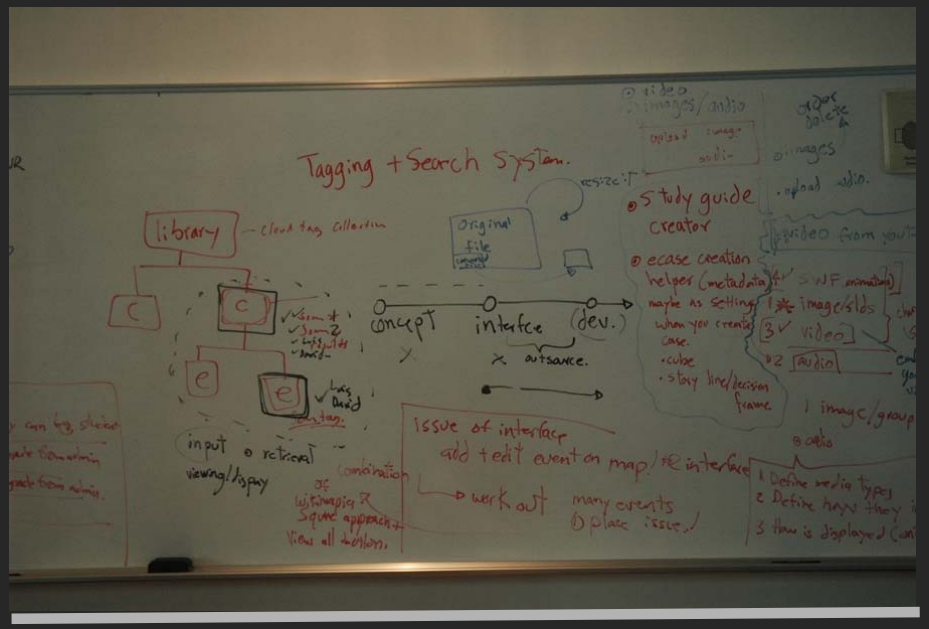
# UNU Media Studio

Mission:

Develop and share engaging online [open] educational content using innovative methodologies.

# How to share creatively?



# Creative Commons Licenses


UNU is moving towards becoming a 100% Creative Commons licensed entity.

You have to get creative when.....

You want to communicate complex ideas.....

In an engaging manner....

But you have limited resources.....

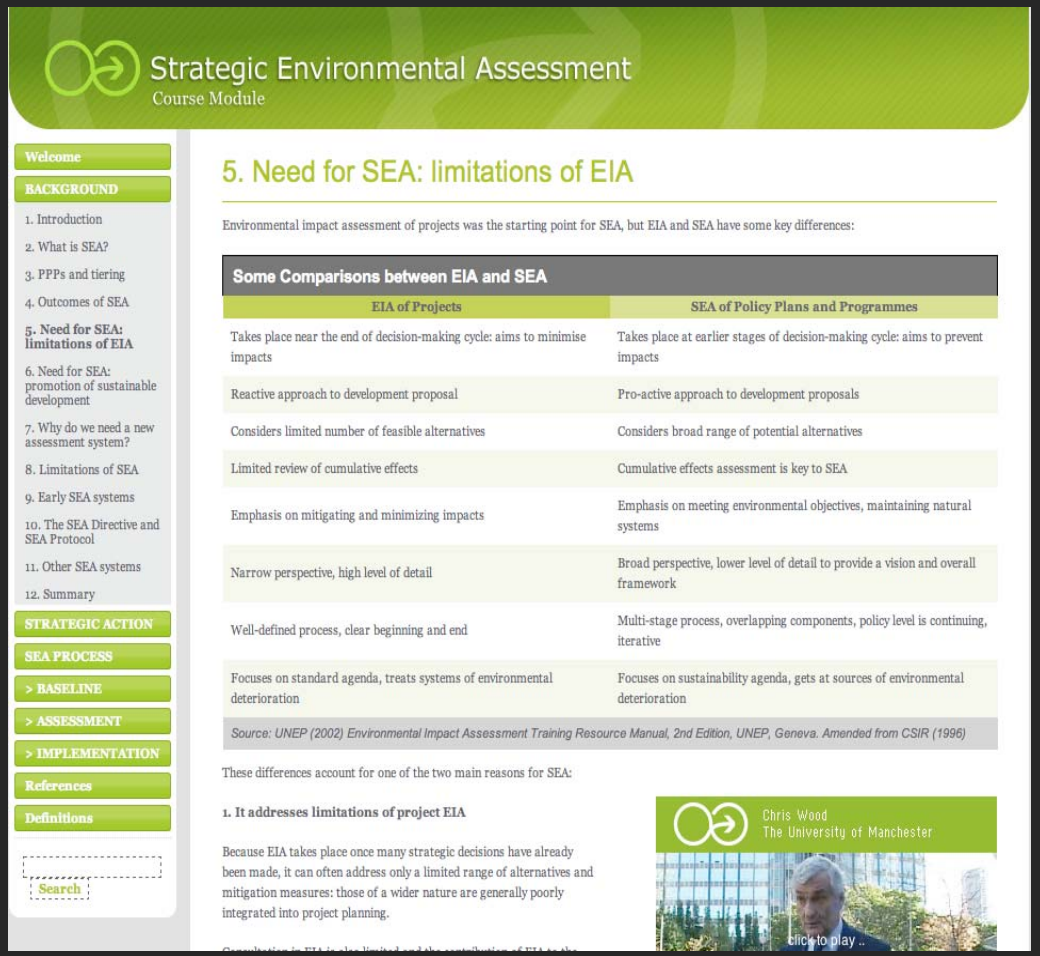
One answer is.....

# Collaboration

# Some examples


An e-case study and video documentary

collaboration with the University of Guadalajara



Strategic Environmental Assessment
Course Module

Welcome
BACKGROUND
1. Introduction
2. What is SEA?
3. PPPs and tiering
4. Outcomes of SEA
5. Need for SEA: limitations of EIA
6. Need for SEA: promotion of sustainable development
7. Why do we need a new assessment system?
8. Limitations of SEA
9. Early SEA systems
10. The SEA Directive and SEA Protocol
11. Other SEA systems
12. Summary
STRATEGIC ACTION
SEA PROCESS
> BASELINE
> ASSESSMENT
> IMPLEMENTATION
References
Definitions
Search

## 5. Need for SEA: limitations of EIA

Environmental impact assessment of projects was the starting point for SEA, but EIA and SEA have some key differences:

**Some Comparisons between EIA and SEA**

| EIA of Projects | SEA of Policy Plans and Programmes |
|---|---|
| Takes place near the end of decision-making cycle: aims to minimise impacts | Takes place at earlier stages of decision-making cycle: aims to prevent impacts |
| Reactive approach to development proposal | Pro-active approach to development proposals |
| Considers limited number of feasible alternatives | Considers broad range of potential alternatives |
| Limited review of cumulative effects | Cumulative effects assessment is key to SEA |
| Emphasis on mitigating and minimizing impacts | Emphasis on meeting environmental objectives, maintaining natural systems |
| Narrow perspective, high level of detail | Broad perspective, lower level of detail to provide a vision and overall framework |
| Well-defined process, clear beginning and end | Multi-stage process, overlapping components, policy level is continuing, iterative |
| Focuses on standard agenda, treats systems of environmental deterioration | Focuses on sustainability agenda, gets at sources of environmental deterioration |

*Source: UNEP (2002) Environmental Impact Assessment Training Resource Manual, 2nd Edition, UNEP, Geneva. Amended from CSIR (1996)*

These differences account for one of the two main reasons for SEA:

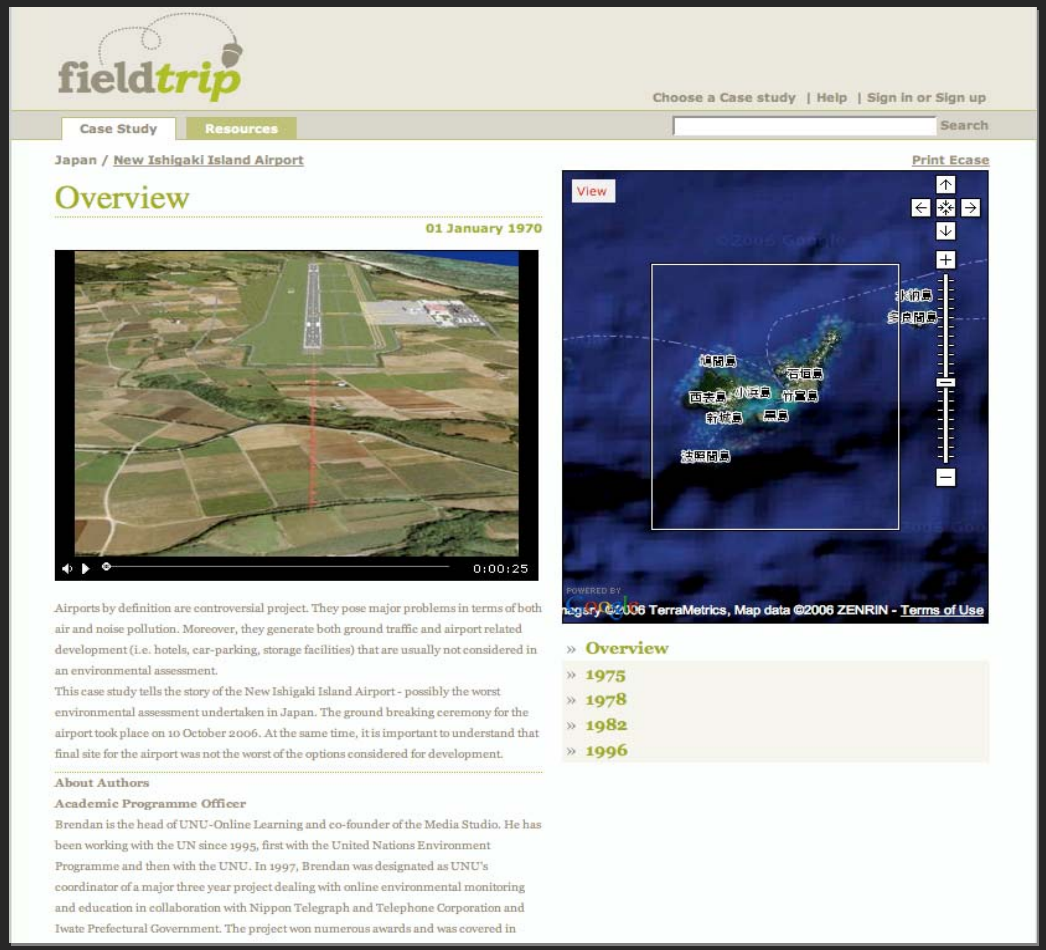
**1. It addresses limitations of project EIA**

Because EIA takes place once many strategic decisions have already been made, it can often address only a limited range of alternatives and mitigation measures: those of a wider nature are generally poorly integrated into project planning.

Chris Wood
The University of Manchester
click to play ..

# Building courses using Wordpress

# Collaboration with Oxford Brookes University, RMIT and University of Joensuu




Development of a web-application called Fieldtrip.....

Meso-American Network of Biotic Resources has been involved in initial testing


UNU Opencourseware portal using eduCommons

Collaboration with all UNU research and training centres/programmes

We are motivated by the desire to....

Collaborate with others anywhere in the world.....

Publish from any location with Internet access

Extend and update content at any time

Save money (or use the funds more efficiently and effectively)

We have begun to talk of a .....

Global Learning Space

At WSIS, Hans van Ginkel said that a.....

“global learning space will evolve out of .... online educational projects that promote collaboration between a diverse range of institutions.”

# A Space for Global Learning

- combines **global reach** using modern communication technologies with **global and local perspectives**

Hans van Ginkel also talked of a Promethean task...

“....to create an Information Society open to all...”

open networks, open source software, open content, open standards...

Perhaps through openness

we can unleash massive

collaboration?

# Asia Pacific Initiative

United Nations University

Keio University

University of Ryukyu


Asian Institute of Technology

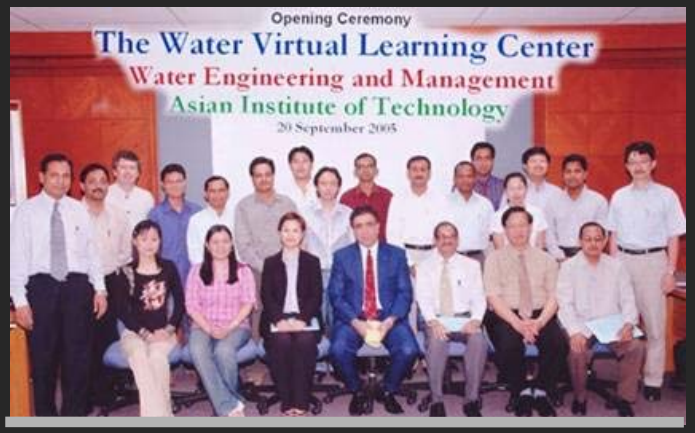
University of Hawaii

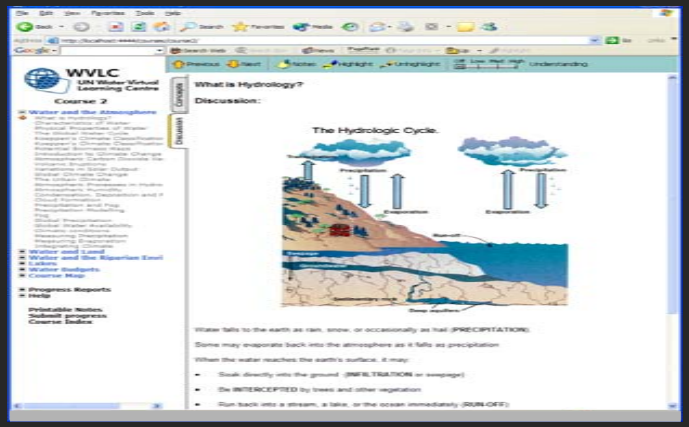
Asian Developm't Bank

University of the South Pacific

National University of Samoa

# Water Virtual Learning Centre



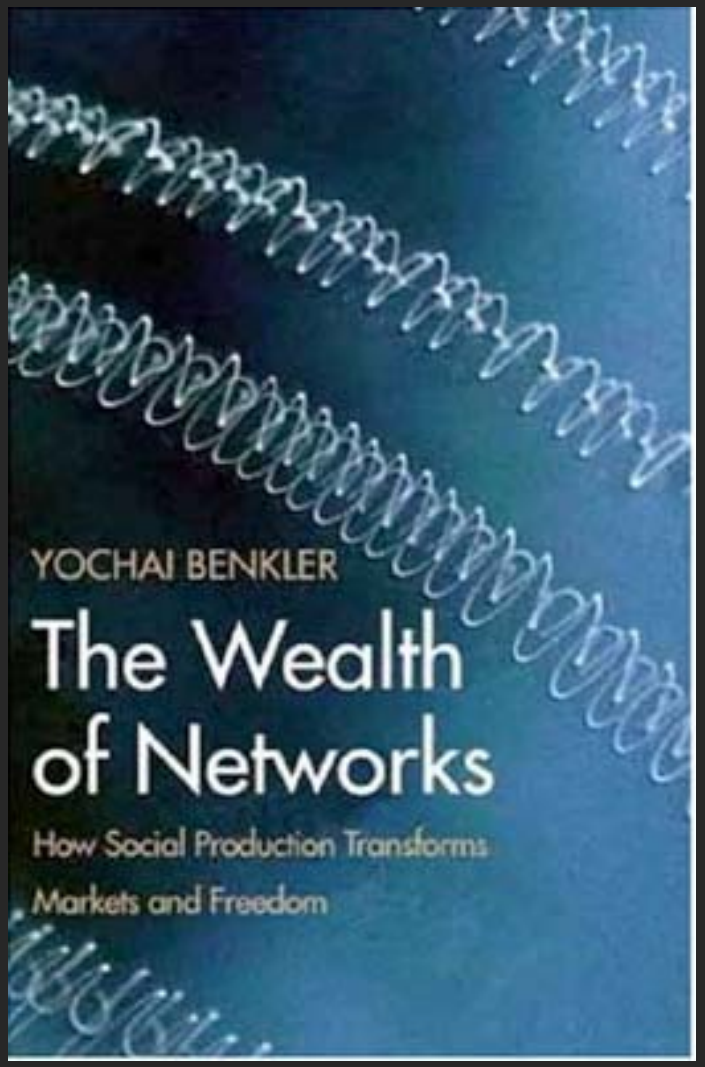



# UNU-Global Virtual University

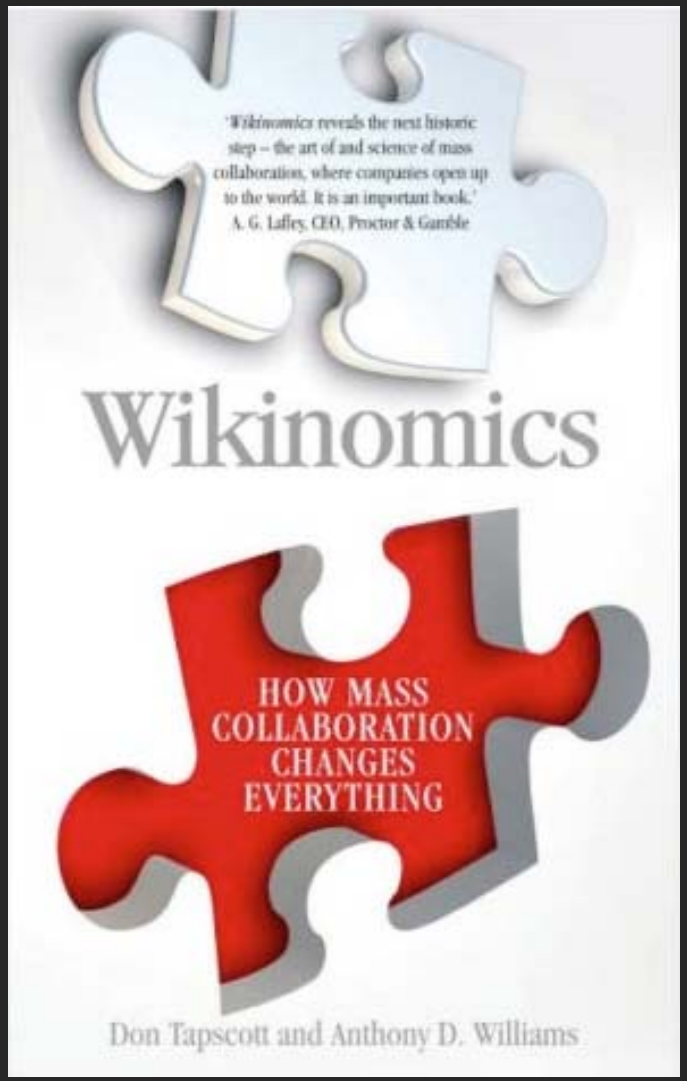
But this is just the start...

Internet and Web driven changes offer new opportunities.....

if harnessed properly for important global goals...



.... part of the current movement promoting openness, collaboration and sharing.....




But for education and learning, this may be a Pandora's box.....

What will we find when we open it.....

All the ideas, like web 2.0, e-learning 2.0, education 3.0

..... sound very nice...

