OpenCourseWare is Here

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BY
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DEAN, CONTINUING EDUCATION
The OCW Movement Has Achieved Lift Off

- Nearly 200 institutional members in the OCWC
- Approximately 9,000 courses posted
- Over 130 million creative commons licenses issued
45 Universities on iTunes University
Visitors by Role

- Self learners: 50%
- Students: 30%
- Educators: 15%
- Other: 5%
## Traffic by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Visits Since 10/1/03</th>
<th>Visits %</th>
</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
<td>19,586,175</td>
<td>41.8</td>
</tr>
<tr>
<td>East Asia/Pacific</td>
<td>9,818,810</td>
<td>21.0</td>
</tr>
<tr>
<td>Europe/Central Asia</td>
<td>8,470,908</td>
<td>18.1</td>
</tr>
<tr>
<td>South Asia</td>
<td>3,917,728</td>
<td>8.4</td>
</tr>
<tr>
<td>MENA</td>
<td>2,297,341</td>
<td>4.9</td>
</tr>
<tr>
<td>Latin America/Caribbean</td>
<td>2,076,902</td>
<td>4.4</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>661,193</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>TOTAL VISITS</strong></td>
<td><strong>46,829,057</strong></td>
<td><strong>41.8%</strong></td>
</tr>
</tbody>
</table>
Traffic by Region

Mirror sites — Approx. 209 around the globe
## Traffic by Country – Feb 09

<table>
<thead>
<tr>
<th>Country</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 United States</td>
<td>537,249</td>
</tr>
<tr>
<td>2 India</td>
<td>112,261</td>
</tr>
<tr>
<td>3 China</td>
<td>95,417</td>
</tr>
<tr>
<td>4 South Korea</td>
<td>59,246</td>
</tr>
<tr>
<td>5 Canada</td>
<td>39,063</td>
</tr>
<tr>
<td>6 United Kingdom</td>
<td>35,506</td>
</tr>
<tr>
<td>7 Iran</td>
<td>29,685</td>
</tr>
<tr>
<td>8 Brazil</td>
<td>24,341</td>
</tr>
<tr>
<td>9 Germany</td>
<td>21,851</td>
</tr>
<tr>
<td>10 Pakistan</td>
<td>17,755</td>
</tr>
<tr>
<td>11 France</td>
<td>17,301</td>
</tr>
<tr>
<td>12 Turkey</td>
<td>15,823</td>
</tr>
<tr>
<td>13 Italy</td>
<td>12,130</td>
</tr>
<tr>
<td>14 Japan</td>
<td>11,703</td>
</tr>
<tr>
<td>15 Australia</td>
<td>11,369</td>
</tr>
<tr>
<td>16 Spain</td>
<td>10,896</td>
</tr>
<tr>
<td>17 Egypt</td>
<td>10,079</td>
</tr>
<tr>
<td>18 Mexico</td>
<td>9,764</td>
</tr>
<tr>
<td>19 Singapore</td>
<td>9,045</td>
</tr>
<tr>
<td>20 Romania</td>
<td>9,040</td>
</tr>
</tbody>
</table>
The MIT Model

- Exclusively created for MIT students, primarily undergraduate
- Courses show considerable variation
  - From syllabi and resources
  - To Highly designed courses
- No services offered to students
Evolving Models

- Translation Model
- The UCI Model
  - Courses directed at working professionals or underserved audiences
- The UC Berkeley Model
  - Unedited video-capture lectures
Related Open Movements

- Open Source
- Open Knowledge
- Open Content
- Open Educational Resources (OER)
- Open Textbooks
- Open CourseWare (OCW)
- Open Degrees
Search Engines

- Those that crawl the Internet looking for CC licensed materials
  - Google Advanced Search
- Those that search for descriptions of OCW content or RSS feeds
  - OCW Consortium (OCWC) and Course Finder
    - [http://www.ocwconsortium.org/](http://www.ocwconsortium.org/)
  - Creative Commons search
    - [http://search.creativecommons.org/](http://search.creativecommons.org/)
  - OERCommons
    - [http://www.oercommons.org/](http://www.oercommons.org/)
Collections and Repositories

- Wikiversity  http://wikiversity.org/
- Connexions (Rice University)  http://cnx.org/
- MERLOT  http://www.merlot.org/merlot/index.htm
- Knowledge Hub  http://khub.itesm.mx/
- Flicker  CC  http://www.flickr.com/creativecommons/
- UNESCO  http://portal.unesco.org/
- Internet Archive  http://www.archive.org/index.php
- You Tube  http://www.youtube.com/
University Websites with Large Collections

