International Forum of Open and Online Education
2nd and 3rd of October – University of Ottawa FSS4007

Theme
Since the 1970s, technology has been involved in streamlining the entire society and the university's education system. In fact, distance engineering has developed a mass education accessible to all. Moreover, engineering processes have helped reduce costs and standardize quality by streamlining the training process. Computers and networks have democratized learning in universities. Educational resources are always more accessible and open to all communities. However, new issues arose, which are related to the semantic of big data produced during the interactions in these training systems and instructional challenges. This conference will attempt to address these issues, particularly for the francophone context, by presenting an overview of the research and practices in the field to ultimately participate in the development and technological transformation of higher education.

Friday October 3, 2014
SESSION II : TENDANCE OU MUTATION PÉDAGOGIQUE

Rory MCGREAL
UNESCO/Commonwealth of Learning/International Council for Open and Distance Learning in Open Educational Resources, Professor, Athabasca University, Alberta, Canada, Why Open Educational Resources: A Canadian perspective

0:02 / 1:13:13

Transcript
00:00 I'm really glad that Rory McGreal
00:03 here today with us Rory is a co-editor
00:07 of the International Review of Research
00:09 and Open and Distance Education he is
00:13 UNESCO Commonwealth of Learning
00:14 International Council for Open and
00:16 Distance Education chair in Open
00:19 Educational Resources and director of
00:22 the Technology Enhanced Knowledge
00:23 Research Institute at Athabasca U he
00:27 was previously associate VP Research at
Athabasca and his present research interests include assessment and accreditation of online learners using OER mobile learning and OER policies and mapping. He is the creator of OER Knowledge Cloud and a founding member of the OER University Tasks International Consortium. Please join me in welcoming Rory. Thank you. Good afternoon. I hope I can keep you all awake and I press this at the top. Nope, oh, in the circle, okay. That's it. Okay away we go. I'd like to start off with just a comment and I learned something new from Antoine's talk this morning, especially where he commented that the students have a right to have their knowledge and learning accredited and accepted. I discussed that with them at lunch time and I suggested that it's not just students, it's everybody. Anyone it's a human right to have your learning accepted and accredited and in Canada, we have a major problem with that. With immigrants coming to our country, highly qualified, we don't accept their credentials nor do we give them a route to get their credentials recognized. I think that's a crime against humanity. I think that this is a basic human right that if you have your knowledge, you should at least have the opportunity to have it assessed and accredited and that's one of the main purposes of the open education research universities initiative. 35 universities around the world are doing that. They're saying that learners who learn online, whether it be formal or informal, have a right to have their learning assessed and accredited and get and given proper accreditation. And degrees when they fulfill all the requirements. So I think that that's something we should all hold on to. This is a human right that we're talking about now. I'm talking today about why we
03:09 need to go to open education resources
03:12 and of course everyone knows well
03:16 they're free that's a good reason but I
03:19 came to open education resources from a
03:23 different angle from the learning object
03:26 days when we discovered and working with
03:32 Jill Bare and and David Porter and others
03:35 we found out that really if it isn't
03:38 open how do you how can you share that
03:39 stuff that there's all kinds of
03:42 restrictions on licenses and things like
03:44 that just to let you know that this
03:51 these slides are openly licensed as you
03:56 might expect but I use some images under
04:01 fair dealing and I'll be talking to you
04:04 as part of this about fair dealing in
04:07 Canada and how we can take advantage of
04:09 it I'm one of four UNESCO chairs and
04:15 actually in open education resources we
04:20 have about 18 UNESCO chairs in Canada on
04:23 different subjects but
04:25 internationally we have four on open
04:28 education resources and just recently
04:32 two more came and I didn't have time to
04:34 put them on the slides one in Mexico and
04:38 the other one in Slovenia where Slovenia
04:41 as a government has announced an open
04:43 education resource policy and so the
04:48 work I'm doing and my responsibilities
04:51 as a UNESCO chair in open education
04:55 resources and as Commonwealth of
04:57 learning International Council of open
04:59 distance learning is to disseminate
05:02 information and to promote the use of
05:04 open educational resources and the
05:09 assembly promotion the use reuse of OER
05:16 across borders internationally within
05:20 our institution within our province
05:22 within our country and internationally
05:25 and we're doing this in support of the
05:30 Paris open education resource
05:32 declaration in 2012 which we took part
05:36 in and it was supported by UNESCO and
05:39 and the Commonwealth of learning and
05:43 basically the declaration says you know
05:45 let's get going and start using any
publicly funded knowledge created should be open and available to the people as a part of the UNESCO chair we've developed at Athabasca University the OER knowledge cloud and if you type that into Google you'll find it it's a repository of about 800 scholarly articles and reports pertinent to open education resources this includes MOOCs and virtual mobility different related aspects of open education resources we are partners in the EMundus EuroProject which is to promote international collaborations on openness and as part of that we work with the different organizations here around the world and it's promoted by the European Union and we're looking at ways people can connect and collaborate together across borders using open education resources MOOCs and virtual mobility and virtual mobility for those that it's a big issue in in Europe and to some extent here in Canada is the ability of a student to have their credentials recognized at different universities so for example if you take your course at a university day we would accept that at Athabasca and vice versa and we're much further ahead in that in Canada than they are in Europe and many other parts of the world we did a report for the this euro project policies for OER uptake and if you go to the power-up site you will find about 80 reports on OER and other aspects of openness in 80 different countries and we were responsible for the Canadian report and our report that we put in about two years ago was basically that nothing's happening in Canada that it it's a barren zone that was our report and but since then especially in western Canada and I'll be talking about it more there's been some really exciting developments and now I can honestly say