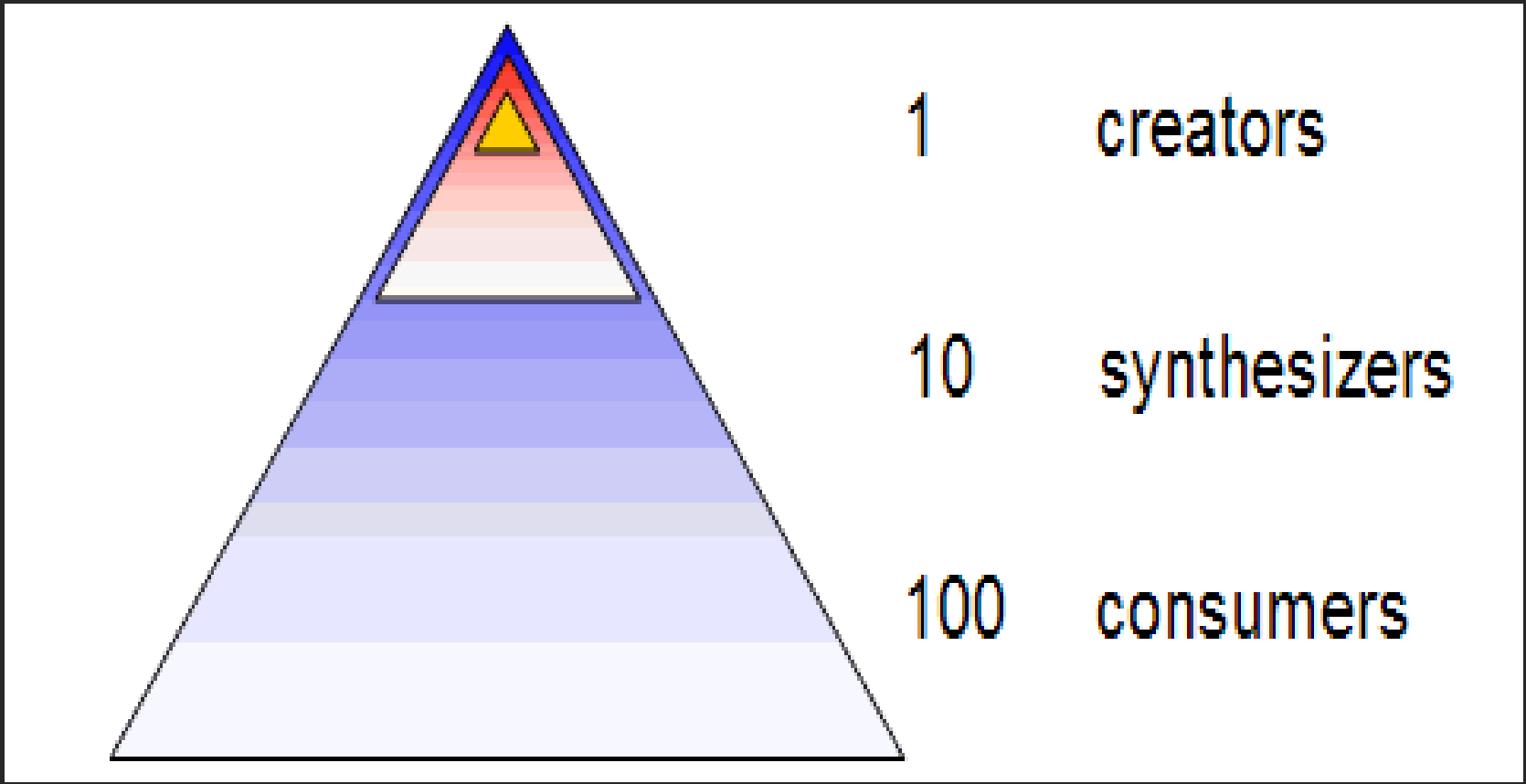
But there are
immense challenges...

For instance…

- How open?
- Wiki’s are easy to create, difficult to populate
- Spam, hacking, inappropriate content
- Echo-chamber, hive mind….
- Lot of tech knowledge required for individual learner or teacher

1%

# Breakdown of web users



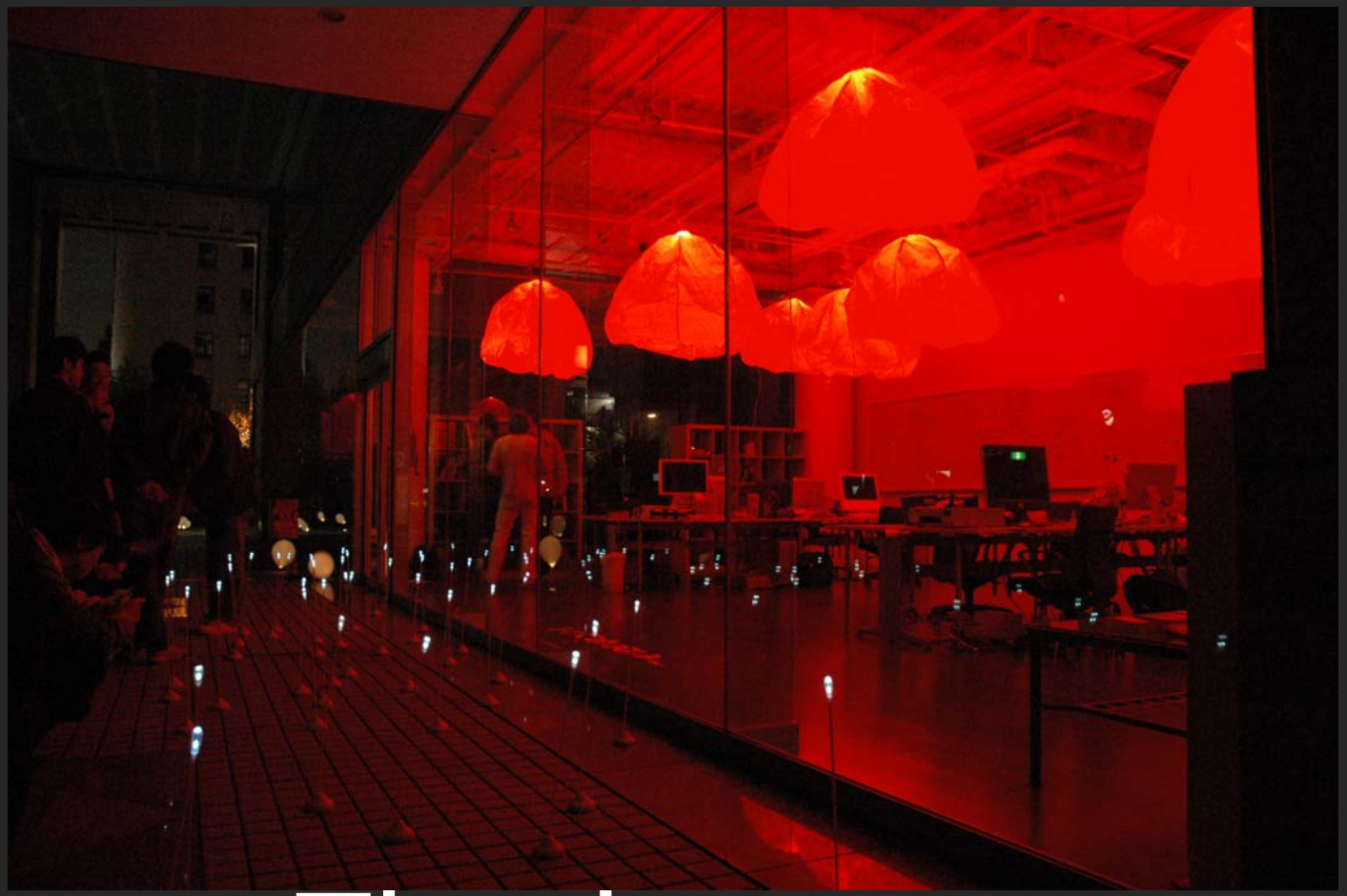

Source:
http://www.elatable.com/blog

This applies to wikipedia, YouTube, blogging, etc.

How can we encourage more people [students and teachers] to
create
collaborate
contribute
participate?

Or are we talking about the benefits for a relatively small group of connected, like minded people?

“Be an opener of doors for such as come after thee.”
Ralph Waldo Emerson (poet)



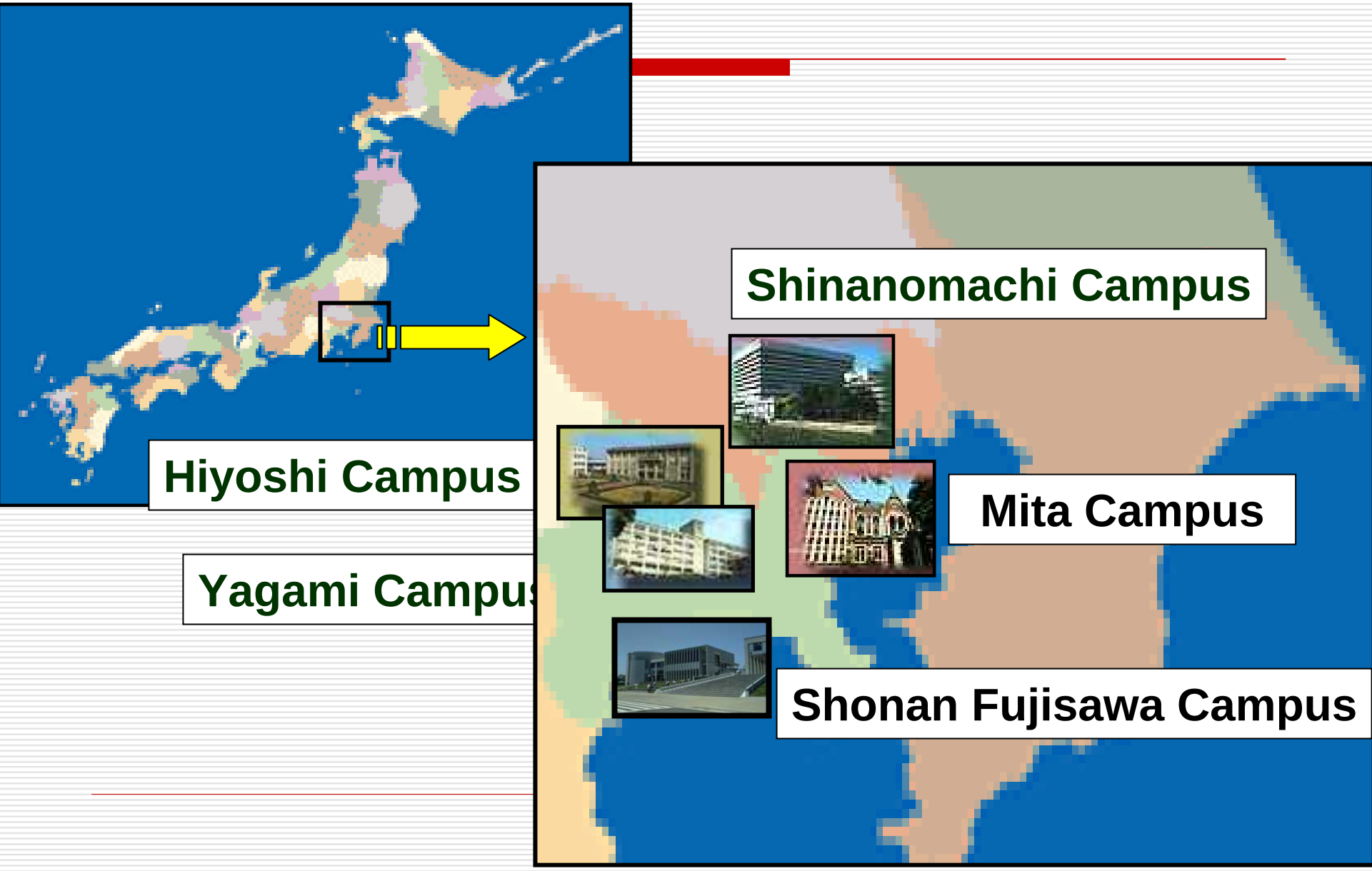
Thank you

# e-learning in Keio University

Hideyuki Tokuda
Keio University
*hxt@sfc.keio.ac.jp*
*http://www.ht.sfc.keio.ac.jp/~hxt*

© H.Tokuda 2007

# Five Campuses in Keio Univ.



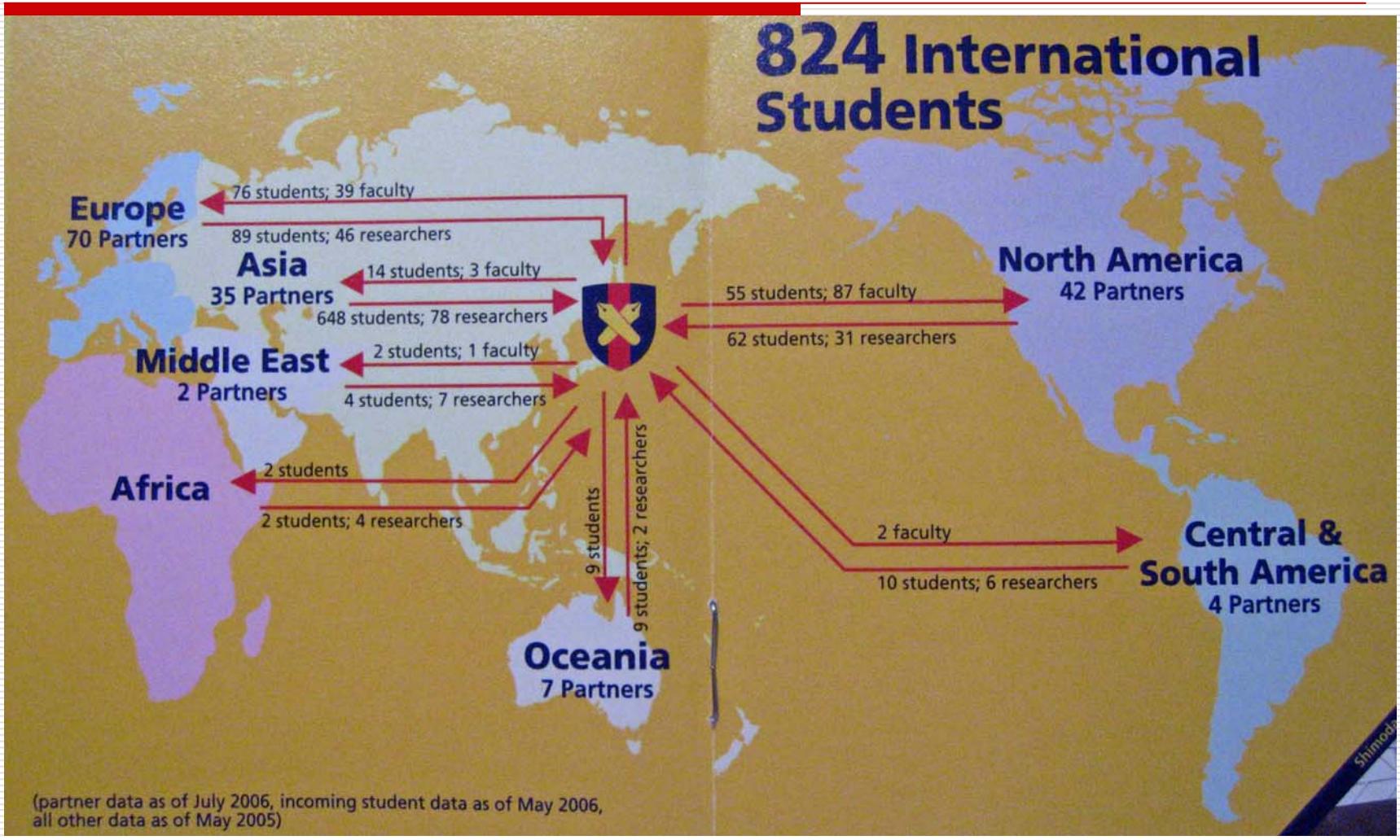
# Shonan Fujisawa Campus (SFC)

# Keio University

- Established in 1858
- Founded by Mr. Yukichi Fukuzawa
- The oldest university in Japan
- ~4,600 Faculty and Staff members
- A member of the Association of Pacific Rim Universities (APRU)
- The Keio System
  - Affiliated 1 Elementary school, 3 Junior high schools and 5 Senior high schools
  - 9 Schools (28,000 students)
    - Letters, Economics, Law, Business & Commerce, School of Medicine, Science & Tech., Policy Mgt, Environmental Info., Nursing & Medical Care
  - 11 Graduate Schools (4,200 students)
    - Letters, Economics, Law, Business & Commerce, School of Medicine, Science & Tech., Business School, Media & Governance, Health & Sport Mgt, Law School

© H.Tokuda 2007

# ~160 International Partners




© H.Tokuda 2007

# Higher Education Reform in Japan (1991~)

- Deregulation by Japanese Government in 1991
- National Universities to become “Independent Administrative Corporations”
- More Competition-based Research Funding
- Growing Needs and Competition for Collaboration among Industry, Government, and Academia
- Competition in newly established Professional Graduate Schools
- University Reform Worldwide

© H.Tokuda 2007

# e-learning at Keio

Graduate School of Media and Governance
School Environmental Information
School of Policy Management

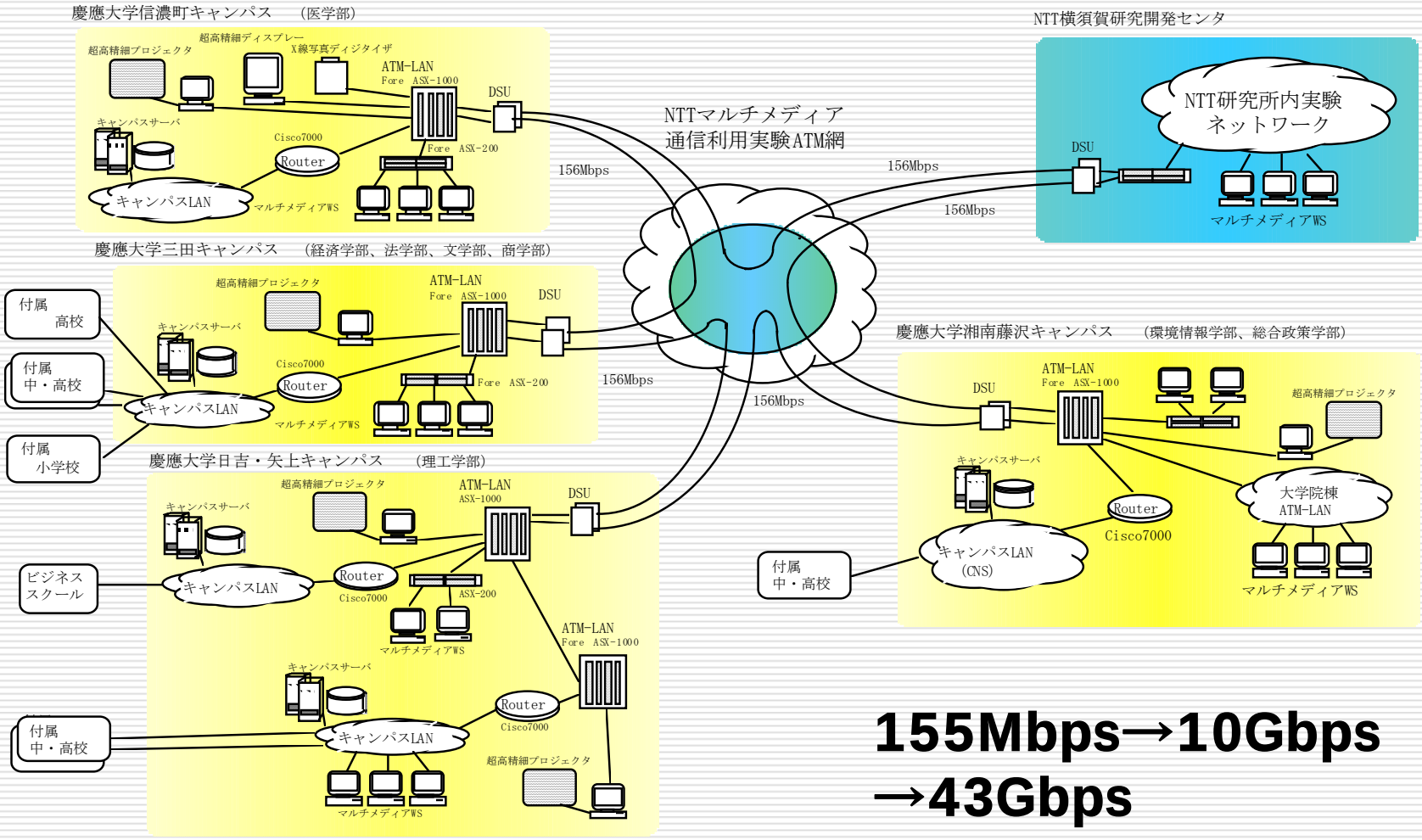
http://www.sfc.keio.ac.jp/

# e-learning at Keio (1994~)

- University Vision towards 21c (90's)
  - To be Open and International University
    - An international perspective since 1858
  - High standards for Research, Education, Learning env., and working env.
    - Keio Information Super Highway (KISH) since 1994
      - Use of IT for knowledge creation and information sharing
    - Media Center
      - Convergence of Libraries and Computing Centers
    - New campus services
      - Zero-stop service
      - Digital Library
      - Campus LANs and Public Media Servers
    - BPR for Administrative Activities
      - PC for every students and workers

© H.Tokuda 2007

# Keio Information Super Highway (1994～)

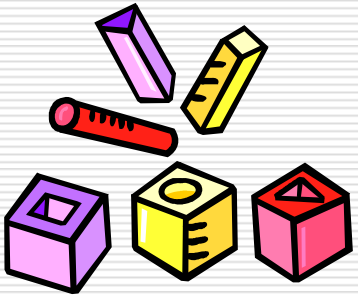



**155Mbps→10Gbps →43Gbps**

© H.Tokuda 2007

# e-learning's Components

- Information Infrastructure
- Applications and Services
- Digital Contents
- People and Campus Culture
  - Students, Faculty members, Staffs



© H.Tokuda 2007

# 1. Information Infrastructure

- Issues
  - Technology and Policy Issues
    - Sustainable Upgrade for Infrastructure
      - Campus Wirefull and Wireless LAN
      - Campus File Servers, Public Media Servers and DBs
    - High Maintenance Costs
      - Broadband access to Internet
      - Public PC clusters

- Future Direction
  - Ubiquitous Network Infrastructure
    - Post Broadband, Wireless and Mobile Networks
    - Anytime, Anywhere, Anyone, and Any Objects
    - Personalized Mobile and Ubiquitous Devices with PCs

