ELI 2011 Online Fall Focus Session
Open Educational Content: Addressing Challenges and Seizing Opportunities

At-A-Glance Conference Agenda (Note: all times are in US Eastern Time: http://tinyurl.com/timezone)
The Focus Session will take place online at https://educause.adobeconnect.com/elisem (registration and login required).

Wednesday, September 14, 2011	
Session Time (ET)	**Details and Speaker(s)**
12:00 p.m. - 12:15 p.m. 15m	***Focus Session Welcome*** • Malcolm B. Brown, Director, ELI, EDUCAUSE • Veronica Diaz, Associate Director, ELI, EDUCAUSE
12:15 p.m. - 12:50 p.m. 35m	***Open Educational Content: Definitions, Trends, Enablers*** ***Open Educational Resources and the Obama Administration (25 minutes)*** **Hal Plotkin**, Senior Policy Advisor, Office of the Under Secretary, United States Department of Education **Joel Thierstein,** J.D., Ph.D., Senior Advisor and Counsel, Office of the Under Secretary, United States Department of Education This session will review the inclusion of Open Educational Resources as a key component of the Obama administration's Technology Plan and 2020 graduation goal, which is designed to ensure the U.S. once again has the best educated, best-prepared workforce in the world by 2020. Topics covered will include general public policy considerations related to Open Educational Resources, a discussion of the Obama administration's view of the role of government in fostering educational innovations, learning and student success, and a review of current opportunities to improve the quality of teaching and learning, lower costs imposed on students and more fully honor the professional role played by faculty through the embrace of practices associated with the Open Educational Resources movement. This session will address how the Obama administration defines Open Educational Resources, and why? What the Obama administration is doing to support Open Educational Resources, and why? What the future holds for Open Educational Resources? And what administrators, faculty members and others can do to advance the OER movement? ***Follow-Up Q&A with Speaker (10 minutes)***

12:50 p.m. – 1:25 p.m. 35m	***Open Educational Content: Definitions, Trends, Enablers*** ***Dispelling Myths about OER/Open Textbooks (25 minutes)*** **Jacky Hood**, Coordinator, Open Doors Group There are almost more myths about open textbooks than about ancient heroes. Learn the truth behind these misconceptions. This presentation will dispel four myths and touch on several others. This presentation will dispel four myths and touch on several others. OER Myth: Demand is high; supply is low. OER Myth: Commercial use of OER should be discouraged. Open Textbook Myth: An open textbook requires only the efforts and generosity of an author. Open Textbook Myth: All open textbooks are electronic books. Other myths: open textbooks will destroy college bookstores, open textbooks are crowd-sourced by anonymous amateurs, and low cost is the only benefit of open textbooks. During this session participants will understand how supply & demand applies to OER, understand the massive scope of the process of creating a textbook and getting it to students, and realize how important bound textbooks are and their possible role in helping OER cross the chasm to widespread use. ***Follow-Up Q&A with Speaker (10 minutes)***
1:25 p.m. – 1:35 p.m.	***Break (10 minutes)***
1:35 p.m. – 2:10 p.m. 35m	***Open Educational Content: Definitions, Trends, Enablers*** ***Faculty Engagement in UC's Online Initiative (25 minutes)*** **Daniel Greenstein**, Vice Provost, Academic Planning, Programs and Coordination, University of California **John T. Yun**, Director, UC Educational Evaluation Center This session will provide a summary of the University of California's (UC) online initiative and discuss how the project is addressing the challenge of building faculty member support and participation. Through interviews with other institutions and a review of best practices, UC has developed a two-pronged approach to engage faculty actively in the online project: (1) the Academic Senate leadership were consulted and participated in the development of project parameters and goals, and continue to be involved in guiding the project, and (2) the project was designed as a research initiative to explore how online instruction can be most effectively integrated into UC's undergraduate curriculum. Presenters will describe both approaches in detail. Through this session, participants will understand the importance of faculty member engagement in online initiatives, understand strategies that successfully encourage faculty member participation and support, and understand how the project's research initiative is designed. ***Follow-Up Q&A with Speaker (10 minutes)***