08:36 that Canada is a world leader in open 
08:39 education resources at least so far 
08:42 western Canada 
08:43 and we're hoping that Ontario and Quebec 
08:46 and the rest of the country come in with 
08:49 us and work with us my motivation for 
08:57 supporting all we are and being a UNESCO 
09:01 chair is that I believe that the primary 
09:05 challenge for us as educators in the 
09:09 21st century is to educate everybody to 
09:16 John Daniels reminds us that there's 
09:19 about 98 million students capable of 
09:23 post-secondary education by twenty 
09:26 twenty or twenty twenty-five who will 
09:30 not be able to access a post-secondary 
09:32 education because either there isn't a 
09:35 place anywhere or they don't have the 
09:38 money and this is not just in developing 
09:40 countries this includes Canada and many 
09:43 of the developed countries and I believe 
09:47 as educators we've got to find ways of 
09:51 educating them this is our 
09:53 responsibility and the major challenge 
09:56 for us in the 21st century and John 
09:59 Daniels tells us that we'd have to build 
10:02 four traditional universities every week 
10:05 in order to meet this demand a 
10:07 traditional University of about 30,000 
10:10 students for a week we just can't do 
10:13 that we know that and so we have to find 
10:16 other ways of ensuring access to 
10:21 education for these hundred million more 
10:23 students plus the students that we have 
10:26 already how do we educate all these 
10:30 learners this is the question that we 
10:32 need to answer OER I believe will 
10:39 be part of the answer I don't think it 
10:41 is the answer and to be honest with you 
10:44 I don't think there'll be one answer 
10:46 there'll be many different answers in 
10:48 different ways of approaching this 
10:49 problem but we do know that mass 
10:53 education is possible especially 
10:57 those of us have been in the open 
10:58 education movement for for years we can 
11:02 educate large numbers of students we can
now localize and internationalize the content especially if it's open we can change it however we want we must recognize that the world economy is online society is online people are getting married online they're dating online everything is happening online and we have to recognize that and that has to be part of what we do as educators and we're capable of now of training people just when they need it so was to give you an example I wanted to fix my light switch the other day just in time I went on the web and I typed in how to fix my light switch and I found the page and I learned just in time how to do it properly and I didn't injure myself much to my wife surprised so is free education possible and I believe it is and I'm not saying that nobody's going to pay for it but I think that governments even with their present cheap how can I put it a way of funding education their cutbacks and everything that there are ways within present budgets and others to increase access to education and learning and we've seen a few of the possible ways here now one of the big trends that is enabling us to get out and promote education among the masses is mobile learning and I I became aware of mobile learning in 1999 and just before that I was working with an Irish colleague who got a grant from Nokia on mobile learning and I scratch my head and I said you know what the heck is that guy talking about like but how do you learn on a mobile phone and and anyway later that year I was driving through a small village in the Philippines with no electricity and I slammed on the brakes because I could not believe what I saw and what I saw was a farmer up to his knees in the water of a rice paddy behind two oxen and he was digital
messaging and I couldn't believe it
because at that time in Canada nobody
was digital messaging we weren't there
yet and I looked it up and I found out
that at that time the Philippines does
more digital messaging per capita than
any other country in the world and I
looked it up a few months ago and it
still does more digital messaging per
capita than any other country in the
world so they're still there but what
what really shocked me was when I saw
that device he had in his hand I didn't
see a phone what I saw was a very
powerful computer in fact that mobile
phone was a more powerful computer than
the one I had on my desktop which was
three years old and that's when I
suddenly woke up to the idea hey there's
something here we can do something with
this and we started our research at
Athabasca on mobile learning shortly
after that there's two over two billion
people are now on the internet of a
world population of seven billion so
about a quarter of the world's
population is now on the internet four
and a half billion mobile subscriptions
there's one and a half billion mobile
Internet users and ninety percent of the
world's population is accessible to
using mobile devices and actually some
of the inaccessible places are here in
Canada we have quite a few of them even
in Alberta the rich province of Alberta
we have places where there that are
inaccessible there's more time now spent
on the internet with mobile devices than
with desktops and in fact I think this
year was the first time that tablets and
mobile devices outsold laptops and and
desktop computers so the world isn't
changing the world's already changed in
many ways we we've got to catch up to
this the world is mobile one out of
every three people only access the
