What is EDUCAUSE on Campus? Using EDUCAUSE resources—video, readings, and discussion guides—you can create programs and completely design local professional development events. Combined with the EDUCAUSE Event Planning Kit, containing resources to plan your meeting and facilitate discussions, you can bring innovative ideas and thought leadership from across higher ed IT to your faculty and staff in an easy, cost-effective fashion. This document will take you through the basic steps to prepare and customize the content for your program.

**Step One: Decide Purpose and Length of Event**

The first question to ask yourself or your event team is, What is the purpose of this program? Is it to get a diverse group together to build a team while learning more about a specific topic? Do you plan to develop a more intense, assignment-driven experience on a highly focused topic for your attendees? Or do you want a fun, full-of-activity escape from daily work where you can learn more about a broad topic? Knowing the demographic of the people you are working with will be crucial here. That will influence your determination of what you intend to accomplish with your program. Once you have that question answered, you can move on to the next step.

**Step Two: Develop Your Curriculum on Your Program’s Topic or Theme**

The next step is to consider your theme and curriculum. What is the main thrust of this experience? What is the primary goal you want all your participants to meet? How would you define success, in terms of what your people walk away with? Once you figure out the main theme and these learning objectives, you can use the content on the following pages to create a highly customized curriculum for your program.

As you assemble your program using the suggested content on the following pages, be sure to search for more current content on the EDUCAUSE website as resources, articles, podcasts, webcasts, and other valuable content is added every day.

**Step Three: Plan the Logistics and Host Your Program**

Using the two-part EDUCAUSE Event Planning Kit, plan the logistical details for your site and prepare to facilitate the group learning experience on the day of your program. The kit provides easy-to-use promotional tools to help you create awareness and encourage participation. You will also find tips and strategies to continue the conversation about the event’s topic or theme.

So, take a look at the content and activities we have assembled on the following pages. With a little bit of planning you will be able to leverage the best thinking in higher ed IT to put together a great professional development activity right on your campus.
Using Open Courseware to Drive Student Achievement

Program Overview

Each fall, an increasing number of students enroll at our nation’s college and universities. Of them, barely half will have the fundamental skills necessary to survive the rigor of college courses. Studies predict that nearly 40 percent will be forced to take at least one remedial course, adding time and a heftier cost to their studies. For those that advance, the fundamental courses that lay the groundwork for disciplinary studies—math, composition, comprehension—vary in quality across institutions, with little consensus about standards or suggested outcomes.

Against this backdrop, a handful of institutions have invested capital into the development of open e-learning repositories, posting their course content online for free consumption. Faculty are tapping into the resources to enhance or build their own courses and students are downloading tutorials to sharpen their skills. A high school student feeling overwhelmed at the thought of college calculus might watch lectures in the weeks before entering college on their home computer. An institution might require incoming freshmen to complete an online course in English or mathematics to help them master the fundamentals before orientation begins. Preliminary studies have shown that courses which leverage online components can help students grasp and master key concepts in less time.

Using this program, IT staff and faculty will learn more about the promise of open educational resources in higher education. Resources are intended to explore existing models while challenging participants to consider key questions related to their own implementation and integration on campus. This EDUCAUSE on Campus kit is targeted at institutions and individuals interested in learning more about the initial challenge areas for Next Generation Learning Challenges (NGLC).

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1. Pre-Event Activities

1.1. Pre-Event Homework

To provide attendees with background in the topic, consider suggesting the following resources as pre-event homework:

- Maria H. Andersen, "To Share or Not to Share: Is That the Question?," EDUCAUSE Review, vol. 45, no. 4 (July/August 2010).

1.2. Pre-Event Conversation Starters

To help participants begin connecting around key ideas before the session begins, consider posing the following questions for discussion. Discussion might occur on a discussion board, across e-mail, or in a face-to-face meeting during the program.

- How would you characterize campus attitudes toward the use and production of open resources?
- What types of concerns might faculty or staff have?
- What are the potential benefits to leveraging open resources on campus? For students? For faculty?
- What are the potential challenges to developing open resources on campus?
- How might faculty consider integrating open resources into the classroom? How are your faculty already doing this?