2:10 p.m. – 2:45 p.m. 35m	***Open Educational Content: Definitions, Trends, Enablers*** ***Connecting College Faculty to Open Content Repositories: Challenges and Opportunities (25 minutes)*** **Tom Caswell**, Open Education Program Manager, Washington State Board for Community and Technical Colleges (SBCTC) This presentation will describe the Open Course Library, an ongoing project to redesign Washington's 81 highest enrolling college courses as open educational resources. During this multi-year effort, faculty members from the Washington state colleges are creating openly licensed courses using their existing learning management system. These courses will be shared within the 34-college system using a Creative Commons CC-BY license. I will discuss opportunities and challenges we have faces in this ongoing effort. Participants will recognize the role of faculty technology resource centers in many university Open Courseware operations, will understand the need for a simpler, more sustainable approach to creating open educational resources in Washington's community college system, will learn how faculty are using their existing LMS tool to create open educational resources in the Open Course Library project, and will consider the implications of increased use and remixing of open learning resources and the need for tools that make this easier for faculty. ***Follow-Up Q&A with Speaker (10 minutes)***
2:45 p.m. – 3:05 p.m. 20m	***Discussion: Seeking Open Educational Content, Part I*** One of the goals for this ELI focus session is to give you an opportunity to identify specific and concrete ways to begin using open education resources (OER) in your work and curriculum. Focus session activities have three steps: (1) a discussion/brainstorm to identify candidate applications of OER in your work and curriculum; (2) an exploration and discovery of resources using OER repositories and index sites; and (3) drawing up a list of next steps to utilize the resources you have identified. See Activity Workbook for instructions.
3:05 p.m. - 3:40 p.m. 35m	***Open Educational Content: Authoring*** ***Authoring Digital Content For Different Academic Needs*** **Gerard (Gerry) L. Hanley, Ph.D.,** Senior Director, Academic Technology Services, Executive Director, MERLOT, California State University, Office of the Chancellor Although there's a wealth of educational content available from publishers and open educational resource libraries such as MERLOT (www.merlot.org), faculty often need to author additional content to be successful in fulfilling their responsibilities as an instructor, scholar, and academic community member. This presentation will review different

	strategies and tools for faculty authoring disciplinary content for students' learning, faculty authoring pedagogical content for teaching their discipline, students authoring their learning eportoflios, and faculty/staff authoring institutional content for capturing practices. We'll also review how these strategies and tools are components of the California State University's Affordable Learning Solutions Initiative (http://als.csuprojects.org). ***Follow-Up Q&A with Speaker (10 minutes)***
3:40 p.m. – 3:50 p.m.	***Break (10 minutes)***
3:50 p.m. – 4:35 p.m. 45m	***Project Rounds: Open Educational Content: Authoring*** ***Expertiza: Scalable reviewing for student-authored content*** **Ed Gehringer**, Associate Professor, Electrical and Computer Engineering and Computer Science, North Carolina State University (15m presentation) When multiple authors—especially student authors—collaborate to write a single work, quality control is very important. The instructor/editor rarely has time enough to review each contribution multiple times until it measures up. The open-source Expertiza platform distributes the task of reviewing among all the students. Students select topics that they want to write on, and topics that they want to review. They fill out a rubric assessing each submission they are assigned. Then they and the authors engage in a rubric-based double-blind communication about revisions. Expertiza offers metareviewing capability, teamwork and team-member assessment. It offers students copious feedback on their contributions, and provides instructors with a rich variety of information to use in assigning grades. ***And the text keeps evolving ...*** **Barbara Illowsky**, Professor of Mathematics & Statistics, De Anza College (15m presentation) This session will describe the evolution of Collaborative Statistics from a hard copy only text to a Web 1.0 version to its recent Web 2.0 mode. The speaker will include the various enhancements and supplemental materials to the text that have been a result of making the book open. She will explain why she believes that that these enhancements lead to an improved text, increased faculty engagement, better teaching, and, thus, greater student learning. Participants will be able to understand how open educational resources can improve student learning, understand how to include OER at the text or supplemental materials in a course, and understand how authors "win" by making their materials open.

