Foundations of Open Education

Matthew X. Curinga

**Educational Technology 0858-502, Spring 2014**

**Keywords:** open education, deschooling, OER, free culture, networked learning, peer-to-peer learning, p2p learning, open source education, hacking education, peer production, MOOC

**Description:** Open education combines practices from Free Software development with (radically) student-centered pedagogy. In open education, free learning resources are developed collaboratively using the global internet, tailored locally to the specific needs of learners, and studied collaboratively. Students in this course consider the underlying principles of open education: why it works, when it fails, how it relates to “traditional” education, and what we want it to look like.

We need to place our action in the specific context of domination and liberation where we live: the network society, built around the communication networks of the Internet. — Manuel Castells, *Internet Galaxy*

Now instead the common is the locus of freedom and innovation—free access, free use, free expression, free interaction—that stands against private control, that is, the control exerted by private property, its legal structures, and its market forces. Freedom in this context can only be freedom of the common. — Michael Hardt & Antonio Negri, *Commonwealth*

Inevitably, this hidden curriculum of schooling adds prejudice and guilt to the discrimination which a society practices against some of its members and compounds the privilege of others with a new title to condescend to the majority. Just as inevitably, this hidden curriculum serves as a ritual of initiation into a growth-oriented consumer society for rich and poor alike. — Ivan Illich, *Deschooling Society*

**Instructor:**

* [Matthew X. Curinga](http://matt.curinga.com), [mcuringa@adelphi.edu](mailto:mcuringa@adelphi.edu)
* [Post Annex, Room 1](http://goo.gl/maps/XReYB)

**Class meetings:**

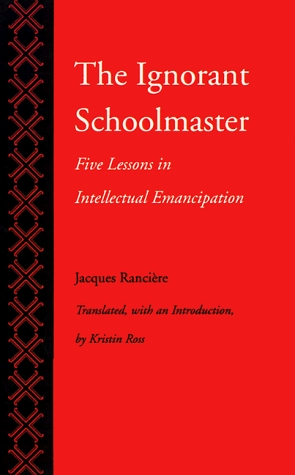
* Tues. 4:30-6:20, Harvey 104 and online

**Office hours:**

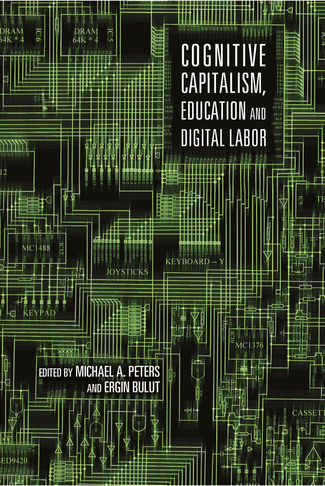
* Monday, 3-5PM
* Tuesday, 2:30-4:30PM
* Online or in person, by appointment

# Readings

## Recommended books

Rancière, J. 1991. *The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation*. Stanford University Press. USA. ISBN 0804719691 

Buy online: [Powells](http://www.powells.com/biblio/9780804719698) | [Amazon](http://amzn.com/0804719691) | [B&N](http://search.barnesandnoble.com/The-Ignorant-Schoolmaster/Jacques-Ranciere/e/9780804719698) | [ConnectNY](http://www.connectny.info/search/a?searchtype=i&searcharg=0804719691&SORT=A) | *or go to the AU bookstore.*

Peters, M., & Bulut, E. (2011). *Cognitive capitalism, education, and digital labor*. New York: Peter Lang. ISBN: 1433109816 

Buy online: [Powells](http://www.powells.com/biblio/1433109816) | [Amazon](http://amzn.com/1433109816)

## Bibliography & readings

Barabási, A. L. (2003). *Linked: How everything is connected to everything else and what it means for business, science, and everyday life*. New York: Plume.

Benkler, Y. (2002). [Coase’s Penguin, or, Linux and “The Nature of the Firm”](http://www.jstor.org/stable/1562247). *The Yale Law Journal*, *112(3)*, 369-446. [download from moodle](https://moodle.adelphi.edu/file.php/53983/benkler-2002-coases-penguin.pdf)

Benkler, Y. (2006). [*The Wealth of Networks: How Social Production Transforms Markets and Freedom*](http://www.benkler.org/Benkler_Wealth_Of_Networks.pdf). New Haven and London: Yale University Press.

