

Open educational resources in Learning Networks

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June 7-9, 2009, Maastricht, Netherlands

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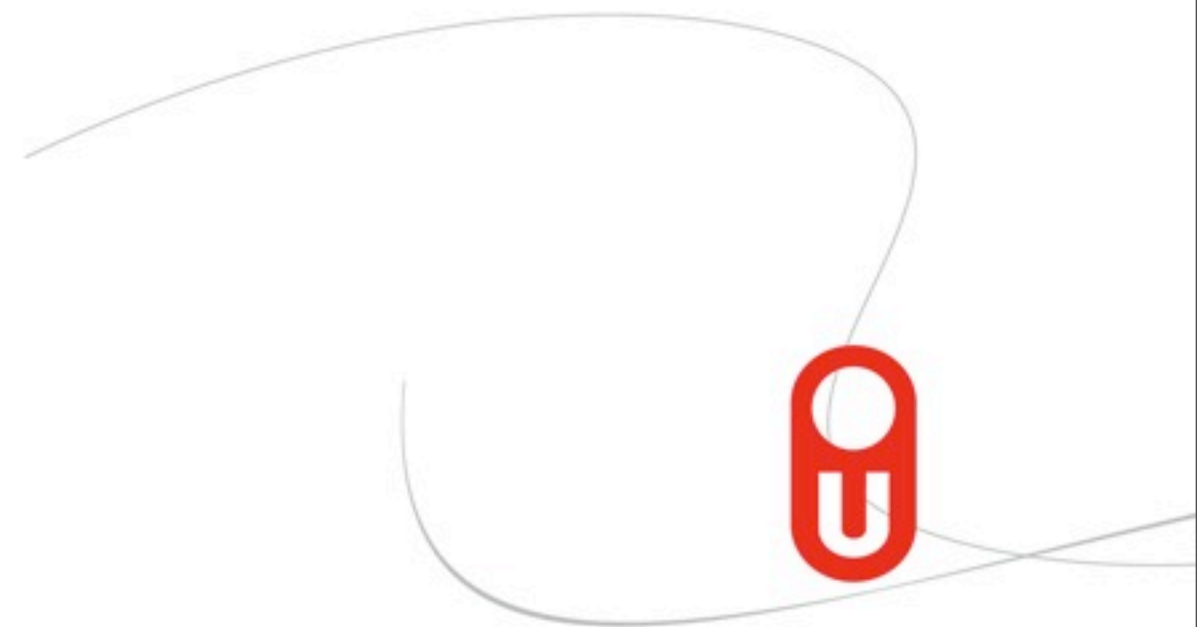


Overview

- a bit of personal history
- varieties of being 'open'
- Learning Networks and open educational resources