© H.Tokuda 2007

# 2. Applications and Services

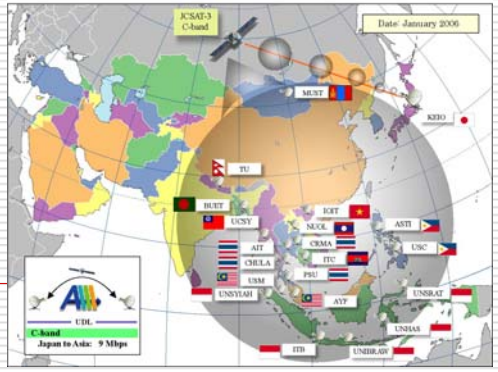
- Issues
  - Software development and Maintenance Costs
    - Courseware and Authoring software
    - Multi-lingual version
  - Web-based Services
  - Work load of professors/staffs

- Future Direction
  - Adopting various types of class rooms
    - Group work, Field work, etc
  - Single sign-on for all services
    - Personalized services
    - Integration of learning and administrative services

© H.Tokuda 2007

# SFC Global Campus and SOI Project at KEIO

- to provide Better Quality in education
  - By giving students a global educational environment
  - By giving more flexible learning style choices
  - By giving students richer contents
- to provide Wider Educational Opportunity
  - For Adult learners / Learning at home
  - For Learning from oversea
  - For Corporate employees
- Contribution to the Society
  - By opening the university knowledge as a public resource for learners
  - As a Knowledge/Wisdom Portal for human beings
  - By collaborate with other universities




© H.Tokuda 2007

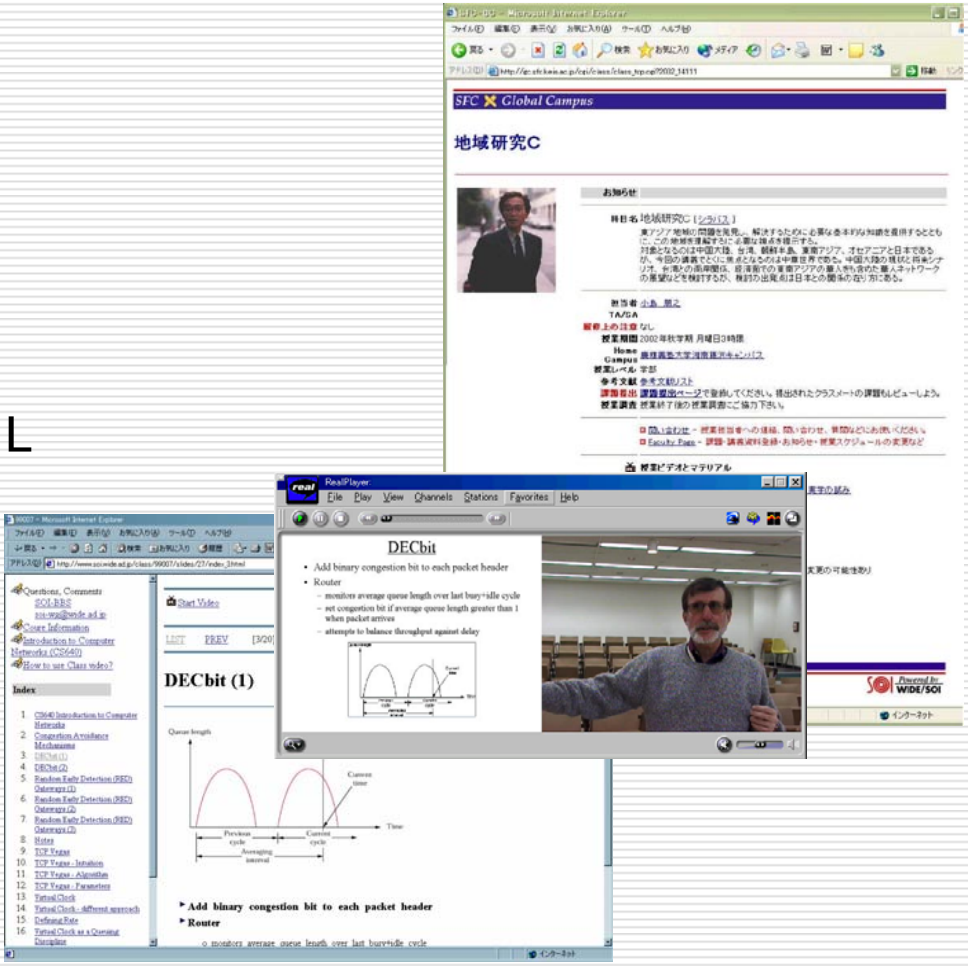
# KEIO-SFC Global Campus (1)

- GC http://gc.sfc.keio.ac.jp/
- Public Contents
  - Total : 225 courses
  - 2002/Fall - 15
  - 2003/Spring - 25
  - 2003/Fall - 26
  - 2004/Spring -35
  - 2004/Fall -34
  - 2005/Spring -43
  - 2005/Fall - 45
  - 2006/Spring – 43 (plan)
- Internal Contents
  - Guest speeches
  - Extra classes
- Provided by
  - 2 Schools and 1 graduate school in SFC
  - 72 faculty members


© H.Tokuda 2007

# KEIO-SFC Global Campus (2)

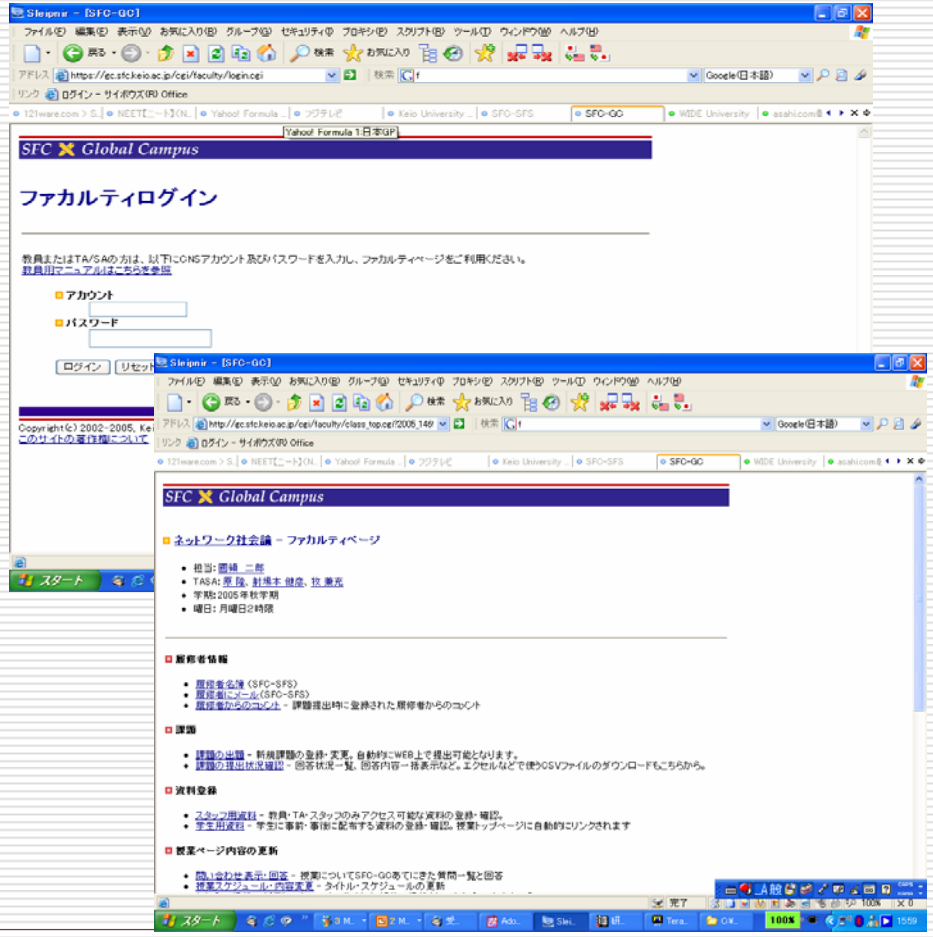
- Components
  - On-demand Video Stream in RealVideo Format
    - Sure Stream upto 300kbps
    - Synchronized with material using SIMIL
    - Authentication
  - Realtime (optional)
  - Course Material
  - Student Services
    - Assignment
    - Leraning History
    - BBS
    - Course survey




© H.Tokuda 2007

# SFC Global Campus(3)

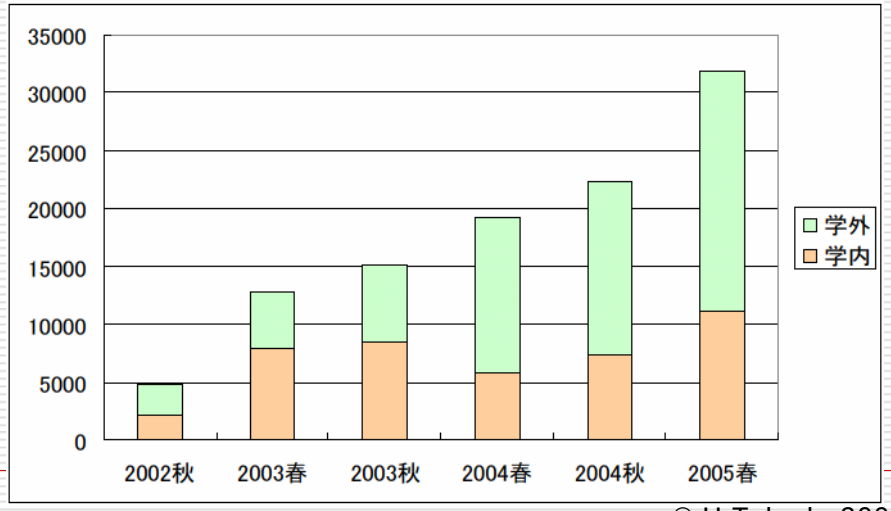
- Faculty Support
  - Communication
  - Assignment
  - Class web management
  - Learning history
- Operation
  - Recording
  - Checking Copyright
  - Modification if necessary
  - Verification
  - Available within 1～2 workin
- ISSUES - Copyright
  - Lecture Video
  - Lecture Material
  - Video/Newspapers/books in the materials

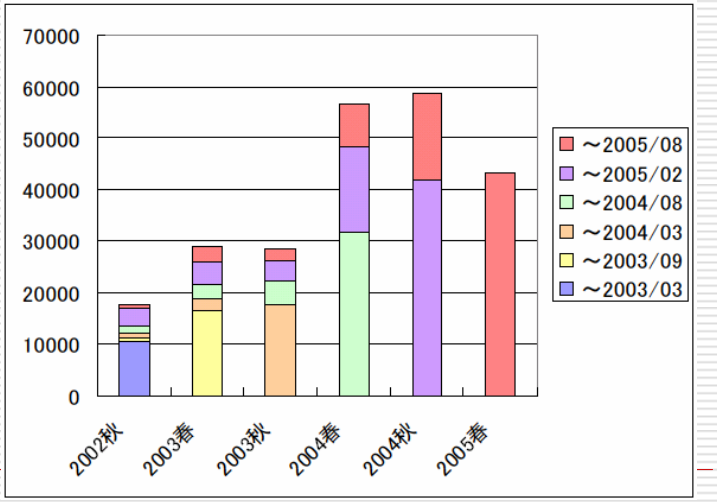



© H.Tokuda 2007

# SFC Global Campus(4)

- Registered Users
  - 5,025 users（as of 2005.10.9)
  - Male 66%, Female 34%
  - Age group: age 10～70 (age 20-30: ~50%)




© H.Tokuda 2007

# 3. Digital Contents

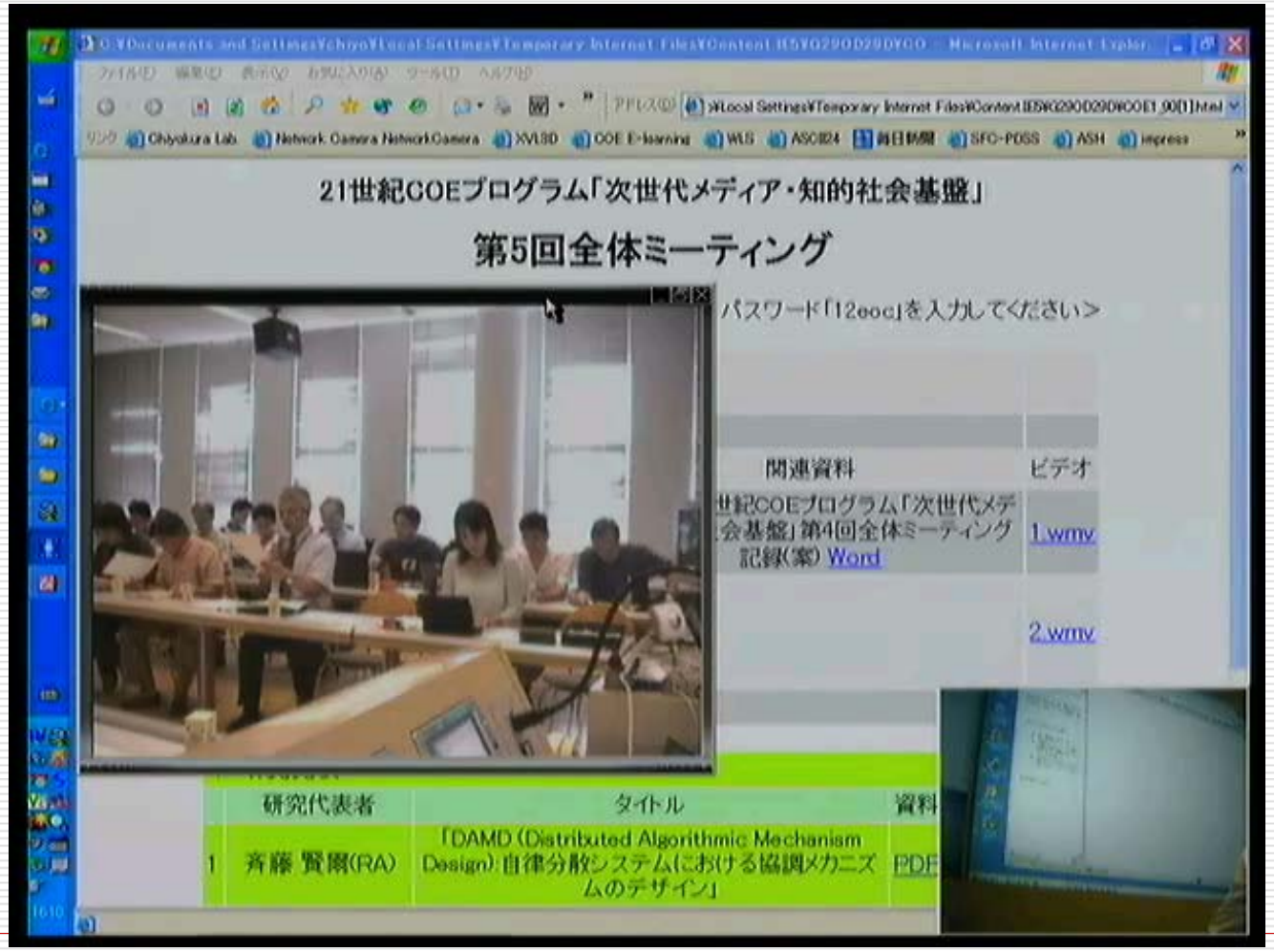
- Issues
  - Contents Sharing and Standardization
    - Ownership and Copyrights
    - Media format
  - e-Journals, e-Books, DB Costs
  - Miss match with Network Infra
    - Lack of media servers and database servers
    - Anti-social activities
- Future Direction
  - Easy authoring technology for various media
  - Easy copyrights management
  - Better cost sharing model for contents
  - Network and terminal independence

