INTERNATIONAL EDUCATION IN THE DIGITAL UNIVERSITY?

WEB 2.0, IFLE 1.5 AND POLICY 1.0

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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
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

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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
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**Figure: Comparison of OA project (DOAJ) and “access compromise” project (JSTOR)**
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
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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”
“A good hockey player plays where the puck is.

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

Wayne Gretzky