- Open University  [http://www.open.ac.uk/](http://www.open.ac.uk/)
- United Nations University  [http://www.unu.edu/](http://www.unu.edu/)

Emerging Trends & Barriers

Republishing OCW

OCW-in

Credit For OCW

OCW and Informal Learning
Republishing OCW

- Once OCW has been offered online, it becomes available to be posted on other similar Web sites

- Barrier
  - Discoverability
OCW-in

- Institutions consume OCW rather than just produce it, by including OCW courses or materials into their existing courses

- Barriers:
  - Slow up-take of wide-scale use of OCW, especially in developing countries
  - “Not invented here” bias
  - The “context problem”
OCW-in
Slow Up-take of Wide Scale and Organized Use of OCW

- To be effective, OCW must be “localized” and sometimes translated for another audience
  - Translation and localization requires local capacity, including technology, trained human resources, funding
- Local capacity must be linked to the institutional infrastructure to satisfy the needs of the local audience
  - Must utilize local delivery systems and resources to support the expanded use of the material
- It is clear that the simple existence of free and open material is necessary but not sufficient for wide scale adoption and use
Knowledge Hub: Indexing Open Educational Resources

Knowledge Hub (KHUB) is a public, multilingual hub that allows you to discover selected Open Educational Resources (OERs) using metadata built by experts, faceted searching and social networking tools to help teachers and students find the best resources for their educational needs.

How do I get started?

Recently adopted resources
- Diccionario estadístico
- Managers and Managing in the 21st Century
- What impact Can Ethics Have?

See more

Top rated
- "Digital Library Ciudad Seña"
- Mathematics Games - Algebra Games - Graphing Games
- The story of stuff

See more

Recently added resources
- Readiness for the Networked World: A Guide for Developing Countries
- Introduction to System Dynamics
- Petroleum Industry

See more

Favorites from all users
- The Entity Relationship (ER) Model
- cells alive
- Ultra Mobile: It Lets Me be Me!

See more

Recent ratings

Who's online
Credit for OCW

- Related to OCW-in and Open Degree Movements
- Institutional intervention required

- Barrier
  - Student authentication
OCW and Informal Learning

- Trend spurred by national and international social networking
- Result is the development of learning communities
The Special Case of Developing Countries

INSTITUTION-INITIATED (BRAZIL)

NATIONAL POLICY APPROACH (VIETNAM)
### Institution-Initiated Model

**The FGV Case Study**

- Partnership for OCW and academic programs
- Sharing and republishing of OCW content
- Translation and “localizing” of content developed in U.S., adapted to Brazilian experience
- Sharing of content from Southern hemisphere to Northern
Institution-Initiated Model

The FGV Case Study

- Innovation from Brazil which might be adopted elsewhere to intensify use of OCW
- Institutional benefits gained from PR and OCWC membership
- Benefits from OCW that can accrue to academic programs in terms of exposure and traffic
Huge Results

- 450,000+ visits to FGV OCW site since launch
- 20,000 visits in 1st ten days of course “Live” date
- Of 20,000 visits to UCI OCW site
  - 16,000 from Brazil
  - 4,000 from United States
  - CURRENTLY, Over 46,000 visitors have come to the UCI from the FGV site
FGV Innovation

- “Completion” certificate issued to learners who have registered and completed each of the course modules
- Over 74,000 users have made their way through an entire course and are not just “hits” or “unique visitors”
In Vietnam, the government has adopted an OCW strategy that is central to accomplishing its higher education goals.
The Case of Vietnam

- Developed sample course materials
- Built a robust infrastructure
- Adopted Rice Connexions software
- Developed 24 sample courses
- Created an alliance of 28 leading institutions
- Developed 1100 learning modules and 217 courses from existing OCW
The Case of Vietnam

• Students in Vietnam could not use MIT OCW
  - Different educational backgrounds of Vietnam students
  - English skills not good enough
  - Teaching and learning methods of Vietnamese faculty and students are different
  - Syllabi and reference materials were not available
The Case of Vietnam

- Teaching and learning methods of Vietnamese faculty and students are different
The Case of Vietnam

- Improving teaching methods
- Updating curricula
- Standardizing of teaching materials
The Case of Vietnam — Next Steps

- Content Development and evaluation
- Community building
- System Maintenance and development
- Integration of all elements into a force for needed change
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