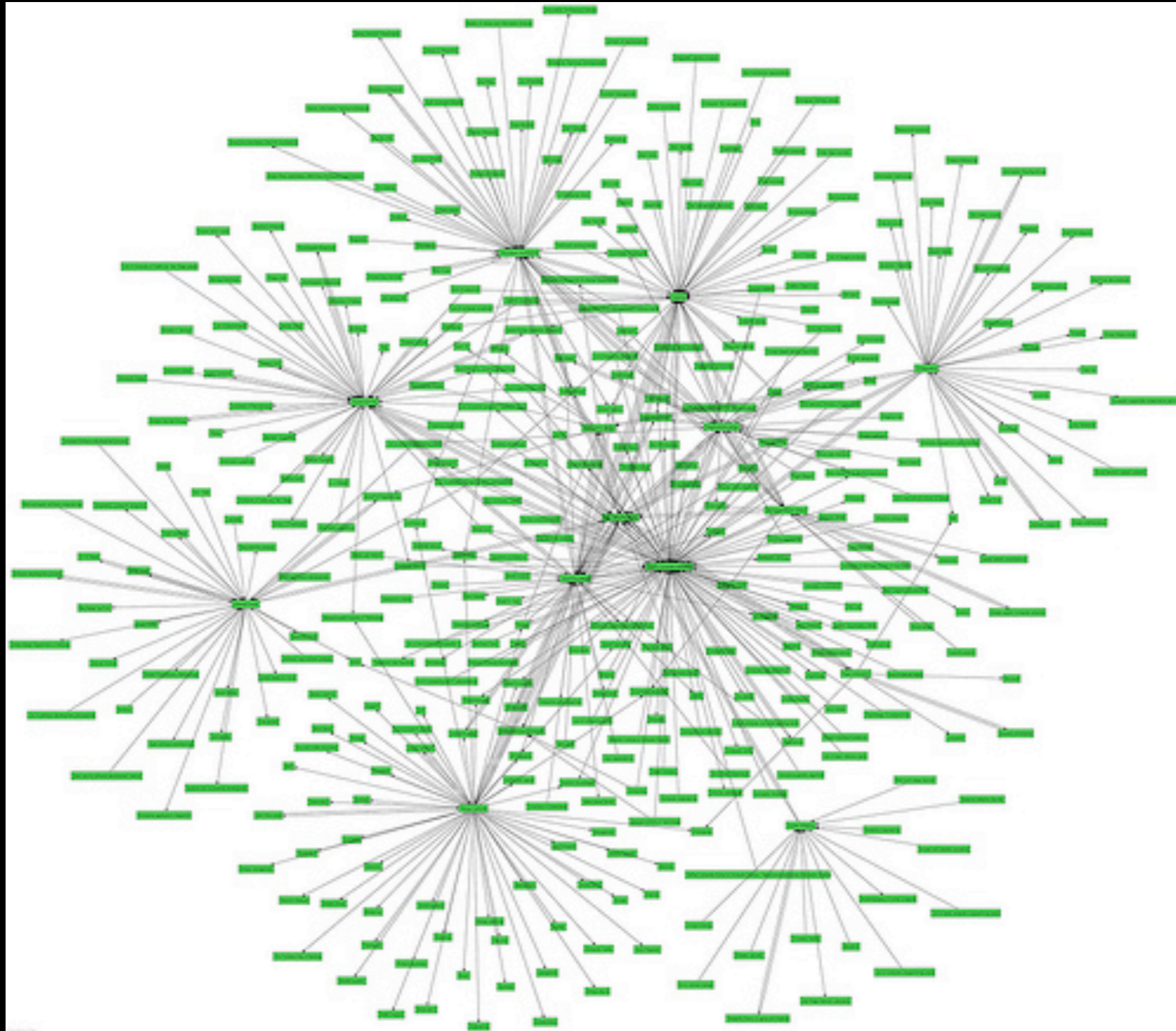


Institutional Knowledge



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by Stian Håklev
for KMDI 1002 summer course, 27/5/10

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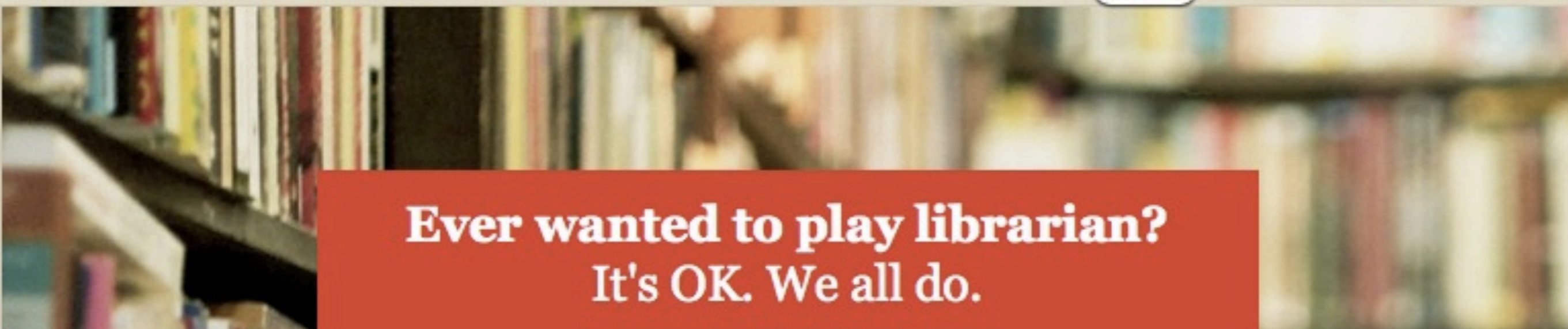
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8.01 Physics I: Classical Mechanics

Fall 1999



Professor Lewin puts his life on the line in [Lecture 11](#) by demonstrating his faith in the Conservation of Mechanical Energy.

