15 Years Later —
A Look at the Promise and Prospects of Online Learning

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Presentation Overview

- The Promise of Online Learning
- Predictions for the Future
  1. Intellectual property concerns will dissipate
  2. OER and OCW will become a permanent institutional fixture
  3. Continuous improvement processes will be the hallmark of educational quality
  4. Online and classroom delivery systems will merge—controversy concerning relative effectiveness will become moot
  5. Teaching and learning communities will become more prominent
- Discussion
The Second Revolution in Teaching and Learning

- Changes the behavior of teachers and learners
- Introduces greater access or efficiency
- Creates a merger of life and learning
- Causes disruption
1993: Private investment in online education = $11 million

1994: Sloan C gives UC Berkeley Extension 1st funding for online education

1997: UNext founded

1999: UNext establishes Cardean Learning Group, a consortium with Stanford, London School of Econ, and Columbia

1999: Private investment in online education INCREASED to = $1 billion

2000: Pensare launched program to deliver online courses to top-tier business schools

2000: Pensare sold to Duke Faqua School of Business

2000: NYU launches NYU Online

2000: Wharton partners with Caliber Learning Network

2001: NYU shuts down NYU Online

2001: Pensare sold to Duke Faqua School of Business

2001: Caliber Files bankruptcy

2002: Caliber Files bankruptcy

2002: UNext dissolved

2003: UNext dissolved

2003: Columbia shuts down Fathom after realizing only $700K in revenue

2003: Columbia launches Fathom.com with $20 million

2003: Columbia launches Fathom.com with $20 million

2005: OCWC is formed

2006: UCI launches OCW

2006: MIT realizes goal of posting 1,800 open courses

2009: OCWC maintains over 200 institutional members

1994: Merrill Lynch issues "The Knowledge Web", predicting great things for e-learning

Fall 2001: NYU launches NYU Online

Dec 2001: NYU shuts down NYU Online

June 2001: Pensare sold to Duke Faqua School of Business

Sept 2005: OCWC is formed

Oct 2003: MIT Launches OCW and publishes 500 open courses

Nov 2006: UCI Launches OCW

Nov 2007: MIT realizes goal of posting 1,800 open courses

Nov 2009: OCWC maintains over 200 institutional members

The Hype Cycle

Technology Trigger

Peak of Inflated Expectations

Trough of Disillusionment

Slope of Enlightenment

Plateau of Productivity
The Growth of Online Enrollments in the U.S.

Predictions for the Future

1. Intellectual property concerns will dissipate
2. OER and OCW will become a permanent institutional fixture
3. Continuous improvement processes will be the hallmark of educational quality
4. Online and classroom delivery systems will merge—controversy concerning relative effectiveness will become moot
5. Teaching and learning communities will become more prominent
Prediction #1: IP Concerns Will Dissipate

- Institutional policies now define ownership in favor of creators
- No responsible producer will proceed without an agreement
- Most material created has no commercial value
- New licenses defining use rights are easy to use and understand
- New awareness of openness concept is growing
Prediction #1: IP Concerns Will Dissipate

- Institutional policies now define ownership in favor of creators

Ownership of the rights to Course Materials, including copyright, shall reside with the Designated Instructional Appointee who creates them. However, the University retains a fully paid-up, royalty-free, perpetual, and nonexclusive worldwide license to any Course Approval Documents for the purpose of continuing to teach the course of instruction for which the documents were prepared, with the non-exclusive right to revise and update them as required for this purpose. (UC Office of the President Policy, Sept. 25, 2003)
Prediction #1: IP Concerns Will Dissipate

- No responsible producer will proceed without an agreement
  - UCI agreement with faculty on UCI CLS degree
    - Work for hire, Regents own
    - Author will get 5% on all courses offered to non-UC students
    - Author and department will get a total of 25% on any licensing fee
    - Author has right to change course
    - University has right to have someone else change it under UC auspices
Prediction #1: IP Concerns Will Dissipate

- Most material created has no commercial value
Prediction #1: IP Concerns Will Dissipate

- New awareness of openness concept is growing
Prediction #1: IP Concerns Will Dissipate

- New licenses defining use rights are easy to use and understand

<table>
<thead>
<tr>
<th>Year</th>
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</tr>
</tbody>
</table>

Approximate minimum CC licensed works, end of year (2009, midyear)
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

- OER and OCW are already here
- Serve the demand for greater HE accountability
- Serve the continuous improvement process
- Necessary for teaching and learning communities
- Becoming imbedded in national policy
- Solve the repository and distribution problems
- Serve current students
- Relatively cheap to maintain
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

- OER and OCW are already here
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

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/)
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

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/
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

UNIVERSITY WEBSITES WITH LARGE COLLECTIONS

- MIT http://ocw.mit.edu/
- Open University http://www.open.ac.uk/
- United Nations University http://www.unu.edu/
- UC Irvine http://ocw.uci.edu/
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

MIT news

OCW welcomes 50 million visitors

MIT's ambitious program hits key milestone

December 2, 2008

MIT's OpenCourseWare (OCW) has now shared MIT course materials with more than 50 million visitors worldwide, indicating how OCW has grown from a bold idea into a global movement that is reshaping the role of the university in the digital age.