internet using a mobile device now I want to step back here with these cartoons that explain it fairly simply many people take the scientific method and there are others who are the creationists and the scientific method starts with the facts and draws conclusions and the creationist method starts with a conclusion and then looks for facts to support it and we have what I call educational creationists they believe that God created the classroom in the form it exists in and that that is the perfect way of teaching and all other ways are either irreligious or they're not valid this is the creationist view of Education well let's look at facts God didn't create the classroom in fact pagans created the classroom the ancient Greeks in Egypt in Alexandria created the Library of Alexandria and they're the ones who started the classroom not they didn't believe in God these were pagans they believed in many gods they should say these this is the origin of the classroom and it was not founded because of pedagogical reasons it was founded for one reason and that was this there was one manuscript there was only one manuscript of what they were learning so the only way they could access the knowledge was to go into a classroom with the teacher with the manuscript in there so there's no sound pedagogical basis for classroom teaching it's done because of scarcity and today we don't have that scarcity anymore the rationale for the classroom no longer exists and even in the Middle Ages when the printing press they printed one big book and put a lock on it and the lecturer would come unlock it and read the book to the students assembled in the classroom and let's be very clear about this there is no evidence the
classroom teaching is the best way of doing teaching none there is no not one shred of evidence the classroom based teaching is better than teaching using technology at a distance or otherwise or any other way I want to repeat that because we keep we still heard even in the 21st century that some people the creationists they believe that the classroom is the end-all and be-all the fact is they don't have any evidence it's not like there's some evidence and that we're debating about it they don't have any check the research I've checked it there they don't have any any scientific basis to claim that the classroom is in any way superior to online learning and in fact with the immense amount of information and access to all kinds of knowledge that we have on the internet to confine learning to a classroom does it make any sense and thank goodness in our universities in our schools now we are using the internet and we are using the resources that are available so we are branching out from what the traditional classroom was now we know now that God didn't create the classroom however we do know that St. Paul who's the patron saint of distance education he found a distance education distance education we know was created by God using St. Paul so we're on the side of the angels we have proof and we're talking about facts we're talking about facts we're not using a creationist argument which isn't even true when pagans created the classroom not Christians or any others and this went on to the medieval University and it went on for so long that people just accept that it is a fact without really questioning it and of course up until very recently with the internet really there wasn't the word many or any even
better ways of doing it than the classroom but now there's all kinds of ways we can branch out and promote learning and the classroom is not the end-all and be all mind you there's no evidence that the classroom is the worst way of teaching either what the evidence says is and it's very clear the research is there's no significant difference phenomenon and you will see there's about over 400 educational research studies showing no significant difference no matter what technology you use no matter whether it's at a distance or on-site or whatever so now I want to get into why open education resources let me take a drink here getting too excited why OER well number one we have some very stringent copyright laws and mint and they're different in many different countries and now they're coming up with these extortionate trade agreements like we've just signed with Europe and and now with APEC and in the Pacific the Pacific countries and they're trying to force on us very strict regimes of copyright and that makes it more and more difficult for us to use copyright restricted material this poem is very appropriate for today that came in the 18th century or late 17th century they hang the man sorry 19th and eighteenth centuries they hang the man and flogged the woman who steals the grater villain loose who steals the common from off the goose and the internet is our Commons it's our knowledge Commons it belongs to all of humanity this is our heritage and they punish the some kid who downloads a song they punish them and their parents and yet the people who are trying to close off the commons and turn it into
different walled gardens are getting away with it and we've got to we need to be aware of that and fight to keep the open Internet open it's very important I believe for us as educators to do that and you will notice in those days they were very sexist hanging the man and flogging a woman didn't believe in equality now why are these strict copyright laws being pushed on everybody around the world and by the way Julius Assange revealed emails between the American Embassy here and the Prime Minister's Office showing that our copyright laws the recent changes were primarily made in the United States as are the Australian New Zealand in many other countries so they're pushing their view of copyright very strongly on the world and the US is a major exporter of these cultural products and they make a huge amount of money from them and that's why they're pushing strict copyright this map shows the relative size of a country based on its income from intellectual property etc and as you can see the US and Europe are bloated that's why they are supporting very strict rigid copyright laws because it's in their interests over fifty percent of royalties in the world go to the United States so it's huge money for them and they are going to keep pushing and pushing on countries their views of copyright they use the term intellectual property and as the judge says you know ooty whooty sweet patootie is intellectual property well I would argue it's neither intellectual which is pretty clear and it's not property it's an Orwellian word to describe something that isn't very clearly in common law which we have in Canada and in the United States and in all the
