Open Educational Resources: Current Status and Prospects

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Open Educational Content
Inspired By:

• Open Source software movement
• Belief that knowledge and education are common goods
• Belief that open educational content will advance human knowledge, creativity, and social welfare
Open Educational Resources

- High quality digitized materials
- Freely available on the web for use and re-use
- Focused on teaching, learning and research
- Tools for creating, using, re-using and sharing
The Economics of OER

• Much of the existing developed learning content has:
  – Low commercial value
  – High social value
Open Content: Full Courses

UCIrvine
UNIVERSITY OF CALIFORNIA, IRVINE

UCIrvine Extension
Open Content:
Subject Area Collections

- The Alexandria Archive Institute
- connexions™
- HISTORY MATTERS
- Stanford Encyclopedia of Philosophy
- science commons
Open Content:
General Collections
The Movement – Journal Articles
Consortium Growth - Participation

- 49 schools live
- 44 in progress
- 15 affiliates
- Total: 108
Austria
University of Klagenfurt

Canada
Capilano College

China
China Open Res. for Education
• Beijing Hang University
• Beijing Jiao Tong University
• Beijing Normal University
• Beijing Science & Tech. Univ.
• Central Radio and TV Univ.
• Central South University
• China Mining University
• China People’s University
• China Science & Tech. Univ.
• Dalian University of Tech.
• Fujian University
• International Business & Econ. Univ. of China
• Nanjing University
• North-East University
• North-West University
• North Western Polytech. Univ.
• Peking University
• Shanghai Jiaotong University
• Sichuan University
• Tianjin University
• Tsinghua University
• Xi’an Jiao Tong University
• Zhejiang University

Plus more than 200 others

France
ParisTech OCW
• Agronomie
• Arts et Métiers
• Chimie Paris
• Eaux et Forêts
• Ecole des Mines de Paris
• Ecole Polytechnique
• Physique-Chimie France
• Ponts et Chaussée
• Statistiques et Economie
• Techniques Avance
• Telecom Paris

India
IIT Bangalore
National Programme on Tech. Enhanced Learning

Japan
Japan OCW Consortium
• Doshisha University
• Hokkaido University
• Kansai University
• Keio University
• Kyoto University
• Kyushu University
• Nagoya University
• Osaka University
• Tokyo Institute of Technology
• University of Tokyo
• University of Tsukuba
• Waseda University

United Nations University

Peru
Univ. Nac. Mayor de San Marcos

United Kingdom
Open University UK

Spain and Portugal
Universia OCW
• Universidad Alicante
• Universidad Aveiro
• Universidad Barcelona
• Univ. Carlos III de Madrid
• Universidad Islas Baleares
• Universidad Jaume I
• Universidad Murcia
• Universidad Oviedo
• Univ. Politécnica de Madrid
• Univ. Politécnica de Valencia
• Universidad Rovira i Virgili
• Univ. Santiago de Compostela
• Universidad Sevilla

Saudi Arabia
Alfaisal University

South Africa
University of the Western Cape

United States
Defense Acquisition University
Johns Hopkins Bloomberg School of Public Health
Massachusetts Institute of Tech.
Michigan State University
Tufts University
University of California, Irvine
University of Michigan School of Information
University of Notre Dame
Utah State University
Utah Valley State College
Wheelock College

United States

Vietnam
Fulbright Econ. Teaching Prog.
Vietnam OpenCourseWare
• Can Tho University
• Da Nang University
• Hanoi Agriculture Univ. No. 1
• Hanoi Education University
• Hanoi Medical University
• Hanoi Nat. Univ. of Economics
• Hanoi University of Technology
• HCMC Education University
• HCMC Medical University
• HCMC University of Economics
• Hue University
• Thai Nguyen University
• Vietnam Nat. University – Hanoi
• Vietnam Nat. Univ. – HCMC

Venezuela
Univ. Central de Venezuela

Affiliates
African Virtual University
Chulalongkorn University
Creative Commons
Fahamu
Institute for Electronic Governance
National Institute of Multimedia Education (Japan)
Opensource OpenCourseware
Prototype System
Thailand Cyber University
WiderNet Project eGranary
Digital Library
Outcomes – Courses Available from all OCWs
Outcomes –
Traffic to all OCW Sites

Overall movement traffic

- Other OCWs
- MIT Translations
- MIT

Traffic to all OCW Sites

- Overall movement traffic

- October 200,000
- January 400,000
- April 600,000
- July 800,000
- October 1,000,000
- January 1,200,000
- April 1,400,000
- July 1,600,000

Other OCWs
MIT Translations
MIT
“The Promise of OER”

Figure 2: Monthly visits to MIT OpenCourseWare site, October 2003 through April 2006.

Source: MIT
MIT OpenCourseWare (OCW)

- 1,400 course to date
- 1,800 course by 2008
- 34 disciplines
## “The Promise of OER”

Table I. Educational Status of MIT OCW Web Site Visitors

<table>
<thead>
<tr>
<th>Role</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator</td>
<td>16.40%</td>
</tr>
<tr>
<td>Student</td>
<td>32.00%</td>
</tr>
<tr>
<td>Self Learner</td>
<td>46.50%</td>
</tr>
<tr>
<td>Other</td>
<td>5.20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Source: MIT 2005 Visitor Survey
Creative Commons Licenses
– Material Usage is Growing

Source: Hewlett Foundation
Growing Global Networks
Theory of Change

EQUALIZE ACCESS TO KNOWLEDGE

- Remove Barriers
- Understand and Stimulate Use
- High-Quality Open Content
Remove Barriers

**Intellectual Property**
- Creative Commons
- Stanford U Copyright Determination

**Innovation & Tools**
- Sakai
- EtudesNG
- Connexions
- Internet Archive
- EduTools

**Culture & Language**
- UNESCO
- Chinese Open Resources for Education
- African Virtual University
Understand and Stimulate Use

- OECD OER study
- Berkeley Digital Resource Study
- African Virtual University Gap Analysis
- ISKME Re-use Study

- UNESCO IIEP
- Open Learning Support

- Development Gateway
- OER Exchange
- Chinese Open Resources for Education
- Widernet
Understand & Stimulate Use

- Organized and searchable
- What users want
- Culturally appropriate
- Disseminate widely
Goals for 2006

• Build out key collections
  – OCW, full courses, content areas

• Expand use and usefulness
  – Portals, distribution sites, translations, partners, research

• Continue building capacity
  – IP, community tools

• Sustainability – a dilemma
OER –

The Benefits for APRU Institutions

- Become known as a global academic leader
- Showcase outstanding courses and faculty
- Foster collaboration and innovation among faculty
- Improve course quality through visibility
- Make connections with matriculated and non-matriculated students, including life-long learners and alumnae
- Gain access to large amount of high-quality, free, learning materials
- Enhance faculty and student recruitment
- Co-market with other leading academic institutions
OER –

The Benefits for Faculty

- Embrace the values of innovation, collaboration and openness
- Ability to position faculty as thought leaders in their respective fields
- Leave an academic legacy
- Showcase excellent work to a global audience
- Become a member of a dynamic intellectual community dedicated to academic excellence
- Benefit learners without unduly impacting workload
OER –

The Benefits for Students

• Provide educational opportunities for those who can’t be in the classroom
• Provide access to supplemental learning materials
• Allow students to view course materials prior to enrolling
• Help maintain intellectual ties to the institution after graduation
OER is Here.

• Where is APRU?