

INTERNATIONAL EDUCATION IN THE DIGITAL UNIVERSITY?

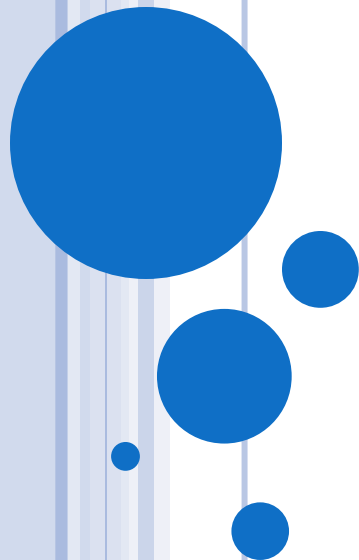
WEB 2.0, IFLE 1.5 AND POLICY 1.0

Nancy Ruther

**Internationalization of U.S. Education in the 21st
Century**

Williamsburg, VA

April 11-13, 2014



FEDERAL POLICY 2.0 FOR IFLE IN A WEB 2.0 WORLD

- Policy goals for IFLE
 - Create global citizens, experts and expertise for national needs (government, business, etc.)
 - A higher education system capable of producing this expertise and training these students
 - For IFLE graduates and learners to use their skills in the national interest, employed in government, business, etc.
- In web 2.0, match outcomes, programs, goals
 - Unpack, scaffold IFLE outcomes: “know, do, lead”
 - Support HE innovation in organization and technology to educate at all three levels
 - Support IFLE learners with targeted support





THE WORLD OF WEB 2.0

- 24/7/365 interactive communication
 - multiple media sources
 - digital content – video, text, graphics
- Individual – Everyone is a prosumer
 - Produce AND consume content
 - Blogs and commenters
- Institutional – direct access, choice, collaboration
 - music without middle-”men”
 - Flat organizations... UNIX to LINUX, Google not GM
- Global is local, local is global
 - Space-time collapse, world at your fingertips



THREE CHALLENGES

1

Re-thinking the university

2

Re-thinking the Higher Education “business model”

