if the benefits outweigh the downsides.
- One mentioned that so far, having teaching/learning work posted publicly has resulted only in good things, such as meeting/learning from/collaborating with people who share similar interests.

3 people mentioned **fears of being taken advantage of:** sharing work openly and having someone else use it/present it as their own and monetize it [Christina: CC licenses are designed to give you legal recourse to do something about such activities]

2 spoke of how learners in voluntary open ed courses often need to be **self-directed,** and that this doesn't work for all learners (some may prefer to have a more authority-guided experience)

2 people mentioned **not wanting to lose control of one's work**, not being able to control what it's used for, the quality of any derivatives/remixes made

- One of those mentioned that there is a "non-endorsement" clause in CC licenses [Christina: attributing the work to the original creator must not imply endorsement of the derivative by the original author, or any sponsorship or other connection, unless allowed in writing by the original author. See, e.g., http://wiki.creativecommons.org/Creative_Commons_Attribution]

3 people said that educators may want to be **compensated for the work they're doing** on teaching and learning; they may not want to just give it away to others.

- one of those said that it's hard to sustain effort on projects when financial return is unlikely.

2 people mentioned variations on the theme of **lack of quality control of open educational materials and courses,** that some may lack discipline, may be "amateurish," may lack quality control.

- One responded that open activities are more likely to have value when the people teaching these courses are doing so because they value teaching and learning rather than having to do so as part of paid work.

The rest of the answers were given only once

Educators may worry about bizarre communications from people who have seen their work online.

Making work open takes time; people may be too overburdened with work and other life responsibilities.

One may have proprietary work that one wants to eventually publish, so making it open is self-defeating for this purpose.

Often it's because of the ego of people who greatly overestimate the value of their work [thinking that they can make money from it elsewhere].

If one's best work is given away for free, will this harm employment prospects? Institutions that one may want to work at may feel threatened or undermined if educational opportunities are given away for free. Have to balance need for employment and financial stability with educational idealism.

Learners may not participate if they can't find a course or open activity that is relevant for what they want/need. Suggestion: some kind of bulletin board/website where people can post requests for courses that they need.

There are potential problems with open education (such as those included in the above list), but the beneficial possibilities outweigh those. Most of us are increasingly dependent on finding learning information online, and providing that can be an important social and cultural benefit.

There is a problem finding a sustainable revenue model for open courses such as MOOCs.