Launched in 2002, OCW is MIT's ambitious program to share course materials -- including syllabi, lecture notes, assignments and exams -- from virtually all of the Institute's classes, freely and openly on the Web. Through the main MIT OpenCourseWare site (http://ocw.mit.edu) and through translation affiliate sites, OCW materials have been accessed by an estimated 50 million individuals from more than 200 countries and territories worldwide. The OCW site alone has been visited by more than 30 million individuals, who have viewed more than 350 million pages. Affiliates have translated more than 600 of OCW's 1,800 courses into languages including Chinese, Spanish, Portuguese, Thai and Persian.
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures
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- OER and OCW serve the demand for greater HE accountability
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

MIT OCW

- 1,927 Courses Posted
  - 1,927 Syllabi & reading lists
  - 15,000 lecture notes
  - 9,000 problem sets
  - 900 exams

- Many include:
  - Audio/video (~60)
  - Complete texts (~30)
  - Simulations/animations

http://ocw.mit.edu
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures
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TEXAS STATE LAW

H.B. No. 2504: Section 51.974.
“Each institution of higher education, other than a medical and dental unit, shall make available to the public on the institution’s Internet website the following information for each undergraduate classroom course offered for credit by the institution:”
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

- OER and OCW serve the continuous improvement process
Continuous Improvement Cycle

Sources of Content
1. CAT
2. Teacher Created
   • VOP
   • Flash
   • Print
3. Open Material
4. Proprietary Material
5. University Owned Material

Course (Learning Object)
Course Authoring Tool
Digital Rights Management
Learning Assessment Data

Students

Continuous Improvement
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

☐ OER and OCW are necessary for teaching and learning communities
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

- OER and OCW are becoming imbedded in national policy
Obama's Great Course Giveaway

Clues to a grand online-education plan emerge from the college and the experts that may have inspired it

By Marc Parry

Logan Stark's classmates scramble for courses with professors who top instructor-rating Web sites. But when the California Polytechnic State University student enrolled in a biochemistry class on the San Luis Obispo campus, he didn't need to sweat getting the best.

It was practically guaranteed.

That's because much of the class was built by national specialists, not one Cal Poly professor. It's a hybrid of online and in-person instruction. When Mr. Stark logs in to the course Web site at midnight, a bowl of cereal beside his laptop, he clicks through animated cells and virtual tutors, a digital domain designed by faculty experts and software engineers.

By the time Mr. Stark steps into the actual lecture hall, the Web site has alerted his professor to what parts of the latest lesson gave students trouble. That lets her focus class time on where they need the most help.
Chương trình Học liệu mở Việt Nam (Vietnam OpenCourseWare Program)

...cơ mục tiêu làm cho Học liệu mở có nội dung phong phú, có thể sử dụng, tái sử dụng và truy nhập miễn phí trước hết trong môi trường giảng dạy, học tập và nghiên cứu sau đó cho toàn xã hội. (Mission of VOCW is to make the OpenCourseWare features rich, useable, re-useable, and accessible at no cost firstly for academic environment, and later on to all in the society)

...là nơi cho phép xem và chia sẻ các tài liệu, giáo trình được tạo thành/sắp xếp từ các khối kiến thức nhỏ. Bất kỳ ai cũng có thể xem hoặc động góp nội dung cho kho học liệu mở này - is a place to view and share educational material made of small knowledge chunks called modules that can be organized as courses, books, reports, etc. Anyone may view or contribute:

- Các tác giả - Authors: tạo mới nội dung và làm việc cộng tác - create and collaborate
- Các giảng viên - Instructors: nhanh chóng xây dựng và chia sẻ giáo trình, bài giảng theo cách của mình - rapidly build and share custom collections

VOCW đang có 1165 module có khả năng tải sử dụng, một số module thành 225 giáo trình.

hoặc tìm theo ...

Môn học

Ngôn ngữ

Nhất nhiều người xem

Tiêu đề, tác giả, ...

TAO NỘI DUNG

Tạo mới và chia sẻ nội dung trong VOCW đơn giản như điểm 1, 2, 3:
Welcome to the wiki of the UNESCO OER Community

Useful pages

- About the UNESCO OER Community
  - List of community members
- About community discussions
  - Access to OER
  - UNESCO OER Toolkit
  - OER: Findings from an OECD study
  - Free and Open Source Software (FOSS) solutions for OER
  - Exploring the idea of a "DIY" OER development resource
  - Developing a research agenda for OER
- Open Educational Resources useful links
- Open Educational Resources glossary
- Guide to using and contributing to this wiki
- Guide to online translation tools

Latest news from the community

NEW! Open Educational Resources: Conversations publication brings together the background papers. Download the PDFs - or buy the book!

UNESCO OER Toolkit: Aimed at individual academies interested in becoming active participants in the OER movement. Initially released in 12 languages, the toolkit now has 24 language versions.