3

Re-thinking IFLE



CHALLENGE 1: RE-THINKING THE UNIVERSITY IN THE WEB 2.0 WORLD

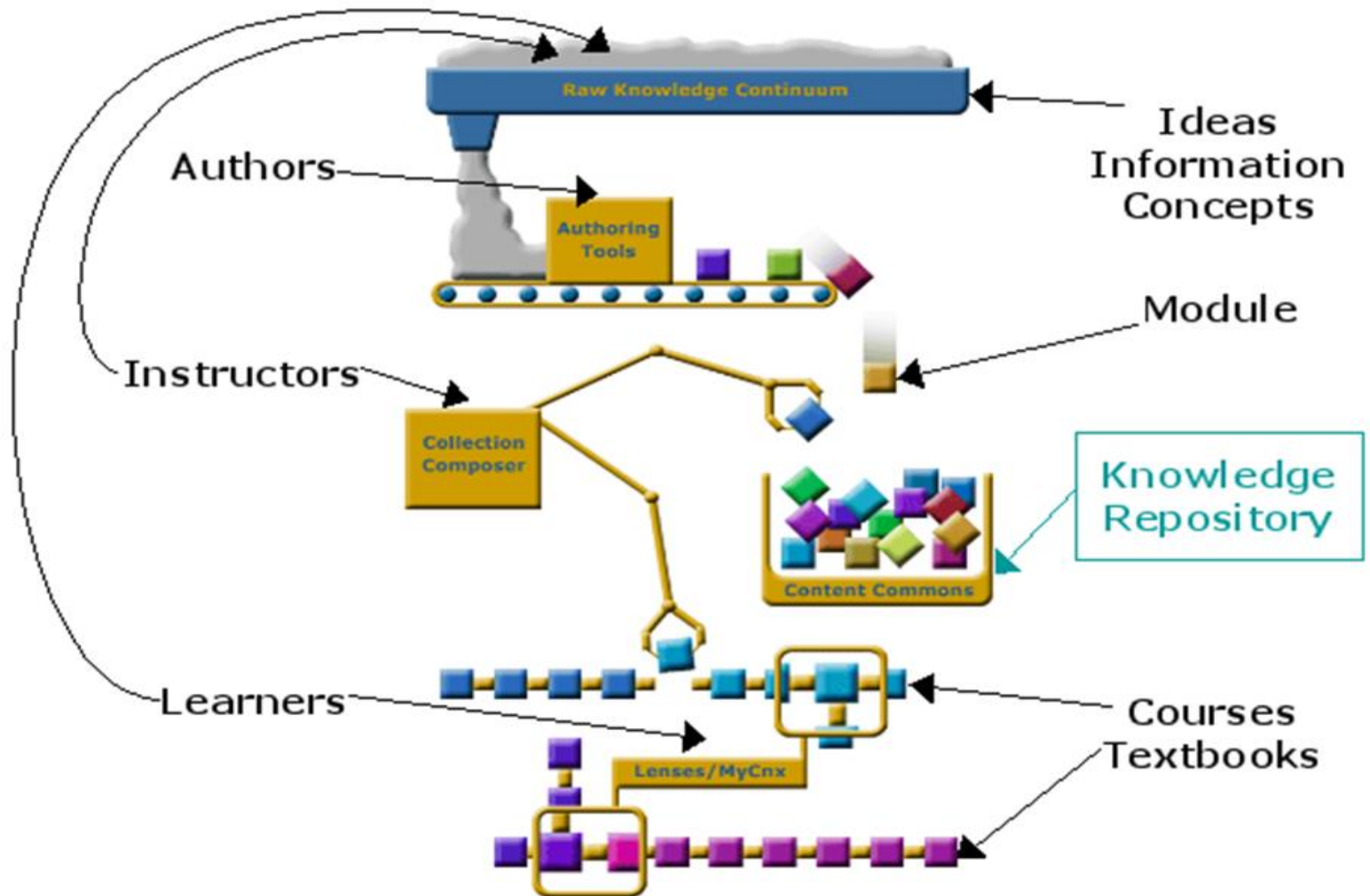
- Web 2.0 → Traditional roles challenged
 - **Individual** new ways of validating knowledge
 - **Faculty** as source of expertise
 - **College** as main certifier of talent, skill
- Web 2.0 ⇔ Open Content
 - Open Education Resources (OER)
 - Open Access (OA) – research/publications
- “Zero marginal cost” – core business model
 - Massive new access at low cost?
 - Quality, creativity and knowledge advances with connected worldwide learning communities?



ENABLING CONCEPTS/TOOLS

- **Open content** for education... concept of “5 Rs”
 - *Retain
 - Re-use
 - Revise
 - Re-mix
 - Re-distribute
- **Learning objects**... make the concept work
 - Enabling content to be deployed across great range of different technologies
 - Allowed educators to use web 2.0 with content modules
 - Technologic platforms talking to each other





Graphic courtesy of Connexions Rice University, <http://cnx.org/aboutus/> March 29, 2014



ENABLING CONCEPTS/TOOLS

- **Open Access** for research and publications
 - “Openness” inhibited by traditional copyright
 - Exceptions for educational use, yes, but....
 - Open education resources, knock-on effect
- **Creative Commons licensing...** makes the concept work
 - Breaks down copyright into component parts (like web 2.0)
 - Allows creator of content to decide what rights to retain or allow others to use (4 Rs)
 - Differentiates commercial and non-commercial users





Creative Commons



Creative Commons License Deed Attribution-ShareAlike 2.0 Generic (CC BY-SA 2.0)

This is a human-readable summary of (and not a substitute for) the [license](#). [Disclaimer](#)

You are free to:

Share — copy and redistribute the material in any medium or format

Adapt — remix, transform, and build upon the material for any purpose, even commercially.

The licensor cannot revoke these freedoms as long as you follow the license terms.