Bollier, D. (2003). Silent Theft: The Private Plunder of Our Common Wealth. Routledge. [Introduction](http://community-wealth.org/_pdfs/articles-publications/commons/book-bollier-intro.pdf)

Brown, J. S. (2008). [Minds on Fire: Open Education, the Long Tail, and Learning 2.0](http://net.educause.edu/ir/library/pdf/ERM0811.pdf). *Educause Review*, *43(1)*, 16-32.

Castells, M. (2003). *The Internet Galaxy: Reflections on the Internet, Business, and Society*. Oxford University Press. USA.

Cormier, D. (2010). [What is a MOOC?](http://youtu.be/eW3gMGqcZQc) [video, 04:27]

Crouch, C. H., & Mazur, E. (2001). [Peer instruction: Ten years of experience and results](http://newfaculty.mst.edu/documents/MazurActiveLearning.pdf). *American Journal of Physics*, 69.

Dewey, J. (1916). [*Democracy and Education*](http://www.ilt.columbia.edu/publications/dewey.html). The Macmillan Company. New York.

Federici, S. (2011). [Feminism and the Politics of the Commons](http://www.commoner.org.uk/wp-content/uploads/2011/01/federici-feminism-and-the-politics-of-commons.pdf). *The Commoner*, *24*.

Hardin, G.. (1968). [The tragedy of the commons](http://www.sciencemag.org/content/162/3859/1243.full). *Science*, *162(859)*, 1243.

Hardt, M., & Negri, A. (2009). *Commonwealth*. Harvard University Press.

Iiyoshi, T., & Kumar, M., Vijay, S. (2008). [*Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge*](http://mitpress.mit.edu/sites/default/files/titles/content/9780262515016_Open_Access_Edition.pdf). MIT Press. Cambridge Mass.

Illich, I. (1970, July 2). [Why We Must Abolish Schooling](http://ournature.org/~novembre/illich/1970_Why_We_Must_Abolish_Schooling.html). *The New York Review of Books*.

Illich, I. (1971). *Deschooling Society*. Harper & Row. New York.

Kelty, C. (2008). [*Two Bits: The Cultural Significance of Free Software*](http://twobits.net/read/). Duke University Press. Durham, N.C.

Kamenetz, A. (2011). the [Edupunks’ Guide to a DIY Education!](http://www.edupunksguide.org/) Bill and Melinda Gates Foundation. [website and ebook].

Lessig, L. (2004). [*Free Culture: How Big Media Uses Technology and the Law to Lock Down Culture and Control Creativity*](http://www.free-culture.cc/freeculture.pdf). Penguin Press HC.

Mandiberg, M. (Ed.). (2012). [*The social media reader*](http://archive.org/details/TheSocialMediaReader). New York: New York University Press.

Moglen, E. (2003). [“The dotCommunist Manifesto”](http://emoglen.law.columbia.edu/my_pubs/dcm.html).

Morozov, E. (2013). [The Meme Hustler: Tim O’Reilly’s crazy talk](http://www.mitpressjournals.org/doi/pdf/10.1162/BFLR_a_00133). *The Baffler*, 22, 66–67, 125–147. doi:10.1162/BFLR\_a\_00133

Norvig, P. (2012). [The 100,000-student classroom](http://www.ted.com/talks/peter_norvig_the_100_000_student_classroom.html) [video 06:12]. TED2012.

Ostrom, E. (1999). [Coping with tragedies of the commons](http://www.soc.duke.edu/~pmorgan/ostrom.AR.html). *Annual review of political science,* *2*(1), 493–535.

Raymond, E. S. 1998. [The cathedral and the bazaar](http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/578/499/). *First Monday*, *3(3)*.

Raymond, E. (1999, June 28). [Shut Up And Show Them The Code](http://www.linuxtoday.com/developer/1999062802310NWSM). *Linux Today*.

Reagle, J. (2010). *Good faith collaboration: the culture of Wikipedia*. MIT Press. Cambridge Mass.

Siemens, G. (2004). [Connectivism: A learning theory for the digital age](http://www.elearnspace.org/Articles/connectivism.htm). *eLearn Space*.

Stallman, R. M. (1992). “[Why Software Should Be Free](http://www.gnu.org/philosophy/shouldbefree.html)”.