© H.Tokuda 2007

# COE Monthly Meeting


© H.Tokuda 2007

# COE Monthly Meeting (2)



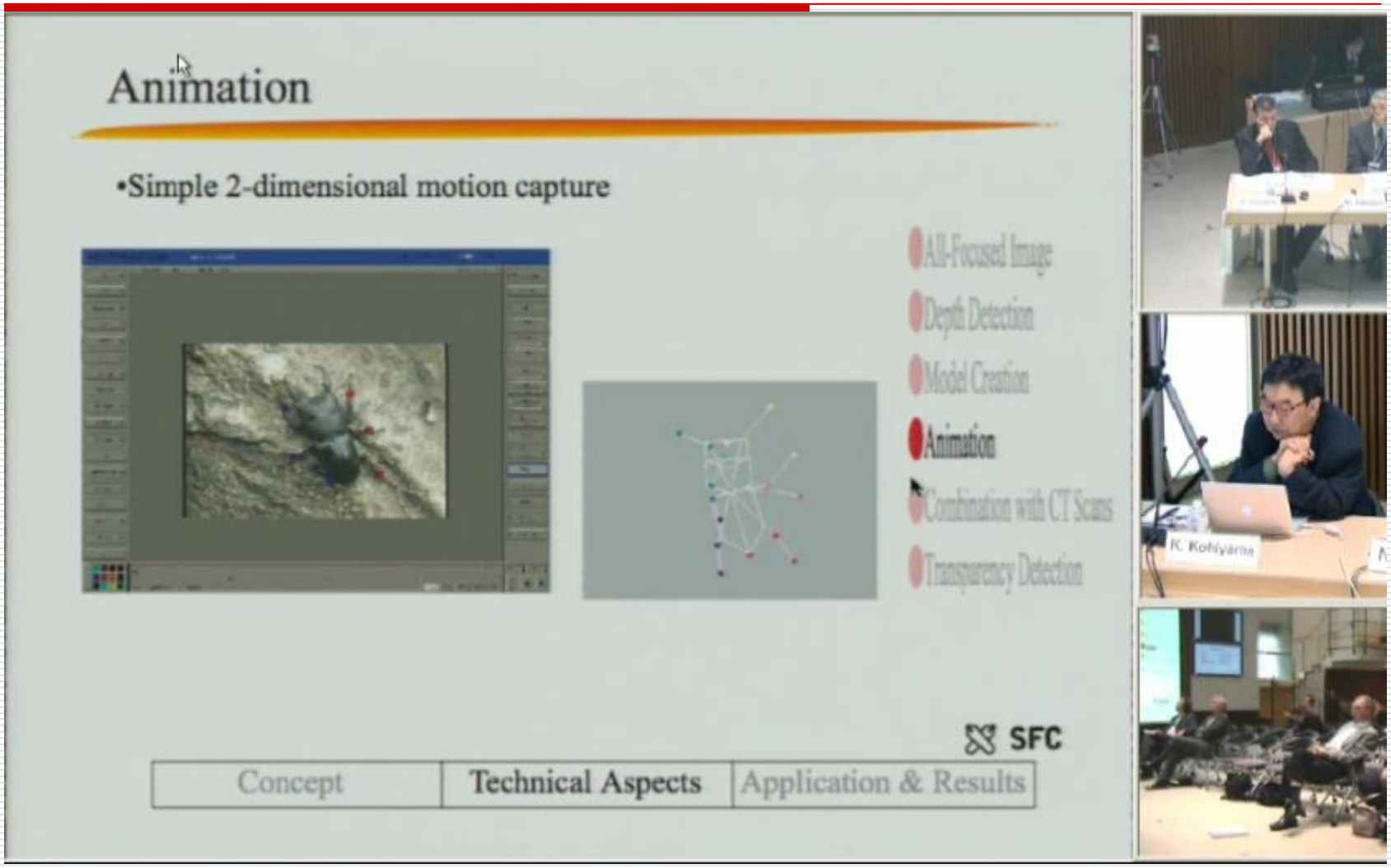

© H.Tokuda 2007

# COE Symposium 2004

## Session I, Discussion between Profs. David Farber & Scott Fisher

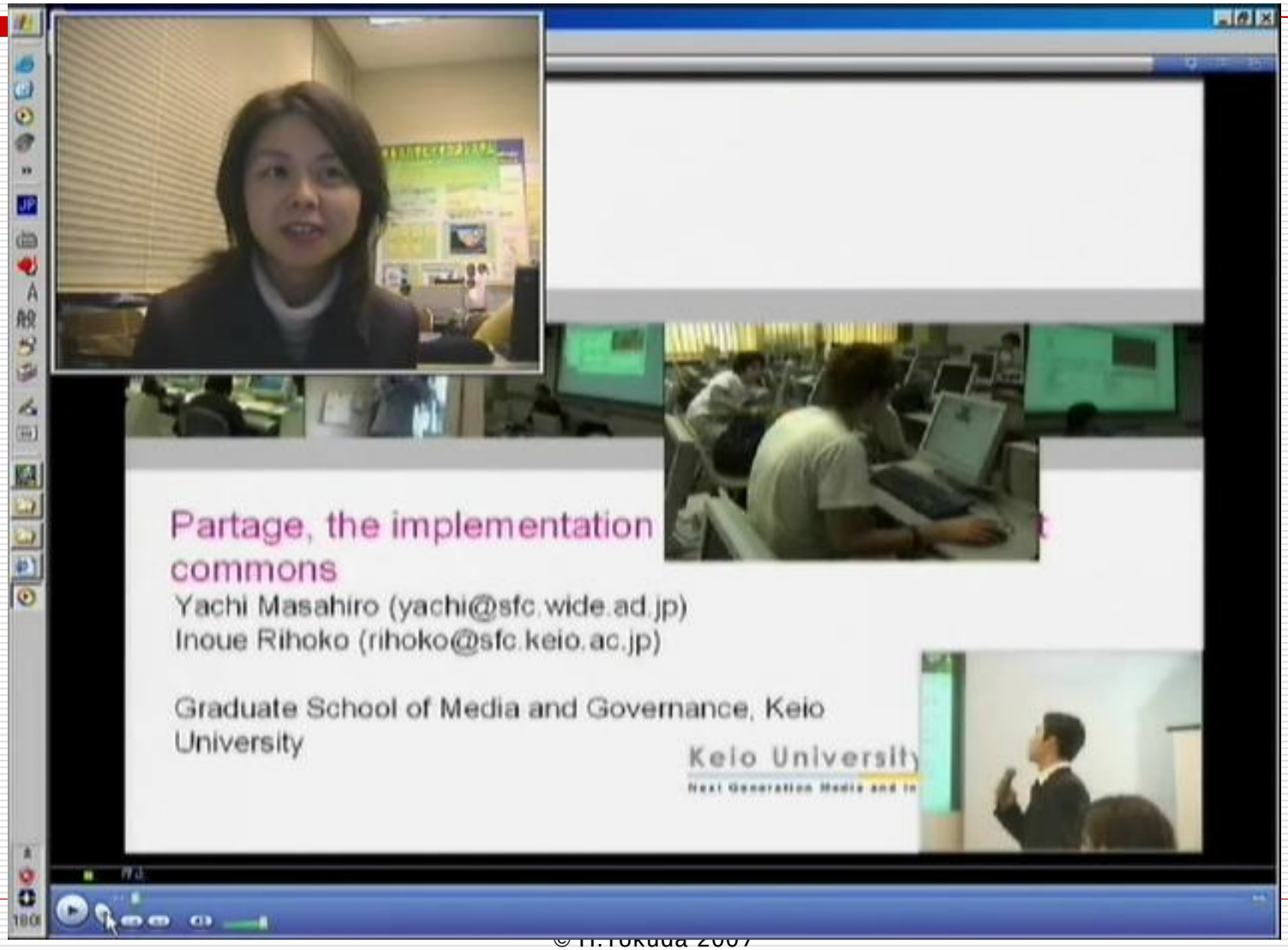

© H.Tokuda 2007

# COE Symposium 2006




© H.Tokuda 2007

# COE Training Records




© H.Tokuda 2007

# 4. People and Campus Culture

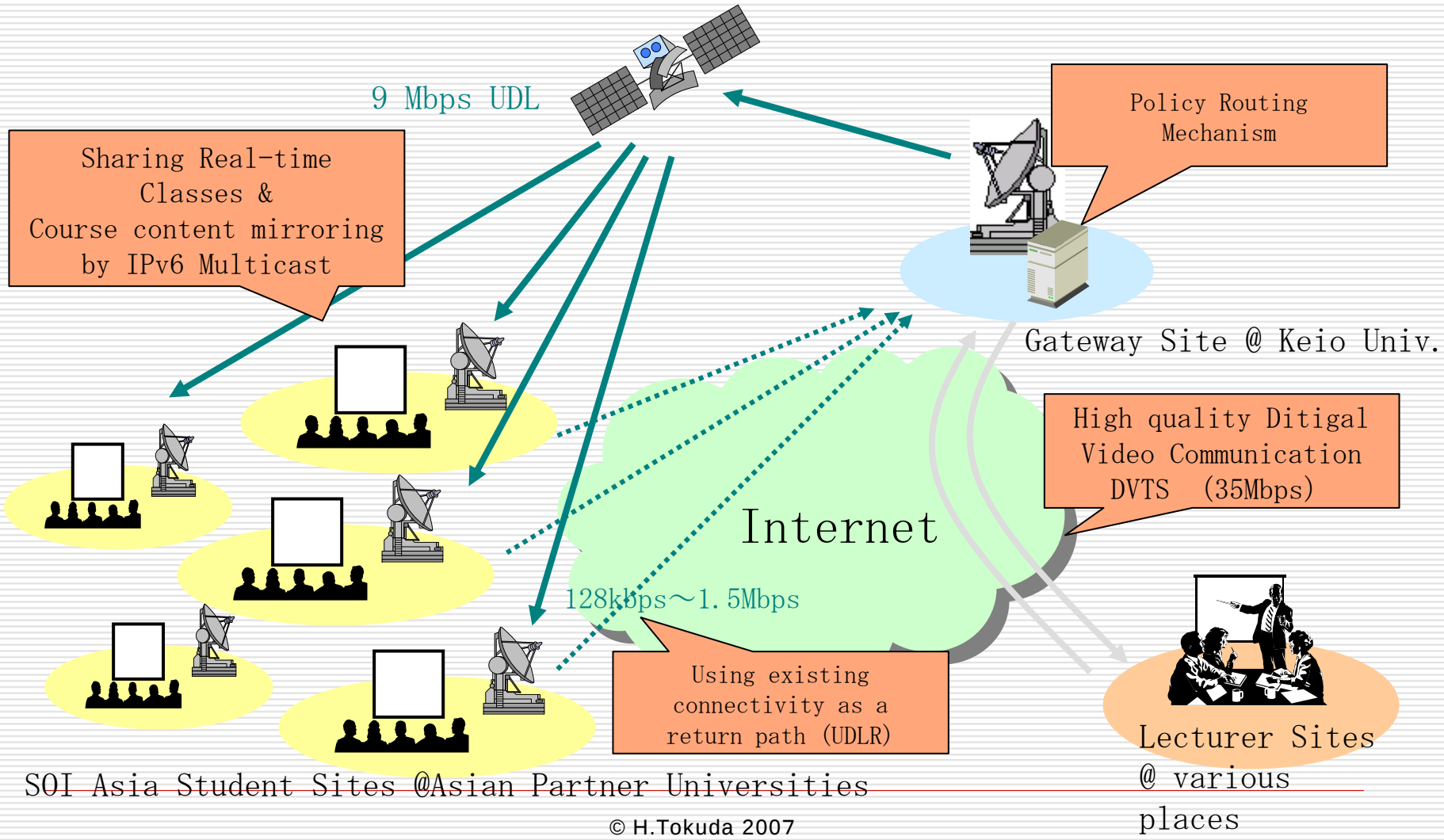
- Issues
  - Open culture vs. Closed culture
  - On campus vs. Off campus
    - Things you can do more at off campus
  - Faculty members culture vs. Student culture
- Future Direction
  - Collaboration among Industry, Government, and Academia
    - Creation of new knowledge and value to the society
  - The Pioneering spirit for e-Society
    - Shaping e-Society and e-Space

© H.Tokuda 2007

# SOI Portal (1)

- SOI Site
  - http://www.soi.wide.ad.jp/
  - Since 1997
  - Operated by apache, postgres, realserver, etc.
- Users
  - ~19,000
- Portal for Internet Technology
  - 2000 hours of IT courses
  - University courses / Tutorials
  - Donated lectures by world famous engineers, leaders and researchers
- Portal for Tsunami
  - Tohoku U
  - Mie U
  - U of Tokyo

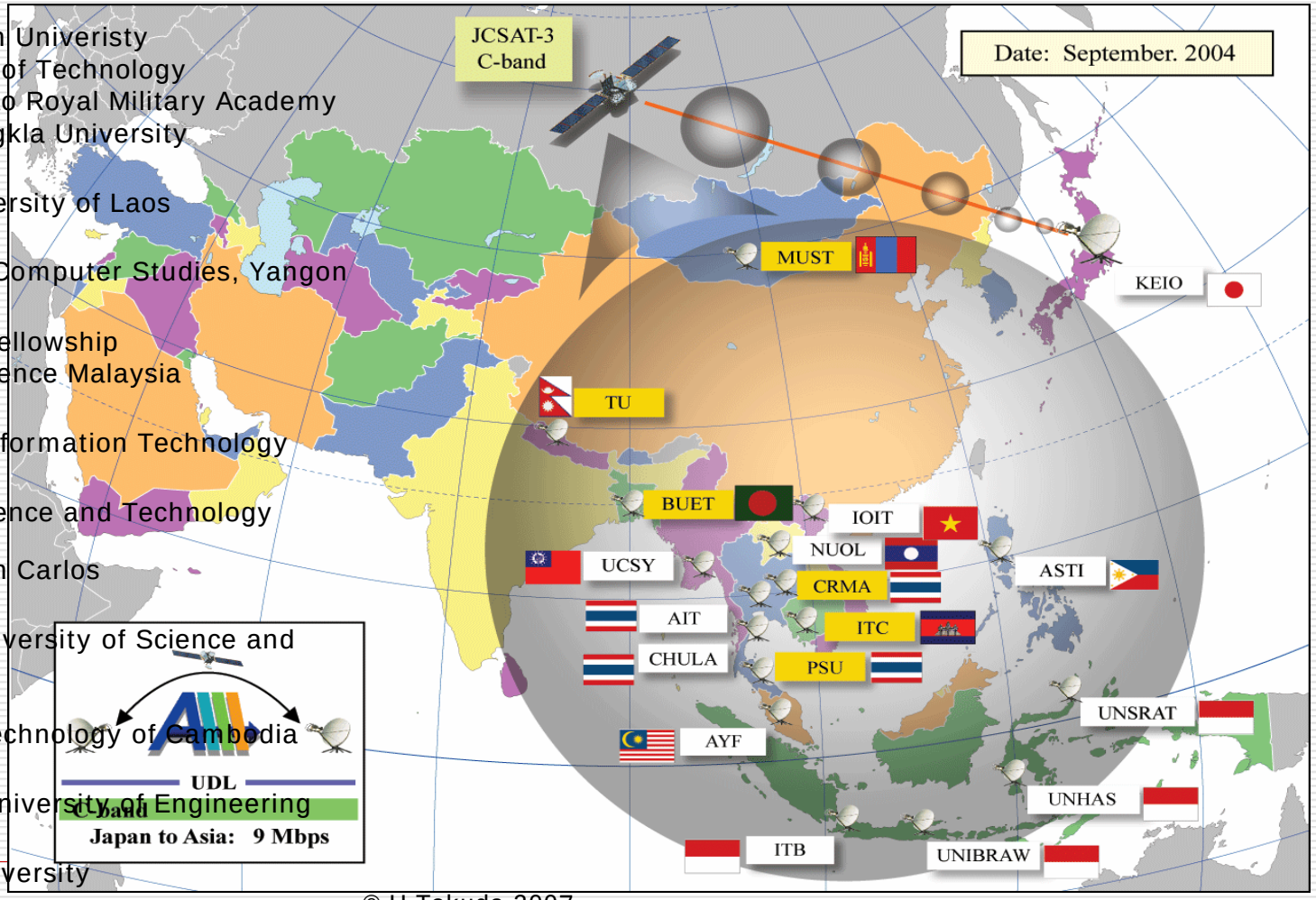
# SOI Asia - Environment




© H.Tokuda 2007

# SOI Asia Partners
# 20 partners in 11 countries

- Indonesia
  - Brawijaya University
  - Sam Ratulangi University
  - Hsanuddin University
  - Institut Teknologi bandung
  - Univesitas Syiah Kuala(*)
- Thailand
  - Chulalongkorn Univeristy
  - Asia Institute of Technology
  - Chulachomklao Royal Military Academy
  - Pricen of Songkla University
- Laos
  - National University of Laos
- Myanmar
  - University of Computer Studies, Yangon
- Malaysia
  - Asian Youth Fellowship
  - University Science Malaysia
- Vietnam
  - Institute of Information Technology
- Philippines
  - Advanced Science and Technology Institute
  - University San Carlos
- Mongolia
  - Mongolian University of Science and Technology
- Cambodia
  - Institute of Technology of Cambodia
- Bangladesh
  - Bangladesh University of Engineering
- Nepal
  - Tribhuvan University




© H.Tokuda 2007

# Deployment of Infrastructure

Brawijaya University, Indonesia

Hasanuddin University, Indonesia

Sam Ratulangi University, Indonesia


Asian Institute of Technology, Thailand

National University of Laos, Laos

Advanced Science and Technology Institute, Philippines

University of Computer Studies, Yangon, Myanmar

Asian Youth Fellowship, Malaysia

Chulalonkorn University, Thailand

Institute of Technology, Bandung, Indonesia

Institute of Information Technology, Viet Nam

USM Malaysia

Mongol University of Science and Technology Mongolia

Prince of Songklang University Thailand

Chulachomklao Royal Military Academy Thailand

Keio University Shonan Fujisawa Campus, Japan

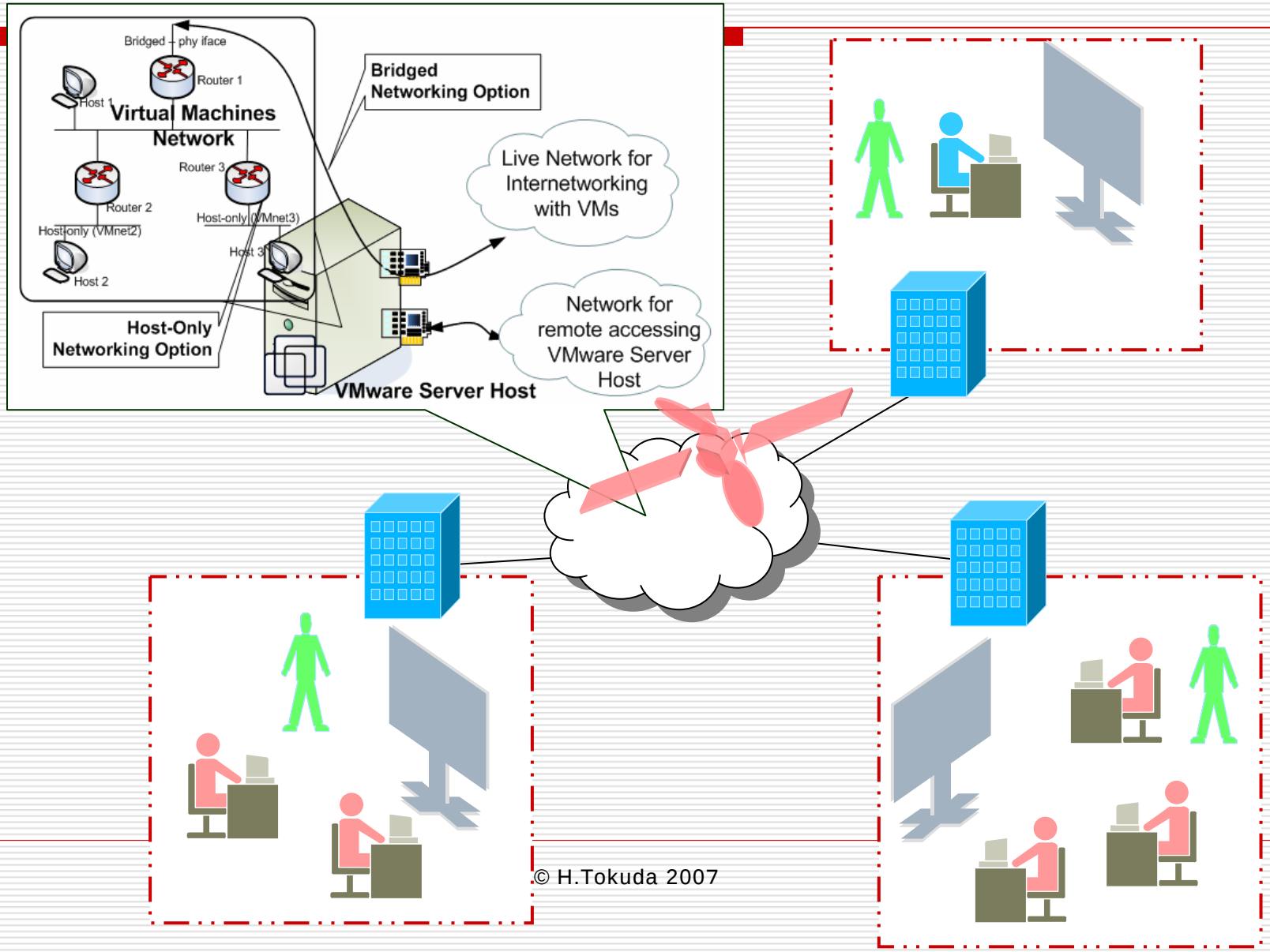
Bangladesh University of Engineering and Technology Bangladesh

Institute of Technology of Cambodia, Cambodia

Tribhuvan University Nepal

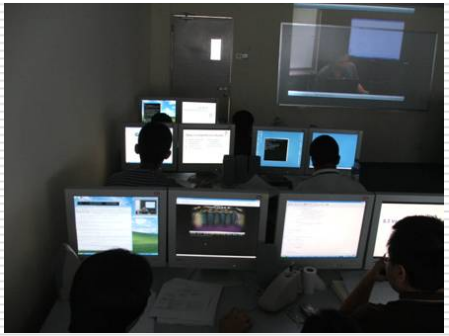
And more..

# SOI-Asia Distance Operator's Workshop (1/2)




© H.Tokuda 2007

# SOI-Asia Distance Operator's Workshop (2/2)

© H.Tokud

# Summary

- e-learning at Keio
  - Accelerating open culture and internationalization at Keio
    - Improving Quality of Education
    - Wider Educational Opportunity
    - Contribution to the Society
- Japanese Universities
  - Growing Needs and Competition for Collaboration among Industry, Government, and Academia

© H.Tokuda 2007

# Thank you!

www.keio.ac.jp

© H.Tokuda 2007

# E-Learning for Enriching the Learning Experience



Peter Haddawy

Asian Institute of Technology

# AIT Students: Distributed, Heterogeneous

- Main campus in Bangkok
- Satellite campuses in
  - Vietnam
  - Indonesia
  - Pakistan (planned)
- Professional programs
  - Doctor of Business Administration (DBA)
    - Bangkok
    - Sri Lanka
    - Taiwan
  - Professional Masters
    - Bangkok
    - Vietnam
  - Continuing Education
    - Numerous locations

# The Needs

- Access
  - Location
  - Time
- Efficiency
- High-quality, effective teaching
  - Individualized
  - Engaging, active, critical learning environment

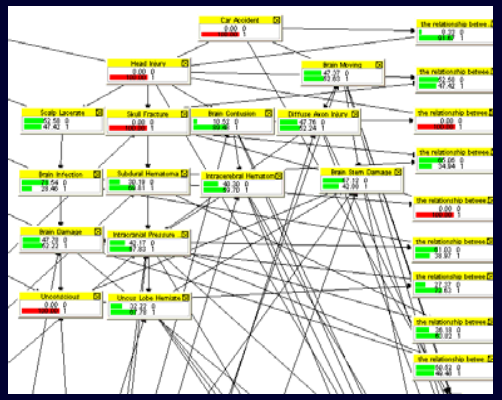
# E-Learning = E-Books + E-Lecturing ?

*Learning is about sharing the excitement of discovery and helping students to develop the abilities, curiosity, and confidence to engage in discovery themselves.*


Challenge: How to use IT to create stimulating environments for discovery so that

*e-learning ≠ e-lecturing*

# COMET
# Collaborative Intelligent Tutoring for Medical Problem-Based Learning



In collaboration with

Dr. Siriwan Suebnukarn

Thammasat University School of Dentistry

# Medical Problem-Based Learning

*Respiratory system*

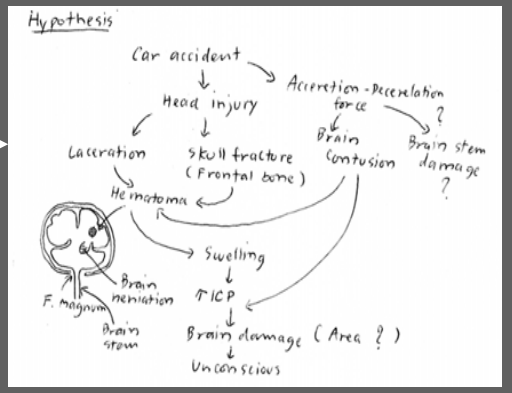
*Circulatory system*

*Nervous system*

*Problem analysis*

*Scenario*

Mr. C was involved in a car accident…



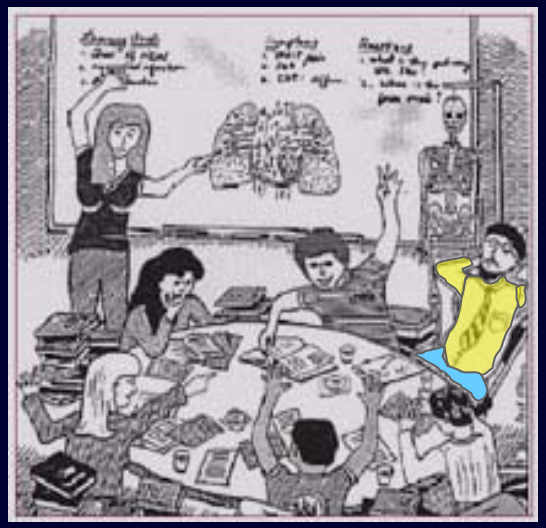

*Self-directed study*

literature, lectures laboratories, specialists, etc.