common law countries around the world it is not property it is not you cannot sue somebody on the basis of it being property it is it is not property it is a copy right what the correct term that we should use and I hope people start using it more is privileged monopoly according to our tradition and Queen Anne's law which started our copyright tradition copyright was brought in not to protect the rights of the author which most most people seem to believe it was brought in to restrict the rights of the owners of the material or the so-called own it was to restrict their rights not to give them rights in France they do not have ledroit Detour they have a different tradition and many parts of Europe haven't but in our tradition we brought in copyright for one reason to spread knowledge that's why we brought it in we thought that if we give a privileged monopoly to the creator for 18 years and allow them to renew up to 28 years that this would stimulate and encourage people to create art and books and other types of creative materials that's the basis of copyright law in the common law countries it's to give them a monopoly and it's a privilege the reason we're giving them the monopoly is because we believe that this will help to share and spread knowledge and that's the origin and that's the word we should be using privileged monopoly rather than intellectual property but the big publishers don't like is using the real word monopoly because nobody likes monopolies and we all want to guard property so they use that even though legally it is not property in intellectual property or is it a manifestation of government intervention in social relations the big publishers pretend want to pretend that they are
the guardians of free enterprise and
competition but monopolies stop
competition so they don't like using the
word monopoly but that is in fact what
copyright is it's similar to imposing a
duty limiting people's freedom and
inflicts a burden on users we accept
that because we believe that giving the
Creator a monopoly for a short time will
help us to increase and expand our
knowledge and encourage learning and
courage the useful arts as they say
and this is the basis of copyright law
in Canada and the United States but all
these locks they're putting on the
material David Wiley reminders that
openness is the skeleton key that
unlocks every attempt at vendor control
and lock in oops they're trying to lock
in your content and decide for you how
you're going to use the material and I
can give you an example I bought a book
on iTunes and I was on the plane and I
went to read my book and it wouldn't let
me because I wasn't connected to the
internet and it couldn't verify my
identity so I couldn't read my book that
I paid for on the plane and I thought
well that takes the cake then I got to
France
and I was in my hotel room and I thought
well I'll read now I went to read it and
they wouldn't let me read it in France
this is my book this is my device
they're trying to control you every
which way they want to control how when
where why you use their material they're
not happy they're not happy with just
selling you material you remember we
used to live in a world where you bought
something you got it do you remember
that you buy it you get it it's yours
and now they brought this new concept
into the world you buy but you don't get
and that's part of the world
we're living in now they want to control
everything you do so it's not just you
know it's like they sell you a coat but
you're only allowed to wear it on
Sundays at these type of events and
don't bring it to church and all of
these other things and you're supposed
to have to conform to that that's the
world we live in but the two big reasons
why we need open education resources are
digital rights management and digital
licenses I call it digital restrictions
management because we're talking about
restrictions not rights that they put on
now with digital rights management they
lock the content that you buy and you
can't do any of these things copying and
pasting text to speech changing the
format moving the material printing it
out moving geographically from one
country to another using after their
expiry date they even have a dead too
kill date on on it and you can't the
resell it like you can a a print book
all of these things are protected by
digital locks how many here have
actually read
the license that you when you buy one of
these books one so there's one nerd in
the in the audience I'm a nerd too I've
actually read these licenses and I'll I
want to talk about the licenses too
because the licenses reinforced the
locks and what we have to recognize is
this that our device is our property
they talk about intellectual property
which isn't it's a privilege monopoly
but our device is our property and the
digital rights management it restricts
our freedom to use our property they go
in and disable parts of our device
without our permission or sorry we've
given them permission by clicking on the
license and the question is this can we
not own and control our own property
anymore is that the world we're living
in that somebody else owns and controls
our property it's sort of a remind me
well I'll tell it anyway my my sister
wants to be buried in a cardboard box
and I'm saying well no you can't do that
oh yeah I want to be in a cardboard
because she wants to control us me and
her husband beyond the grave she wants
to control us so as we look cheap and
this is this is what's happening is
they're controlling is beyond the grave
on this after the sale you remember you
used to buy you got it you could do what
you want with it they want to control us
and they are controlling us after we buy
it and again it's a symptom of changing
times they lock up our devices to suit
themselves not us they handcuff us and
restrict as what we can do with our
devices but we're innocent we haven't
done anything wrong but there
knocking is up anyway and they've even
proposed this copy protection that
destroys your computer and we laugh at
this this was actually brought into the
into the United States Congress this law
luckily they threw it out fairly quickly
but the publishers actually got there
bought congressman to go in and propose
it in the United States Congress that if
you if you were using their material
they thought in an illegal fashion
you could go in and bang and knock out
your computer now the digital licenses
which we've agreed only one person here
is actually read when you click on it
you've agreed that they can do all those
tings to you that they control you
after you bought paid for you haven't
really bought it but they make you think
you bought it but you've also agreed
that the the owners have no liability
even if it doesn't work so it didn't
work for me the book when I was in
France they're not liable for that I've
agreed there's no liability for them
we've agreed that they can invade our
36:33 computers without any further permission
36:36 so when you click on that license you've
36:40 agreed they can come in and do whatever
36:42 they want with your data with your
36:46 privacy you haven't agreed that they can
36:48 do something just in relation to that