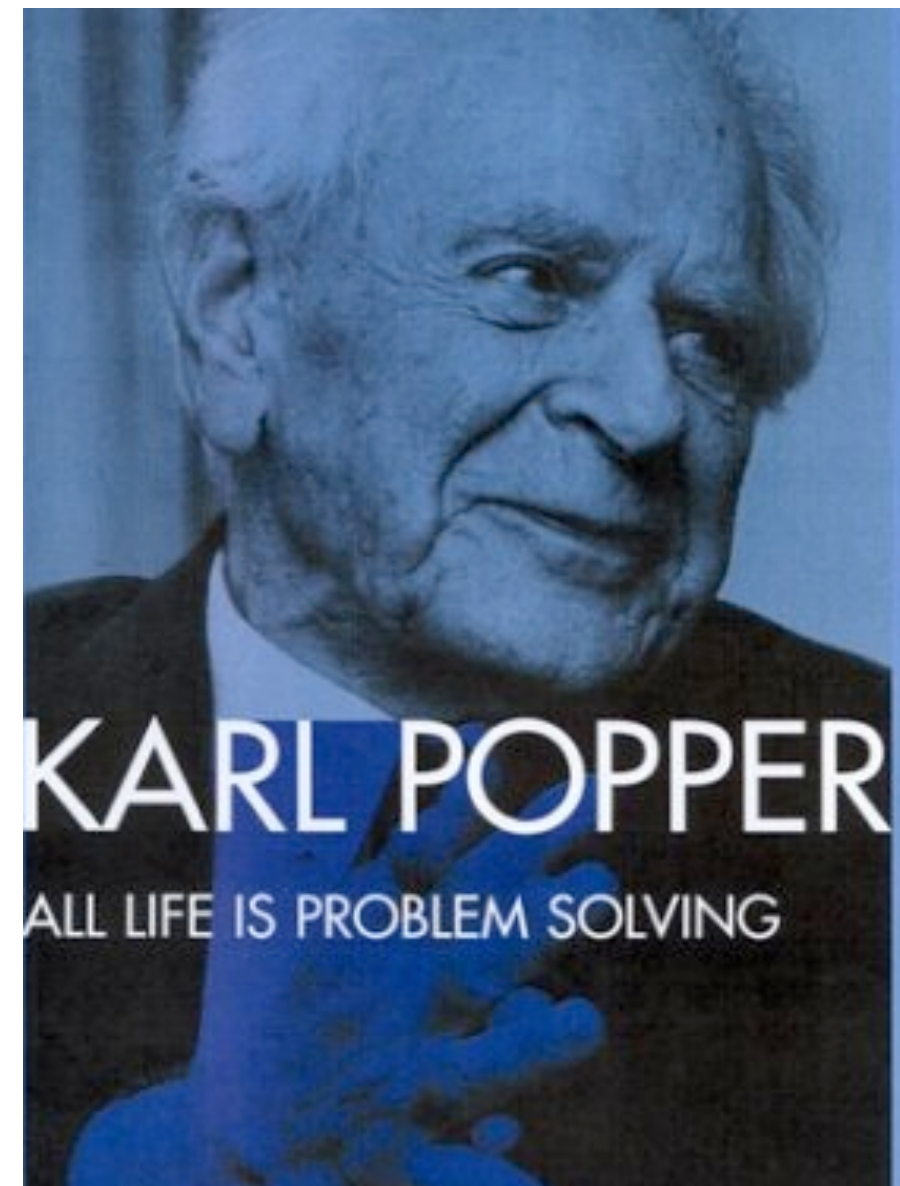
History



- Isaac Asimov: The Foundation Trilogy, 1951
- about a psycho-historian, living in about 12,000 AD
- psycho-history is the science that captures societal development in statistical laws



- Sir Karl Popper: *The Open Society and its Enemies* (1945), *The Poverty of Historicism* (1957)
- no general laws of historical development at the system level, only laws on interaction between people
- open society: devises rules that minimise the risks of bad rulers



- an open society is an *end in itself*, because it takes the interests of its participants at heart (moral stance)
- openness in society is a *means to the end* of fairness, achieved through ‘tinkering’, piecemeal change (pragmatic stance)
- idea: openness as used by Popper has wider ramifications than political philosophy alone

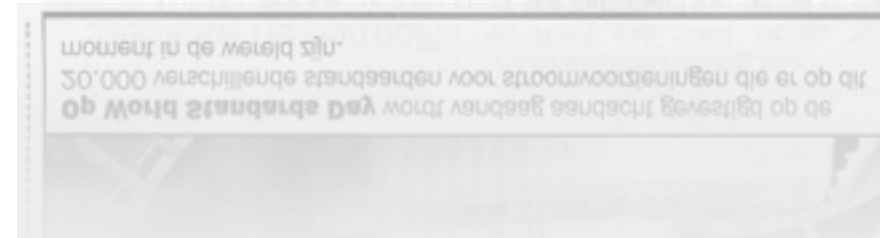


The 'Open Movements'