Turkle, S. (2011) [Alone Together](http://youtu.be/MtLVCpZIiNs?hd=1) [video 16:24]. TEDxUIUC.

Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books.

(n.d.) “[The Cape Town Open Education Declaration](http://www.capetowndeclaration.org/read-the-declaration)”.

Vygotsky, L. S. (1978). *Mind in Society: Development of Higher Psychological Processes*. Harvard University Press. Cambridge Mass.

# Tools

*Here are some of the digital tools that we will be using to facilitate this course, especially the online portions.*

* [@celly](http://cel.ly) provides text messaging groups. You can opt-in to receive class-related text messages by texting @open-ed to 23559. You will need the password (ask Prof. Curinga)
* [Skype](http://skype.com) is a well tested video chat service. There are clients for Win, MacOS, Linux, Android, iOS, etc. The free version limits the number of people to group chats.
* [Google+](http://plus.google.com) has a Hangout feature that has a robust multi-person video chat, which also supports screen sharing, document editing, and other advanced features. You need to set up your profile on G+, google’s social networking site, even if you just want the hangouts, but it will be linked to your Adelphi ID/gmail account.

# Schedule, format, & session leaders

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Date | Format | Topic |
| 1 | 1/28 | in person | Foundations of Open Education |
| 2 | 2/4 | online | Doing “open learning” |
| 3 | 2/11 | in person | Deschooling |
| 4 | 2/18 | online | Ignorant Schoolmaster |
| 5 | 2/25 | in person | Connected Learning |
| 6 | 3/4 | online | Free Software/Open Source Software |
| 7 | 3/11 | in person | Peer production |
| *Spring break* | 3/18 | - | - |
| 8 | 3/25 | in person | Free Culture & Open Content |
| 9 | 4/1 | online | Open Education Resources |
| 10 | 4/8 | in person | The Commons |
| 11 | 4/15 | online | Wikipedia |
| 12 | 4/22 | in person | MOOCs: Massively Open Online Courses |
| 13 | 4/29 | online | The Future University (MOOCs and More) |
| 14 | 5/6 | online | Resisting Open Education |
| 15 | 5/13 | in person | Wrap-up |

* **In person** classes meet on Tuesday. at 4:30 in Harvey 104.
* **online** weeks have no set meeting time. They will be carried out by posting writing, video, or other media to the course website. You should consult with your *study group* every week. During asynchronous weeks, you **must check the course website at least once a day.** Online weeks run from Wednesday to the next Wednesday. A typical online week looks like this:
  + Tues-Fri: do the readings
  + Sat or Sun: post your response online (300-500 words), due by end of day on Sunday
  + Mon-Tues: post at least two comments; respond to comments on your post.

# Class sessions

## Foundations of Open Education

#### Readings due:

none, just come to class

## Doing “open learning”

#### Readings due:

Iiyoshi, T., & Kumar, M., Vijay, S. (2008). “Introduction” [p. 1-10]. In [*Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge*](http://mitpress.mit.edu/sites/default/files/titles/content/9780262515016_Open_Access_Edition.pdf). MIT Press. Cambridge Mass.

[Edupunk’s Guide tutorials](http://edupunksguide.org/tutorials), especially regarding personal learning plan and personal learning networks

[Nine steps to participating in a MOOC](http://gsiemens.tumblr.com/post/10153633521/how-to-participate-in-an-open-online-course), George Siemens.

Morozov, E. (2013). [The Meme Hustler: Tim O’Reilly’s crazy talk](http://www.mitpressjournals.org/doi/pdf/10.1162/BFLR_a_00133). *The Baffler*, 22, 66–67, 125–147. doi:10.1162/BFLR\_a\_00133

#### Optional readings:

[Stephen Downes’ Review of *The Edupunks’ Guide*](http://halfanhour.blogspot.com/2011/08/review-edupunks-guide-by-anya-kamenetz.html)

#### Assignments due:

* Choose an “open education” project to participate in and study

## Deschooling

#### Readings due:

Curinga, M. (2012) [Ivan Illich: a brief introduction](http://www.youtube.com/watch?v=fvdzcjV0pqs) [video]. YouTube.

Illich, I. (1970, July 2). [Why We Must Abolish Schooling](http://ournature.org/~novembre/illich/1970_Why_We_Must_Abolish_Schooling.html). *The New York Review of Books*.