OER: the Way Forward: The results of an extensive study and survey of OER projects around the world. Initially released in 12 languages, the report can now be found in 24 languages.

OER stories: In these stories community members share their OER stories. Currently, there are 16 stories about OER and/or the community that may be accessed.

OER presentations: A space for community members to share their work and experiences. The presentation can be downloaded, printed and distributed at conferences.

Discussions and activities in other languages: Ongoing discussions and activities in languages other than English.
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

- OER and OCW solve the repository and distribution problems
Connexions is:
a place to view and share educational material made of small knowledge chunks
called modules that can be organized as courses, books, reports, etc. Anyone
may view or contribute:
- authors create and collaborate
- instructors rapidly build and share custom collections
- learners find and explore content

More about us ...

FEATURED CONTENT

Advanced Algebra II
The world of second-year algebra comes alive in
Kenny Felder’s Advanced Algebra II. Felder, a high
school math teacher in North Carolina, designed his
course using a nontraditional approach to a very
traditional subject. Centered around a Homework
and Activities book, along with accompanying
Conceptual Explanations and Teacher’s Guide
collections, Advanced Algebra II tackles topics by
focusing on comprehension rather than straight
lecture delivery.

Advanced Algebra II was selected by California’s Free
Digital Textbook Initiative to be included in a list of free textbooks

FIND CONTENT

15263 reusable modules woven into 933 collections.

Search Content Go

or browse by ...

Subject
Language
Popularity
Title, author, etc.

CREATE CONTENT

Creating content in Connexions is as easy as 1, 2, 3:

1 Get an account and log in to your workspace.
2 Make a module from scratch or convert it from a Word
doc.
3 Publish then
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

- OER and OCW serve current students
AFFORDABLE AND OPEN TEXTBOOKS: An Exploratory Study of Faculty Attitudes

AFFORDABLE AND OPEN TEXTBOOKS: An Exploratory Study of Faculty Attitudes by Diane Harley, Shannon Lawrence, Sophia Krzys Acord, Jason Dixson. CSHE.9.2009 (October 2009)
(RESEARCH AND OCCASIONAL PAPERS SERIES)

PDF document (199 kB)

Abstract: The textbook industry is in significant flux, fueled in part by evolving technologies, increased availability of online content and curricula, active used textbook markets, a rash of textbook rental start-ups, and concerns about affordability on many campuses. At the same time, Open Educational Resources (OERs) - learning materials distributed openly for either no or minimal cost - may have become commonplace enough that a credible, viable infrastructure for open textbooks, one that mainstream faculty would accept, could be imagined. The Center for Studies in Higher Education (CSHE) was awarded a grant from the William and Flora Hewlett Foundation, via the Student PIRGs (Student Public Interest Research Groups), to conduct an independent, objective, and exploratory analysis of their campaign efforts; the Student PIRGs have been at the forefront of raising awareness about textbook affordability for much of the past decade, and launched a two-year campaign in 2007 (MakeTextbooksAffordable.org/statement)

Our research, which employed an online survey and focus groups, explored faculty
AN OPEN LETTER TO MEMBERS OF THE FACULTY

Dear UC Faculty:

The University of California has come under pressure by students, parents, and the legislature to reduce the costs of textbooks for our students. Our campus bookstores have worked hard to reduce prices and the University has worked with publishers to reduce the cost of textbooks. As UC faculty, now it's our turn to cut the cost of textbooks for our students.

Following is a list of some simple practices that you can do to make textbooks more affordable for your students.

One of the major ways to do this is to create a used book market by only using a new edition of a book or only switching books when absolutely necessary. Other practical tips are also offered:

What You Can Do on Your Own

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Following is a list of some simple practices that you can do to make textbooks more affordable for your students.
Prediction #2: OER and OCW Will Become Permanent Institutional Fixtures

- OER and OCW are relatively cheap to maintain and they add value, because they:
  - substitute for expensive fulfillment processes;
  - aid the course authoring process;
  - improve instructional quality;
  - merge with current classroom support activities;
  - and help current students
Prediction #3: Continuous Improvement will be the Hallmark of Quality

Sources of Content
1. CAT
2. Teacher Created
   - VOP
   - Flash
   - Print
3. Open Material
4. Proprietary Material
5. University Owned Material

Course
(Learning Object)

Course Authoring Tool

Digital Rights Management

Learning Assessment Data

Students

Continuous Improvement
Prediction #4: Online and Classroom Delivery Systems will Merge
Prediction #5: Teaching and Learning Communities Become more Prominent

Gifted and Talented Education Seminar Series

As districts struggle with dwindling budgets and staggering layoffs, schools are finding it harder to sustain and further develop programs for gifted and talented students. Now, more than ever, teachers, administrators, and parents must work together to meet the needs of the gifted. Thanks to a generous donation of time by leaders in the GATE community, UC Irvine Extension is happy to present this four-part webinar series specifically designed to help participants better understand and more effectively support gifted students both at home and in the classroom.
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http://unex.uci.edu/garymatkin
http://www.slideshare.net/garymatkin