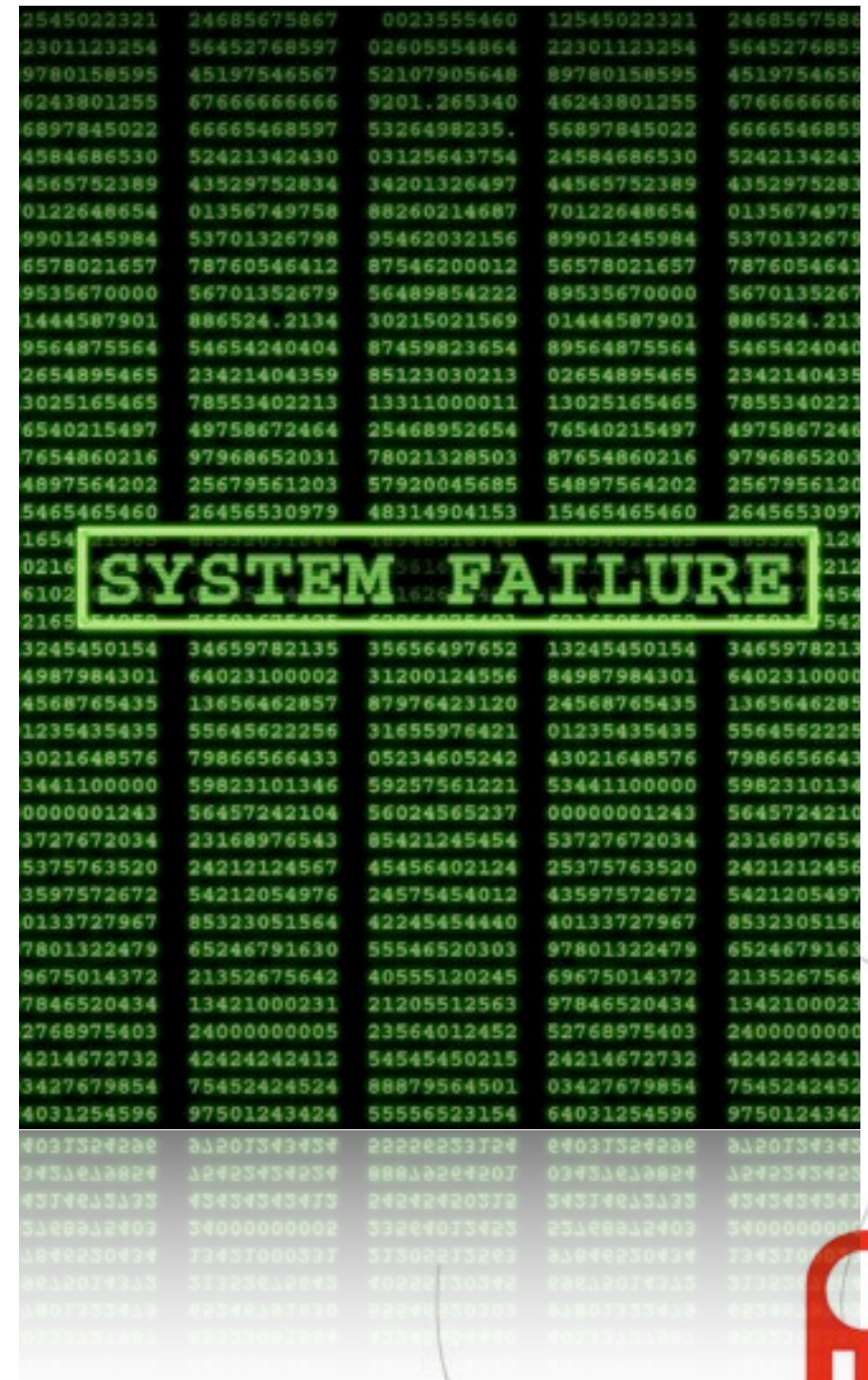
Open Interoperability Standards

- oldest member
- about interoperability
- creates a level playing field for vendors, contra monopolies (moral)
- economic benefits for consumers, more competition, no vendor lock-in (pragmatic)



Open Source Code

- Richard Stallman's Free Software Foundation: software code as public good (moral)
- make money through services, not code; maintain code jointly (pragmatic)



Open Content (OER)

- ‘knowledge is a public good’, Fred Mulder;
‘music should be freely downloadable’,
Swedish Pirate party (moral)
- economy of scales; better quality
(pragmatic)