## Ignorant Schoolmaster

#### Readings due:

Rancière, J. 1991. *The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation*. Stanford University Press. USA. [*Chapters 1, 2 & 3*](https://moodle.adelphi.edu/mod/resource/view.php?id=782721) [moodle]

## Connected Learning

#### Readings due:

Brown, J. S. (2008). [Minds on Fire: Open Education, the Long Tail, and Learning 2.0](http://net.educause.edu/ir/library/pdf/ERM0811.pdf). *Educause Review*, *43(1)*, 16-32.

Moglen, E. (2003). [“The dotCommunist Manifesto”](http://emoglen.law.columbia.edu/my_pubs/dcm.html).

Siemens, G. (2004). [Connectivism: A learning theory for the digital age](http://www.elearnspace.org/Articles/connectivism.htm). *eLearn Space*.

Turkle, S. (2011) [Alone Together](http://youtu.be/MtLVCpZIiNs?hd=1) [video 16:24]. TEDxUIUC.

(optional) Crouch, C. H., & Mazur, E. (2001). [Peer instruction: Ten years of experience and results](http://newfaculty.mst.edu/documents/MazurActiveLearning.pdf). *American Journal of Physics*, *69*, 970.

## Free Software/Open Source Software

#### Readings due:

Stallman, R. M. (1992). “[Why Software Should Be Free](http://www.gnu.org/philosophy/shouldbefree.html)”.

Raymond, E. S. 1998. [The cathedral and the bazaar](http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/578/499/). *First Monday*, *3(3)*.

Raymond, E. (1999, June 28). [Shut Up And Show Them The Code](http://www.linuxtoday.com/developer/1999062802310NWSM). *Linux Today*.

## Peer production

#### Readings due:

Benkler, Y. (2002). [Coase’s Penguin, or, Linux and “The Nature of the Firm”](http://www.yale.edu/yalelj/112/BenklerWEB.pdf). *The Yale Law Journal*, *112(3)*, 369-446.

#### Optional video:

If you would like some extra background on the reading and want to put the ideas in context, you might want to [check out this TED video of Yochai Benkler explaining the ideas expressed in Coase’s Penguin](http://www.ted.com/talks/lang/en/yochai_benkler_on_the_new_open_source_economics.html) (recorded in 2005)

## Free Culture & Open Content

Since there are many good videos on the topic, we are going to primarily focus on videos this week.

#### Readings due:

Open Source Cinema. (2006). [Lessig Remix.](http://www.youtube.com/watch?v=TFdcPc-4Ris) YouTube. [Video 00:04:34]

Lessig, L. (2011). [Two Things, Not One.](http://blip.tv/lessig/two-things-not-one-5500365) [Video 00:20:28]

Kirby Ferguson. (2012). [Embrace the remix.](http://www.ted.com/talks/kirby_ferguson_embrace_the_remix.html)[Video 00:09:43]

Leadbeater, C. (2005). [The era of open innovation.](http://www.ted.com/talks/charles_leadbeater_on_innovation.html) TED Talks. [Video 0018:58]

Question Copyright. (2011). [Copying Is Not Theft](http://youtu.be/IeTybKL1pM4?hd=1) [Video 00:01:00]

#### Optional Reading:

Lessig, L. (2004). [*Free Culture: How Big Media Uses Technology and the Law to Lock Down Culture and Control Creativity*](http://www.free-culture.cc/freeculture.pdf). Penguin Press HC.

Lessig, L. [Collection of Lessig Videos](blip.tv/lessig) Blip.tv

[Lessig on Stephen Colbert](http://www.lessig.org/blog/2009/01/let_the_remixes_begin.html) [video]

## Open Education Resources

For this weeks readings, download the creative commons book, [*Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge*](https://moodle.adelphi.edu/file.php/53983/iiyoshi-2008-opening-up-ed.pdf).

#### Readings due:

1. “[The Cape Town Open Education Declaration](http://www.capetowndeclaration.org/read-the-declaration)”.

Unesco. (2012) [“The UNESCO Paris Declaration.”](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/English_Paris_OER_Declaration.pdf)

McGrath, O. (2008). Open educational technology: Tempered aspirations. In T. Iiyoshi & M. S. V. Kumar (Eds.), *Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge* (pp. 13–26). Cambridge Mass.: MIT Press.