Course Highlights

This course features [lecture notes](#), problem sets with solutions, [exams](#) with solutions, links to related resources, and a complete set of [videotaped lectures](#). The 35 video lectures by Professor Lewin, were recorded on the MIT campus during the Fall of 1999. Prof. Lewin is well-known at MIT and beyond for his dynamic and engaging lecture style.

» [Download](#) the complete contents of this course.

Course Description

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Staff

Instructor:
Prof. Walter Lewin

Course Meeting Times

Lectures:
Three sessions / week
1 hour / session
Recitations:
Two sessions / week
1 hour / session

Level

Undergraduate

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Title: Cost Analysis in Education

Authors: Prof. C.B. Padmanabhan

Issue Date: 21-Oct-2008

URI: <http://hdl.handle.net/123456789/25985>

Appears in Collections: [Block-1 : Economics Of Education](#)

Files in This Item:

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Three Generations of Flexible Learning Pedagogies

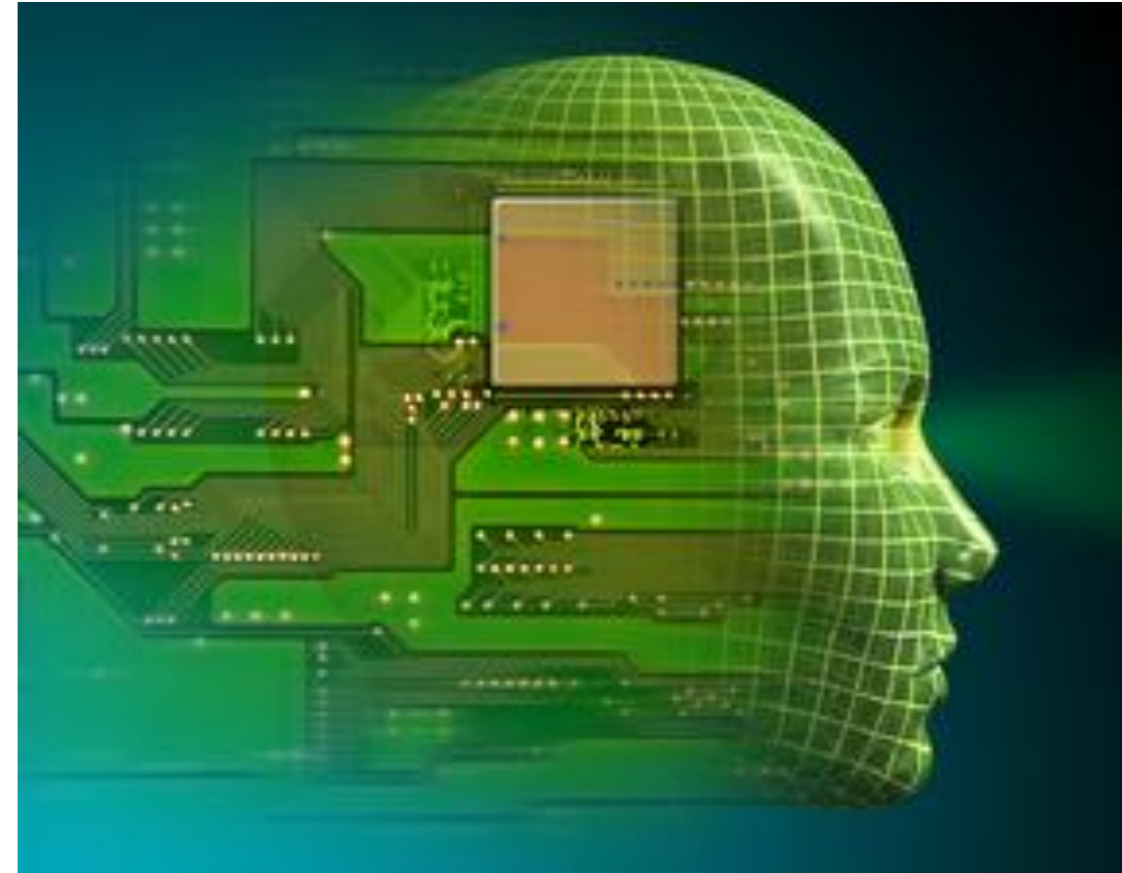
- 1. Behaviourist/Cognitive**
– *Self Paced, Individual Study*
- 2. Constructivist** – *Groups*
- 3. Connectivist** – *Networks and Collectives*



3 Generations Plaque

Enhanced by the “cognitive revolution”

- Chunking
 - Cognitive Load
 - Working Memory
 - Multiple Representations
 - Split-attention effect
 - Variability Effect
 - Multi-media effect
- (*Sorden, 2005*)



“learning as acquiring and using conceptual and cognitive structures” Greeno, Collins and Resnick, 1996

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Open & Free courses are freely available online courses and course materials that enact instruction for an entire course in an online format.



- instructor tools
- case studies
- more

Engineering Statics

Statics is a sophomore level engineering course, offered in all mechanical and civil engineering programs. We study methods of quantifying the forces between bodies, for example parts of mechanical, structural, and biological systems.

LOOK inside	JOIN course
-----------------------------	-----------------------------



- instructor tools
- case studies
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Statistics

Introduces the basic concepts, logic, and issues involved in statistical reasoning. Topics include exploratory data analysis, research methods, probability, and statistical inference. Two versions of the course; eight StatTutor (cognitive tutor) labs.

LOOK inside	JOIN course
-----------------------------	-----------------------------



- instructor tools
- case studies
- more

Causal & Statistical Reasoning

Causal claims permeate everyday life and are constantly the subject of studies reported in the newspaper. This course examines the nature of causal claims and the statistical sorts of evidence used to support them.

LOOK inside	JOIN course
-----------------------------	-----------------------------



- instructor tools
- case studies
- more

Modern Biology

Modern Biology covers topics found in the fields of cellular biology, molecular biology, biochemistry, and genetics. This intro-level course provides the background biology students will need for advanced biology classes.



