Next steps in OER strategies

Wim Westera, CELSTEC, Open University of the Netherlands
Overview

1. Introduction
2. Promotional part
3. Analytical (reflective) part
Overview

1. Introduction

2. Promotional part

3. Analytical (reflective) part
Today’s products
<table>
<thead>
<tr>
<th>Costs</th>
<th>Knowledge</th>
<th>Materials</th>
</tr>
</thead>
</table>

Costs
Costs
A few quotes on the importance of knowledge

- Know-how to produce is more valuable than the products themselves (Amidon, 1997)
- Products are physical manifestations of knowledge (Leonard, 1999)
- A paradigm shift from processing atoms to processing bits (Negroponte, 1995).
Overview

1. Introduction

2. Promotional part

3. Analytical (reflective) part
Open Educational Resources

- UNESCO
- Open Content Alliance
- MIT OpenCourseWare
- E-content plus
- Open Ed 2010
- Open Universiteit
- The William and Flora Hewlett Foundation
- TU Delft OpenCourseWare
- OpenLearn
- Creative Commons
- WIKIPEDIA

Reuse
Revise
Remix
Redistribute
Free!
What do we need for OER?
What do we need?

- OER
- Interoperability Content
- Federated search/harvesting
- Cross channel delivery
- Metadata
- Prosumers

OPENER
Open Educational Resources OUNL

• Started in 2004
• 27 academic courses
• Many thousands of students/visitors
What do we need?

- OER
- Interoperability Content
- Federated search/harvesting
- Cross channel delivery
- Metadata
- Prosumers

Share-tec
Sharable resources in teacher education

- Federated harvesting architecture
- Automated metadata generation
- Local testing and pilots
- Communities of stakeholders
What do we need?

- OER
- Interoperability Content
- Federated search/harvesting
- Cross channel delivery
- Metadata
- Prosumers

MACE
Metadata for Architectural Contents in Europe

- Content in architecture
- Tools and services
- Learning from metadata

Search in our repositories:

Browse by classification

MACE Community

Join the MACE Community to share and annotate resources together.

Browse by competence

Browse by location

Use our map to browse architectural projects all over the world.
What do we need?
- OER
- Interoperability
- Content
- Federated search/harvesting
- Cross channel delivery
- Metadata
- Prosumers

iTunesU and YouTube

Rich content distribution:
- Videos
- Automated publishing workflow

Cross channel delivery
What do we need?

- OER
- Interoperability
- Content
- Federated search/harvesting
- Cross channel delivery
- Metadata

Prosumers

OpenU
Open Learning Communities at OUNL

Wikiwijs
Content wiki for school teachers
- Find
- Create
- Share
What do we need?

- OER
- Interoperability
- Content
- Federated
- Search/harvesting
- Cross channel
- Delivery
- Metadata
- Prosumers

ICOPER
Interoperable Content for Performance in a Competency-Driven Society

- Extending e-learning standards
- Innovative learner scenarios (e.g. game-based learning)
- IMS-Learning Design
Overview

1. Introduction

2. Promotional part

3. Analytical (reflective) part
   • What is knowledge?
   • How do we learn?
   • How can we afford “free” services?
The accumulation of knowledge
Knowledge? Information? Data?
Data, information, knowledge, wisdom

(Clarck, 2004; Stonier, 1995)
Codified knowledge versus meaning
• How do we learn?
How do we learn?

.... Lean slightly to the direction you want to go. If necessary, turn the handlebars. Practice with wide turns first before trying sharp ones. ....
### Open Educational Content

<table>
<thead>
<tr>
<th></th>
<th>Explicit knowledge</th>
<th>Implicit knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syntactic level</strong></td>
<td>Symbolic representations</td>
<td>Linked with action</td>
</tr>
<tr>
<td><strong>Semantic level</strong></td>
<td>Interpretation/construction</td>
<td>Mastery</td>
</tr>
</tbody>
</table>
• How can we afford “free” services?
Mass production

Marginal costs almost zero
Free content: how to recover the costs?

<table>
<thead>
<tr>
<th></th>
<th>Costs</th>
<th>Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machines</td>
<td>100</td>
<td>250</td>
</tr>
<tr>
<td>Raw products</td>
<td>200</td>
<td>500</td>
</tr>
<tr>
<td>Wages</td>
<td>500</td>
<td>250</td>
</tr>
<tr>
<td>Buildings</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Loss</td>
<td>0</td>
<td>900</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>900</strong></td>
<td><strong>900</strong></td>
</tr>
</tbody>
</table>

Micro-pricing?
What about micro pricing?

Micro pricing = charging a few cents for every pageview, download, service used etc.

"penny gap effect"

"mental overhead"
Giving things away for free?

<table>
<thead>
<tr>
<th></th>
<th>Costs</th>
<th>Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machines</td>
<td>100</td>
<td>250</td>
</tr>
<tr>
<td>Raw products</td>
<td>200</td>
<td>50</td>
</tr>
<tr>
<td>Wages</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>Buildings</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Loss</td>
<td></td>
<td>250</td>
</tr>
<tr>
<td>Total</td>
<td>900</td>
<td>900</td>
</tr>
</tbody>
</table>

Profit: 0
The secrets of cross-funding

The free product is compensated for by:

• (subsidies)
• charging other customers ("free" for children)
• expensive other products (the "freemium" model - Wilson)
• Shifting revenues to the future (first times for free)
• Requiring some exchange effort from customers (Google)
• Non-monetary incentives: reputation, expression, attention (Blogs, Wikipedia, Twitter)
• The rock-concert model (Radiohead)
• Negative price model: payment only for absence
Summary

• Content is just half the story
• Extend to experiential learning and tacit knowledge
• Extend to learner support services
• Don’t charge OER, but use crossfunding
  – Freemium model
  – Exploit user data
  – Exploit prosumer contributions
• Non-monetary incentives: reputation, rewards
• Organise tantalising events (like rockbands): the place to be.
Thank you for your attention!

Wim.westera@ou.nl