*Synthesis and application of newly acquired information*

New Scenario

# Medical Problem-Based Learning



**PBL** requires the tutor to spend a large amount of time per student.

Medical school faculty are under extreme time pressure due to many demands including clinical duties.

Medical students often do not get as much facilitated PBL training as they might like or need.

Can we create an automated PBL learning environment?

# Medical Problem-Based Learning

## Dialogue Example

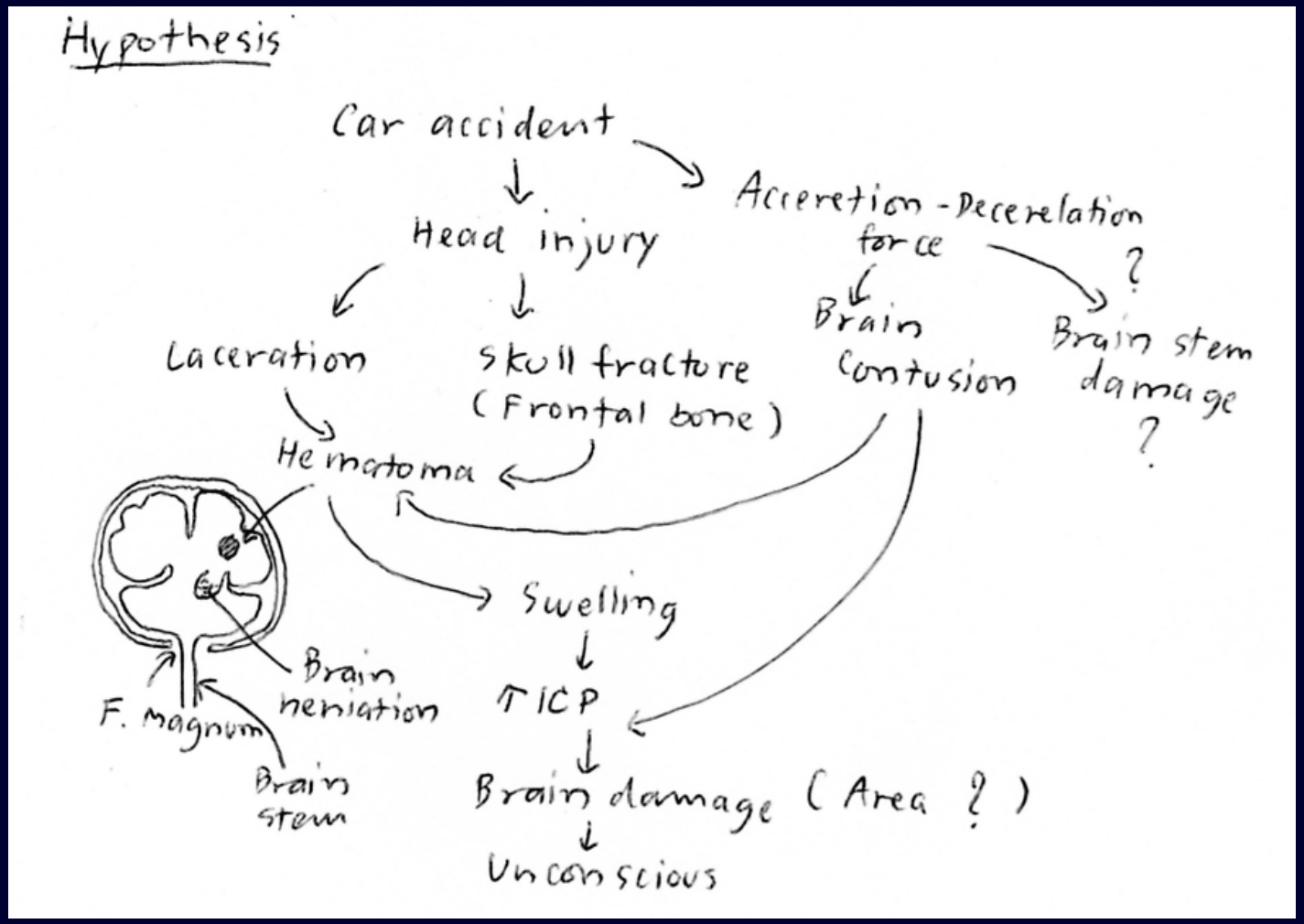
**Car accident case**

Mr. C was involved in a car accident while he was driving home from work. The broken glass window cut deep into his forehead and tore a hole through the frontal bone in his skull. Bleeding and unconscious, he was rushed to the hospital where a surgeon operated on him to stop the bleeding and found out that many parts of his brain had been damaged.

.....

# Medical Problem-Based Learning

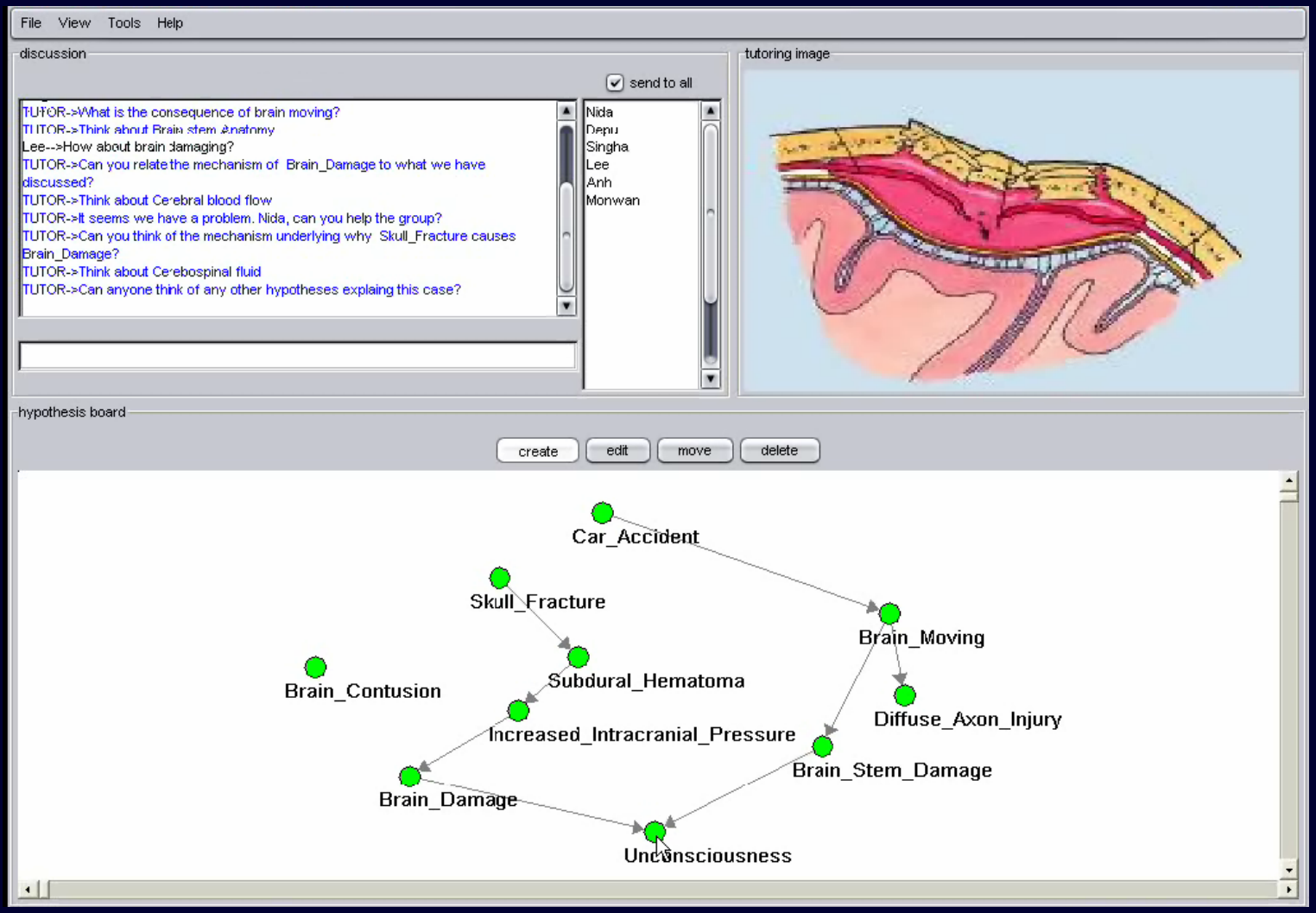
## Hypotheses



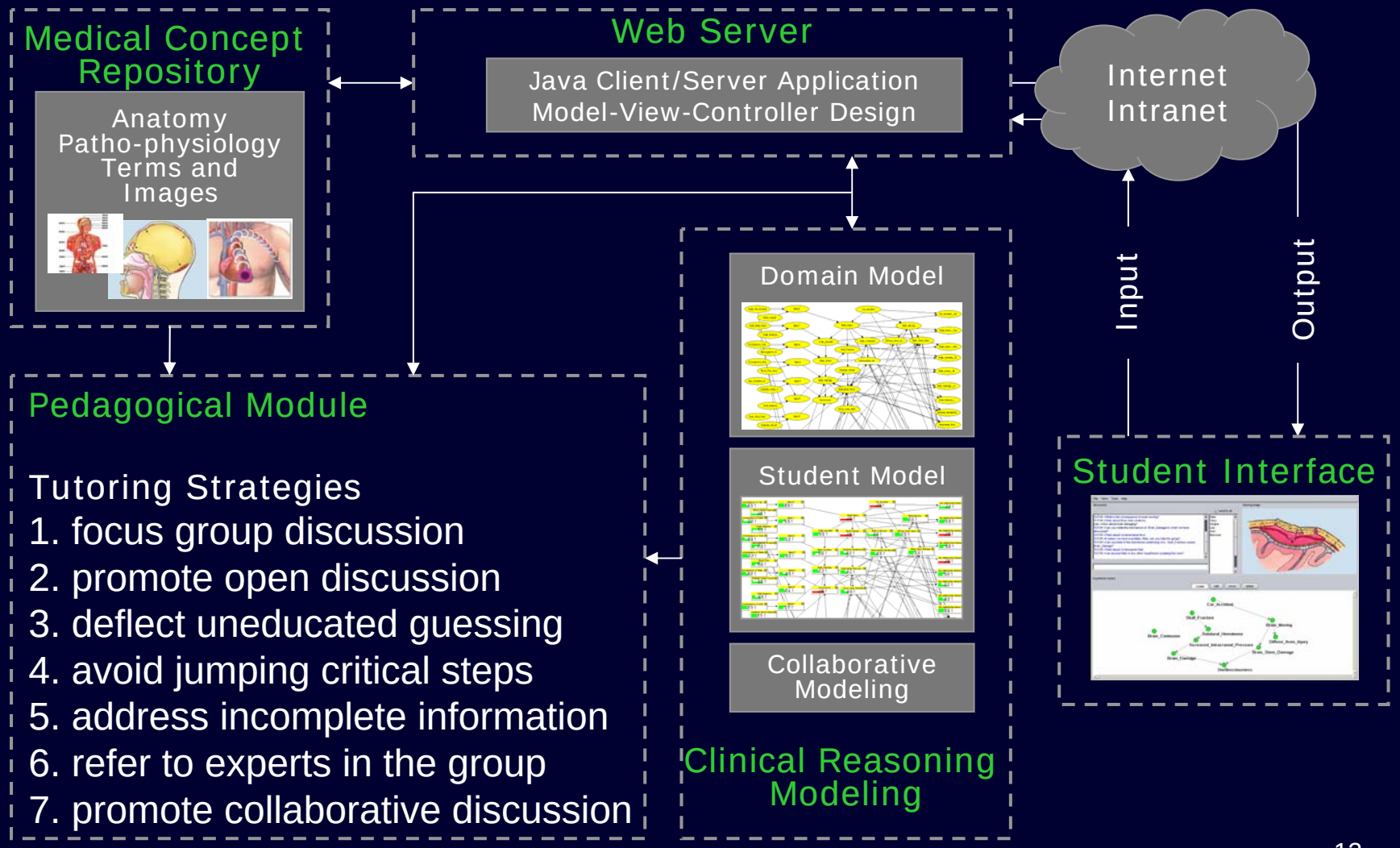
# COMET

COllaborative MEdical Tutor

# COMET- Demo


File View Tools Help
discussion
send to all
TUTOR->What is the consequence of brain moving?
TUTOR->Think about Brain stem Anatomy
Lee-->How about brain damaging?
TUTOR->Can you relate the mechanism of Brain_Damage to what we have discussed?
TUTOR->Think about Cerebral blood flow
TUTOR->It seems we have a problem. Nida, can you help the group?
TUTOR->Can you think of the mechanism underlying why Skull_Fracture causes Brain_Damage?
TUTOR->Think about Cerebospinal fluid
TUTOR->Can anyone think of any other hypotheses explaing this case?
Nida
Depu
Singha
Lee
Anh
Monwan
tutoring image
hypothesis board
create
edit
move
delete
Car_Accident
Skull_Fracture
Brain_Moving
Brain_Contusion
Subdural_Hematoma
Diffuse_Axon_Injury
Increased_Intracranial_Pressure
Brain_Stem_Damage
Brain_Damage
Unconsciousness

# COMET- System Overview



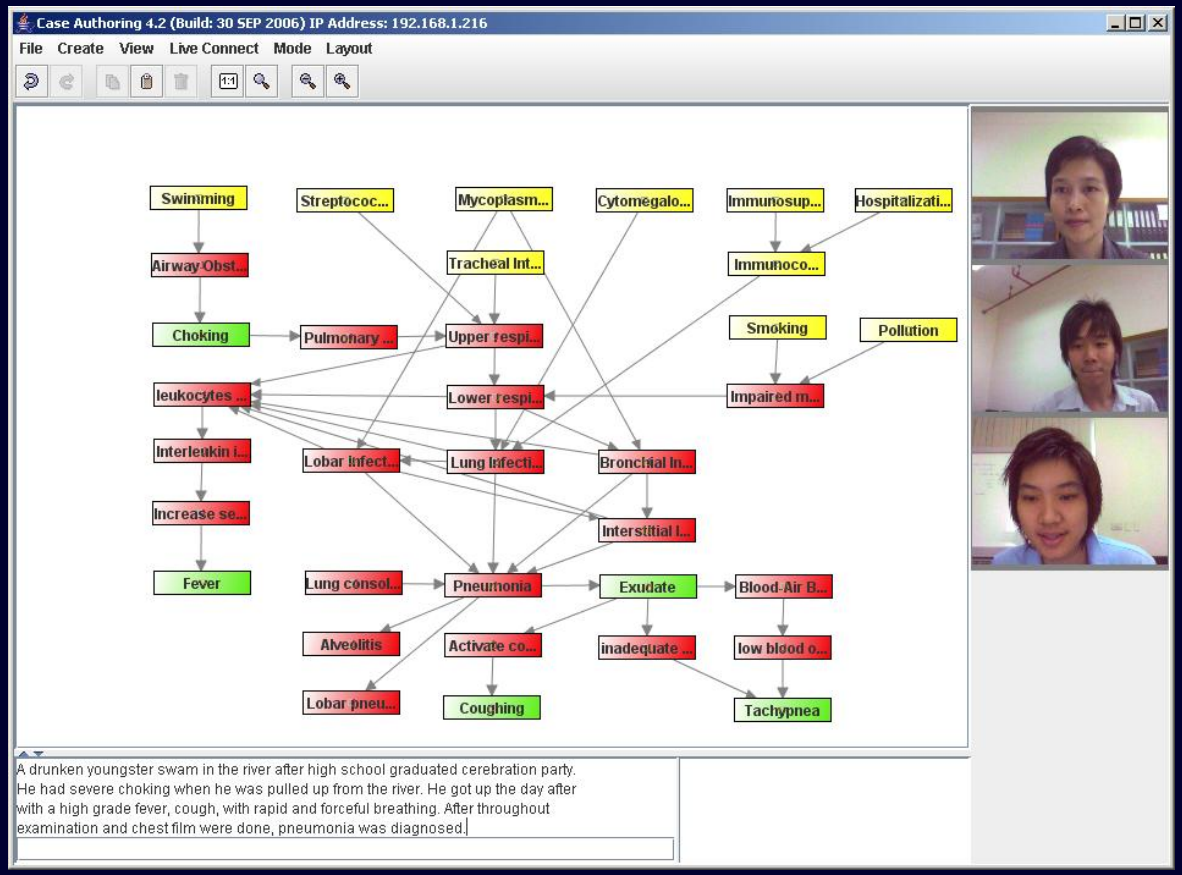
# Results & Limitations

- Evaluation study showed student clinical reasoning gains from COMET were significantly higher than those obtained from human tutored sessions.

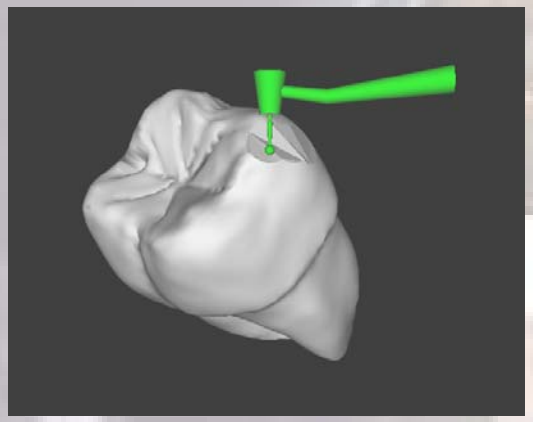
- System does not have sufficient breadth of knowledge to permit students to be sufficiently creative in their solutions.
- Effort required to author scenarios is an obstacle to use. System only interesting if sufficient number of scenarios available.

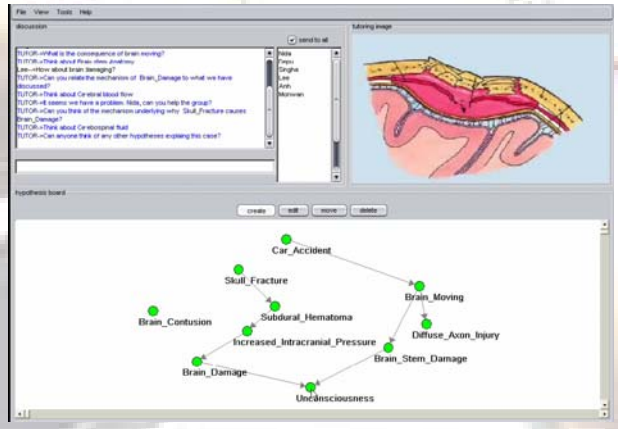
# Case Authoring Tool

- A collaborative case authoring tool that employs the UMLS ontology to assist in creation of case scenarios.



# Intelligent Tutoring System for Clinical Skills Training

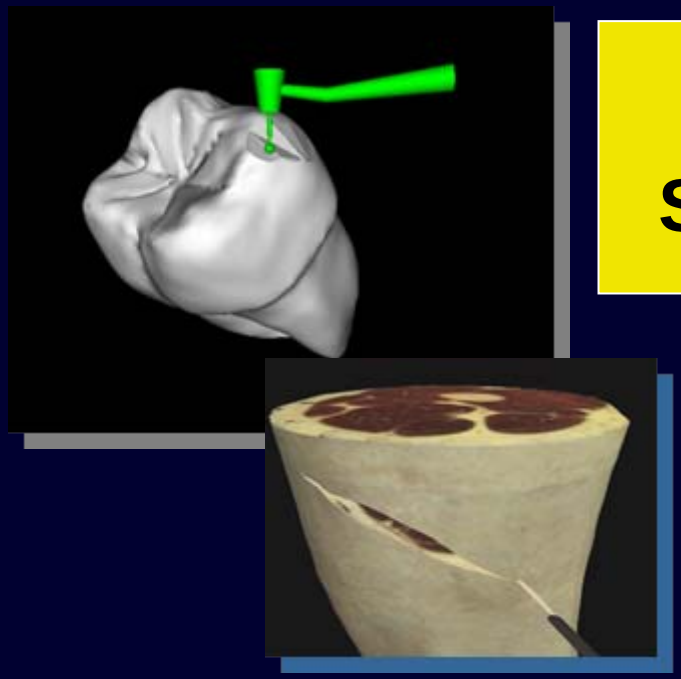




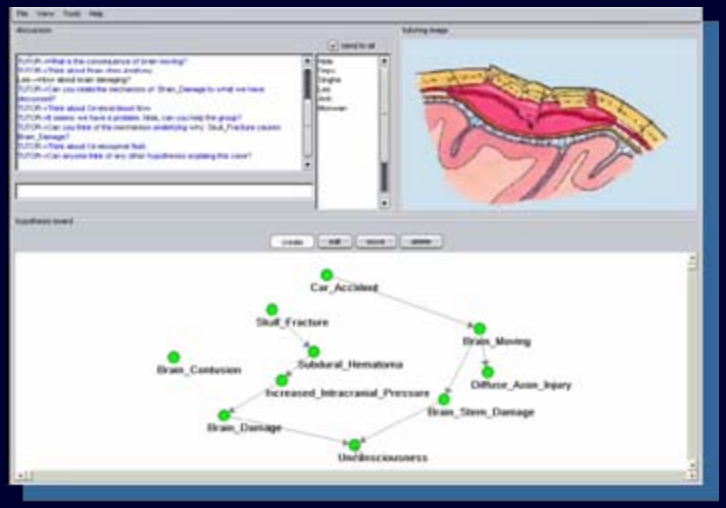

# Traditional approach to clinical training

- Patient's discomfort
- Impossible to configure problems
- Limited training
- Subjective evaluation

How do we solve these ?