- instructor tools
- case studies
- more

Chemistry

Offering: Stoichiometry bridge course situated in an authentic real-world problem-solving environment. Chemical equilibrium course proven to improve student performance. Virtual chemistry lab course with over 35 lab assignments.



- instructor tools
- case studies
- more

Economics

The Introductory Economics course is a collection of online experiments and related on-line workbooks which can be used by individual learners or to supplement an instructor lead course.



Anki

Anki is a program which makes remembering things easy. Because it is a lot more efficient than traditional study methods, you can either greatly decrease your time spent studying, or greatly increase the amount you learn.

Anyone who needs to remember things in their daily life can benefit from Anki. Since it is content-agnostic and supports images, audio, videos and scientific markup (via LaTeX), the possibilities are endless. For example:

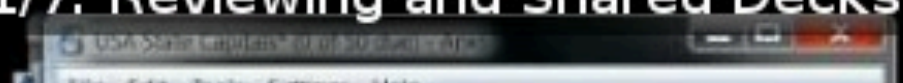
- learning a language
- studying for medical and law exams
- memorizing people's names and faces
- brushing up on geography
- mastering long poems
- even practicing guitar chords!

Thousands of hours of work have gone into developing and supporting Anki. Please consider supporting the author so that Anki can continue to improve.

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Intro Videos

Anki 1/7: Reviewing and Shared Decks



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Intro Open Ed Syllabus

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- 6 Assignments
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 - 6.2 Elective Reading Synopses
 - 6.3 Late Work Policy
 - 6.4 Grading
- 7 Schedule
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 - 7.2 Week 2: Background Readings in Open Education
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 - 7.8 Week 8: Economic Models of Open Education
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 - 7.12 Week 12: Reflecting on Week 11
 - 7.13 Week 13: The Future of Open Education
 - 7.14 Week 14: Reflecting on Week 13
 - 7.15 Week 15: Wrap Up



INST 7150 Introduction to Open Education, Fall 2007

Participants

Please use the "edit" link to the right to list your name, school, email, and blog below. If you don't have a blog, please get a free one from somewhere like [Blogger](#) or [Wordpress](#). A blog is required for this course. (If you need help getting started, go to [setting up a blog](#). On the [discussion page](#) you can introduce yourself. Here is a class participant [ORMI file \(as of Sep 13\)](#) including

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Schedule

[\[edit\]](#)

Week 1 August 27: Why Open Education?

[\[edit\]](#)

[Removing obstacles in the way of the right to education](#)  (Tomasevski, 51 pages)

[Free and compulsory education for all children: the gap between promise and performance](#)  (Tomasevski, 81 pages)

[Testimony to the Secretary of Education's Commission on the Future of Higher Education](#)  (Wiley, 7 pages)

QUESTIONS: In your opinion, is the "right to education" a basic human right? Why or why not? In your opinion, is open *access* to free, high-quality educational opportunity sufficient, or is it necessary to *mandate* education through a certain age or level?

Week 2: Background Readings in Open Education

[\[edit\]](#)

[Giving Knowledge for Free: The Emergence of Open Educational Resources](#)  (OECD, 147 pages)

QUESTIONS: There are no questions this week; you'll answers questions about this week's reading in Week 4.

Week 3: Background Readings in Open Education

[\[edit\]](#)

[Open Educational Practices and Resources: OLCOS Roadmap 2012](#)  (OLCOS, 149 pages)

QUESTIONS: There are no questions this week; you'll answers questions about this week's reading in Week 4.

Week 4: Background Readings in Open Education

[\[edit\]](#)

[A Review of the Open Educational Resources \(OER\) Movement: Achievements, Challenges, and New Opportunities](#)  (Atkins, Brown, and Hammond, 80 pages)

Interviews with:

p.s. I look forward to meeting many of you at [the 2007 Open Education Conference](#) in September!

Antonio Fini

[edit]

I am a teacher and an educational technology consultant. At present I am working at the Educational Technology Laboratory (LTE) of the [University of Florence](#), in Italy, where I teach in post-graduate courses on e-learning and education technology. My primary interests are in Open Source, LMS/LCMS, Learning Objects, learning design. Recently I am very interested in educational implications of Web 2.0, mainly about social networking, learning networks, personal learning environments and Open Educational Resources. I hold a MSc in Education and I am currently engaged in my Ph.D. in "Telematics and Information Society". I maintain a [personal blog](#) and I am the promoter of an online community, growing around LTE, [LTEver](#). I have great expectations from this course but... I am quite worried about the requested application...

p.s. I look forward to meeting many of you at [the 2007 Open Education Conference](#) in September!

Heather Leary

[edit]

I am a PhD student in the Instructional Technology Department at Utah State University (USU). My research interests include problem-based learning, digital libraries, online educational resources, sustainability, and open education. Currently I work full time in the USU Merrill-Cazier Library in the Digital Library Program. I am excited for this class to learn the material David has to present as well as to listen and interact with everyone else. Hopefully I'll be able to meet many of you at the Open Ed Conference in September.

Rick Reo

[edit]

Hi everyone! I have been working for George Mason Univ. (Northern VA 30 miles outside Wash DC) for the past 8 years as an instructional technologist/faculty support staff. I think of myself as an instructional technology generalist and do a little bit of everything. I have a MA in Cultural Anthropology and an Instructional Design M.Ed. My current interests are largely focused on social software tools and pedagogy, which has evolved in the last year to include the Open Content movement.

I also do some adjunct teaching at GMU – large lecture undergrad IT courses, and designed and teach a fully online grad course

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Int'l politics
Open access
Tech&Society
Culture

China
Asia
Libraries
Int'l development

OpenEd: Week 1



certain age or level?