Open Learning

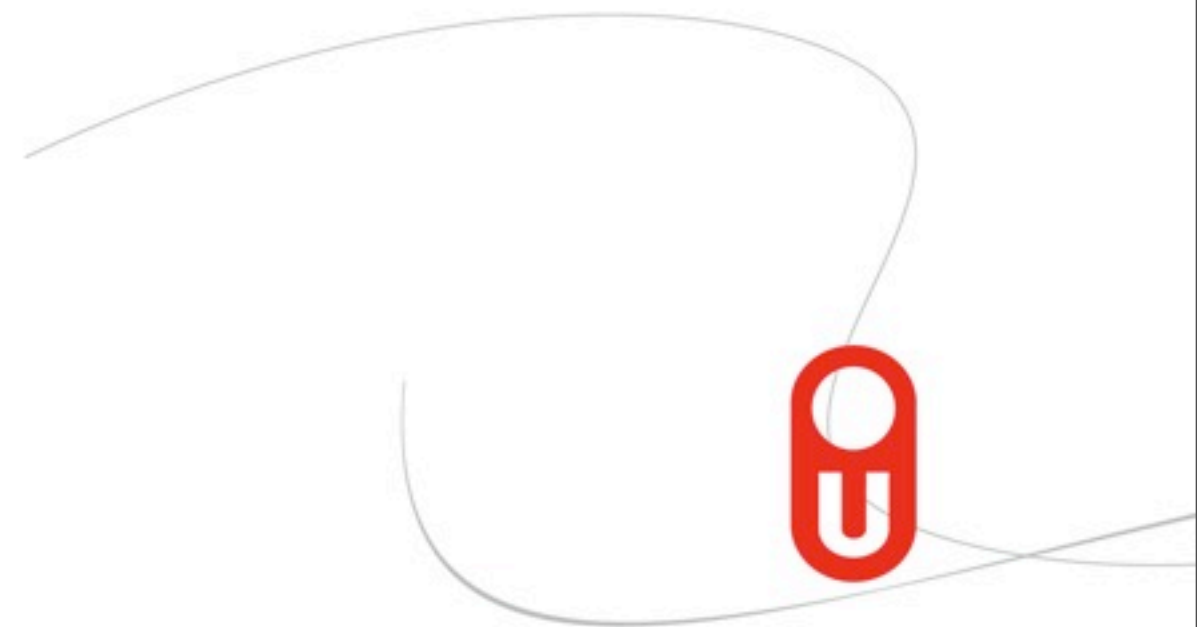
- started in the 1970s and 80s (OU '69, OUNL, OUJ '84)
- access to education for all, self-determination (moral)
- fighting the rising cost of education, seizing business opportunities (pragmatic)



- the open movement is characterised by both a moral justification and pragmatic benefits
- they should remain intertwined, just as in Popper's conception of an open society
- pragmatics without morals degrades into opportunism, morals without pragmatics may turn into 'zealotism'



Open Learning in Learning Networks

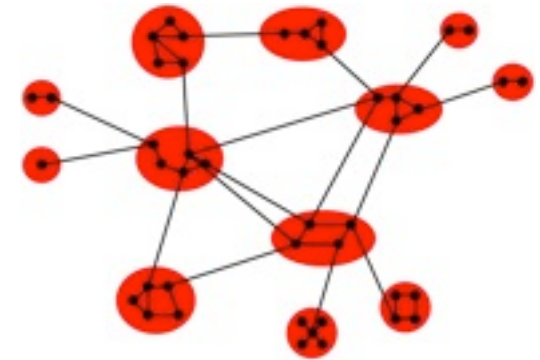


Open Universities

- distance teaching
- second best - no direct interaction among students or teacher and students
- but the advent of fast, affordable networked computers can change all this ..



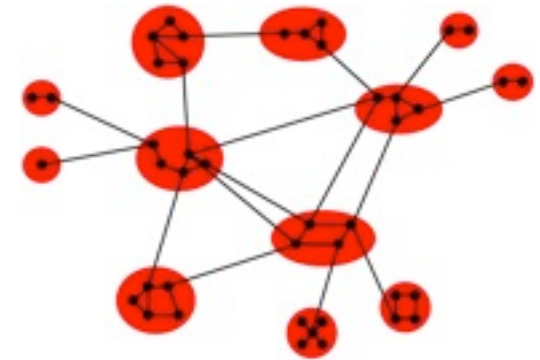
Learning Networks



- Learning Networks, new bid for open learning or professional development
- *distributed*: online networks of partially overlapping communities
- *collaborative*: peers support each other



Learning Networks (2)



- using web 2.0 technologies
- using any resource available, but thriving on open (educational) resources
- using open source-like business model: make money through additional services
- offer room for open innovation



On to my colleagues ...