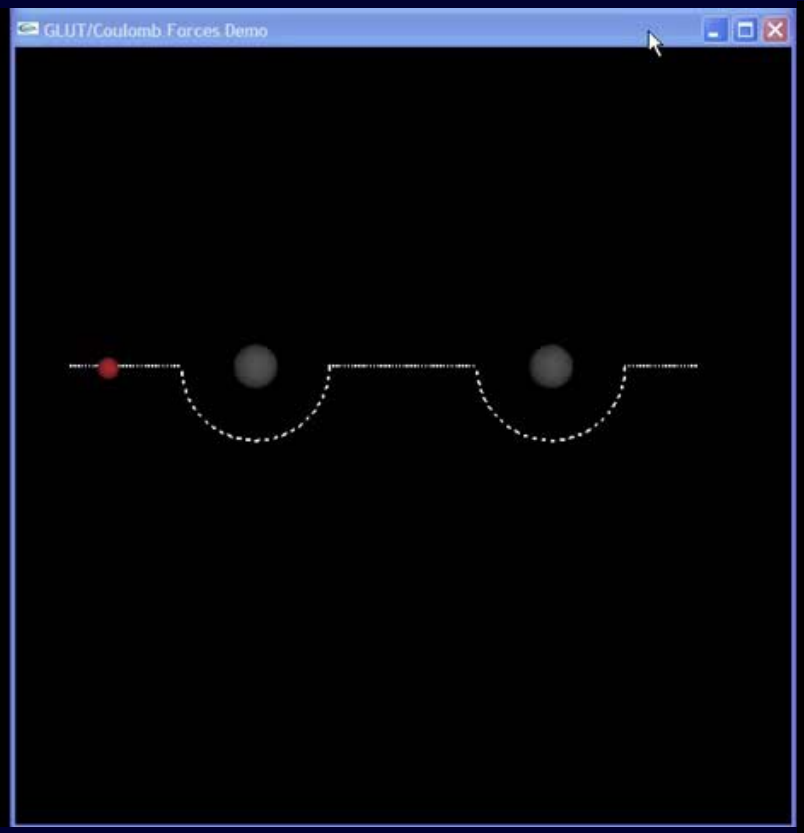
# Virtual Reality Surgical Simulation

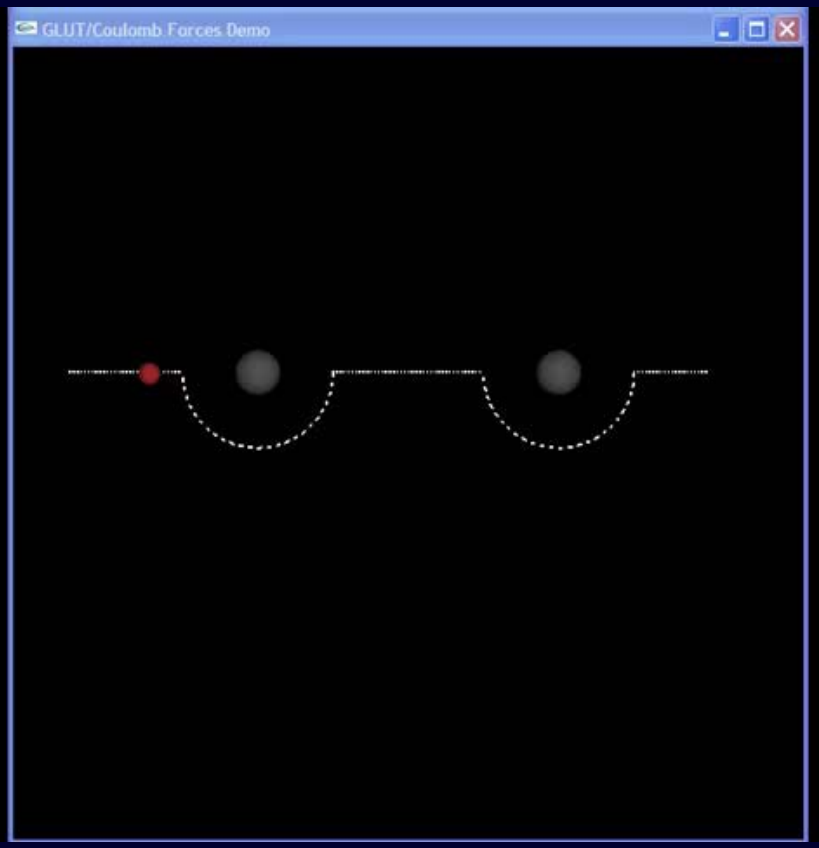



# Haptic Interface

# Intelligent Tutoring System

# Objective Evaluation for Skills Training



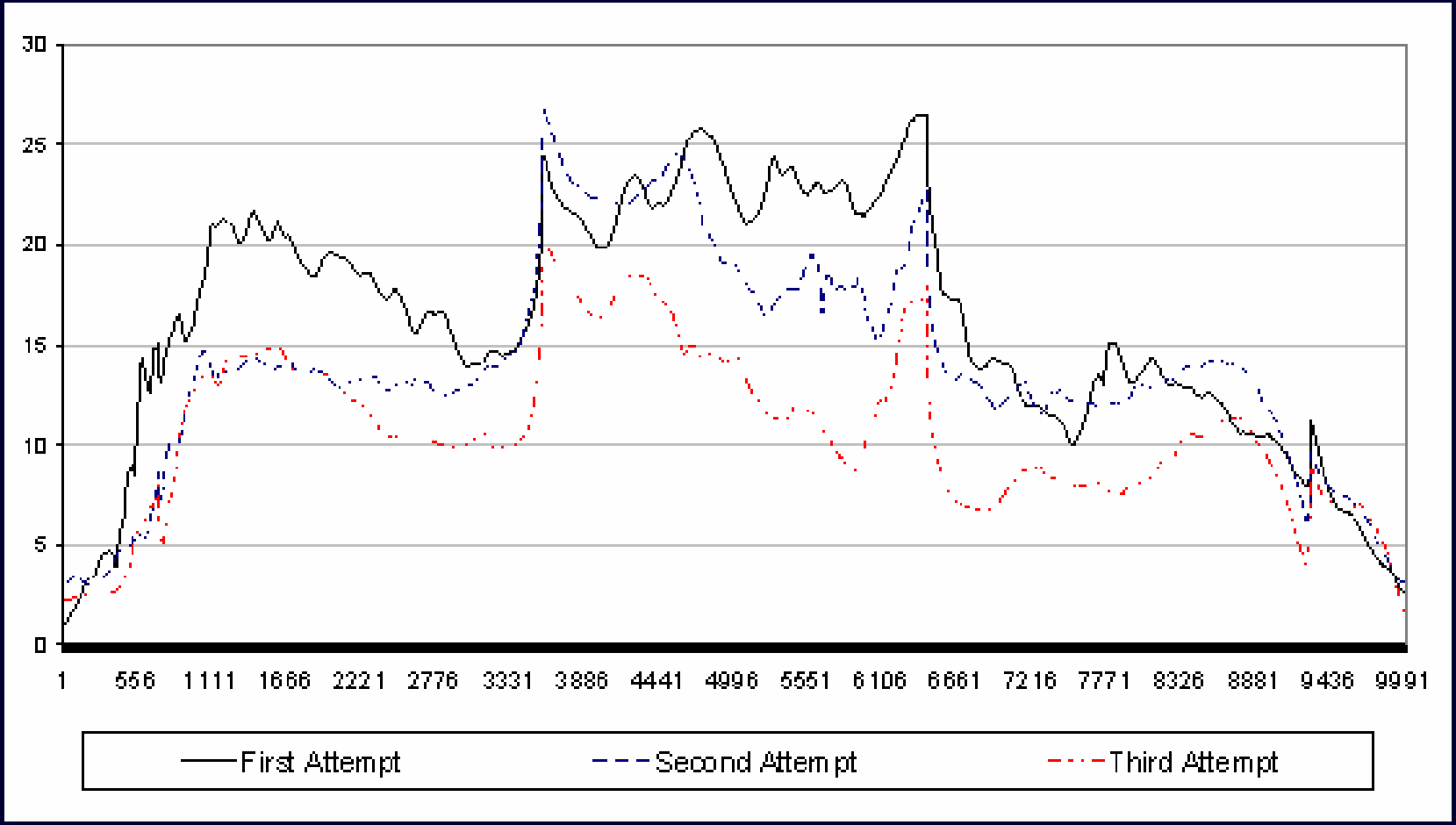




Which one performs better in terms of path, force applied and time taken?

# Performance Improvement

- After three attempts with path training using simulation and haptic device

Distance Error



# Challenges

- Re-engineer our teaching to make the best use of the technology, incorporating modern pedagogical theory
  - Student-centered
  - Collaborative
  - Active
  - Problem-based
- Integration into the curriculum requires faculty members to adapt new models of teaching & learning
- Need generic platforms to support development of such systems

# More Information
## (www.cs.ait.ac.th/~haddawy)

- Siriwan Suebnukarn and P. Haddawy, A Bayesian Approach to Generating Tutorial Hints in a Collaborative Medical Problem-Based Learning System. In *Artificial Intelligence in Medicine*, 2006.
- Siriwan Suebnukarn and P. Haddawy, Modeling Individual and Collaborative Problem-Solving in Medical Problem-Based Learning. In *User Modeling and User-Adapted Interaction*, 2006.
- P. Haddawy, et al, Anatomical Sketch Understanding: Recognizing Explicit and Implicit Structure. In *Artificial Intelligence in Medicine*, 2006.
- Siriwan Suebnukarn and P. Haddawy, Clinical-Reasoning Skill Acquisition through Intelligent Group Tutoring, In *Proc. Int'l Joint Conference on Artificial Intelligence (IJCAI-05)*, July 2005.

# E-Learning in an Education 3.0 world

Prof Derek W. Keats, Exectutive Director
Information and Communication Services
The University of The Western Cape

dkeats@uwc.ac.za

RESPICE PROSPICE

UNIVERSITY of the WESTERN CAPE

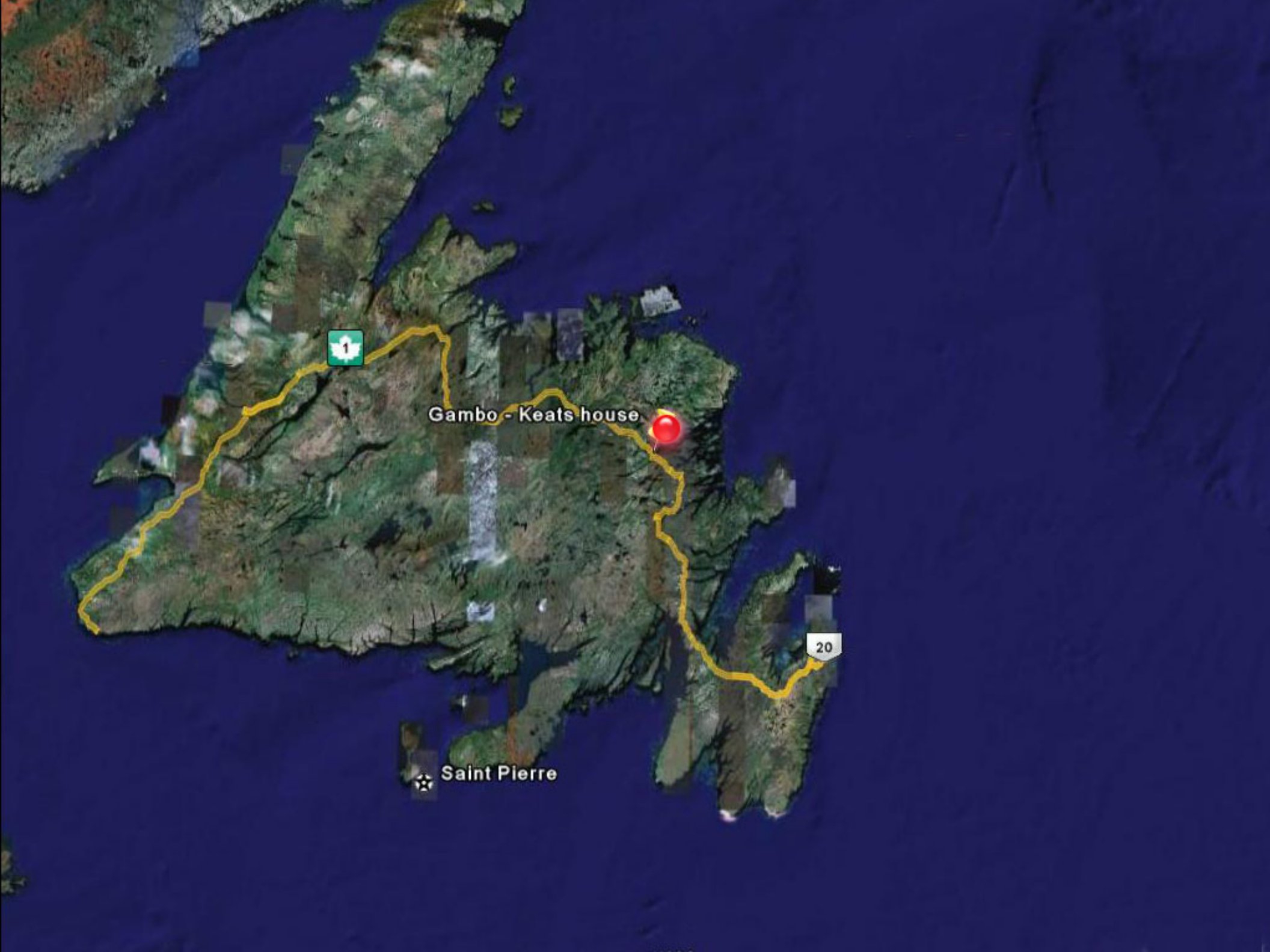
creative commons

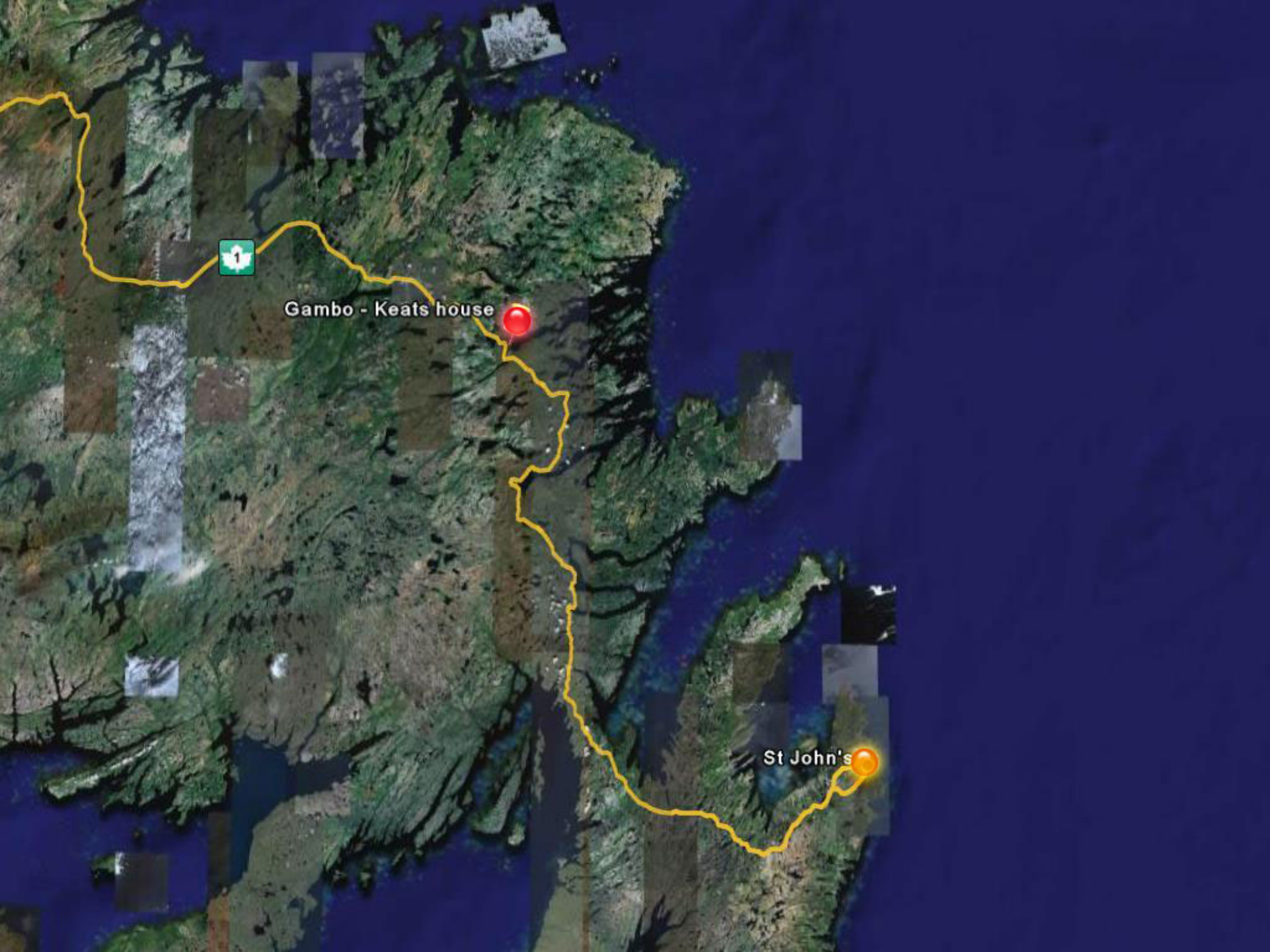
# Innovation in HE needed

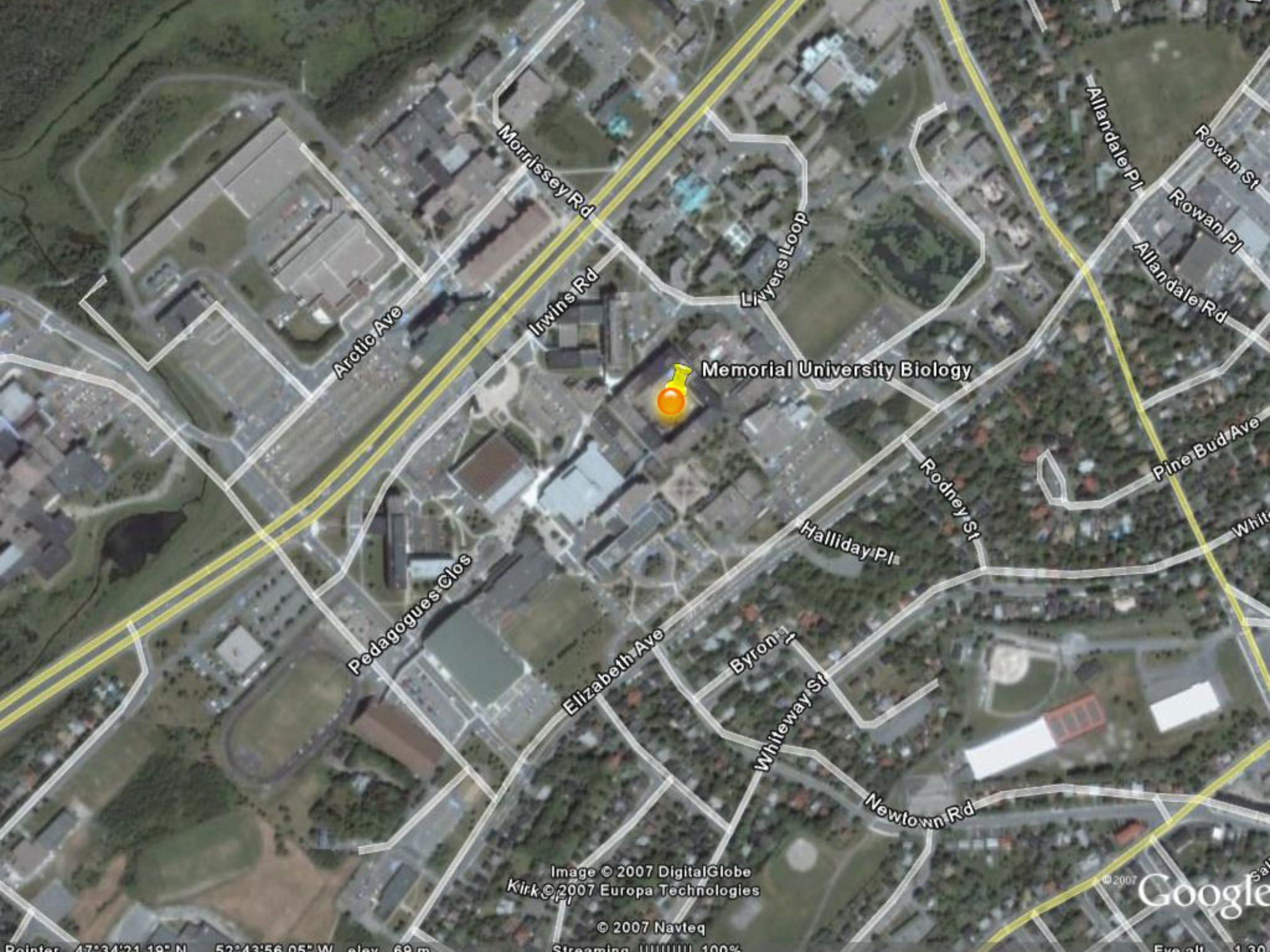
Joe Ritzen – Higher Education's Perfect Storm