I was excited to enter this course, because in addition to being very passionate about the topic, I was also interested in the method of teaching/taking the class. If I want to understand what different methods of distance/open education work, I cannot just read about other people's experience, I need to try it out myself. And this first week

QUESTIONS: In your opinion, is the "right to education" a basic human right? Why or why not? In your opinion, is open ***access*** to free, high-quality educational opportunity sufficient, or is it necessary to ***mandate*** education through a

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Updates

Hanging out at Sarai, enjoying wifi and airconditioning in Delhi. 4 minutes ago

Just arrived in Delhi. Staying in backpacker ghetto. Off to explore. Here for a week. 4 days ago

Bollytweet #5: Mission Istanbul. Worst plot evah! And ridiculous product placement. Not worth it, even for the bellydance. 7 days ago

Bollytweet #4: Ugly aur pagli. Barely OK remake of Korean "My Sassy Girl". Watch the original! 7 days ago

Going to be away in the villages until about the 3rd. Delhi from about 7th-15th, then

5 Responses to "OpenEd: Week 1"

1. OpenEd: Week 1 - The right to education at Anto's stuff

September 1st, 2007 @ 7:28 e

[...] I see another issue in the background: is education to be considered a new way of colonization? This is a serious problem. We can start from the problem of language, that I consider very important. Stian raised this question, too. For instance, the level of knowledge of English, in Italy, is becoming nowadays a strong discriminant for access to better jobs and opportunities: this course is an example.... This is a problem enhanced by the Internet: most of the valuable educational resources available on the Web are in English. On the other hand, as stated by Stian, it is crucial to preserve contextualization of educational content and practices. [...]

2. OpenEd-Is education a "basic human right"? - Part 4/Conc. - K12 Open Ed

September 1st, 2007 @ 16:19 e

[...] Most have to do with local issues. First, some countries are simply not economically capable of providing universal free education. Beyond that, I think there must be allowances for local issues of culture, society, values, and governance. I don't pretend to know what all those issues are, but I think the specifics need to be defined by local populations. (See Stian's discussion of some of these issues.) [...]

3. Karen

September 1st, 2007 @ 16:24 e

Very thoughtful analysis. Thanks for writing it. (I was starting to think I was the only one who didn't think there was a clear yes or no answer to the question.:)

I appreciate your pointing out the additional resources. I'll check them out.

4. Karen

September 2nd, 2007 @ 16:32 e

It was interesting in your comment on my blog that you said "the process matters more than the final result - like in Wikipedia" As I've been reading

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We are testing a new collaborative video editing tool — see [Help:Collaborative video](#) for more information.

Designing for flexible learning practice

Flexible Learning is a type of curriculum design applied in formal education and training so as to offer people more choice, personalisation and control of their learning to suit particular needs.

This course has been developed by staff in the Educational Development Centre of [Otago Polytechnic](#) and is designed to help both formal and informal learners access and interpret models, research and professional dialogue in flexible learning.

On completing this course you will be designing and developing flexible learning options in your own practice. To participate in this course you will need to keep a blog (see [Assignment One](#) for more information). In formal learning terms this is a level 7 course registered on the [New Zealand Qualifications Authority](#) and is included in the Otago Polytechnic's Graduate Certificate in Tertiary Learning and Teaching. Formal learning participants engage in this course for a period of 15 weeks with an indicative time commitment of at least 6 hours per week. However, some people might prefer to engage in this course informally and to set their own pace through the work using the schedule as a guide. This type of informal engagement is welcome, and arrangements can be made for formal assessment at any time with the course facilitators should you require a formal learning record.

To join this course click the [discussion tab](#) at the top of this page and introduce yourself to the course (you will need to register an account with Wikieducator).



Enjoy the water - Learning to breast stroke, a photo by Tom@HK

Course blog

[Flexible Learning Practice blog](#)

[edit]

- [Week 16: Summary official end of the course](#)
- [Wk 16: June 23-29: Complete Assignments](#)
- [End wk 15. Round up on Presentations etc](#)

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- 2 [Learning objectives](#)
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 - 3.1 [Wk 1: March 3-9: Orientation and introductions](#)
 - 3.2 [Wk 2: March 10-16: What is flexible learning?](#)
 - 3.3 [Wk 3: March 17-March 30: Why we need flexible learning](#)
 - 3.4 [Wk 4: March 31-April 6: Examples of Flexible Learning - distance, correspondence, online](#)
 - 3.5 [Wk 5: April 7-10: Examples of Flexible Learning - part-time, block-blended](#)



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Facilitating online communities

Quick links

To other things relating to this course

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***Facilitation** is a rare and valuable skill to have. It is a service that is often used in conferences, debates, panels and tutorials, or simply where groups of people are meeting and need someone to help negotiate meaning and understanding, and to keep everyone engaged and on task.*

- * *Good facilitation depends on good communication skills.*
- * *Good online facilitation depends on good online communication skills.*
- * *Facilitating online communities... what does that involve?*

This course has been developed by staff in the Educational Development Centre of [Otago Polytechnic](#) and is designed to help both formal and informal learners access and interpret models, research and professional dialog in the facilitation of online communities. After completing this course people should be confident in facilitating online and/or be able to critique and offer advice to other people in the facilitation of online communities.

The next facilitated course starts 28 July 2008.

Participation in this course is open. You will need to have regular access to the Internet and be comfortable with independently completing tasks. To join simply introduce yourself to the [discussion page](#) and include an email address that



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We are testing a new collaborative video editing tool — see [Help:Collaborative video](#) for more information.

Evaluation of eLearning for Best Practice

In this course, we will be focusing on the principles and processes of evaluation, and why it is such an important aspect of best practice in eLearning - what, why, where and how. Plus you will have the opportunity to plan for and conduct a real evaluation which is relevant to your work. This is going to be part of the assessment - an evaluation project, and all activities in the course contribute to this. There is more detail about this further on. Keep one eye on the newsfeed - this will be where announcements for the course will be made.

