Foundations of Open Education

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**Educational Technology 0858-502, Spring 2015**

**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:**

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**Class meetings:**

* Thurs. 7:00-8:50, Room 272 and online

**Office hours:**

Manhattan (Room 228) : Tues, 4pm-6pm : Thurs, 3pm-5pm

Garden City ([Post Annex, Room 1](http://goo.gl/maps/XReYB)) : Wed, 2:30-4:30PM

# Readings

## 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.

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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.

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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.

Edu-factory Collective. (2009). [*Toward a global autonomous university*](https://www.gold.ac.uk/media/Towards_A_Global_Autonomous_University.pdf). New York: Autonomedia.

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*]("http://www.preservenet.com/theory/Illich/Deschooling/intro.html"). 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.

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

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

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.

Wiley, D. (n.d.). [The Extended Argument for Openness in Education: Introduction to Openness in Education.](from%20https://learn.canvas.net/courses/4/pages/the-extended-argument-for-openness-in-education?module_item_id=52578). [in Course] [*Introduction to Openness in Education*](https://learn.canvas.net/courses/4)

# Class sessions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Session | Date | Format | Topic | Assignment |
| 1 | Jan 29 | online | Foundations of Open Education |  |
| 2 | Feb 5 | in person | Connected Learning |  |
| 3 | Feb 12 | online | Open Education Resources |  |
| 4 | Feb 19 | in person | Open Education Reports | OER Report |
| 5 | Feb 26 | online | Deschooling |  |
| 6 | Mar 5 | in person | Ignorant Schoolmaster |  |
| 7 | Mar 12 | online | Free Software |  |
| - | Mar 19 | Spring Break | - |  |
| 8 | Mar 26 | online | Free Culture & Open Content | Open Ed Subject Guide |
| 9 | Apr 2 | in person | Peer production |  |
| 10 | Apr 9 | online | The Commons |  |
| 11 | Apr 16 | in person | Wikipedia |  |
| 12 | Apr 23 | online | MOOCs: Massively Open Online | Essay Abstract |
| 13 | Apr 30 | in person | Resisting Open Education | Essay First Page |
| 14 | May 7 | online | Writing workshop | Essay Draft |
| 15 | May 14 | in person | Video Dictionary Studio | Final Essay |

* **In person** classes meet on Thursdays at 7pm, Manhattan Center Room 272
* **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 Thursday to the next Thursday. 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.

## Foundations of Open Education

#### Readings due:

Wiley, D. (n.d.). [The Extended Argument for Openness in Education: Introduction to Openness in Education](https://learn.canvas.net/courses/4/pages/the-extended-argument-for-openness-in-education?module_item_id=52578). In course [*Introduction to Openness in Education*](https://learn.canvas.net/courses/4)

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

#### Assignments:

1. Form a 3 person study group, post your members on Moodle
2. Choose a week to be the [session leader](#session-leader)
   1. Topics are first come, first serve.
   2. You are responsible for setting up your week on Moodle
3. Choose an “open education” project to participate in and study
4. List your project on Moodle, one per customer (i.e. no repeats)

## 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.

## Open Education Resources

#### Readings due:

Wiley, D., Bliss, T. J., & McEwen, M. (2013). Open Educational Resources: A Review of the Literature. In J. M. Spector (Ed.), *Handbook of research on educational communications and technology* (pp. 781–190). New York, NY: Springer.

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)

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

## Open Education Reports

#### Readings due:

*no assigned readings*

#### Assignments due:

* Open Ed Report (on AU Ed Tech Wordpress)
* OER Report lightning talk (to present in class)

## 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*](https://moodle.adelphi.edu/mod/resource/view.php?id=782721) [moodle]