CHALLENGE 2: RE-THINKING THE HIGHER EDUCATION “BUSINESS MODEL”

- The disconnect on access to content
 - Students expect free content
 - University librarian pays increasing costs for content
- Transitioning to the web 2.0 business model
 - Capturing the benefits of massive access at very low marginal cost for courses
 - Increased access via subscription to OA in journals
 - OER textbook alternatives
 - Using a learning module approach to certify specific skills for specific purposes



BENDING THE COST AND ACCESS CURVES

○ Journals

- Traditional journals, costs limiting access
- Subscription services (JSTOR) designed to increase access but cost factors still daunting compared to...
- Open Access (OA), low cost facilitates wide access

○ Textbooks

- OA repositories like Connexions (Rice University)
- OA publisher like Flat World Knowledge
 - \$30 study pass up to \$169 for full paperback in color
- Traditional publishers and rental services



	Directory of Open Access Journals	JSTOR
Journals	9,709	2,000
Books	Na	20,000
Articles	1,595,608	2,000,000
Countries	133	160

Figure: Comparison of OA project (DOAJ) and “access compromise” project (JSTOR)



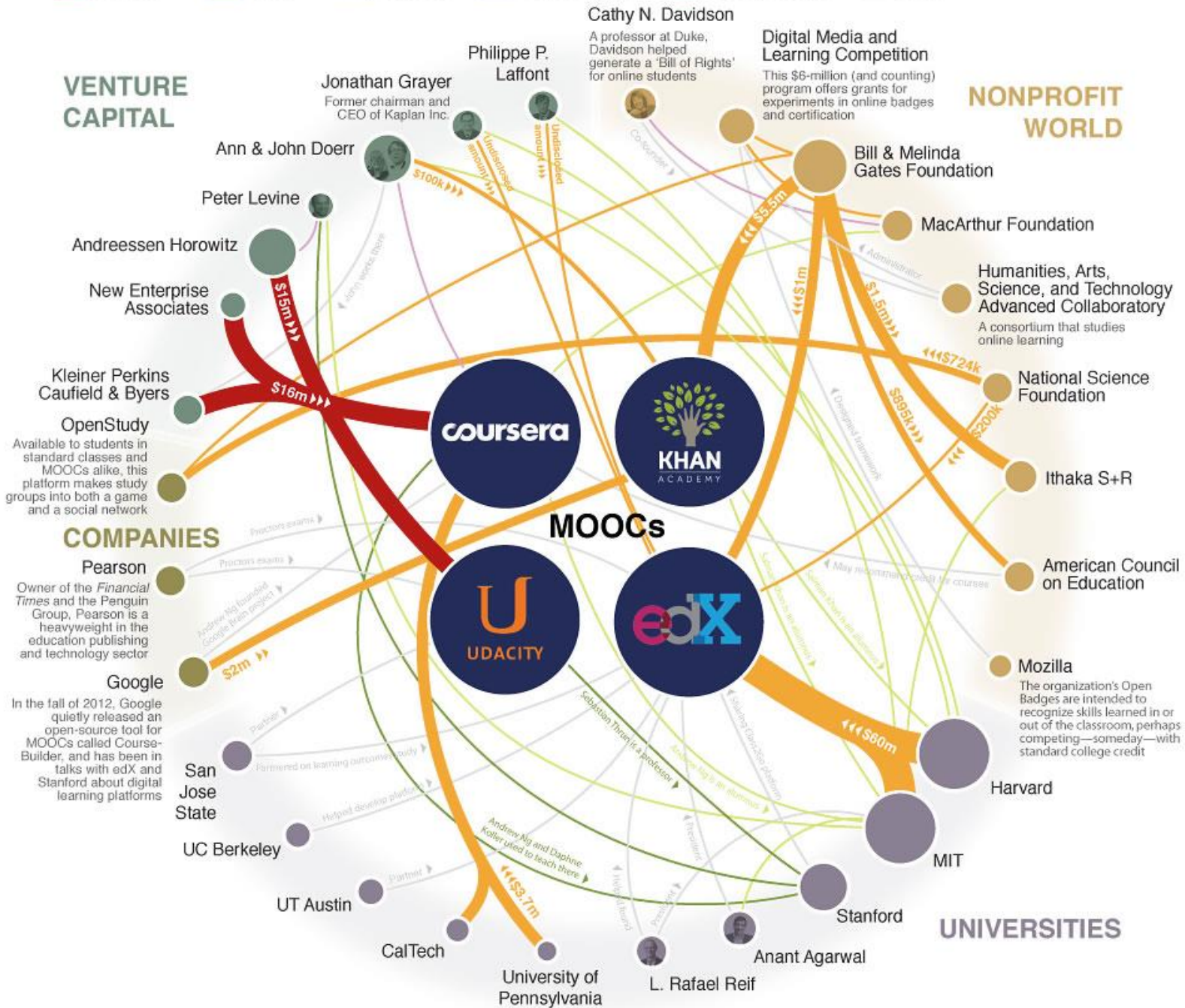
flatworld
KNOWLEDGE



Online.



■ Investor
 ■ Donor
 ■ Professor
 ■ Alumni/fellow
 ■ Board member
 ■ Other



BENDING THE COST AND ACCESS CURVE

- MOOCs
 - direct capture of zero marginal cost opportunity
 - Cost/revenue, quality/certification in flux
 - Not “MIT.com” but “MIT.edu”
 - EdX the non-profit provider to test the “market”
 - Spin-off lessons ,e.g., MOORs... spine of resources
- Open Course Ware repositories and platforms
 - 20,000 open courses online and growing
 - Student access, faculty collaborations
- By 2019, 50% of courses will be provided online
 - Small college shifted to financially stable and higher quality by mixing three platforms... traditional, online and weekend/night school



VALIDATING QUALITY AS ACCESS GROWS

- Portfolios –
 - Technology platforms to build and share an “e-CV” over the life of the individual
 - Purdue “passport”, Mozilla “badge backpack”
- Badges, Certificates, prizes
 - Clear qualifications and standards for making the award by issuer
 - for each “e-CV” entry, immediate supporting data from the issuer of the badge, certificate, prize, etc.
 - Open source and private companies
- Purdue, The Asia Society, UT-Center for Open Education Resources and Language Learning