- **Please register with Wikieducator** and then **click the "discussion tab"** at the top of this page and introduce yourself to the others in the course.
 - Feel free to add items to the weekly schedule which you believe will assist the class or should be covered and/or links to material in the Resources area - remember to include your wiki signature, eg --bron 03:12, 24 February 2008 (UTC) (click the signature button in the editing menu when logged in).
- Use the quick links in the **Contents box** or scroll down to the weekly schedule and content.
- Watch the newsfeed from the Course blog.
- Keep an eye on the Calendar on the Course blog.
- And now for the good news - you will need to spend approximately six to seven hours per week studying.

Assessment and Marking Schedule and Resources

- [Assessment and Marking Schedule](#)
- [Resources](#)

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- 3 [Learning objectives](#)
- 4 [Why do evaluation?](#)
- 5 [Communication in the course](#)



You go first, you're bigger than me

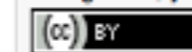


Image courtesy of [foxypar4](#)

Newsfeed

[Evaluation of eLearning for Best Practice course blog](#) [\[edit\]](#)

- [Weeks fourteen, fifteen and sixteen: Write your evaluation report](#)
- [Summary Weeks 12 and 13 - Analysis of data and results](#)
- [Weeks twelve and thirteen: Analysis of data and results](#)
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IPT 692R: Introduction to Open Education

Open Learning at BYU

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Character Classes

Before beginning the Level 1 quests in Week 5, players must select one of four [character classes](#). Each class focuses on a specific area of expertise relevant to open education. The classes are:

- **Artisan** – The Artisan has digital materials production skills in all the necessary Web 1.0 and 2.0 tools of open publishing and open education like HTML, video sharing, podcasting.
- **Bard** – The Bard is the Master of Lore, and is versed in the history, people, and politics of the field of open education. The Bard knows what open educational resources are “out there” as well as what’s available within the university.
- **Merchant** – The Merchant deals with short-term and long-term sustainability issues and business models relating to open education projects.
- **Monk** – The Monk is a student of copyright and licensing arcana and defender of the university brand.
- **Rogue** – The Rogue utilizes digital material production and web dev skills to obtain, reuse, and remix OER, using stealth and cunning to unlock and re-release OER materials that may be guarded or trapped by publishing technology. The Rogue uses adapted versions of the [Artisan’s Quests](#). Thanks to [Jared Stein](#) for this addition!

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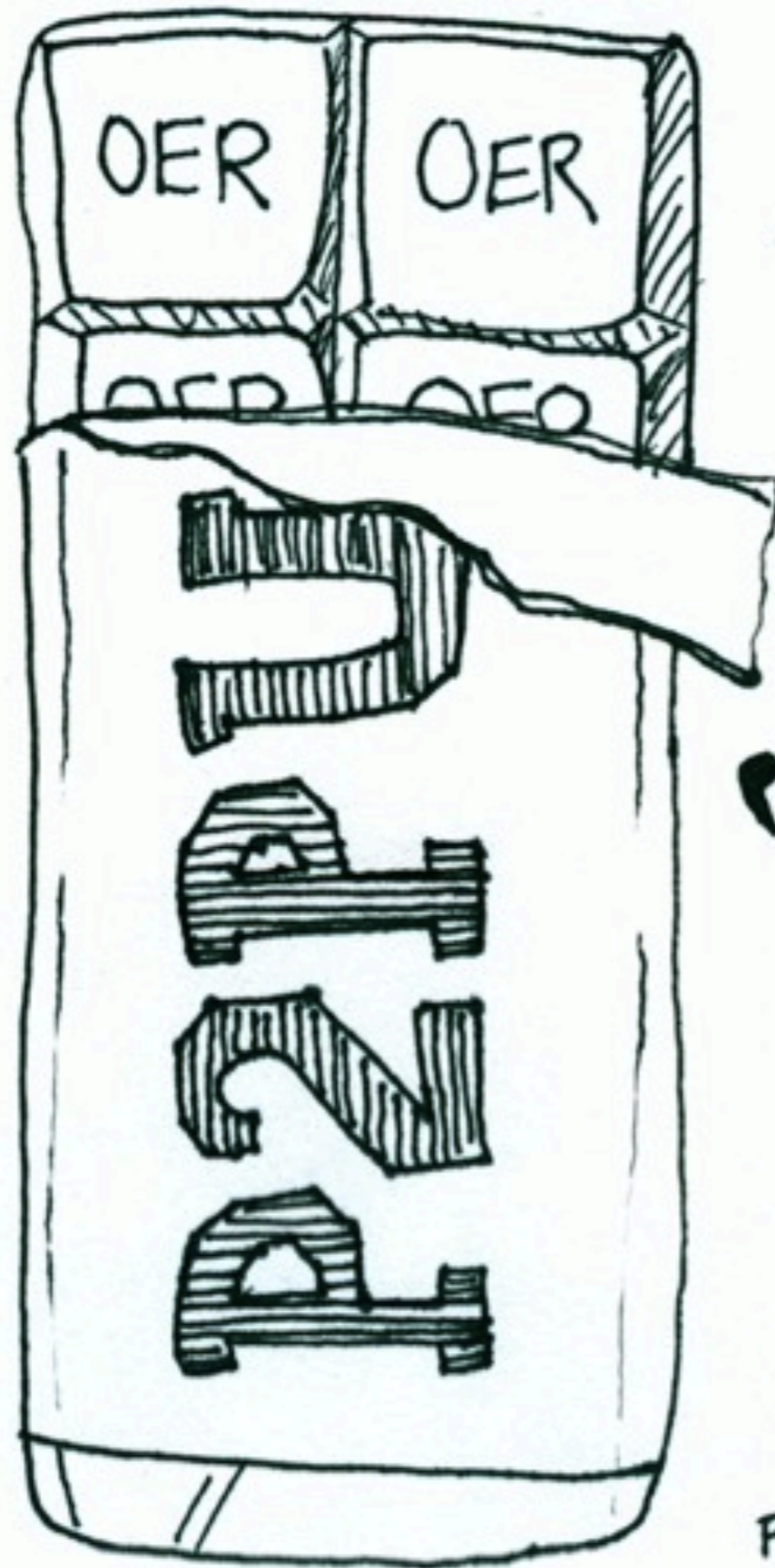
Proponents of Online Education Plan to Start Peer-to-Peer University

By JEFFREY R. YOUNG

Five academics from around the world plan to open a new kind of online university early next year, built upon professor star power and students learning from one another through online social tools. The teachers will be volunteers, the courses will cost next to nothing, and no official credit will be given.