## 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*.

## 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](http://blip.tv/lessig) Blip.tv

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

## 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)

## 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:

* **About Wikipedia**
  + [Wikipedia](http://en.wikipedia.org/wiki/Wikipedia)
  + [History of Wikipedia](http://en.wikipedia.org/wiki/History_of_Wikipedia)
  + [Reliability of Wikipedia](http://en.wikipedia.org/wiki/Reliability_of_Wikipedia)
  + [Criticism of Wikipedia](http://en.wikipedia.org/wiki/Criticism_of_Wikipedia)
  + [Blog: Gender Gap](http://blog.wikimedia.org/2011/02/01/wikipedias-gender-gap/)
* **Editing Guidelines**
  + [Five Pillars](https://en.wikipedia.org/wiki/Wikipedia:Five_pillars)
  + [Be Bold](https://en.wikipedia.org/wiki/Wikipedia:Be_bold)
  + [Assume Good Faith](https://en.wikipedia.org/wiki/Wikipedia:Assume_good_faith)
  + [Wikipedia Adventure](https://en.wikipedia.org/wiki/Wikipedia:TWA/Portal)
  + [Teahouse (new editors)](https://en.wikipedia.org/wiki/Wikipedia:Teahouse)

#### Assignments

* create a Wikipedia account, if you don’t have one
* choose a Wikipedia article to edit, choose one:
* on a topic that you are interested in
* that you are knowledgeable about
* where there is something you can contribute to
* read the talk page, to get a sense of what the article authors have been discussing
* read the recent changes for the page to see what areas have been updated
* make some minor changes to improve the article
* watch the page to see if your changes trigger any comments or other activity

## MOOCs: Massively Open Online Courses

#### Readings due:

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)

Exoo, C., & Exoo, C. F. (2013, October 28). [MOOCs: Corporate welfare for credit](http://www.salon.com/2013/10/28/moocs_corporate_welfare_for_credit/). *Salon.*

## Resisting Open Education

#### Readings due:

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.

Caffentzis, G., & Federici, S. (2009). Notes on the Edu-Factory and cognitive capitalism. In Edu-factory Collective (Ed.), [Toward a global autonomous university](https://www.gold.ac.uk/media/Towards_A_Global_Autonomous_University.pdf). New York: Autonomedia.

## Peer Editing & Writing Workshop

#### Readings due:

*none*

## Open Ed Video Dictionary Workshop

#### Readings due:

*none*

#### Assignments due:

* final paper

# Assignments

#### Due Dates and Grading

|  |  |  |
| --- | --- | --- |
| Assignment | Due | % of final grade |
| Participation | ongoing | 15% |
| Session leader | varied | 15% |
| Open Education Report | session 4 | 15% |
| Open Ed Subject Guide | session 8 | 15% |
| Critical Essay | final class | 25% |

## Participation

This is a reading-oriented 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 determined by the end of term particpant survey and the instructor grade.

## 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 Thurs-to-Thurs 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 determined by the session leader survey completed by all participants.

## 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 will be uploaded to the [Ed Tech Blog](http://www.auedtech.org). As we build a number of Open Education case studies, all of the reports must have the same format:

1. **Introduction**
   * narrative description of the project
   * sample works (screenshots, links, diagrams, etc)
   * project goals
2. **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?
3. **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?
4. **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?
5. **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 2 pages (500-700 words).

## Open Ed Subject Guide

The subject guide is a group project that you will complete with your study group and it will be graded Pass/Fail. Your project will not pass until their is consensus with the entire class that it is ready to launch.

For this project, your study group will choose a topic of common interest (e.g., “These Ten Open Tools for Writing Will CHANGE YOUR LIFE!”, “Open Tools for Instructional Designers”). For this project, you will gather a collection of open resources that your group thinks are useful and important for the topic. The guide will consist of an annotated list of these tools with some brief introductory text. Your group will create a brief video highlighting the tools. The video must be between 3-5 minutes long. The video will be released with a Creative Commons License on YouTube and the collection will be posted on the AU ED Tech blog (where all th content is CC licensed).

## 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://www.auedtech.org). 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 5/14.* Late work will not be accepted for this assignment and **there will not be an opportunity to re-write your final essay.**

