

FULL FACILITATION PLAN

OPEN SOURCE SOFTWARE AS A SOCIAL PRODUCT AND A SOCIAL FORCE

GROUP 27

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1. LEARNING OBJECTIVES (LO)

1. Be able to define Open Source Software.
2. Learn about motives driving open source software development.
3. Explore how framing open source software in different ways demonstrates different stakeholder perspectives.
4. Investigate the various degrees of freedom of open source software based on the license types.

2. SESSION OUTLINE

2.1 INTRODUCTION TO OPEN SOURCE SOFTWARE

2.1.1 WHAT IS OPEN SOURCE SOFTWARE?

We will ask members of the group to summarize the reading. If no volunteers are present, then facilitators shall explain the topic at a level necessary for active participation in the discussion. The role of this activity is to help combat some of the stereotypes associated with Open Source Software and to encourage an open mind when thinking about the subject. This section will address LO1, LO2, and LO4.

2.1.2 IMPORTANT CONCEPTS COVERED

- i. Open source is not a matter of price but rather of flexibility and freedom. *Free as in “free speech”, not as in “free beer”.*
- ii. Open source software is not necessarily free. For example, paid support exists (e.g. Red Hat Linux for servers, MySQL for databases, etc.)
- iii. Zero-cost software is not necessarily Open Source Software
- iv. The motives behind creating and using Open Source Software
- v. Open source software embraces the idea of communal ownership and development.

2.1.3 EXAMPLES OF OPEN SOURCE SOFTWARE.

This section will introduce students to some of the more popular open source software available. This is to show that the open source community does create software for all types of applications. Each example will be justified based on the initial description of open source software.

- i. Google Android OS – Mobile Operating System
- ii. Linux (Gentoo, Ubuntu, Red Hat, etc.) - Desktop/Server Operating Systems
- iii. Mozilla Firefox – Web Browser
- iv. WordPress – Online Blogging Platform
- v. Audacity – Sound Editing software
- vi. LibreOffice – Microsoft Office Alternative
- vii. VLC – Media Player
- viii. Blender – 3D Modeling software

2.2 AGREE/DISAGREE LINE UP

2.2.1 INTRODUCTION

Students will position themselves along a makeshift spectrum based on their opinions on a per statement basis, with one side of the room as “Strongly Agree” and the other as “Strongly Disagree”. The facilitators will then ask for some students to provide input on their reasoning for this stance on the situation. This section is designed to inspire initial discussion and gauge present participant knowledge.

2.2.2 PROMPTS

1. Open Source Software is a necessary element in software innovation.
2. Open Source Software increases market competitiveness which benefits consumers.
3. Open Source Software is associated with deregulation. For example, that software should be free (leading to piracy), or that all modifications are allowed or supported (regardless of EULA, patent laws, etc.).

2.3 (POLITICAL) CARTOONS /SKETCHES

2.3.1 INTRODUCTION

Transition: In the previous activity, students were asked for their opinion of several prompts. These prompts were designed to encourage diverse viewpoints and stimulate participation. Moving forward from personal perspectives, this activity will allow participants to acknowledge the different viewpoints of stakeholders. This section will mainly focus on LO3.

Students are to form groups of four, select a stakeholder and to draw a cartoon to reflect the viewpoint of their chosen stakeholder with respect to open source software. A list will be provided, but students are not restricted as such and may choose an alternative stakeholder if warranted. The cartoon should illustrate the stakeholder perspective while making use of typical political cartoon devices (satire, humour, etc.).

2.3.2 STAKEHOLDER LIST

- Government (Regulators)
- Businesses (both Enterprises, and Small businesses)
- Developers (both Large and Small)
- Educators
- Consumers (including licensees)

2.3.3 ALTERNATE ACTIVITY

In the event that students are unable to draw or prepare a cartoon, they will be able to analyze and discuss some of the cartoons which have been prepared. This will be done in groups of two to allow additional participation for the participants and a further discussion of the cartoon. This allows students to analyze the possible viewpoints of the stakeholders while allowing additional input to the discussion.

2.4 BOARD MEETINGS

2.4.1 INTRODUCTION

Transition: In the previous example, the students embodied the different viewpoints of stakeholders regarding open source software. The results of the previous activity will be posted around the room as inspiration for the board meeting activities.