Mary Major

Mary has 16 badges

Email address



FEDERAL POLICY 2.0 FOR IFLE IN A WEB 2.0 WORLD

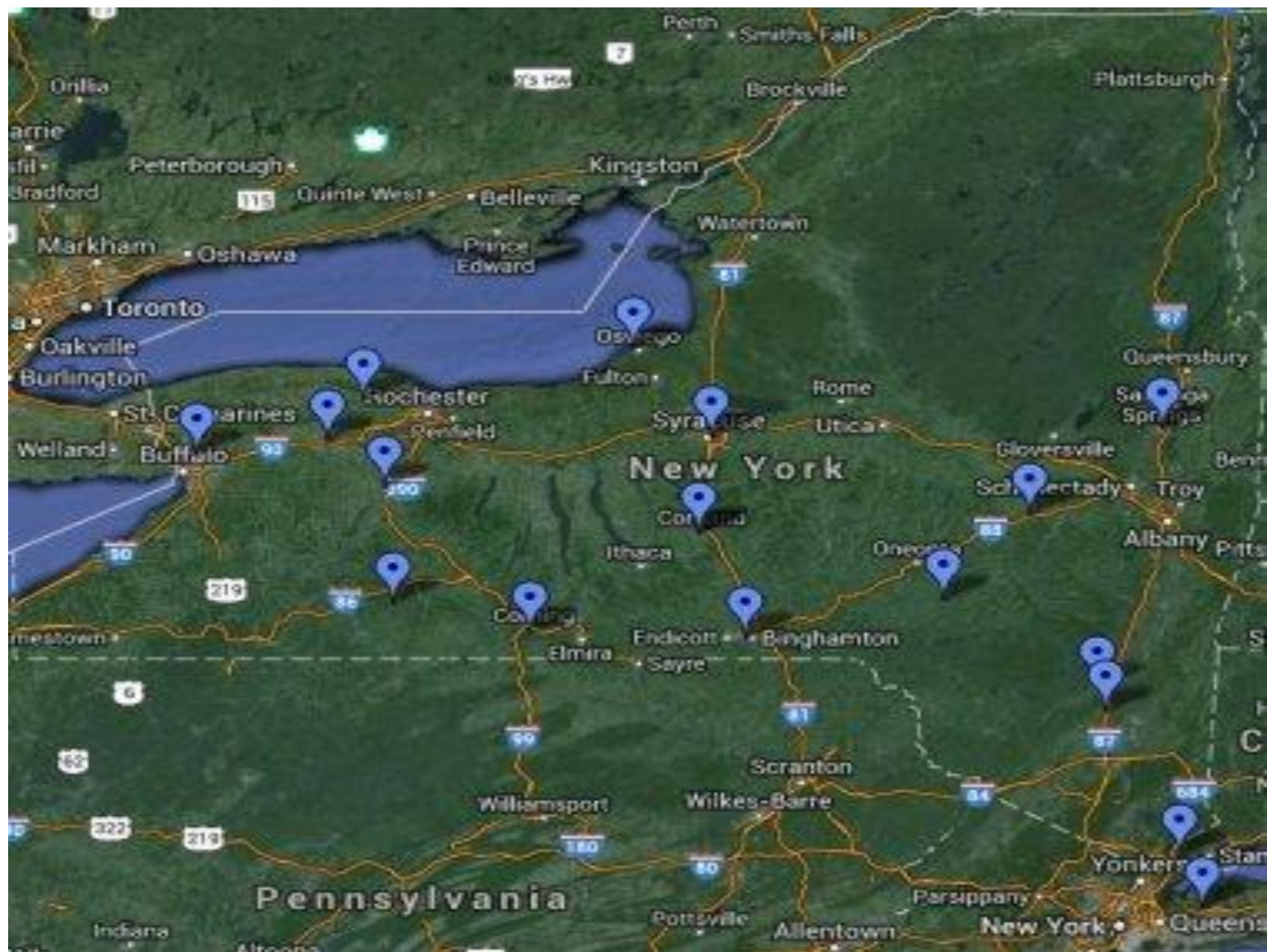
- Policy goals for IFLE
 - Create global citizens, experts and expertise for national needs (government, business, etc.)
 - A higher education system capable of producing this expertise and training these students
 - For IFLE graduates and learners to use their skills in the national interest, employed in government, business, etc.
- In web 2.0, match outcomes, programs, goals
 - Unpack, scaffold IFLE outcomes: “know, do, lead”
 - Support HE innovation in organization and technology to educate at all three levels
 - Support IFLE learners with targeted support



IFLE 2.0 INSTITUTIONAL INNOVATION NETWORKS FOR “KNOW, DO, LEAD”

- **Nodal networks:** best org-tech model for building higher education system capacity
- Share expertise and courses, large student pools
- For Global Citizenship “Know and Do”
 - Web 2.0 natural platform for “virtual mobility” and foundation classes
- For Expertise “Do & Lead”
 - Web 2.0 less tested with advanced levels but org-tech holds solutions “specialist-enrollment” problem
 - LCTL or advanced specialist course, web 2.0 identifies and aggregates students across the network and beyond, sufficient to justify the class and the post





BUILDING IFLE 2.0 -- CASES

○ Panelist initiatives

- Yale, Columbia and Cornell Shared course initiative
 - The LCTL, specialist-enrollment issue
 - Building a shared community for “orphan” specialists
- Oregon’s Center for Applied Second Language Studies (CASLS)
 - Immersion IFL, moving beyond the classroom trap
 - Scaffolding learning experience to reach advanced proficiencies
- Wisconsin’s Learning and Academic Technologies
 - Building faculty capacity and institutional networks
 - DIY vs university platforms
 - “Globalizing Higher Education” MOOC



BUILDING IFLE 2.0 -- CASES

- Study abroad alternatives, dual country courses
- Collaborative Online International Learning (COIL)
 - Co-taught courses with SUNY and other country faculty
 - Faculty-generated, annual faculty competition for training and developing next year's offerings with overseas partners
 - Built from single two-country course in film studies to entire SUNY system since 2006
 - Developing a larger institutional network
 - COIL Institute 20 new partner courses, 25 countries
 - COIL annual conferences
 - Business model, core to the curriculum, multiple sources of funding suggesting long term sustainability