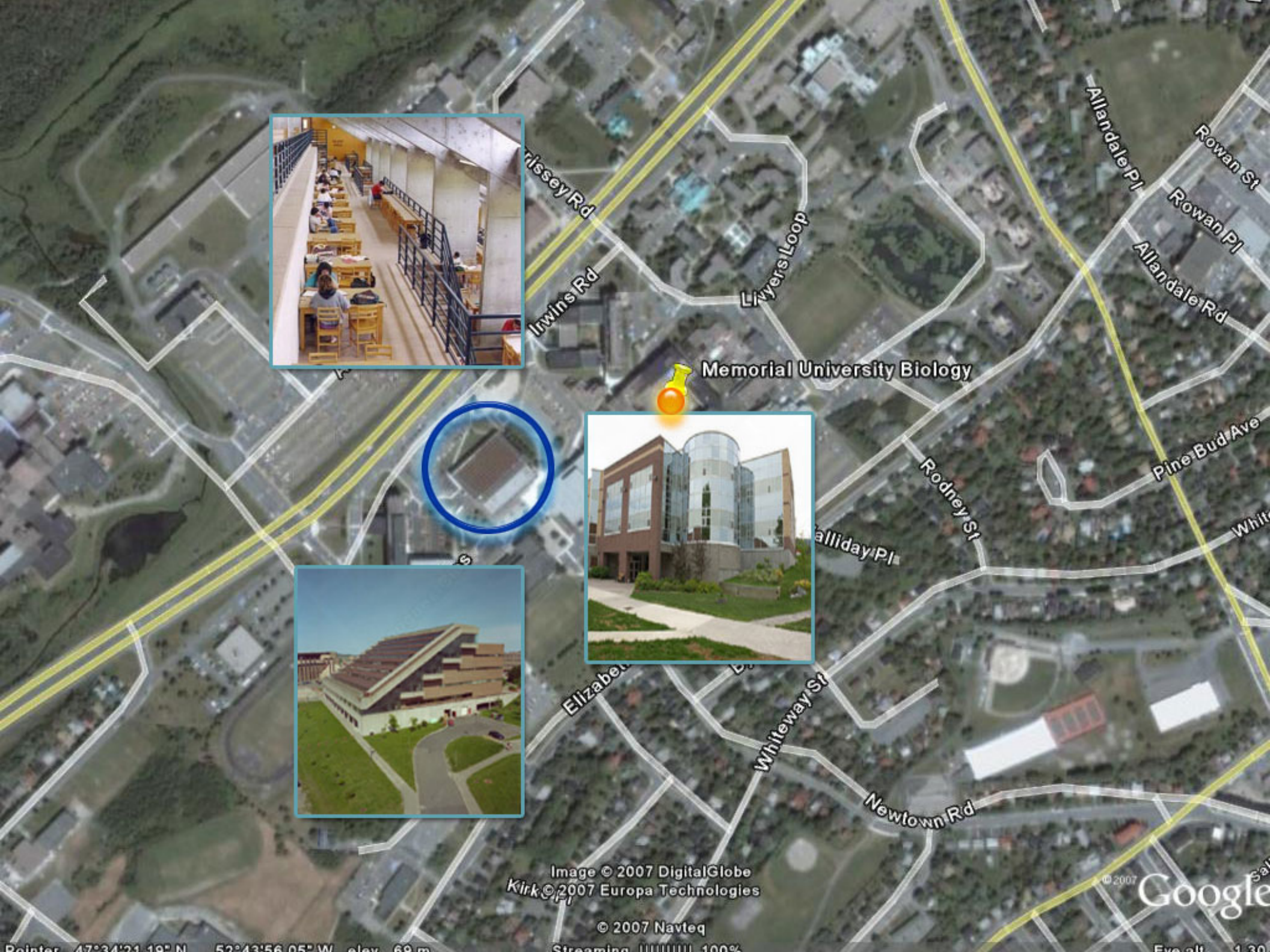

Google
Maps
Cape Town
open source
Blogger
Free
Software
WIKIPEDIA
podcast
THE PODCAST DIRECTORY
Web 2.0
Usability
Standards
del.icio.us
your bookmarks
creative
commons


Google
Maps
Cape Town
PERSONALIZATION
SPACE AND TIME
open source
Blogger
Free
Software
WIKIPEDIA
Participation
Usability
podcast
THE PODCAST DIRECTORY
Web 2.0
Ruby on Rails
Standards
del.icio.us
your bookmarks
creative
commons


1
Gambo - Keats house
20
Saint Pierre


1
Gambo - Keats house
St John's


Morrissey Rd
Livyers Loop
Allandale Pl
Rowan St
Rowan Pl
Allandale Rd
Irwins Rd
Arctic Ave
Memorial University Biology
Pine Bud Ave
Rodney St
Halliday Pl
Pedagogues Clos
Elizabeth Ave
Byron
Whiteway St
Newtown Rd
Image © 2007 DigitalGlobe
© 2007 Europa Technologies
© 2007 Navteq
Google


Memorial University Biology
Allandale Pl
Rowan St
Rowan Pl
Allandale Rd
Livyers Loop
Pine Bud Ave
Rodney St
Whiteway St
Newtown Rd
Image © 2007 DigitalGlobe
© 2007 Europa Technologies
© 2007 Navteq
Google


Scarcity


Scarcity


Scarcity


Scarcity


Scarcity

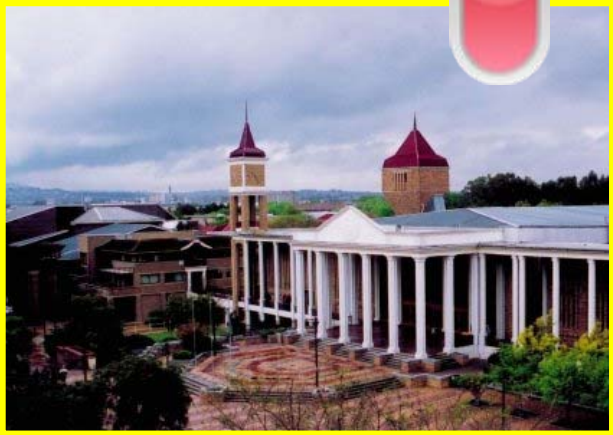

What might a **shared future** mean in a world where the organization of education is no longer based on scarcity?

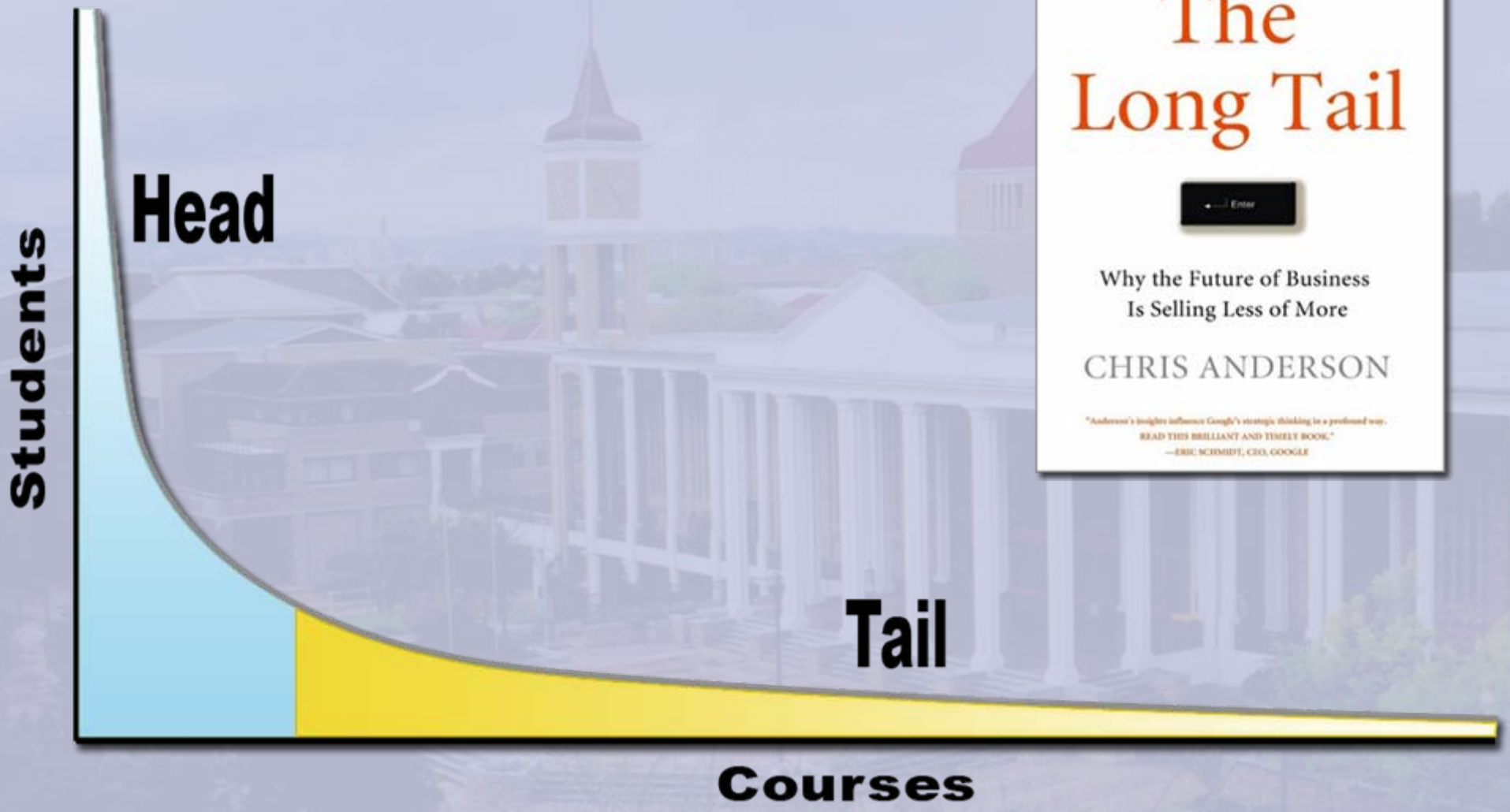
What might be the **pathway** to it?

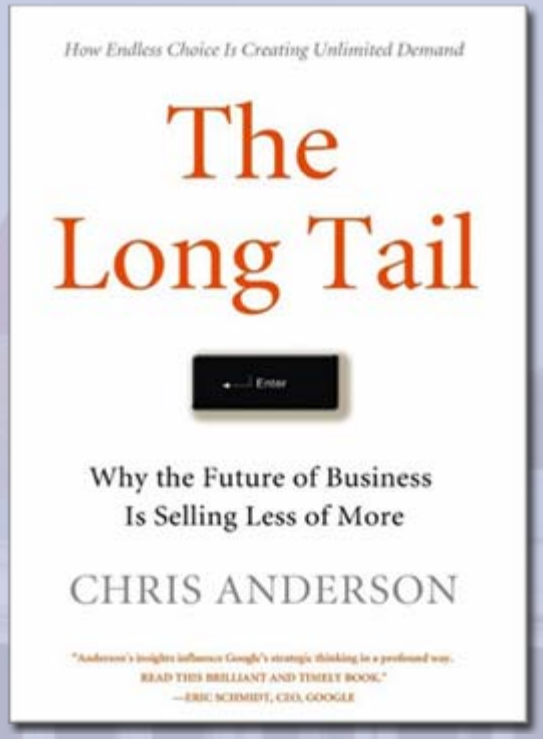
How can we create it in Africa?

# Three characteristics of Education 3.0

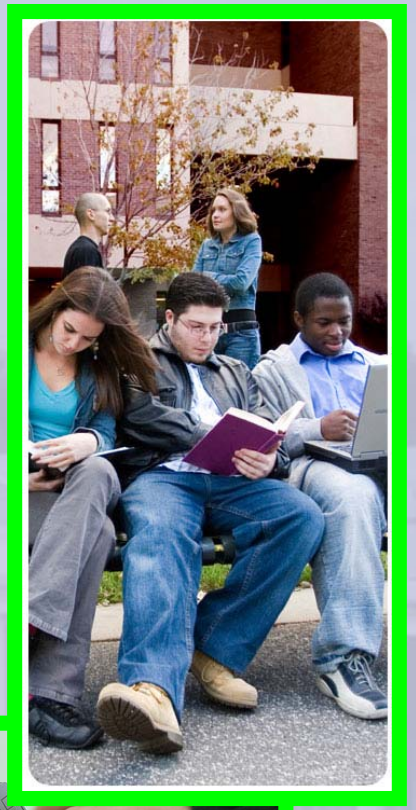
- the role of students in making choices of a different kind than are available today
- students as *socially networked* producers of reusable learning content which is available in abundance under licenses that permit the free sharing and creation of derivative works
- institutional arrangements permit the accreditation of ***learning achieved***, not just of courses taught



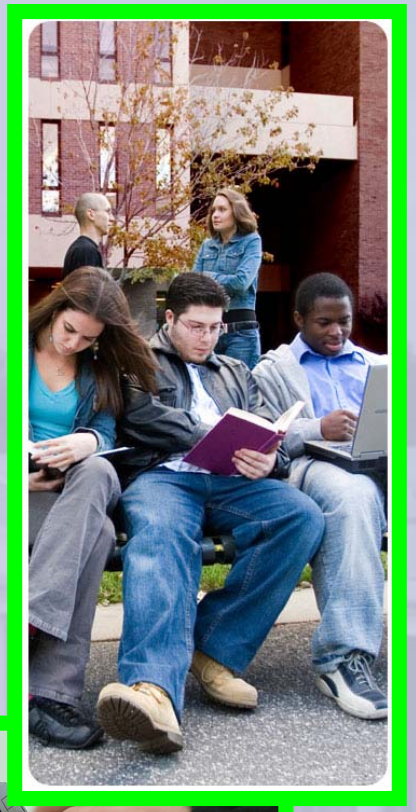

Students
Head
Tail
Courses


How Endless Choice Is Creating Unlimited Demand
The Long Tail
Why the Future of Business Is Selling Less of More
CHRIS ANDERSON

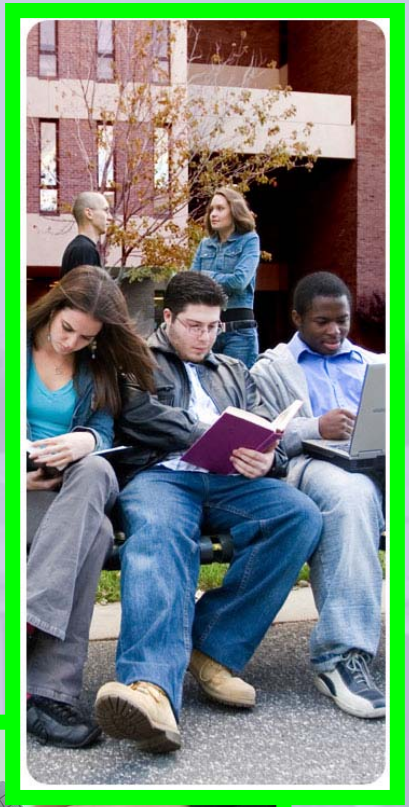
# Drivers *towards* Education 3.0



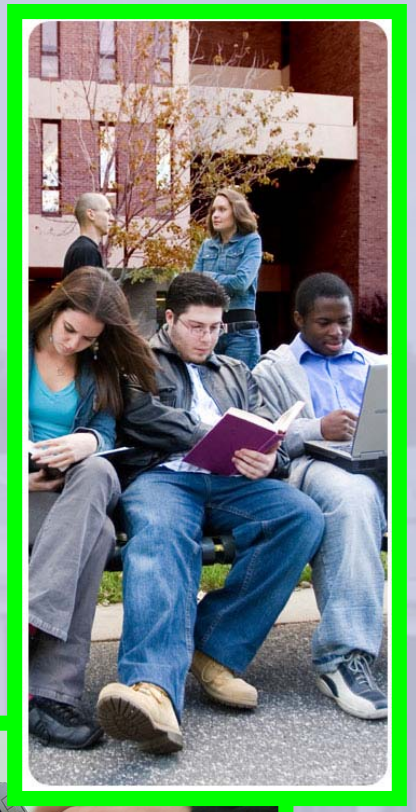
- Digital natives entering higher education
- Growing abundance of free and open educational resources
  - Reusable content and software



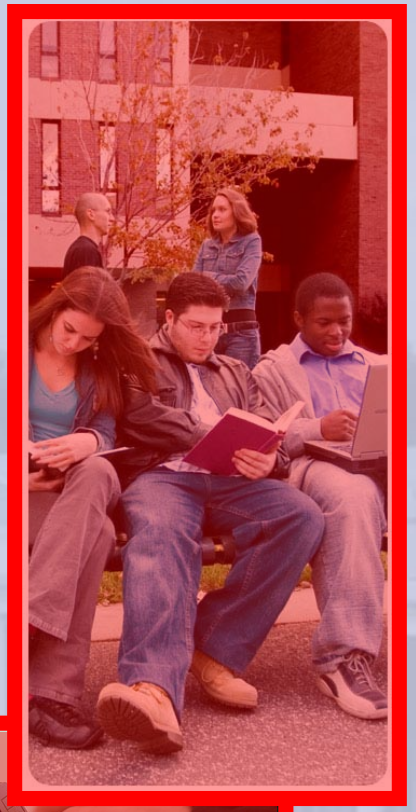
- The programmable web (distributed environments)
- Social networking and the blurring of the distinction between work and play



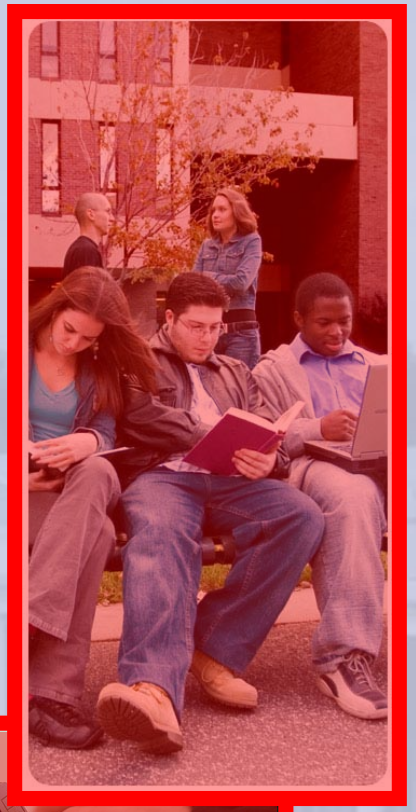
- Changing attitudes towards learning
- New ways to assess & recognize learning



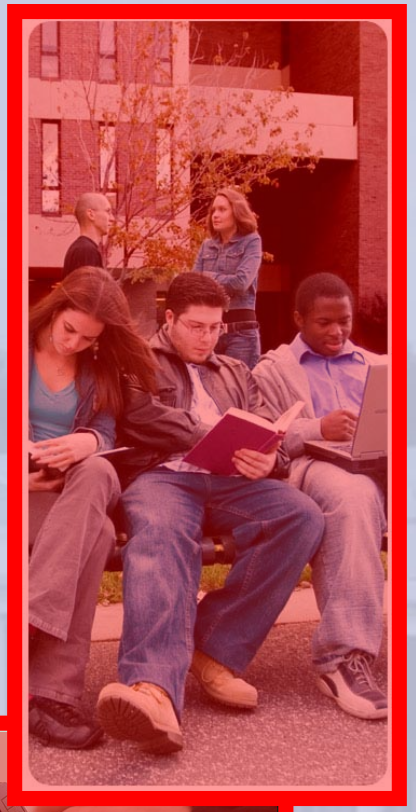
# What's *impeding* Education 3.0



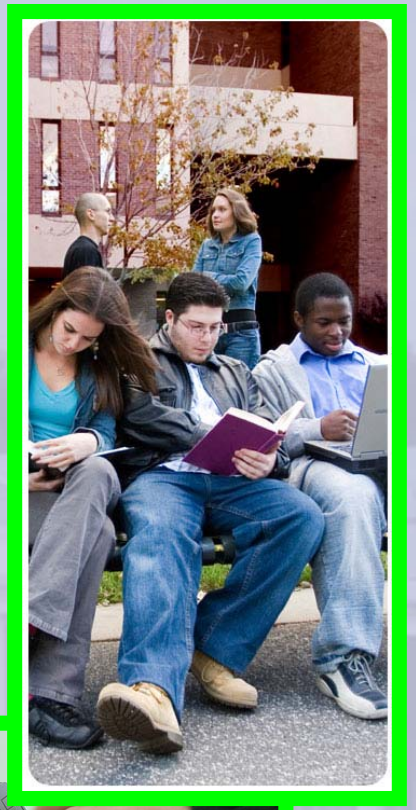
- Digital immigrants who do not understand what has happened in the World
  - Its off the radar screen!
- Institutional arrange-ments based on scarcity
  - Institutions as island states