The students will be split into 2 groups of 8 students each. Each group will form a “Board of Directors” which provides advice to the CEO of the company.

In this scenario, the facilitators will act as the CEO and pitch an idea to the board. The board will then try to convince the CEO to either go with, or reject the idea. Participants will be assigned to a position in the company and will do their best to emulate the behavior of their assigned characters.

The goal of this section is to let the students realize the various degrees of freedom which open source software can employ and the various considerations each company makes when making its decision. This section will cover LO4.

2.4.2 MEMBERS OF THE BOARD

- i. Chief Financial Officer [1]
 - Responsible for fiscal matters, especially company profit
- ii. Product Development Executives [2]
 - Responsible for the development of the products and members of the development team
- iii. Public Relations and Marketing Executives [2]
 - Responsible for how its user base will be affected
- iv. Chief Technology Officers [2]
 - Responsible for IT management, including modifications of any of the computer systems for both inter-company use and for users
- v. Legal Department [1]
 - Responsible for the intellectual property protection of the company

2.4.3 TOPIC LIST

The CEOs will choose the type of company (e.g. developer, management, government, etc.) and the size (startup, small/mid-size, enterprise) before the meeting starts depending on the group dynamics. This will help frame the meeting discussion. The following is a list of potential topics which will be discussed at the meeting:

- a) Software startup deciding on whether to open source or not to open source
- b) CEO suggests moving from closed source/proprietary development to open source development
- c) CEO suggests moving from closed source/proprietary software to open source software

2.5 (OPTIONAL) DISCUSSION QUESTIONS

With the remaining time, any questions raised during the seminar will be addressed. This will include a short discussion of some of the questions found in the case study package. This discussion will take place only if time permits.

2.6 CONCLUSION

The facilitation will finish with an overall summary of the activities, with reference to the specific lessons and objectives addressed throughout the seminar. The pertinence of open source software to engineering education, and to the professional practice of engineering will conclude the session.

2.7 TIMING

Introduction to Open Source Software	5 minutes
Agree/Disagree Line Up	8-10 minutes
Political Cartoons/Sketches	8-10 minutes
Board Meetings	15-20 minutes
(Optional) Discussion Questions	Remaining Time
Conclusions/Wrap-Up	5 minutes
Total Time:	50 minutes

3. ROLES

3.1 INTRODUCTION TO OPEN SOURCE SOFTWARE

The four facilitators will introduce themselves, and one member will provide an introduction of the topic, provided a student is unwilling to do so.

3.2 AGREE/DISAGREE LINE UP

One member of the group will introduce the activity to the students, and read each prompt to the students. The same member will be responsible for regulating the discussion of the statement.

3.3 (POLITICAL) CARTOONS/SKETCHES

One group member will draw from the previous activity in order to provide a basis for the current one. The overall description of the activity will be presented and the group will be divided.

Facilitators will be floating around the room to encourage creativity amongst students. In the event that the alternate activity is done, each facilitator will be tasked with working with a small group (approx. 4 students) to explore the prepared cartoons and to prepare for the next section. At the end of this section, two of the facilitators will be responsible for putting up the cartoons while the other two transition into the next activity.

3.4 BOARD MEETINGS

Two facilitators will be with each group, acting as the Co-CEOs for the board meeting. Their task is to ensure that the board meeting goes smoothly and has some conclusion at the end of the allotted time.

3.5 (OPTIONAL) DISCUSSION QUESTIONS

Facilitators will step into the role of prompting discussion as required. As the precise nature of this activity will be based on in-session feedback, roles will need to be fluid.

3.6 CONCLUSIONS

Each member of the facilitation group will speak during the conclusion in turn. Each speaker should be able to use the activity that they spoke about earlier to reference the overall goals.

4. VISUAL AIDS, PROPS, ARTIFACTS

Examples of political cartoons/sketches will be prepared for reference. The students will be asked to produce their own political cartoons/sketches during the course of the seminar. This gives them a chance to explore the different perspectives of different stakeholders. Nametags will also be provided in order to address others by their names. These will double for use during the board meeting in order to identify the characters.

5. SUPPLIES REQUESTED

The following supplies are requested for this seminar:

1. Un-ruled Chart Paper
2. Assorted Markers
3. Masking tape
4. Chalk
5. Eraser

We ask that the desks be organized as shown. [Two sets of 2x4 desks.]