36:51 book you bought you've agreed they can
36:54 come in and do what they like what they
36:56 like with your computer and you've
36:58 agreed that you don't own it that you
37:00 have a privilege to use it and the most
37:05 onerous thing is and this is a criminal
37:10 law in many countries now you're
37:13 prohibited to show the content to others
37:16 so if you're reading an interesting
37:19 passage maybe you're reading Fifty
37:21 Shades of Grey or one of those things
37:24 and you you want to show it to your
37:27 spouse if if you do that you broken the
37:34 law not only that it's criminal to do it
37:36 in the United States and many country
37:37 that's criminal offense be and you've
37:40 agreed by the license that when if you
37:45 do that you must immediately immediately
37:49 delete it from your computer the book
37:52 and notify the publisher and
37:57 you've agreed to that with your license
37:59 so you can't show it so students who are
38:03 studying together they're not allowed to
38:05 show it to anyone else that's part of
38:08 the license and you also must agree that
38:12 you have no right so in many countries
38:15 and i'll be talking about them later in
38:17 Canada we have fair dealing rights and
38:20 fair use rights in the United States but
38:23 when you click on the license you've
38:25 agreed that you don't have those rights
38:27 they can take them away from you so very
38:32 onerous these restrictions and that is
38:37 why I turned to open education resources
38:43 is that we found out very early on when
38:47 we were experimenting with mobile
38:48 devices that we just could not use
38:50 commercial content we couldn't use it
38:53 you can't switch it from one device to
38:55 the other in fact I’ve just moved from a
mac air an old mac air to a new mac air
and microsoft wanted another three
hundred dollars because I only had a
license for my my microsoft software on
that machine I didn't have the license
on this machine and so they they
restrict you in so many different ways
that we cannot really use them in
education but if we have open textbooks
you can copy and paste text to speech
you can use it format change move
material printed
go anywhere in the world with it it'll
still work reuse remix remash it do what
you like with it and you retain your
privacy and your digital rights and so
that is my main argument for using them
free which free to the user I believe
they are essential for e-learning
implementations we must have open
resources in learning access rights the
vendors control how when where and with
what specific brands of technological
assistance audiences are able to access
the content full control over you
they've got their hands on you as you're
working and as I said before this new
concept has come into the world David
Wiley reminded of it as first as you buy
something and you don't get it anymore
look at this commercial learning service
or rent a book the students own nothing
they can share nothing save nothing sell
nothing when the subscription ends all
of it ends the publishers own the
students data if they underline and
highlight in the book it's owned by the
publishers not by the student the
student isn't allowed to transfer the
data out of the system and David Wiley
gave us this information here in the
United States it's a bit similar in
Canada usually a bit more expensive
Netflix you get 20,000 movies eight
dollars a month Hulu 45,000 TV shows
eight dollars a month Spotify 15 million songs you have access to ten dollars a month
Coursesmart one biology text twenty dollars and twenty-five cents a month
for one text this is how out of line the textbook market is with the real world that we live in and again another strong reason why we need to get out of these commercial textbooks and into open educational resources David put it this way when you subscribe to content through digital service the publisher achieves complete and perfect control over you and your use of the content now when we were looking in Canada for open initiatives the one big one we found was of course open data which is a great initiative in Canada and federally and of course it can be the only one because as we all know we're the only country in the world without a national education authority it belongs to the provinces and the provinces guard their independence diligently even more so than European countries in fact in education our provinces are more independent than than countries in Europe where the European Union does make pronouncements on education we are supporting and we are founding members that Athabasca university and of the OER university's initiative and it's formed for this purpose that learners who access OER and acquire knowledge and skills they can't have their learning assessed and accredited we are creating open education resource pathways to accreditation there's now more than 35 and I learned today Curtin University in Australia's just joined and last week Messy in Russia do you UK so we have 35 members around the world on five continents now supporting this and what they're doing is collaborating together building these
OER pathways to assessment and accreditation for learners now I mixed up my slides here but I am going back to their Canadian context again we had a big split in the council of ministers of education over the Paris declaration on OER and the split was for the first time by the way there's always been splits it's usually Alberta is my province which decides they don't want to go along with the other provinces not Quebec people think it's go back but actually Alberta is worse that's usually the split but the big split this time was the first time it ever happened at the council of ministers of education Canada where all of the post-secondary supported the Paris declaration and all of the k to 12 ministries were against it and surprising and the point was was that for the k to 12 there into the publishers for hundreds of millions of dollars and to divest themselves of the publishers would be an enormous task and they're sort of married to the publishers but to me that's not a reason for not doing it that's the reason you want to get out of them there's huge savings to be made we're talking about hundreds of millions of dollars in savings at the k-12 level but anyway what happened was as a compromise at the meeting in Iqaluit the k to 12 all agreed to agree with the Paris declaration as long as they don't have to do anything and that's where it is today in Alberta we are talking with our k to 12 and we are supporting our initiative but we are talking to K to 12 and we are looking at ways of moving forward with it and that we hope that other provinces will do so because the really big savings for us are in the K to 12 area back to the OERU the idea of the concept of the OERU is put