	Kaleidoscope Project, Improving Student Success through Collaborative Open Courses **Kim Thanos**, Principal, Thanos Partners (15m presentation) The NGLC-funded Kaleidoscope Project brings together eight colleges that serve predominantly at-risk students to create and improve general education courses using open educational resources (OER). The project partners propose to improve student success by eliminating textbook costs as an obstacle to access for low-income students. More importantly, the use of OER allows faculty member teams to continually improve Kaleidoscope course designs and materials based on student learning results, creating on-going improvements to student success. This session will provide a brief overview of the benefits and obstacles encountered to date in collaborative course design, use of OER, and measurement of learning results. Participants will also understand a practical model for applying OER to improve student success, will identify approaches to bring OER into existing curriculum, and will identify obstacles that faculty members encounter in adopting OER as well as potential solutions.
4:35 p.m. - 4:45 p.m. 10m	***Follow-Up Q&A with Project Round Speakers: Open Educational Content: Authoring*** • **Ed Gehringer** • **Barbara Illowsky** • **Kim Thanos**
4:45 p.m. – 5:20 p.m. 35m	***Seeking Open Educational Content, Part II*** One of the goals for this ELI focus session is to give you an opportunity to identify specific and concrete ways to begin using open education resources (OER) in your work and curriculum. Focus session activities have three steps: (1) a discussion/brainstorm to identify candidate applications of OER in your work and curriculum; (2) an exploration and discovery of resources using OER repositories and index sites; and (3) drawing up a list of next steps to utilize the resources you have identified. See Activity Workbook for instructions.
5:20 p.m. - 5:30 p.m. 10m	***Focus Session Closing*** • Malcolm B. Brown, Director, ELI, EDUCAUSE • Veronica Diaz, Associate Director, ELI, EDUCAUSE

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Thursday, September 15, 2011	
Session Time (ET)	**Details and Speaker(s)**
12:00 p.m. - 12:10 p.m. 10m	***Focus Session Welcome*** • Malcolm B. Brown, Director, ELI, EDUCAUSE • Veronica Diaz, Associate Director, ELI, EDUCAUSE
12:10 p.m. - 12:45 p.m. 35m	***Open Educational Content: Curriculum Development*** ***Open Education Content Development in Connexions (25 minutes)*** **Richard Baraniuk**, Victor E. Cameron Professor of Electrical and Computer Engineering, Founder and Director, Connexions, Rice University This talk will review the range of different approaches being pursued to develop curriculum using open educational content, including the standard model of authoring individually or in small teams, authoring by large distributed teams, authoring by professional writing organizations, and authoring by "shutouts" from the standard model. Our particular focus will be on content projects in Connexions (cnx.org), one of the world's first and largest open education initiatives. Participants will learn the manifold ways that subject matter experts can contribute to open education projects, the current opportunities and challenges associated with authoring in open education projects, and how to get directly involved in open education content development. ***Follow-Up Q&A with Speaker (10 minutes)***
12:45 p.m. - 1:30 p.m. 45m	***Project Rounds: Open Educational Content: Curriculum Development*** ***Got Open Textbook?*** **Erik Christensen, PE,** Chair, Natural Science Department, Physics Professor, South Florida Community College (15m presentation) This session will focus on my journey of finding, adopting, and using open source educational resources in my physics and astronomy classes over the past three years. Enrollment in my classes is up, my students are happy, and I enjoy having complete control over all content in my courses. We will discuss resource discovery, implementation issues, the pros and cons of using open source materials, and conclude with some recommendations applicable for any stage of open source resource adoption. Participants will realize potential implementation issues, understand the pros and cons of using open source materials, and appreciate the joy of teaching with adaptable curriculum.

	Opening Digital Paths to Better Communication **Phil Venditti**, Faculty, Speech Communications, Clover Park Technical College and **Lindsey Cassels**, Student (15m presentation) Public speaking constitutes communicating effectively back and forth with other people, including strangers. This session describes four steps in creating a digitized introductory public speaking course, each of which also entails such interchange: 1) gathering information; 2) consolidating materials; 3) testing and disseminating a pilot course; and 4) further expanding and modifying the course. The result, part of the Open Course Library based in Washington State, enables diverse students to observe, emulate, and enlarge upon examples of excellent public speaking. A student who's completed the pilot course will share what she experienced in it. Participants will identify components and strengths of the Open Course Library OER project based in Washington State, identify four steps in digitizing an introductory college course, identify challenges and opportunities specific to digitizing a public speaking course, and identify students' experiences in an introductory digitized college public speaking course. ***Advancing Undergraduate Chemistry Education with Dynamic Open-Access ChemWiki HyperTextbooks*** **Delmar Larsen**, Assistant Professor, Department of Chemistry, UC Davis (15m presentation) Rapidly rising undergraduate fees and textbook costs are factors impeding access to higher education for many students, especially those from under-served and at-risk populations. The ChemWiki is a collaborative approach toward chemistry education where an Open Access textbook environment is constantly being written and re-written partly by students and partly by faculty members to result in a free and eventual high-quality Chemistry textbook to supplant conventional paper-based books. The ChemWiki is multifaceted, highly flexible, and adaptable to any level or course in chemistry and uses established Wiki technology to facilitate the mass collaborative effort necessary to provide this flexibility.
1:30 p.m. - 1:45 p.m. 15m	***Follow-Up Q&A with Project Round Speakers: Open Educational Content: Curriculum Development*** • **Erik Christensen** • **Phil Venditti and Lindsey Cassels** • **Delmar Larsen**
1:45 p.m. – 2:00 p.m.	***Break (15 minutes)***