- Lack of knowledge of how to have quality assurance when you are not in control
- Financing arrangements for HE
- Digital divide issues in Africa & developing world
  - Bandwidth

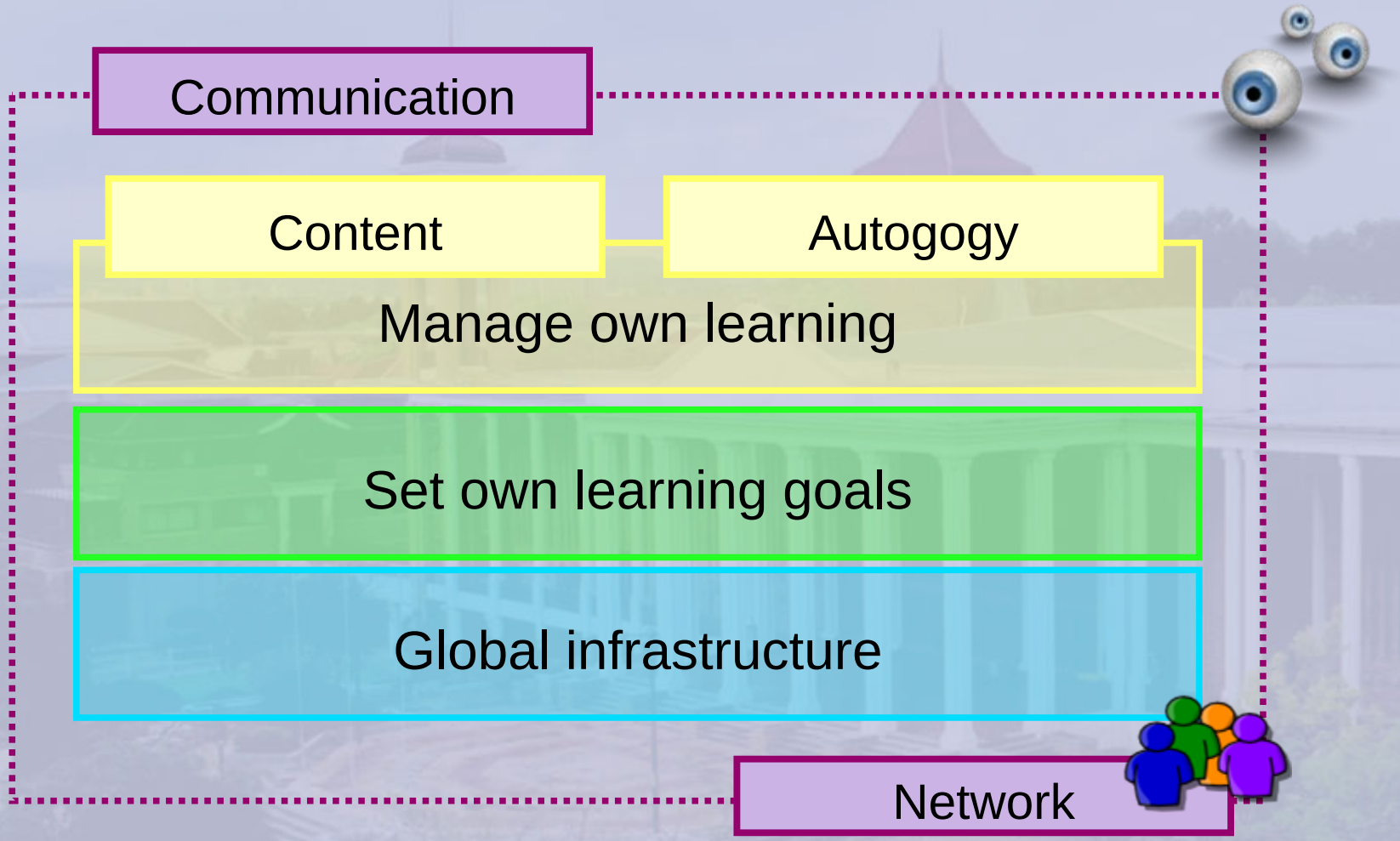


# The emergence of the personal learning environment



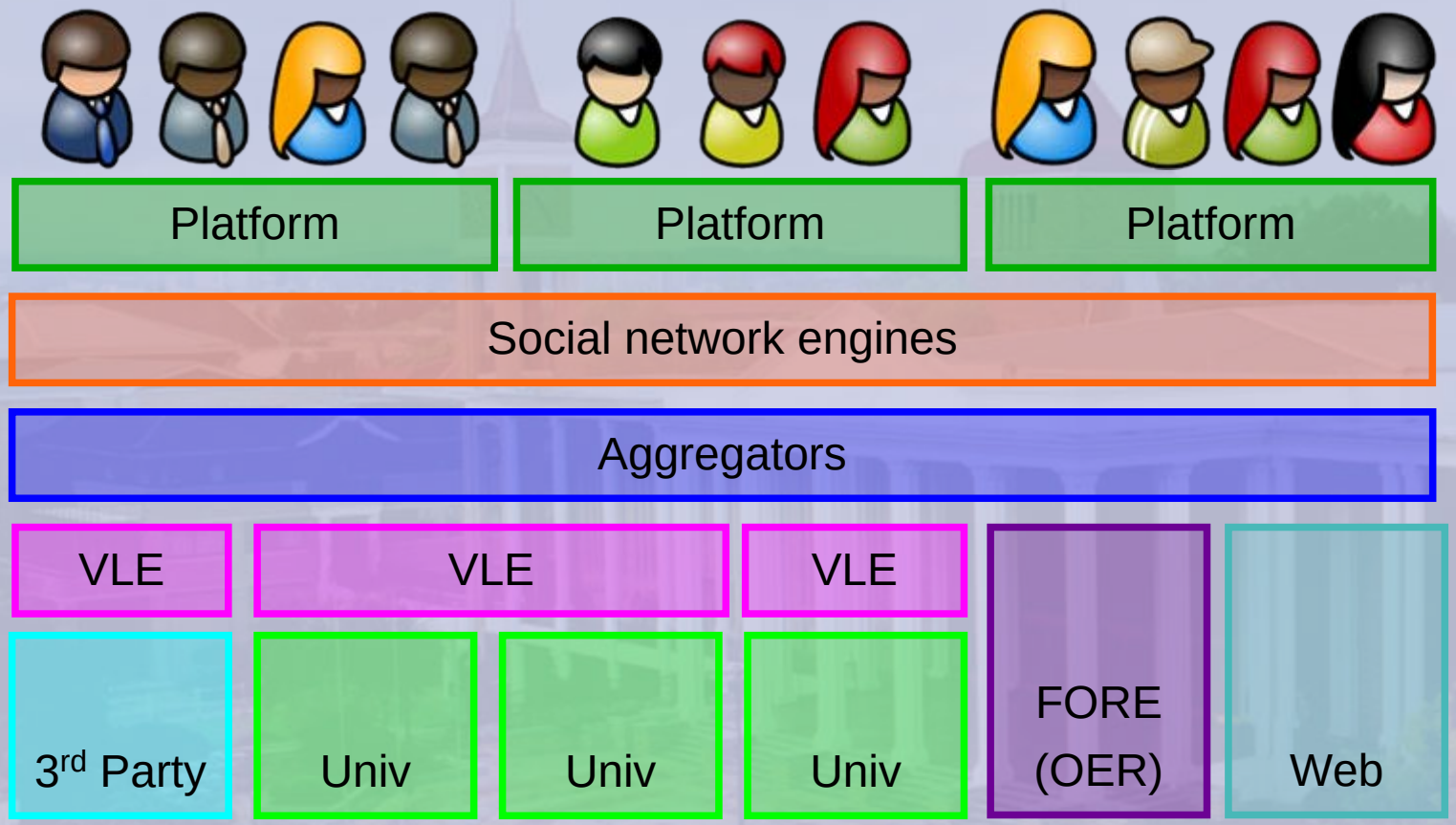
# Personal Learning Environments (PLE)

- Learners take control and manage their own learning
- **Autogogy** - the way a learner self-learns




  - A way of learning, not a particular technology

# Personal learning environments



# Social networking / aggregation

facebook

Search

Applications edit

- Photos
- Groups
- Events
- Marketplace

more


**Derek Keats**

Update your status...

Profile

| | |
|---|---|
| Networks: | Western Cape<br>South Africa |
| Sex: | Male |
| Relationship Status: | Married |
| Birthday: | August 12 |
| Hometown: | Cape Town, South Africa |
| Political Views: | Very Liberal |
| Religious Views: | None |

- Where I've Traveled (172)
- View your Shoebox
- View your Causes (1)
- View My Flickr Photos
- High five Derek
- View Derek's slideshows
- Update My Mood (I'm feeling...
- Edit My Profile

You are online now.

**My learning environment**

4 learning areas in my PLE

See All

**Biology 101**

@ The University of the Wesern Cape

Completion status

1119 others in this learning area
118 have completed more than you
1001 are behind you

1 assignment due today

**Chemistry 221**

@ The University of Jos

Completion status

224 others in this learning area
123 have completed more than you
101 are behind you

1 assignment due next week

**Personal learning environment feeds**

Displaying 10 stories. See All

Yesterday

Derek created a new learning area **Coastal ecology of Ghana** and applied for accreditation from UWC (pending) 3:52pm

July 29

Derek's blog in **Biology 101** was assessed by a team of peers and given a thumb's up (View blog) 8:57pm

July 25

Derek created a group **Coastal ecology of Ghana** and and invited 7 friends to join 8:14am

July 22

Derek edited Interests and Music in his profile. 9:19am

July 20

Derek posted a link. 2:32pm Share

**Podcasting in e-learning part-2**

http://apps.facebook.com/slide...

Podcasting as a tool in the teaching-and-learning and social interaction toolbox in higher education: Part 2, Good podcasting practice. This was from an online seminar that I did for SANTEC in early 2007.

> Podcasting as a tool in the teaching-and-learning and social interaction toolbox in higher education: Part 2, Good podcasting practice. This was from an online seminar that I did for SANTEC in early 2007.

Add a comment

July 18

Derek edited Work Info, Activities, About Me, Music and Movies in his profile. 10:42am

Search

Applications edit

- Photos
- Groups
- Events
- Marketplace

more


**Derek Keats**

Update your status...

Profile

| | |
|---|---|
| Networks: | Western Cape<br>South Africa |
| Sex: | Male |
| Relationship Status: | Married |
| Birthday: | August 12 |
| Hometown: | Cape Town, South Africa |
| Political Views: | Very Liberal |
| Religious Views: | None |

- Where I've Traveled (172)
- View your Shoebox
- View your Causes (1)
- View My Flickr Photos
- High five Derek
- View Derek's slideshows
- Update My Mood (I'm feeling...
- Edit My Profile

You are online now.

**My learning environment**

4 learning areas in my PLE

See All

**Biology 101**

The University of the Wesern Cape

Completion status

1119 others in this learning area
118 have completed more than you
1001 are behind you

1 assignment due today

**Chemistry 221**

The University of Jos

Completion status

224 others in this learning area
123 have completed more than you
101 are behind you

1 assignment due next week

**Personal learning environment feeds**

Displaying 10 stories. See All

Yesterday

Derek created a new learning area Coastal ecology of Ghana and applied for accreditation from UWC (pending) 3:52pm

July 29

Derek's blog in Biology 101 was assessed by a team of peers and given a thumb's up (View blog) 8:57pm

July 25

Derek created a group Coastal ecology of Ghana and and invited 7 friends to join 8:14am

July 22

Derek edited Interests and Music in his profile. 9:19am

July 20

Derek posted a link. 2:32pm Share

**Podcasting in e-learning part-2**

http://apps.facebook.com/slide...

Podcasting as a tool in the teaching-and-learning and social interaction toolbox in higher education: Part 2, Good podcasting practice. This was from an online seminar that I did for SANTEC in early 2007.

> Podcasting as a tool in the teaching-and-learning and social interaction toolbox in higher education: Part 2, Good podcasting practice. This was from an online seminar that I did for SANTEC in early 2007.

Add a comment

July 18

Derek edited Work Info, Activities, About Me, Music and Movies in his profile. 10:42am

Search

Applications edit

- Photos
- Groups
- Events
- Marketplace

more


**Derek Keats**

Profile

Update your status...

| | |
|---|---|
| Networks: | Western Cape<br>South Africa |
| Sex: | Male |
| Relationship Status: | Married |
| Birthday: | August 12 |
| Hometown: | Cape Town, South Africa |
| Political Views: | Very Liberal |
| Religious Views: | None |

- Where I've Traveled (172)
- View your Shoebox
- View your Causes (1)
- View My Flickr Photos
- High five Derek
- View Derek's slideshows
- Update My Mood (I'm feeling...
- Edit My Profile

You are online now.

**My learning environment**

4 learning areas in my PLE

See All

**Biology 101**

@ The University of the Wesern Cape

Completion status

1119 others in this learning area
118 have completed more than you
1001 are behind you

1 assignment due today

**Chemistry 221**

@ The University of Jos

Completion status

224 others in this learning area
123 have completed more than you
101 are behind you

1 assignment due next week

**Personal learning environment feeds**

Displaying 10 stories. See All

Yesterday

Derek created a new learning area Coastal ecology of Ghana and applied for accreditation from UWC (pending) 3:52pm

July 29

Derek's blog in Biology 101 was assessed by a team of peers and given a thumb's up (View blog) 8:57pm

July 25

Derek created a group Coastal ecology of Ghana and and invited 7 friends to join 8:14am

July 22

Derek edited Interests and Music in his profile. 9:19am

July 20

Derek posted a link. 2:32pm Share

http://apps.facebook.com/slide...

Podcasting as a tool in the teaching-and-learning and social interaction toolbox in higher education: Part 2, Good podcasting practice. This was from an online seminar that I did for SANTEC in early 2007.

> Podcasting as a tool in the teaching-and-learning and social interaction toolbox in higher education: Part 2, Good podcasting practice. This was from an online seminar that I did for SANTEC in early 2007.

Add a comment

July 18

Derek edited Work Info, Activities, About Me, Music and Movies in his profile. 10:42am

# Incipient Education 3.0 at UWC

- Cooperative international programmes
  - NetTel@Africa
  - Education masters
- Established the African Virtual Open Initiatives and Resources (AVOIR) project
  - created the Chisimba and the KEWL e-learning platform
  - FOSS masters

- Free and Open Courseware strategy and project
  - Developing country perspective on OER/FORE
  - Rip, Mix and Learn initiative (impact on quality of learning, how to make assessment work)
- Recognition of prior learning

# African Virtual Open Initiatives & Resources (AVOIR)


**Red**: AVOIR nodes

**Blue**: Collaborating partners

**Yellow**: Supporting partners

# CHISIMBA: A framework for building software & skills

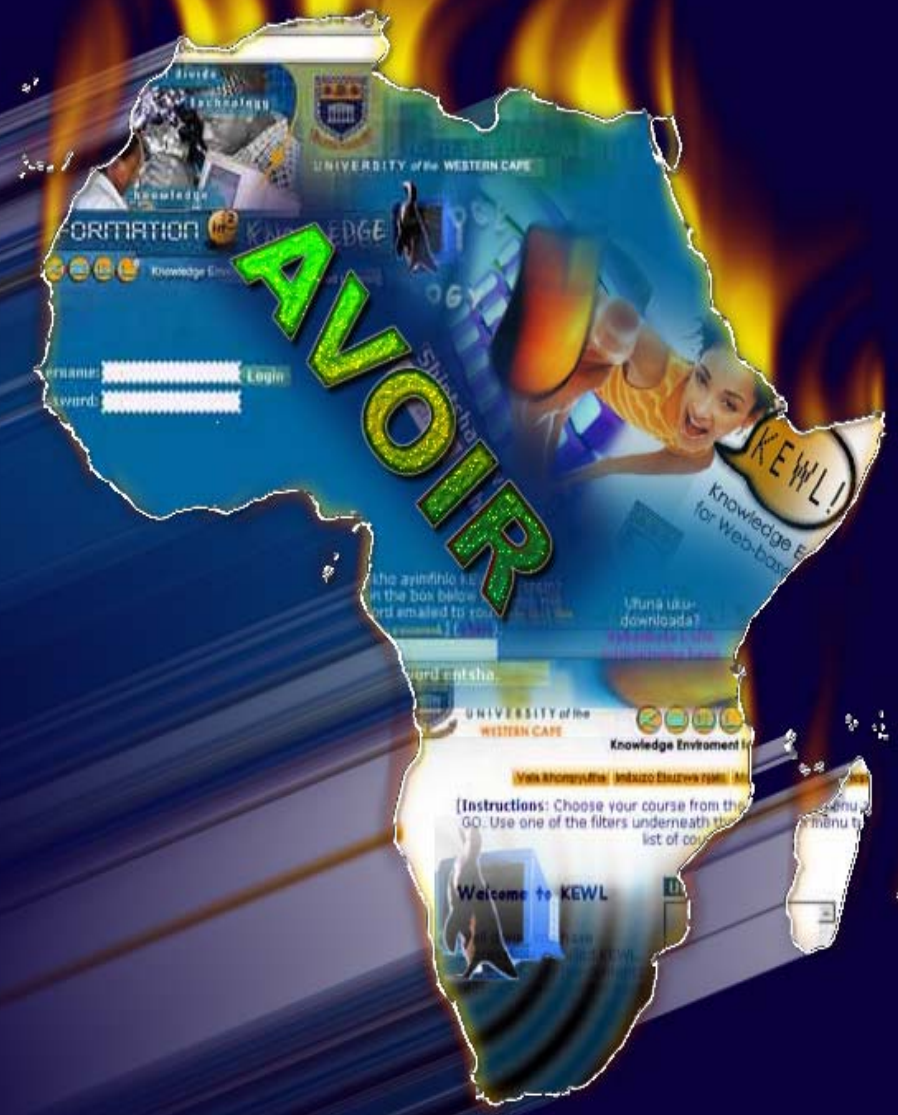
# KEWL NextGen


The awesome potential of student projects

Driven by practitioners

as well as looking at trends and opportunities

# Thank you




**Online**: http://avoir.uwc.ac.za

**Email**: dkeats@uwc.ac.za

We are grateful to the IDRC, USAID, the Department of Science and Technology, UNESCO and Sun Microsystems for financial and other support to the AVOIR project. We are also grateful to those organizations who had enough confidence to contract us to develop applications even though we were unproven.

# Attribution credits

- The image of a woman with a laptop outside by window is from http://flickr.com/photos/soctech/273081848/ by by Soctech used under CC-BY 2.0 license
- Images of an African house under construction are from the Kirstenbosch National Botanical Garden (SA) website, and used here under presumed fair use

# E-learning and Openness

David Wiley, PhD
Center for Open and Sustainable Learning
Department of Instructional Technology
Utah State University

| Education | Vs | Everyday |
| --- | --- | --- |
| Analog | to | Digital |
| Tethered | to | Mobile |
| Isolated | to | Connected |
| Generic | to | Personalized |
| Consuming | to | Creating |
| Closed | to | Open |

# What about E-learning?

Very innovative in 1995!

| Education | Vs | Everyday |
|---|---|---|
| Analog | to | Digital |
| Tethered | to | Mobile |
| Isolated | to | Connected |
| Generic | to | Personalized |
| Consuming | to | Creating |
| Closed | to | Open |

# How do we cross the gap?


Flickr / Christopher Henning

Flickr / e.dward

# Swimming on horseback

# Admit e-learning is different

# Because “online” is different

# Culture ~really~ matters


JESUS
is
ALIVE
IS
ALIVE

# Openness is the key

| Education | Vs | Everyday |
|---|---|---|
| Analog | to | Digital |
| Tethered | to | Mobile |
| Isolated | to | Connected |
| Generic | to | Personalized |
| Consuming | to | Creating |
| Closed | to | Open |

# Content is infrastructure

# Some Examples

- Open your student work through blogs
- Use only open materials for your classes
- Write your own teaching materials
- Put your teaching materials in a wiki and encourage student contribution / alteration
- Put you syllabus in a wiki and encourage student contribution / alteration
- Completely open participation in your class


david.wiley@usu.edu

http://cosl.usu.edu/