46:39 together here by Jim Taylor so learners
46:42 access courses based solely on open
46:45 education resources freely available
46:48 online we have academic volunteers and
46:52 student support networks so they help
46:55 each other they go to one of the
46:59 participating institutions and they pay
47:01 a fee for the assessment so if they want
47:05 to get assessment and accreditation they
47:07 pay a fee and then the participating
47:10 institution gives credit for the courses
47:12 and when they get enough credits we give
47:15 them a degree and that's the concept
47:18 behind the OER you and here's another
47:21 way of looking at it from Friesen and
47:24 Murray is the traditional University
47:28 model is this it's our students taking
47:31 our course content using our teachers
47:36 with our assessment and we give them our
47:39 credential this new concept is any
47:43 learners not our students at all any
47:46 learners anywhere in the world using any
47:50 content OER content but even other
47:52 content if they want to do it any
47:54 content using any faculty or no faculty
47:59 at all or or mentors or other things but
48:03 if they want an Athabasca university
48:05 credential they take our assessment they
48:09 take our degree to get our degree if
48:11 they want one from Curtin University
48:14 they take the curtain assessment and we
48:17 have that in place now at Athabasca
48:19 we've had it for about 20 years where
48:21 you can challenge for credit and you can
48:26 come to our University and say well I
48:28 know second-year biology and we give you
48:31 the
48:31 assessment you pass the assessment we
48:33 give you the we give you the credit for
48:36 that and we're pushing the idea of
48:42 Mini-MOOC so is instead of going for a
48:44 full course you get that one credit than
48:48 two credits and three credits and you
48:50 can add them up step by step in a
48:52 smaller fashion now the idea of
48:57 assessment is very important the
49:02 credibility the authenticity of the of
49:05 the assessment is essential and that's
49:08 why we limit membership into the OER you
49:11 to publicly accredited or publicly
49:15 recognized universities and colleges we
49:19 do not accept any unaccredited members
49:24 we have on campus exams we we can have
49:31 individual invigilators or Proctor's and
49:34 we can do this using computers now
49:39 computerized testing it can tell who you
49:41 are by the way you type and we can have
49:44 camera special cameras to make sure no
49:46 one is in the room or we can as was
49:49 proposed this morning we can give
49:51 take-home exams where you really can't
49:54 cheat on it you've got to think and and
49:56 come up with your original ideas so we
49:59 can use these computerized biometrics
50:01 eat portfolios projects and we want to
50:06 produce the labor costs so as we can do
50:08 this in an efficient manner to help our
50:13 students and we put a report on that
50:15 anyone wants to see more about our
50:18 approach to this the report on
50:20 assessment and accreditation of learners
50:22 it's at the Commonwealth of learning
50:23 site col.org now the breakthrough
50:34 in in OER came at with BC campus they
50:41 were the first they have now over 90
50:44 higher education courses they're
50:48 partnered with California working with
50:51 Washington state Utah and creating open
50:58 textbooks and they're the first ones and
51:02 the leaders in Canada and certainly we
51:05 can thank David Porter's leadership for
51:07 that in Alberta we announced in April of
51:12 this year two million dollars for open
51:15 education resources at the
51:17 post-secondary level and I'm co-chair of
51:20 the committee and what we're doing is
51:23 working with BC and to create useful
51:29 open educational resources and one of
51:32 the initiatives is part of what we're
51:34 doing is we're building wrap arounds the
51:36 textbooks that bc has identified so we
51:41 put in quiz material test material
multimedia videos wrap around a textbook which open universities have been doing for many years with commercial textbooks and we're doing that because we find that about ninety percent of teachers just want the whole package they don't want to take this module in that module and put this together and put that together they want a whole package for their course and we can give it to them and we can give them a whole package and if that professor finds that this module doesn't work for him or her they can take it out and put in their own or do because they're open education resources they can change and mix and do what they want with them so Washington State was a leader and they came out even at the school level where they went to their legislature and they showed two books they said this is the political science grade eleven political science book that's used in most classrooms in Washington State it was 15 years old very heavily used but they couldn't afford to get it every year and keep it up to date and then they showed and it was a hundred dollars it cost the state a hundred dollars for that book then they showed the open educational resource political science book up to date to that month free online printed nine dollars and that's what convinced the legislators in Washington state to go towards open education resources a big difference in the big saving for taxpayers in that in that state Utah has a game k to 12 initiative similar to that with all kinds of free textbooks California came up with the open textbook law expanding student access and fueling a faculty Innovation since then there's about four or five other states who pass legislation on open educational
resources so the movement is on last
week President Obama at the United
Nations made a big plea supporting open
education resources encouraging other
countries to go along with the United
States that is pushing a very strongly
open education resources particularly in
the College Sector two billion dollars
you've put into the College Sector for
creating open educational resources and
then of course we have the MOOCs which
I'm not going to go into detail we've
had some excellent descriptions of MOOCs
today and I think we have a good idea of
what they are the main thing for us to
remember is that they're made in Canada
Canada was first on the MOOC thing not
the United States as many many people
seem to think but the idea of MOOCs and
I remember the reaction at our
University where we've been doing a mass
