What Have We Heard?

Making Informed Decisions about Digital Learning Content in eLearning

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Insights

• When will eTextbooks arrive?
  – As replicas of print texts? Maybe never!
  – As something new? eTextbooks are already here - highly interactive courseware is now 20-25% of total course revenues.
• “Education is the black gold of the 21st Century!”
• “Textbooks are walled gardens where wall = price; wall = DRM; Wall = usability; Wall = discoverability ...”
Insights

• “Commercial eTextbooks herald the absolute destruction of the idea of personal property [of textbooks].”

• “The best [funding] model is imbedding the cost of course materials into the structure of the course.” Digital is a world of passwords, expiring access …”

• “Markets will never be 100% open or 100% proprietary.”
Insights

• “At CCCOnline, 15-20% still choose a print book.”

• “No significant difference [in course completion rates]”

• “Students preferred printed text at the beginning of the term, but preferred eTextbook by the end of term.”
eTextbooks

• CONTEXT (eContent must be situated)
• INCENTIVES (Faculty and Students are Busy)
• ECONOMICS AND GOVERNANCE
  – What are the “true” costs of ownership/use?
  – Who controls pricing and terms?
  • Centralization amidst ‘consumerization’ (users to choosers)
• REGULATIONS AND POLICY
• INTELLECTUAL PROPERTY ISSUES/COPYRIGHT
• FACULTY CULTURE (My Course!)
• DIGITAL DIVIDE?
OERs

- Preservation and Curation
- Transportability
- Technology Maturity
- Faculty Control of Course
- Q/C, Credentialing, Course Assessment, Accreditation
- Maintenance of Course Content?
  - Economic Sustainability
Faculty-Student Created Content

- It is NOT about IT
- Different issue sets in different higher education settings – 2-year college, research university, for-profit, traditional
- Educational Models – Learning Goals
- Business Model(s)

- IP
- Assessing Quality – Role of the Institution
- Re-use of student generated content
- Production values – what are our tolerances
- Brand?
Insights – Day 2

Digital Content Integration

Correlation to Pass Rates
Savings to Students
Evidence-Based Decisions
Engagement Data
Insights – Day 2

• Success Drivers at CSU Fullerton
  – Economics (Affordability)
  – Contextual Provisioning
  – Mobile Access
  – Identity & Access Management (Shibbolizing CourseSmart)
  – Access Content via Faculty Portal
Insights – Day 2

• Faculty dynamics around digital content are relative homogenous (by discipline)
• Faculty are slow to change
• There are barriers to overcome
• Students are extrinsic motivators

Faculty are largely not using digital content in their instruction
Insights – Day 2

Faculty Engagement

• Demonstrate that digital is better for engagement/learning, not just pricing
• Cover the breadth of publishers currently available
  – Demonstrate what content and features are available
• Learn what drives mobile use and adoption
• Faculty professional development is key
Insights – Day 2

Support Faculty Engagement

• As practitioner
• Help make selection of digital materials
• Guiding student selection
• Establishing needs
Insights – Day 2

Good Outcomes – More Progress Needed

• 78% said “more engaging”
• 73% said “same quality as print”
• 49% prefer digital to paper
Insights – Day 2
Insights – Day 2

• Free Range Learners (free agent learners)
  – The search for alternate sources
    • You get free chicken feed, but look for feed elsewhere!
  – Brand conscious! (MIT, Stanford, Mayo …)
  – There appears to be value in collections
  – Big on video-audio content
  – Lots of textbook cost mitigation strategies*
  – Teaching is really important
  – Build solutions for their users, not their builders!
  – Personal geographies of learning
    • Non-learning
Collaborate to compete

• Clear goals and strategies
  – Reduce costs, gain efficiencies
• Leverage knowledge
• Federated technical services
• Work with faculty to bring them along
Insights – Day 2

Use OER to build partnerships

• Look for ideas over the horizon
  – DIYU, Social Life of Information, OERu

• Socialize open ideas

• There are multiple entry points
  – Open access research (public knowledge project)
  – Open pedagogies
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Breeding free range learners?

• Course syllabus in a wiki
  – Students actually add assignments
• Reading lists on open web
• Writing assignments to blogs
  – Public exposure to outside readers
• Contextualized learning objects
Breeding free range learners?

• Awarding badges through the open badge infrastructure
  – This is really interesting
  – Supports the accreditation process
  – Who has really seen your transcript (besides you!)?

• Student engagement in crafting course materials
  – Tina the teacher
Good Advice – Day 2

Let’s not jump off the cliff together, okay?
Insights – Day 2

• Effective digital content ≠ Electronic versions of traditional course materials
• Content must be engaging, interactive, personalized
• Badging
• Must have data
  – Connect metadata – via learning registry
  – Empower students with their own data
    • My data button
Insights – Day 2

• Barriers between K-12 and higher ed are barriers to creating coherent libraries
  – K-12 teachers are heroes
  – Illuminating enough little bits, illuminates the whole

• Internet abundance in itself are not fully transformation
  – What about curation? (organizing knowledge)
  – What about contextualization
Insights – Day 2

• Education is our civil religion
  – Failure is consequential. The stakes are enormous.

• There is a complete inversion of authority
  – Our dream of control is shattered

• What is important is the community of people who are deeply engaged in learning
  – We must learn more and more about how people learn

• The imperfect is our paradise
  – Keep fighting the good fight