The organizers call it P2P University (for peer-to-peer), and they hope to fill what they see as a gap in online-education efforts by traditional colleges, which often focus more on

The Chronicle of Higher Education, Oct 24, 2008



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Welcome to P2PU - Sign up for our new courses!

We are working hard to get everything ready for the next round of courses, but it's a new website, more courses, a bigger community, two languages, and things will be a little rough around the edges at the beginning. We'll be back to our relaxed and seemingly effortless self by the time courses start. In case, you are looking for our pilot phase courses, despair not! Everything is preserved for eternity at <http://archive.p2pu.org>. The Peer 2 Peer University (P2PU) is an online community of open study groups for short university-level courses. Think of it as online book clubs for open educational resources. The P2PU helps you navigate the wealth of open education materials that are out there, creates small groups of motivated learners, and supports the design and facilitation of courses. Students and tutors get recognition for their work, and we are building pathways to formal credit as well.

About Us

- [About P2PU](#)
- [Advisors](#)
- [Contact Us](#)
- [Frequently Asked Questions](#)
- [Team](#)
- [License](#)

Courses



Start Learning, view our [Open Courses List](#).

Community



Find Your Peers, [Sign Up](#) now.

Contact Us



[Contact Us](#) for any further info.

Recent Courses

[P2PU Lounge - Mar 2010](#)

Sign-up

[Introduction to Finance & Economics - Mar 2010](#)

Sign-up

[Cidadania e Redes Digitais - Mar 2010](#)

Sign-up

[Civic Hacking - Mar 2010](#)

Sign-up

[Climate Resilient Cities - Mar 2010](#)

Sign-up

News

Sign-Up for Cycle 2 has Closed

The sign-up period for Cycle 2 at P2PU has now closed. We're looking forward to a great session of courses - thank you to everyone who has signed up. We'll be posting more information soon, but for now, please be aware that all classes are scheduled to begin on **Friday, March 12th**. If you have any questions, please feel free to give us a shout by using the [Contact Form](#)

Sign-Up for P2PU Extended!

Good news for anyone who can't decide which course to sign-up for - we've decided to extend the sign-up period for another few days. All courses will remain open for sign-up until **Wednesday 3rd of March**. The courses will begin the following **Friday, 12th of March**. But be sure to sign-up quickly - many of the courses are filling up fast!

Sign up is open

Cidadania e Redes Digitais - Mar 2010

[Dashboard](#)[View](#)[Course Material](#)[Discussion](#)[Calendar](#)

You must **register** or **login** in order to post into this group.

Cidadania e Redes Digitais - Mar 2010



Course organiser: [Sergio Amadeu](#)

Sign Up Requirement:

Qual o seu grau de escolaridade?
O que e onde você estudou?
Por que você quer fazer este curso?
(responda em até cinco linhas, por favor)

No of Seats: 10
Opening Date: 2010-02-16
Course Dates: 2010-03-12 - 2010-04-23
Course Status: Open for registration

[Login](#) or [register](#) to post comments

Actions

You must **register** or **login** in order to post into this group.

Members

Summary

Cidadania e o direito à comunicação em rede. O impacto das tecnologias de comunicação e informação no comportamento político. A guerra de padrões e a supremacia dos protocolos. As novas abordagens dos direitos individuais e coletivos: anonimato, privacidade, segurança e propriedade intelectual. A rede mundial de computadores como uma nova Esfera Pública. A emergência da cultura digital, meta-reciclagem, práticas colaborativas e de compartilhamento. A cibercultura nas redes virais. O uso da rede entre comunidades excluídas. Os novos movimentos sociais e de resistência no cenário virtual. Políticas Públicas de Inclusão Digital. A estruturação e a governança da Rede. Regulamentação do Ciberespaço. Geopolítica e Redes: perspectivas para o século XXI.

Course Material

[PROGRAMAÇÃO](#)[COMO SERÁ O CURSO?](#)[INSCRIÇÕES ENCERRADAS - CURSO COMEÇA DIA 12 DE MARÇO](#)

Asssignments

No assignments yet.

Courses – March 2010

Courses – March 2010

Introduction to Finance & Economics
Cidadania e Redes Digitais
Civic Hacking
Climate Resilient Cities
Copyright for Educators, Cycle 2
Creative Nonfiction Writing V2.0: Exploring Conflict through
Open Writing
Green Action: Creating Sustainable Communities
Intro ao Pensamento de Paulo Freire
Intro to Concepts in Behavioral Economics and Decision Making
Introduction to Cyberpunk Literature
Kitchen Science
Managing Election Campaigns
Mashing Up The Open Web
Music Theory 1
Solve Anything! Building Ideas through Design
Transformational Art; The Mural Project

Research possibilities/challenges

Organization of classes: kinds of materials, communication/interaction tools

Motivation, retention

Actual learning happening

Accessibility to different learners

Appropriateness of different subjects/ levels (project-based, OLI-link)

Link between iterations of courses

Pathways to formal accreditation

Alternative ways of demonstrating learning

Groups

Networks

Groups

limited in size (binary, you're in or you're out)
possibly limited in time (12 week class)
internal power structure, explicit or implicit
shared goal?
division of labor/cognitive roles
potential for "shared cognition"
closed to the outer world (to various degrees)
homogenous?