Casserly, C. M., & Smith, M. S. (2008). Revolutionizing Education through Innovation: Can Openness Transform Teaching and Learning? In T. Iiyoshi & M. S. V. Kumar (Eds.), *Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge* (pp. 261–275). Cambridge Mass.: MIT Press.

Lee, S. D. (2008). The Gates Are Shut: Technical and Cultural Barriers to Open Education. In T. Iiyoshi & M. S. V. Kumar (Eds.), Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge (pp. 47–59). Cambridge Mass.: MIT Press.

## The Commons

#### Readings due:

Bollier, D. (2003). *Silent Theft: The Private Plunder of Our Common Wealth*. Routledge. [Introduction](http://community-wealth.org/_pdfs/articles-publications/commons/book-bollier-intro.pdf)

Elinor Ostrom. (2010). [Defining “the commons.”](http://youtu.be/aXzbcgj9F54) [Video 00:01:07]

[Tragedy of the Commons.](http://youtu.be/lwaNZgY9PCQ?hd=1) (2011). [Video 00:05:35]

Federici, S. (2011). [Feminism and the Politics of the Commons](http://www.commoner.org.uk/wp-content/uploads/2011/01/federici-feminism-and-the-politics-of-commons.pdf). *The Commoner*, *24*.

#### Optional readings:

Hardt, M., & Negri, A. (2009). *Commonwealth*. Harvard University Press. [selections]

Hardin, G.. (1968). [The tragedy of the commons](http://www.sciencemag.org/content/162/3859/1243.full). *Science*, *162(859)*, 1243.

Ostrom, E. (1999). [Coping with tragedies of the commons](http://www.soc.duke.edu/~pmorgan/ostrom.AR.html). *Annual review of political science*, *2*(1), 493–535.

## Wikipedia

#### Readings due:

*TBD*

## MOOCs: Massively Open Online Courses

#### Readings due:

Pappano, L. (2012, November 2). [Massive Open Online Courses Are Multiplying at a Rapid Pace](http://www.nytimes.com/2012/11/04/education/edlife/massive-open-online-courses-are-multiplying-at-a-rapid-pace.html). *The New York Times*.

Cormier, D. (2010). [What is a MOOC?](http://youtu.be/eW3gMGqcZQc)[video, 04:27]

Norvig, P. (2012). [The 100,000-student classroom](http://www.ted.com/talks/peter_norvig_the_100_000_student_classroom.html) [video 06:12]. TED2012.

Siemens, G. (2012, June 12). [What is the theory that underpins our MOOCs](http://www.elearnspace.org/blog/2012/06/03/what-is-the-theory-that-underpins-our-moocs/).

Vollmer, Timothy. (2012, November 1). [Keep MOOCs Open](http://creativecommons.org/weblog/entry/34852)

Peters, M. A. (2011). [Algorithmic capitalism and educational futures](https://moodle.adelphi.edu/file.php/53983/peters-2011-cognitive-capitalism.pdf) [moodle pdf]. In M. A. Peters & E. Bulut (Eds.), *Cognitive capitalism, education, and digital labor* (pp. 245–258). New York: Peter Lang.

## The Future University (MOOCs and More)

#### Readings due:

Vaidhyanathan, S. (2012, November 16). [A New Era of Unfounded Hyperbole](http://www.cato-unbound.org/2012/11/16/siva-vaidhyanathan/a-new-era-of-unfounded-hyperbole/). *Cato Unbound*.

Dawson, A. (2012). [DIY Academy? Cognitive Capitalism, Humanist Scholarship, and the Digital Transformation](http://archive.org/download/TheSocialMediaReader/Mandiberg-theSocialMediaReader-cc-by-sa-nc.pdf). In M. Mandiberg(Ed.), [*The social media reader*](http://archive.org/details/TheSocialMediaReader) (pp. 257–274). New York: New York University Press.