open education for many years we're
scratching our heads and wondering you
know what's all this about you know they
just because the Americans are doing all
this stuff I mean we've been doing it
for many years and it was mixed feelings
about it because people thought you know
their user johnny-come-lately is coming
into our territory and still some still
some people think that but what I
thought was wow at least now they're
paying attention and for the first time
our politicians called us up our
politicians have been ignoring us for
years and they're saying you know why
why don't you do MOOCs and we said well
we've been doing them you know this this
is what our job is we're an open
university we've been doing this type of
thing for years old and you know George
Siemens who was one of the first MOOCs
and came up with the word MOOC he's one
of our faculty oh they were really
surprised so it gave us an in and I
believe that this MOOC phenomenon is one
of the reasons why BC campus and and
Alberta have been able to move with the
politicians that they've woken up and
realized it and the same thing is
happening right across Europe and in
many other countries that as soon as MIT
and Stanford do something everybody
wakes up and says oh wow you know why
den't we doing that so open
universities created MOOCs we have
generations of ODL innovation they come
up now oh the Can Academy the flipped
classroom this we've been doing this for
years this isn't something new that can
invented this is we've known about this
for years it's in the literature and so
it is a bit frustrating for us there's
now the phenomenon of the commercial
MOOCs but my view of the commercial
MOOCs is this is if we in the public
sector can't get our act together and do
it good luck to them I hope they make a
fortune
I hope they really can do something but
we've gotta smarten up on me you know
instead of whining about the commercial
sector getting into it we better start
doing something and I've always had this
attitude I'd rather them whine about
what we're doing then as whine about
what they're doing so they whine about
what we're doing and rather than we
whine about what they're doing let them
be the whiners we should be the doers
and get moving on it and of course yes
the MOOCs there's a history of packaging over
content and learning itself even and
we but we were pushing for many years
the 10 best university courses to get
this around and we didn't really get
anywhere with that I want to point this
out that a lot of people don't realize
again how many have taken a Coursera
course yeah is a few people have you
read the contract no that's what I
thought people well I'm in the in the
contract it says you may not use as part of any tuition based or for credit certification program so the knowledge you have in your head if you learn it from Coursera you can't do what you want with it they own the knowledge in your head now isn't that a new concept a totally new concept they own what's in your head you're not allowed to do with one you have the knowledge and you can't use it for credit at any other institution and I challenged one of the Coursera leaders about that it at a meeting once and he backed it up he said no we don't want to we don't want you using this for credit at any other institution but my own feeling is I can't believe this would stand up in court but who knows who knows anyway what it means is that the Coursera certificate is useless now a course can be broken down and you look at it this way the MOOC is the content the accreditation is the formal assessment and the interaction can come from peer learning and this is the breakdown that they could all be separate they don't all have to be in the one institution disaggregation we can disaggregate the different parts of the delivery system now in July 2012 how many have heard of this the pentalogy decision you should I mean the biggest proponent of it is from University of Ottawa he's been one of the biggest publicizes of a Michael Geist no and anyway this is a very very important decision in Canada regarding fair dealing and what the Supreme Court of Canada told us quite contrary to by the way to what the association of universities and colleges Canada was telling us is that there were different rules for paper and digital content and the Supreme Court has told us very clearly by the way with no ambiguity
that class class copies are okay you can
make as many copies of a substantial
part of the of content as you want for
your class this is fair dealing it's
perfectly allowed you can put them into
a course back that's allowed and the the
AUCC was telling as it wasn't allowed and
now we know it is allowed and it came
very clearly from the Supreme Court of
Canada fair dealing different rules for
different types of technology they said
no the Supreme Court said no it's
technologically neutral whether it's
paper on
tablet in the PC whatever new technology
comes in the future the law is neutral
can we use it fair dealing on any kind
of technology and the big statement was
that the the AUCC kept telling is
you've got to be very careful you can't
do this you can't do that this is
restricted this is that this rules
regulations everything what the Supreme
Court said is that fair dealing must
have a large and liberal interpretation
it must they don't say it should or
maybe your mind or whatever they use the
word must it must have a large and
liberal interpretation so the way I see
it is this is you want to know what is
fair dealing is very simple ask yourself
this question am I a fair person if the
answer is yes then you ask the second
question does this seem fair to me using
this material if the answer is yes it
probably is fair and it's fair dealing
and there's a six-point test about
financial harm and everything else but
really that is the test and that's what
the Supreme Court is telling us and it's
a very clear decision and still access
copyright and the copyright collectives
are still trying to make us pay for the
rights that we have any way we have
copyright for them and it just is not it
63:28 is not necessary the Supreme Court has
63:31 supported us in this and and the new
63:34 copyright law that came out after this
63:37 decision has expanded fair dealing even
63:39 further to clearly and unequivocally
63:43 support educational uses so we have in
63:47 Canada a wide range of material that we
63:51 can use
63:52 a substantial part of it nobody's saying
63:55 you can take somebody's whole book and
63:57 use it or even half a book but a
63:59 substantial part you could take a whole
64:01 picture because you've got to ask
64:03 yourself if I need this picture for my