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Networks

no definitive size or time frame
can participate more or less
connections by weak and strong links
great diversity, low homogeneity
driven by self-interest (capitalism,
invisible hand)

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Knowledge Building

Groups

limited in size (binary, you're in or you're out)
possibly limited in time (12 week class)
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Knowledge Building

Networks

no definitive size or time frame
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Connectivism/MOOC

Aspects

Kinds of learners

Openness

Persistent knowledge

Depth of learning / convergence / idea centredness

Motivation

Tools

Kinds of learners

■ SUNDAY, NOVEMBER 13, 2005

Die LMS die! You too PLE!

Question to the PLE: Why do we need a PLE when we already have the Internet? The Internet is my PLE, ePortfolio, VLE what ever. Thanks to blogger, bloglines, flickr, delicious, wikispaces, ourmedia, creative commons, and what ever comes next in this new Internet age, I have a strong online ID and very extensive and personalised learning environment. Actually I think the PLE idea is better envisioned by the futurist concept known as the [Evolving Personalised Information Construct \(EPIC\)](#). I think we already have EPIC, so why do we need the PLE?

from Leigh Blackall's blog



CC BY Bert K @ flickr

Blogging can be very lonely...

TEDxNYED

x = independently organized TED event

About

Speakers

Where & When

Apply

Examining the role of new media and technology in shaping the future of education



Video player controls: play button, volume icon, 11:30 / 18:18, progress bar, 360p resolution, and a share icon.

9-16 of 17



13:59

TEDxNYED - Gina ..



18:18

TEDxNYED - Geor..



15:46

TEDxNYED - Dan ...



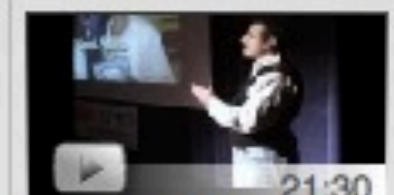
12:14

TEDxNYED - Amy..



12:09

TEDxNYED - Dan ...



21:30

TEDxNYED - Chris..



19:07

TEDxNYED - Lawr..



21:30

TEDxNYED - Chris..

Navigation controls for the playlist: a list icon, a monitor icon, and left and right arrow buttons.

Gary Lewis says:

March 10, 2010 at 8:58 am



Great stuff, George. Thanks.

Here's a question I've wondered about for a while now. How does the CCK* experience translate to learning "at the extremes" (to use a term from Charles Leadbeater)? For example, how does CCK* relate to that 6yr old boy growing up south of Juarez? This is a sincere question. I'd really like to know, because honestly I cannot draw the connections (no pun intended) between them. And without including that 6yr old boy, educational reform or transformation is ill-formed. ... Sounds like TEDxNYED was wonderful. ... Gary

The other 80%

The other 80%

Two kinds



Openness

Openness

- completely open to the world, anyone can read/write
- read-only to the world, course members can write. (alternatively, there could be a mechanism for "world" members to contribute, that would be separate. for example by tagging their external blog posts with a certain tag, and having this sucked into a box on the side, etc)
- only open to the defined group
- within defined group, have conversations that are only open to certain members...

Identity/anonymity

Identity/anonymity


- the world can see everybody's full (real) names
- as above, but using robots.txt or something to prevent Google from indexing the site, to avoid people Googling your name. (Not likely to be a perfect solution, but still an interesting concept, to explore _why_ people are uncomfortable with having their contributions public)
- interesting permutations, like only class mates can see real names, the world only sees a username. (I would love to be able to read the contributions by the class at OISE about OER for example. But I don't really need to know who is behind it, and it doesn't have to be "trackable" back to that person... but for the people in the course, it might be important to be able to link online and in-class contributions etc)
- everyone sees a username, which is constant – an online identity (which can have a profile, get points, be recognized etc). possibly the instructor sees the real person.
- nobody use any usernames at all, every comment is anonymous, like writing on a toilet wall

Persistence/organization of knowledge

Persistence/organization of knowledge

A research portal. In more established fields such as cancer research, there is a consensus map of the structure of the field, the major research questions, and the different sub-communities and associated methodologies. It is possible to place oneself on the map, and to coordinate effort in a well understood way.

Copyright for Educators Pink Group Wiki Space

last edited by  Amy Bauer 4 wks ago

 Page history

Week 6 Discussion Space

Describe one scenario which you currently experience in which copyright is a factor in the use of learning materials. **(I was thinking about professors putting their student's work online – Amy)**

Do one of the following

- Prepare an information sheet for educators in your jurisdiction – identifying relevant exceptions and/or blanket licences. **(this is the one I am interested in doing. What does everyone else think?– Amy)**
- Write a letter to your Minister of Education identifying the issue and suggest ways on how the law may be changed? Refer to other copyrights laws in other countries where appropriate.
- Prepare a plan on how OER can be used to overcome any copyright obstacles in this scenario.

Week 5 Discussion Space

Scenario Week 5

Professor Zanele Dube is employed at the University of Cape Town and has written a fantastic introductory text on integrated weather prediction, a new field, which is evolving very fast. She stores her notes in a Word document, which she prints out for her students at the beginning of the semester. She reviews and updates the text each semester. She is interested in making it available digitally, to save the printing costs, and to allow her students to leave comments directly online, but is worried that others might take it and use in ways that she is not comfortable with. She is happy for others to use and modify her text but she does not want others to get rich from her work. And of course, she feels that she should always be attributed.

She wishes to share the following materials with her colleague Professor Maria Masaba who is based in the United Kingdom.

Can higher-level teaching evaluation avoid disrupting traditional models?