## Resisting Open Education

#### Readings due:

Federici and Fuchs Chapters in Peters, M., & Bulut, E. (2011). *Cognitive capitalism, education, and digital labor*. New York: Peter Lang. [selections](https://moodle.adelphi.edu/file.php/53983/peters-2011-cognitive-capitalism.pdf)[moodle pdf]

## Lightning talks and wrap-up

#### Readings due:

*none*

#### Assignments due:

* final paper
* lightnight talk

# Assignments

#### Due Dates and Grading

|  |  |  |
| --- | --- | --- |
| Assignment | Due | % of final grade |
| Participation | ongoing | 20% |
| Session leader | varied | 20% |
| Open Education Report | session 7 | 25% |
| Critical Essay | final class | 25% |
| Open Ed Lightning Talk | final class | 10% |

## Participation

This will be a reading-heavy course. Whether class is conducted in-person or asynchronously online, you are expected to be prepared each week. In a typical week, there will be 40-80 pages of reading. Sometimes there will be videos to watch as well. Let’s call all of these *texts*.

When you read a text for this course, you should have two things in mind: (1) what is the text arguing? (2) to what extent do you agree with these arguments? You should be in touch with your study group to discuss texts before full group discussions.

Your grade in this area will be a combination of self-, instructor-, and peer-evaluations.

## Session leader

Everyone in the class will be responsible for leading a class session, either alone or working with a partner (depending on class size). When you sign up to lead a session, you will either be leading an in-person seminar or an online discussion. In either case, you should take extra time to understand the readings for the session you are leading, take notes on the readings, and formulate questions.

In-class seminar leaders may want to open class with a few comments about the texts. How you choose to lead your session is up to you.Here are some techniques that I use (you can mix, match, or ignore):

* begin with (~15 minutes) of initial free writing/journaling related to the texts, some participants read their entries
* formulate open questions that address a large issue in the text, frame the questions with specific quotations from the works we’re studying
* distribute questions to small groups or pairs, and have them work independently on discussion the works. visit the groups while they are discussing the text and join their discussion. share with full group after certain time.
* ask each participant to read a line or two that they think is interesting or worth discussing; follow the discussion from there
* ask participants to write down one or two questions or insights that they have about the works. build a discussion around these.

Here are some things to avoid:

* boring your audience with a poorly organized lecture (especially easy to do with a PPT in the “book report” style)
* asking yes or no questions: “Does Ivan Illich like schools?”
* allowing the discussion to drift too far from the texts/subject being discussed
* misjudging the time it will take to discuss something
* allowing a few voices to dominate the conversation

While most of the above comments hold for **online discussions**, there are some practical refinements for online weeks.

1. You should post a video, audio, slideshow/PPT, or written introduction to the texts on the first day of the session you are leading (we are on a Tues-to-Tues schedule, so your intro should be ready by the first Wed. evening).
2. Give explicit instructions for how, what, where your classmates will post their responses
3. You are the glue that will make the online discussion work. You must read *everything* posted, and the faster the better. Ask follow-up questions and provide comments/feedback as soon as you can. Facilitate interaction between commenters who have similar, conflicting, or overlapping ideas.

Your grade in this area will be a combination of self-, instructor-, and peer-evaluations.

## Open Education Report

By the second week of the semester, you will choose an Open Education Project (see list below) to follow and study. You should plan to spend at least one hour a week participating in the project. Typically, at first, this will mean reading about it and following along. As you learn about the community, you can contribute more to its projects.

Your final report, due in week 7, will be uploaded to the [Ed Tech Blog](http://au-ed-tech.blogspot.com). As we build a number of Open Education case studies, all of the reports must have the same format:

Introduction

narrative description of the project

sample works (screenshots, links, diagrams, etc)

project goals

Collaboration

how do participants collaborate?

what technologies support collaboration?

how is quality controlled?

how are decisions made and goals set?

who is allowed to participate and what access rights do they have?

Community

what principles do participants have in common?

how is community maintained?

how are new members invited or excluded?

how do people learn how to participate?

Openness

in what ways is this project “open”?

consider: licenses, technologies, production model, output model, access, cost, APIs

how does it fit in with other projects?

Conclusion

how important is this project?

what is its potential impact?

does it reflect best educational practices and learning sciences?

does it support or enhance the social/political goals of education?

Your report should be concise, well edited, and prepared in a way that will make it useful for a general audience interested in technology and open education. Aim for about 3 pages.