2. Opening Session

Curtis Bonk, “The World Is Open: Now, WE ALL LEARN with Web Technology”
EDUCAUSE Learning Initiative 2010 Annual Meeting Featured Session
Duration: 50 minutes

In his book, The World Is Open: How Web Technology Is Revolutionizing Education, Curt Bonk offers an intriguing look at 10 technology trends that he calls educational openers. When combined, the first letter of each opener spells the acronym WE ALL LEARN. This model helps make sense of the role of various technologies in open education and participatory environments, including e-books, podcasts, streamed videos, open courseware, online learning portals, social networking tools like Facebook and Ning, YouTube videos, wikis, and virtual worlds. Clearly, technology-based learning continues to open new learning pathways for all the connected learners of this planet. At the same time, thousands of organizations and individuals are sharing their course materials, expertise, and instructional ideas globally, thereby expanding learning opportunities and resources even further. As this occurs, members of the media, politicians, educators, students, parents, and others are asking important questions about the quality of such contents.

Post-Viewing Discussion Questions:

- How are we and our students learning and exchanging information in our personal and professional lives? What lessons can we extract for how we teach and share information in the classroom?
• What type of impact could open resources have on education? On your classroom?
• What types of resources might we consider in an educational context?

2.1. Additional Session Suggestions

To continue exploring the topic, consider these sessions for your campus event. For each, a theme has been identified to help you select sessions for your group’s interest and expertise. You might also consider offering “track” sessions by playing videos in separate rooms.

- Allan Gyorke and Cole Campelese, “Incidental Openness: Exploring Stories of Education in the Open”
  EDUCAUSE Learning Initiative 2010 Annual Meeting
  Duration: 50 minutes
  Theme: Technological platforms for teaching and learning

- Mara Hancock, Adam Hochman, Benjamin Hubban, and Olaf A. Schulte, “Opencast Matterhorn Project: Collaborating to Develop an Open-Source Platform for the Delivery of Rich Media for Teaching and Learning”
  EDUCAUSE Learning Initiative Web Seminar, February 2010
  Duration: 1 hour
  Theme: Campus implementations and technological platforms

- Brian Lamb and David Wiley, “Where is the Open Education Movement Going?”
  EDUCAUSE Live!, May 2009
  Duration: 1 hour
  Theme: Emerging trends

- Tracy Mitrano, “Throwing Open the Doors: Strategies and Implications for Open Access”
  EDUCAUSE Live, October 2009
  Duration: 1 hour
  Theme: Strategic policies and definitions related to open access

- David Wiley, “Open Educational Resources”
  Next Generation Learning Challenges Back to Campus Webcast, October 2010
  Duration: 1 hour
  Theme: An overview of the open movement and campus strategies

3. Synthesize for Action/Session Activities

After participating in the sessions, enhance the discussion with additional information and activities that will prepare attendees to take action. Keep in mind the learning objectives and goals that were set while defining your program.

3.1. Identifying Opportunities

After introducing your participants to the topic of open resources, consider a review of the open education landscape. In small groups, encourage participants to explore an existing open education repository. As they explore, ask participants to collect their responses to the following questions for each implementation:

• What campus needs are addressed by the initiative?
• Who does the initiative serve?
• What types of resources or support are available for users?
What are the benefits to this model? Potential challenges?

After the activity, gather the teams together for a report out. Ask them to briefly share the details from their case study. Then, as a collective group, assemble lists for the following topics:

- Types of open courseware
- Potential technologies
- Support models
- Potential challenges
- Potential benefits

OER Sites to explore:

- Connexions
- eduCommons
- MIT OpenCourseWare (OCW)
- OER Commons
- Open KSA
- The Open University (OU)

3.2. Overcoming Challenges

Despite the growing momentum of the open source and open access movement, open educational resources still raise significant questions and often concerns on campus. Engage your participants in a discussion about potential strategies for overcoming these challenges. To start the conversation, consider this video:

M.S. Vijay Kumar, “Opening Up Education: The Collective Advancement of Education Through Open Technology, Open Content, and Open Knowledge”

EDUCAUSE Live!, October 2008
Duration: 1 hour

In the video, Kumar introduces several key opportunities and key questions related to the use of open resources in the classroom. In small groups, encourage participants to delve deeper into these topics. You might organize a large group discussion or break into topical teams with a shared report out at the end.