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? (6 points)
2. Is the treatment of the subject matter intellectually interesting? *Does the author cite relevant literature to support the claims*? (6 points)
3. Are there any noticeable problems with the author’s means of validating assumptions or making judgments? (6 points)
4. Is the article well written? (7 points)
   * **1 point** indicates that the writing renders the essay extremely difficult to follow, regardless of the merits of the argument. Essays will receive 1 point for writing if any of these conditions are met, or a are met in combination:
     + 5 or more incomplete or run on sentences
     + 8 or more spelling errors
     + 5 or more grammatical errors
     + no citations in the text or missing references section
   * **2 points** indicates an essay with significant problems in grammar, spelling, and norms of academic writing
   * **3 points** indicates an essay that follows the basic conventions of academic writing and has been edited to remove most spelling errors (<3) and common grammatical errors. Essays at this level exhibit awkwardly phrased sentences, poor word choice, organization, and lack strong transitions.
   * **4 points**. Everyone should strive for at least 4 points for the writing of their essay. 4-point essays are basic, but well written works. They will be edited to remove lower order concerns such as spelling and grammar and also have the basic structure of higher order concerns: structured to develop argument, offers supporting details, parsimonious and focused. Essays at this level may have inconsistent or improper citations, suffer from awkward phrasing ad poor word choice, and lack transitions.
   * **5 points** will be awarded for essays that are well edited, consistently use academic citations, and read fluidly and consistently. These essays will be improved by focusing on higher order concerns, making sentences more precise, stating ideas more clearly, and using grammar and word choice to enhance further enhance the themes of the essay.
   * **6 point** essays read fluidly and exhibit a strong authorial voice and mastery of rhetorical structures, using wit, narrative, passion, etc. Each idea is fully developed while retaining our principle of parsimony.
   * **7 points**, like 6 point essays, but also edited to the point where they are error free and suitable for print. It is very difficult to prepare an essay at this level without feedback from other readers.

For this essay, you may use Chicago, MLA, or APA styled citation, but must be consistent in how you apply them (don’t switch styles). In addition to the references, you may include endnotes if necessary. The [Purdue Owling Writing Lab](https://owl.english.purdue.edu/owl/section/2/) is a good resource for citations as well as the basic elements of academic writing.

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

Your paper will be graded by the professor and by an external reviewer from a pool of Adelphi faculty, faculty at other institutions, graduates for the Ed Tech program, and other experts in the field. The external review will be a blind review—the reviewer will not know the author’s identity and the author will not know the reviewer’s identity.

If your work is plagiarized or otherwise violates [Adelphi’s Code of Academic] you will receive zero points for this assignment with no opportunity to re-write it.

# 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?

## List of Selected Project Open Ed Projects

* MOOCS, Open Courses, and Self-Study
  + [MIT OCW](http://ocw.mit.edu)
  + [P2P University](http://p2pu.org)
  + [Udacity](http://www.udacity.com)
  + [Coursera](http://www.coursera.org)
  + [OpenStudy](http://openstudy.com/)
  + [Saylor](http://www.saylor.org/)
  + [Instructables](http://www.instructables.com/)
  + [Khan Academy](http://www.khanacademy.org)
  + [Khan Academy Smarthistory](http://smarthistory.org/)
  + [OpenYale Courses](http://oyc.yale.edu/)
* Textbooks, lessons, curricula
  + [Curriki](http://www.curriki.org/welcome/)
  + [CK-12](http://www.ck12.org/)
  + [Phet](http://phet.colorado.edu/)
  + [Siyavula](http://www.siyavula.com/)
  + [Connexions](http://cnx.org)
  + [Claco](http://www.claco.com/)
  + [Lesson Cast](http://lessoncast.org/)
  + [TeacherTube](http://www.teachertube.com)
  + [OpenAssembly](http://openassembly.com)
  + [Flat World Knowledge](http://www.flatworldknowledge.com/)
  + [OER Africa](http://oerafrica.org/)
* Free Culture Media (for education and other uses)
  + [Wikipedia](http://wikipedia.org) [Ed. Program](http://outreach.wikimedia.org/wiki/Wikipedia_Education_Program)
  + [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)
  + [Canvas](https://github.com/instructure/canvas-lms/wiki)
  + [Adapt Learning](https://community.adaptlearning.org/)
  + [Scratch](http://wiki.scratch.mit.edu/wiki/Scratch_1.4_Source_Code)
  + [Snap](http://snap.berkeley.edu/) [Source Code](https://github.com/jmoenig/Snap--Build-Your-Own-Blocks)
  + [BuddyPress](http://buddypress.org/)
  + [EduBuntu](http://www.edubuntu.org/)
  + [Mahara](https://mahara.org/)
  + [Rasberry Pi (hardware)](http://raspberrypi.org/)

## Other related links

* [On the Commons](http://www.onthecommons.org/)
* [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/)
* [P2P Foundation](http://p2pfoundation.net/)