## Critical Essay

Choose an area of interest that has arisen out of the course readings and discussions and write a reflective essay on this topic. Follow [Chris Higgins’ Notes on the critical-interpretive essay](http://www.studyplace.org/wiki/Notes_on_the_critical-interpretive_essay) for the structure of this essay, which should be: *focused*, *interesting*, *motivated*, and *controversial*. The chapters in *Cognitive Capitalism, Education, and Digital Labor* are typical of writing in this style. You should refer closely to the texts that we engage with during the semester in your writing. Your work must properly cite your sources, using APA styled references. You may include endnotes in your essay as well.

Essays must be approximately 2,500 words long. They will be posted on the [Educational Technology Blog](http://au-ed-tech.blogspot.com). This is strictly an individual assignment (one essay per person). You should work with your study group to draft and improve your essay. I strongly suggest that everyone schedule an appointment with the [Writing Center](http://students.adelphi.edu/writingcenter/) before you turn in your draft, and then again before you turn in your final essay.

**Your final essay is due on 5/13.** Late work will not be accepted for this assignment and there will not be an opportunity to re-write your final draft.

Your grade for the final paper will be based on the jouranl article evaluation process from the [*Journal of Peer Production*](http://peerproduction.net/)

Their reviewers consider:

1. Is the subject matter relevant?
2. Is the treatment of the subject matter intellectually interesting? *Does the author cite relevant literature to support the claims*?
3. Are there any noticeable problems with the author’s means of validating assumptions or making judgments?
4. Is the article well written?

Adapted from [Process: Appendix A](http://peerproduction.net/peer-review/process/). *modifications appear in italics*

## Lightning talk

A [lightning talk](http://en.wikipedia.org/wiki/Lightning_talk) is a short presentation, typically on a small, but engaging topic. We will follow the “ignite” format, where every presenter uploads 20 slides (powerpoint or libreoffice/open document presentation) timed to automatically advance at 15 seconds (for a 5 minute presentation).

The topic is up to you—anything related to our themes in Open Education.

# Open Education Projects

This is a selected list of open education projects. You will take a several weeks to try to get to know one of these projects, and then report back what you learned to the group. Here are some questions that might inform you study:

* should this project be considered open? why?
* what does the project *produce*?
* does this project make use of good eduational practice, as you understand it?
* who contributes to the project? is it hard to participate?
* who is the audience for this project?
* who does or is likely to benefit the most if this project succeeds?

**Selected Project List:**

* Big Projects/Well Known
  + [One Laptop Per Child](http://laptop.org)
  + [Wikipedia (Ed. Program)](http://outreach.wikimedia.org/wiki/Wikipedia_Education_Program)
  + [Khan Academy](http://www.khanacademy.org)
  + [MIT OCW](http://ocw.mit.edu)
* MOOCS, Open Courses, and Self-Study
  + [Udacity](http://www.udacity.com)
  + [Coursera](http://www.coursera.org)
  + [P2P University](http://p2pu.org)
  + [OpenStudy](http://openstudy.com/)
  + [Saylor](http://www.saylor.org/)
  + [Instructables](http://www.instructables.com/)
* Teaching/Learning Content & Lessons
  + [OpenAssembly](http://openassembly.com)
  + [Khan Academy Smarthistory](http://smarthistory.org/)
  + [Connexions](http://cnx.org)
  + [Claco](http://www.claco.com/)
  + [Lesson Cast](http://lessoncast.org/)
  + [TeacherTube](http://www.teachertube.com)
  + [Flat World Knowledge](http://www.flatworldknowledge.com/)
  + [CK-12](http://www.ck12.org/)
* Free Culture Media (for education and other uses)
  + [Flickr](http://www.flickr.com/)
  + [OpenClipArt](https://openclipart.org/)
  + [MERLOT](http://www.merlot.org/merlot/index.htm)
* Free Open Source Software for Education
  + [Moodle](http://www.moodle.org)
  + [BuddyPress](http://buddypress.org/)
  + [EduBuntu](http://www.edubuntu.org/)
  + [Mahara](https://mahara.org/)
  + [Rasberry Pi (hardware)](http://raspberrypi.org/)

**Find your own:**

*Here are some other lists of Open Ed projects*.

* [OER Commons](http://www.oercommons.org/)
* [Open Courseware Consortium](http://www.ocwconsortium.org/)
* [OER Consortium](http://oerconsortium.org/)
* [Creative Commons Education](http://creativecommons.org/education)
* [FOSsil Bank](http://fossilbank.wikidot.com/)