Faculty Considerations

- How can we overcome faculty fears about sharing their content? What resources can we provide?
- If a faculty member is interested in using open resources in the classroom, what considerations must you raise? How can you help them maximize and balance the use of online resources with in-class time?
- How can we support faculty in their efforts to develop and share open resources?
Student Considerations

- How can we encourage students to actively participate in open education?
- How can we maximize open resources to provide a more engaging learning environment for students?
- How can we engage students in the creation of open resources?
- How can we support students who are using tools to watch and create video, podcasts, blogs, or other Web 2.0 technologies?

Institutional Considerations

- Is your institution equipped to support the creation and sharing of open resources? How can you move in that direction?
- Do your institutional policies support an open framework for creating and sharing knowledge? Should they?
- How might professionals from IT, the library and the teaching faculty collaborate to support the construction and sharing of open resources on campus?

3.3. Considering Sustainability

One of the persistent questions related to the broad-scale adoption and deployment of open educational resources is sustainability. How can we assure the longevity of open resources and open content repositories?

Consider asking your attendees to review the following resource:


Questions to consider:

- When considering the deployment of an open courseware initiative, how can campuses recruit and solicit contributions?
- How can you encourage the development of an active community that takes ownership of resources?
- What are some potential opportunities for funding?

4. Customize Your Event with Additional Content and Activities

In addition to content provided by EDUCAUSE, we encourage each institution to consider ways to bring local voices into the conversation, allowing for networking among participants and interaction with the community.

Consider:

- **Problem-Solving Workshops:** Create scenarios for individual discussion teams related to cloud computing. Individual scenarios might focus on a specific type of service or a problem that participants have faced on campus. (You could solicit potential topics from participants in advance.) Organize the group around each scenario and challenge them to read the problem,
discuss, and prepare a brief presentation based on their collective ideas for a response. Present each group’s findings in a report out at the end of the session.

- **Discussion Sessions:** At the start of the session or before, ask participants to share their concerns related to cloud computing, perhaps posing the question in a poll before the event or on a whiteboard or flipchart throughout the program. Leave time in your day for participants to break into smaller groups around the big issues for informal discussion. To aid the process, consider assigning discussion facilitators who are trained to get the conversation moving and to capture key ideas. Plan time for a report out from all the groups involved.

- **A Brainstorming Carousel:** Carousels are a high-energy activity designed to generate content and build collective ideas. Consider these three questions or create your own:
  1. What are the potential benefits to utilizing cloud computing services on campus?
  2. What are the potential risks to cloud computing?
  3. What areas are most logical for cloud computing services?

Create three distinct areas in the room, one for each question, and ask participants to migrate to an area. For five minutes, ask them to react to the questions on a flipchart. When their time is up, ask the group to migrate to the next station and to spend five minutes building on the previous group’s responses. After another rotation, each group should have responded to each question. At the end of the session, ask each group to share big ideas from their last station, incorporating their comments with those of the group before.

4.1. **Building a Campus Commitment**

After exploring the topic, reviewing case studies, and brainstorming potential strategies for success, consider challenging participants to think about the ways that the development and deployment of open core courseware can foster next generation learning and engagement. Challenge your group to create a blueprint for moving forward with your own campus investigation or implementation.

Questions to begin the dialogue:

- How can open resources redefine the way we think about the classroom learning environment?
- What courses might benefit from an open courseware model?
- Is openness part of our institutional culture?
- What are the key stakeholders to involve in the discussion?
- What are some potential first steps moving forward?

5. **After the Event**

This event should just be the start of conversations with your faculty and staff about the role of computer labs on your campus. Consider using your local event as a jump start to continued professional development. Post-session events might include:

- **Problem-Solving Lunches:** Build on the community formed during your event during a series of solution-seeking brown-bag lunches. Ask faculty and staff to bring their frustrations and concerns to the group during a series of “problem-solving lunches” where they seek feedback from colleagues. Or, pose a challenge to the group each week and ask them to collaborate on potential solutions or ideas moving forward.
• **New Ideas Lightning Round:** Consider using a lightning round to highlight new initiatives or projects started after the event ends. A lightning round is delivery of a series of short (~five minute) presentations on related topics in a single session. After the session, leave time for informal interaction between attendees and speakers.

• **Virtual Community:** Use the event—and the interest generated in the topic—to build a virtual community of practice around enterprise services. Learning management systems, social networking tools like Ning, and community wikis can provide the tools necessary for colleagues to share resources, plan events, and continue conversations.