2:00 p.m. - 2:35 p.m. 35m	***Open Educational Content: Evidence of Impact*** ***From Creation to Use: A Framework for the Study of OER in Teaching and Learning (25 minutes)*** **Lisa Petrides, Ph.D.**, President And Founder, The Institute for the Study of Knowledge Management in Education (ISKME) Early research on the creation and use of open educational resources has focused on the potential cost savings of educational content as well as on issues of improved access to freely available high quality content. This presentation will provide evidence from six years of research that suggests that the greatest impact of using OER may be not only in the reduction of costs and increased access to education, but on how OER intentionally or unintentionally is serving as a catalyst for transformative processes within teaching and learning. Specifically, research has shown the impact of OER on continuous improvement of resources, increased collaboration, knowledge sharing, and the development of new learning models. ***Follow-Up Q&A with Speaker (10 minutes)***
2:35 p.m. - 3:20 p.m. 45m	***Project Rounds: Open Educational Content: Evidence of Impact*** ***Open Educational Content: Evidence of Impact - Innovative Open Textbook Solution*** **Bob Livingston, PhD,** Professor, Co-Chair, Business Administration, Cerritos College (15m presentation) Cerritos College is dedicated to implementing technology solutions that make it easier and more affordable for students to gain the knowledge and skills they need for a successful career. It's central to our mission to serve the community by building futures through learning. The session will review our pilot study of open-source textbooks showing initial improvements in retention, especially for online learners. ***Understanding and Measuring the Impact of Open Content Initiatives at the CSU*** **Deone Zell,** Professor of Management, and Director of the Faculty Technology Center at California State University, Northridge (15m presentation) The CSU has embarked on a number of initiatives aimed at creating, sharing and using open content teaching materials through avenues such as Merlot, Flat World Knowledge, and others. This session will describe these initiatives, present a framework for understanding and assessing the impact of these initiatives on student success, and share early findings, remaining questions, and future plans. Participants will be able to identify several open content initiatives under way in the CSU, describe a framework for understanding the impact of open content on student success, recognize initial findings regarding the impact of open content initiatives, and explain complexities and remaining challenges around measuring the impact of open content.

	Moving to Digital Course Content: The Importance of Access and Open Textbooks **Andrew Feldstein**, Assistant Professor of Marketing, Reginald F. Lewis School of Business, Virginia State University (15m presentation) In Fall 2010 and Spring 2011, faculty from 9 schools of business elected to adopt Flat World Knowledge digital content to replace traditional textbooks in their courses. A unique seat-license program, taking full advantage of the Creative Commons license, allowed students access to digital content in a variety of formats. The year-long pilot program provided a number of insights into student behaviors around course content. This talk describes various metrics that were used to gauge patterns of student behavior as they registered for, and downloaded course. We will discuss the implications of these findings and student reactions to the move from paper bound to digital content. Participants will be introduced to ways to use data gained by tracking digital registration and downloads, gain an awareness of student behaviors as they interact with digital content, and identify potential issues created when course content is provided in a digital format.
3:20 p.m. - 3:35 p.m. 15m	***Follow-Up Q&A with Project Round Speakers: Open Educational Content: Evidence of Impact*** • **Bob Livingston** • **Deone Zell** • **Andrew Feldstein**
3:35 p.m. – 3:50 p.m.	***Break (15 minutes)***
3:50 p.m. – 4:45 p.m. 55m	***Seeking Open Educational Content, Part III*** One of the goals for this ELI focus session is to give you an opportunity to identify specific and concrete ways to begin using open education resources (OER) in your work and curriculum. Focus session activities have three steps: (1) a discussion/brainstorm to identify candidate applications of OER in your work and curriculum; (2) an exploration and discovery of resources using OER repositories and index sites; and (3) drawing up a list of next steps to utilize the resources you have identified. See Activity Workbook for instructions.
4:45 p.m. - 5:00 p.m. 15m	***Focus Session Closing*** • Malcolm B. Brown, Director, ELI, EDUCAUSE • Veronica Diaz, Associate Director, ELI, EDUCAUSE

For more information on ELI events, go to http://www.educause.edu/eli/events