BUILDING IFLE 2.0 -- CASES

- University nodal network for K-12 outreach
- National Consortium for the Teaching of Asia (NCTA)
 - Seven universities as hubs in national Asia-focused outreach collaborative serving fifty states K-12 educators
 - Columbia, Five Colleges (MA), Indiana, Colorado, Pittsburgh, SoCalifornia, Washington
 - Founded in 1998, began shifting to online and blended formats in 2004; experimenting with OER and MOOC materials
 - Pro's – serves more teachers; modular structure useful to them
 - Con's – less consistency in results, more dependent on the individual teacher than the in-person classroom coach
 - Business model: long term foundation funding with mix of federal and other sources, sustainability still a question



BUILDING IFLE 2.0 -- CASES

- North Carolina State University (online 1998)
 - NC system “exchange” for IFLE scaffolding from introductory through advanced
 - Fast-paced proficiency FL training, free for military, and mixed materials from DLI, FSI aiming for ILR and ACTFL proficiency levels
- Environmental Studies field courses (online 2011)
 - Graduate students learning field methods and instructional technology
 - Open access materials in Latin America but not US

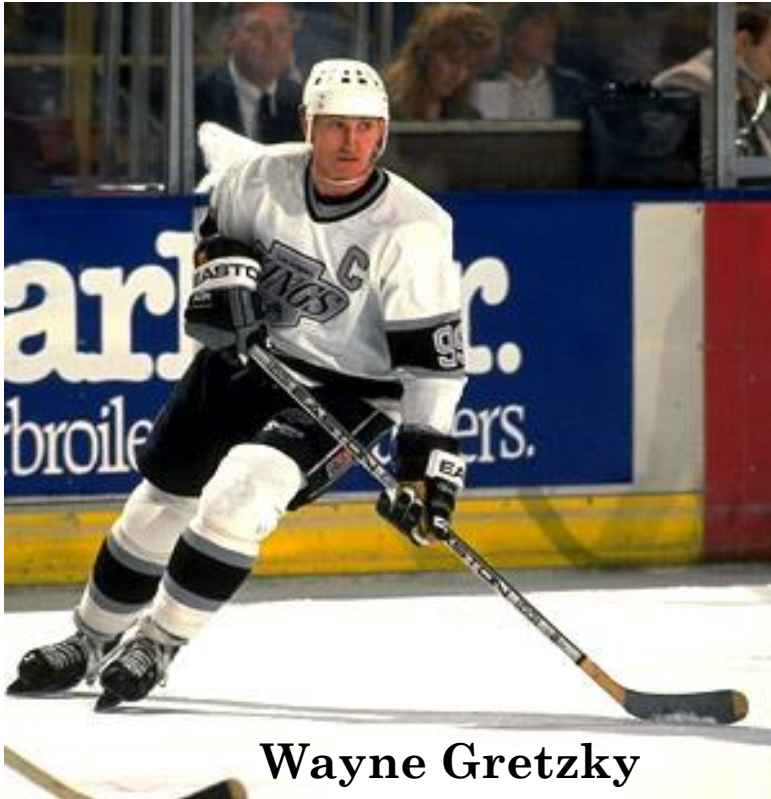


POLICY 2.0 DETAILS FOR IFLE 2.0

- **Build IFLE nodal networks across HE system**
 - **Start-up grants** to build org/tech partnerships
 - **Challenge grants** to respond to national challenges
- **Build national architecture**
 - **IFL Portfolio** for individuals
 - Track IFL talent, linking to employers and each other
 - “Linked-In” for IFL
 - **Benchmarking** for institutional resource/outcomes
 - Track resource trends and outcomes for national priorities
 - Enable colleges, universities to compare against each other
- **“Distance travelled” IFLE Fellowships**
 - Competitive model supporting user-defined IFLE learners’ projects and evaluating outcomes
 - Moving into and across “know, do, lead”



Next steps.....



Wayne Gretzky

“A good hockey player plays where the puck is.

A great hockey player plays where the puck is going to be.