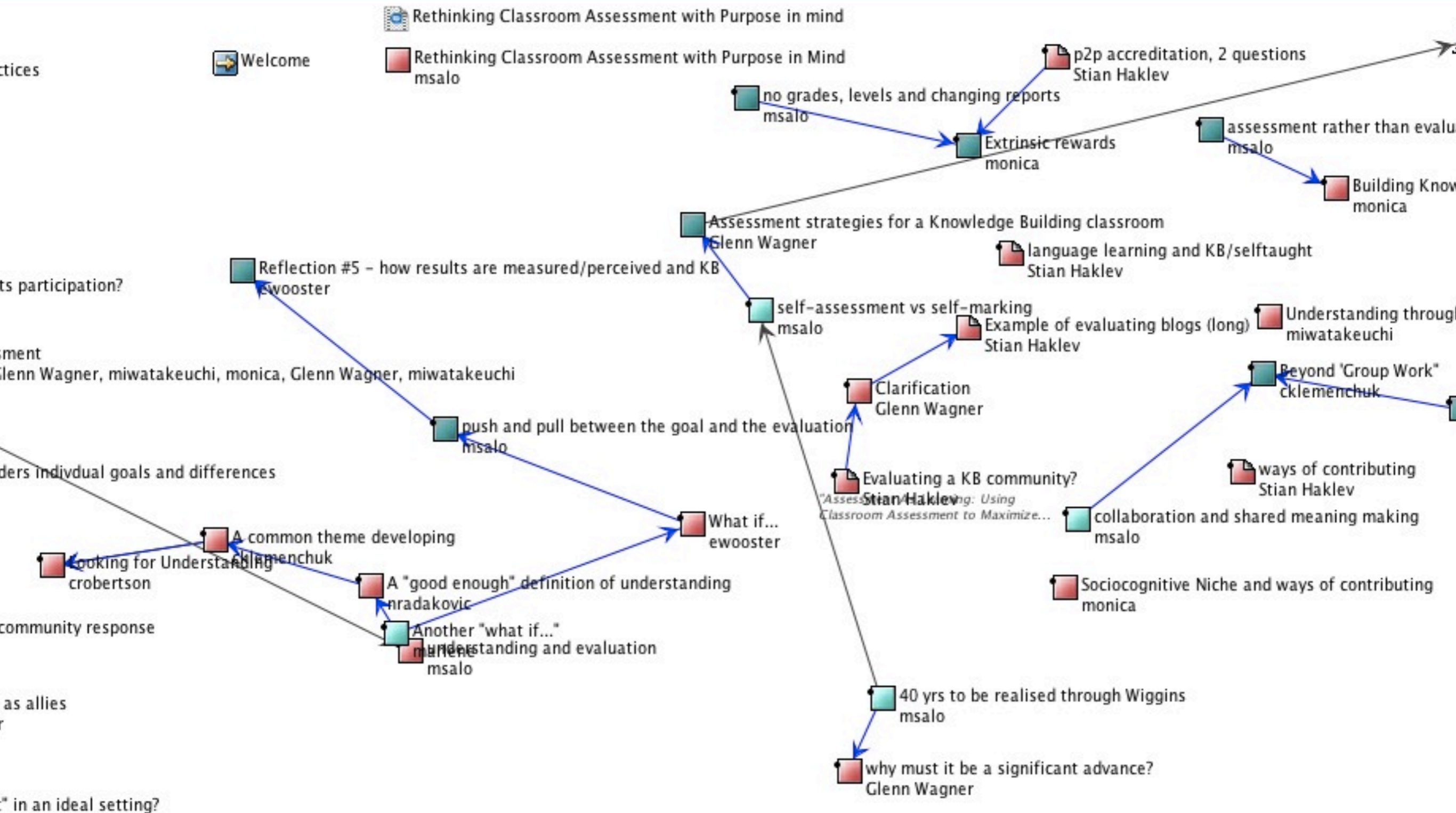
Submitted by

on Tue, 2010-05-11 14:49 [May 11 2010](#) [Community of](#)

[Practice Forum 1](#)

My colleague and I taught our first social media course last fall. My colleague was the content guru with no teaching experience (which was both good and bad). On the positive side, he asked the students to use an application called Squidoo to post blogs and then rate each others blog posts. Innovative approach, perhaps verging on the idea a concurrent evaluation model, as described by Scardamalia, Bransford, et.al. in *New Assessments and Environments for Knowledge Building*, where "concurrent assessment means the assessment is available on demand and instantaneously" (p. 34). However, the students hated it. Some were savvy enough to figure out how the system could be manipulated, resulting in their blog posts reaching the top of the heap, while other, less popular posts, wallowed in obscurity. Their grade depended on where their posts were found in the queue. They were in a mutinous rage, lots of visits to the Dean, etc. I have found that students coming from a traditional classroom environment, with traditional assessment tools, are often the most resistant to change. How might the collaborative learning and assessment described across our readings be engrained early in the learning process to be widely adopted (by both teachers and students alike)?

View: Assessment



evaluation affects participation?
Stian Haklev

Reflection #5 - how results are measured/perceived and KB
Ewooster

Glenn Wagner

language
Stian Haklev

self-assessment vs self-marking

example of eval
Stian Haklev

Note: evaluation affects participation? - Stian Haklev

Note Authors Connections Info History

▼ Theory Building

- My Theory
- I need to understand
- New information
- This theory cannot explain
- A better theory
- Putting our knowledge together
- Aha moment

Problem

We already discussed different ways of evaluating, and how that could be done fairly. One important thing to remember, that we mentioned in class, is how any method of evaluation - even implicit ones - might have an effect on how students use the software.

For example in this class, we have been told that we will be evaluated mainly on participating in knowledge building, but not based on what criteria (I know we were invited to participate in building the curriculum but I am guessing that at the beginning of

Keywords

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Stian Haklev

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[See all News](#)

A Twenty-First Century Education

Hewlett Foundation Adopts "Deeper Learning" Strategy

May 2010



Sha'nice Patterson is a student at City Arts & Technology High School in San Francisco. Before coming to the school, Sha'nice had no interest in education. Now, she's on her way to college.



The Wall of Ideas

Motivation

Tools

Aspects

Kinds of learners

Motivation

Depth of learning / convergence / idea centredness

Openness

Persistent knowledge

Tools

Aspects

Kinds of learners

Motivation

Depth of learning / convergence / idea centredness

Openness

Persistent knowledge

Tools

Thank you!

Stian Håklev

shaklev@gmail.com

<http://reganmian.net/blog>