64:06 course is it reasonable to cut it into
64:09 pieces well no you need the whole
64:11 picture so that's reasonable and you can
64:14 you can use it and what I find is that
64:19 we're just not taking advantage of fair
64:22 dealing the rights that we have and we
64:24 need to take advantage of them because
64:26 if you don't use them you lose them
64:30 finish off now professor Whiteside that
64:36 MIT says this that affordability in the
64:39 future may be the first requirement not
64:42 an afterthought the race may not be to
64:47 the swift but to the cheap we've got to
64:51 find ways of lowering the costs of
64:53 education now the Royal Society in
64:59 England is the oldest the scholarly
65:01 Society in the world and they tell us
65:04 that the restriction of the Commons by
65:07 patents copyright and databases is not
65:10 in the interests of society and it
65:14 unduly a hamper scientific endeavor and
65:20 Pope Benedict tells us on the part of
65:23 rich countries there is excessive zeal
65:26 for protecting knowledge through an
65:29 unduly rigid assertion of the right to
65:33 intellectual property what does that
65:37 tell us that science and God is on our
65:42 side
65:44 we are on the side of the angels thank
65:47 you very much you'll see
66:11 I can't believe everyone agrees with me
66:18 go to the migration hey just an
66:25 interrogation because if we have a lot
66:30 of resources open resources some
66:34 politicians could say okay I don't want
66:37 to pay very much a new university
66:41 professor because it's not useful
66:42 because it will use all that stuff no
66:47 [not English]
67:04 yes we tackle the politicians are
67:08 going to do what politicians do but I
67:11 don't think it'll matter whether you you
67:14 reduce the cost of books or not they're
67:16 still going to try to reduce your salary
67:18 and everybody else's and that's gonna
67:22 happen in any case yeah I I wouldn't
67:24 make a decision based on what I think
67:26 they're gonna do that's going to happen
67:29 yes maybe there's things to invent to
67:32 create new things I don't know because
67:34 global propriety of resources for
67:37 teachers I don't know that maybe there's
67:40 something to invent yeah that I don't
67:44 understand what you think that OER
67:46 we'll stop people inventing yeah
67:49 regulation sort of regulation and that's
67:53 not a rich I'm trying to get away from
67:54 regulation OER is to get out of the
67:57 regulation but sometimes we need
67:58 regulation that's a problem yeah oh no
68:01 I'm not I'm not against copyright law if
68:04 I were to write a book like you know the
68:06 Fifty Shades of McGreal and I thought
68:09 I could make I could make a 10 million
68:11 or 50 million dollars I do it but if I'm
68:14 writing a book on learning objects
68:17 perspectives and things like that I know
68:19 I'm not going to make a million bucks on
68:21 it so I open it and let
68:23 we'll have it I mean that's the way it
68:25 is for most scholarly books you're not
68:28 going to make a fortune on it but good
68:30 luck to you if you write your novel and
68:31 and can make that money I'm not against
68:33 that I think I support the privilege
68:35 monopoly I support that we should have a
68:38 privilege monopoly I don't support that
68:40 it goes 50 years past the death of the
author her seven years in most other countries I don't support that but I do believe that the first law was reasonable 14 18 years and then you can apply for an extension for another 10 that's reasonable and I think we should have that but it is a monopoly and monopolies stop other people from using the work and it is a damper on scientific endeavor as the Royal Society tells us its more common than a question I realize that I'm a professor and I'm liking the catch-22 if I don't sign that says yonder dois my article and my chapter won't be published so I don't feel that I have the power and I am a mediation I understand what you mean but where can we start to reverse that power well you're right you don't have the power there but we have started already the open access movement there are now over a thousand open access scholarly journals we we host one the international review of research in open and distance learning that's the way to go and this is what Lawrence Lessig the lawyer in the state said he said copyright is great for Britney Spears but for educators we've got to bypass it and go to open and the way the way around your predicament is going to open sometimes you can't but for me now I don't review for Elsevier or any of those big company I only review for open publications and I think more of us should start thinking in those terms and supporting open open publications but I don't know if in the francophone world we have those open publication I'm just wondering because I'm dealing with even University publication well if you if you don't have the open ones and I'm not that familiar with the francophone world but I suspect that's true is that you just have to suck it up and give it to them
listen I've done it in the past and now I don't have to cause enough but I've given away my copyright and until we get more francophone publications then you may have to just go along with that sorry question on Oh yard universities and private learning assessment the members do they require a minimum fraction of the degree taken at their universities to recognize it all the universities are independent and most of them do Athabasca we don't you don't have to take any courses from Athabasca to get an Athabasca degree we will count up your credits and use plar and challenge for credit credit many other ways we have never given a degree to anyone but on paper somebody could come and and get one that way usually they come and we assess them and there's usually a three or four maybe five courses that they have to take with us yeah I had a question I was wondering what sort of growth is there at this time like in the last few years in terms of the number of courses that have been taken at these universities and possibly graduates in the partnered universities oh it's just we're right at the beginning of oh we are you we started last year and we're talking about maybe a hundred students okay we're just getting ramping up now and but watch out I think there's going to be an explosion alright I just had one other small comment Rory in terms of the control of the copyright is that I was thinking after you explained that I could probably for sure guess the one car that you would never own is the unclaimed do you know there was a car called that now it was already I have some GM thing thank you very much