

# The Impact of Open Source Software on Education

**By:**  
Ken Udas



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**C O N N E X I O N S**

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# Chapter 1

## Introduction

### 1.1 Introduction - The Impact of Open Source Software on Education<sup>1</sup>

I am happy to announce that beginning today, March 12, 2007, a collection of international authors will post brief articles featuring their perspectives on the Impact of Open Source Software (OSS) on Education. The posts will appear biweekly on this site. The authors have generously agreed to spend time responding to questions and engaging in dialog after their postings have been made.

Although the topic of the series is the Impact of Open Source Software (OSS) on Education, we anticipate that other related topics will be addressed, among them almost certainly will be open educational resources (OER) and open courseware (OCW). It is our intent to not only provide a rich resource on the theme of this series, but to also contribute to the larger movement of free content by making the resources that we create widely and freely available. In an effort to do so, a few days after each posting, the articles, discussion, and a brief summary will be reformatted and made available on WikiEducator as Open Educational Resources. It is our hope that these resources will take a life of their own as they are reused, modified, and returned to the community. This being the case, please be aware that your contributions to this Series might serve as tools for change and progress.

I am happy to announce that the next posting on Terra Incognita will be the first contribution to the Series. An interview with Ruth Sabeau, assistant vice provost for educational technology in UCLA's College of Letters and Science will be posted in two parts. Ruth managed the evaluation process at UCLA that resulted in the selection of the open source application Moodle. We welcome your comments to the Interview and in subsequent posts.

If you are interested in learning more about the "Impact of Open Source Software on Education series, visit WikiEducator<sup>2</sup>", where you will find additional information, including the developing schedule.

We all look forward to your contributions, comments, feedback, and engagement.

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m19806/1.2/>>.

<sup>2</sup>[http://www.wikieducator.org/Open\\_Source\\_Software\\_in\\_Education\\_Series\\_on\\_Terra\\_Incognita](http://www.wikieducator.org/Open_Source_Software_in_Education_Series_on_Terra_Incognita)



## Chapter 2

# Author Profiles

### 2.1 Author Profiles<sup>1</sup>

#### 2.1.1 Rob Abel



**Figure 2.1:** Rob Abel

Already a veteran Silicon Valley high tech entrepreneur, Rob Abel entered the world of educational technology in 1999 by joining Collegis (now SunGard Higher Education<sup>2</sup>), the leading provider of information, academic, and online technology services in the U.S. higher education market. Prior to joining Collegis, he was responsible for development of products and services for online learning at Oracle. In 2004 Rob founded the Alliance for Higher Education Competitiveness (A-HEC) to conduct research on best practices in the use of technology in education. One study conducted near the end of 2005 looked specifically at the level and types of adoption of open source in the U.S. higher education market, sponsored by Sun, SCT, and Unicon. The report on this unique study is available online at the A-HEC Open Source Software Research<sup>3</sup> site.

In February 2006 Rob was appointed as the CEO of the IMS Global Learning Consortium (IMS GLC), a non-profit member consortium that have been focused on developing specifications and standards for interoperability exclusively in the learning sector for now over eleven years. Participation in IMS GLC

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<sup>1</sup>This content is available online at <<http://cnx.org/content/m14773/1.5/>>.

<sup>2</sup><http://www.sungardhe.com/>

<sup>3</sup>[http://www.a-hec.org/open\\_source.html](http://www.a-hec.org/open_source.html)

includes an annual report on Learning Impact: Trends in Learning, Technology, and Standards<sup>4</sup>. This report was inspired by the need to “connect the dots” between new and innovative learning technologies and the key global challenges of education leaders across sectors. IMS GLC has featured tracks on open technologies in its annual conference each of the last two years.

### 2.1.2 Gavin Baker



**Figure 2.2:** Gavin Baker

Gavin Baker is an IT and public policy consultant. Currently he is developing a student outreach campaign for SPARC<sup>5</sup>, the Scholarly Publishing and Academic Resources Coalition, on the subject of open access to academic journal literature. Gavin also serves on the board of directors for FreeCulture.org<sup>6</sup>, which is an international student organization that promotes the public interest in intellectual property and information & communications technology policy.

### 2.1.3 Leigh Blackall



**Figure 2.3:** Leigh Blackall

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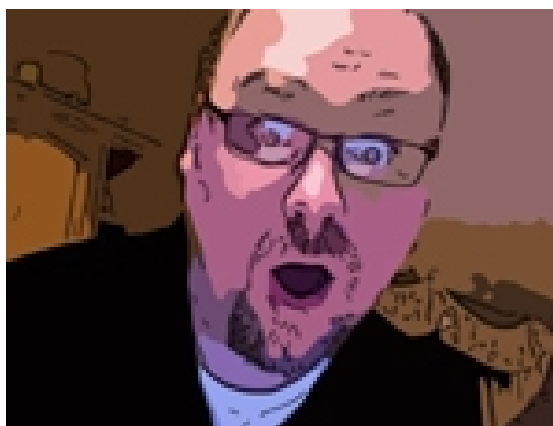
<sup>4</sup><http://www.imsglobal.org/learningimpact2007/li2007report.cfm>

<sup>5</sup><http://www.arl.org/sparc/>

<sup>6</sup><http://freeculture.org/>

Leigh Blackall specializes in networked learning and socially networked media and communications. He is employed as an Educational Developer at the Otago Polytechnic<sup>7</sup> in Dunedin, New Zealand, and blogs his work to Learn Online<sup>8</sup> .

### 2.1.4 Cole Camplese



**Figure 2.4:** Cole Camplese

Cole W. Camplese serves as the Director of Education Technology Services at the Pennsylvania State University. As Director, it is his responsibility to oversee University-wide initiatives with a focus on impacting teaching and learning with technology. He guides teams in the appropriate uses of technologies in the contexts of teaching and learning. His primary area of focus is the integration of emerging technologies into learning spaces. At Penn State, the overwhelming challenge is providing scalable solutions that the nearly 90,000 students and 5,000 faculty can successfully use to enhance their teaching and learning environments.

Camplese has recently worked to integrate several new emerging technologies into curricular activities at Penn State to support digital expression. He and his team have lead the creation of the Blogs at Penn State<sup>9</sup> , Podcasts at Penn State<sup>10</sup> , and the Digital Commons<sup>11</sup> . Camplese oversees the annual Symposium for Teaching and Learning with Technology<sup>12</sup> , several community development events, and numerous other initiatives designed to support the adoption of technology for teaching and learning.

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<sup>7</sup><http://www.otagopolytechnic.ac.nz/>

<sup>8</sup><http://learnonline.wordpress.com/>

<sup>9</sup><http://blogs.psu.edu/>

<sup>10</sup><http://podcasts.psu.edu/>

<sup>11</sup><http://digitalcommons.psu.edu/>

<sup>12</sup><http://symposium.tlt.psu.edu/>

### 2.1.5 James Dalziel



**Figure 2.5:** James Dalziel

James Dalziel is Professor of Learning Technology and Director of the Macquarie E-Learning Centre Of Excellence<sup>13</sup> (MELCOE) at Macquarie University in Sydney, Australia. Prior to his current roles, James helped lead the COLIS<sup>14</sup> (Collaborative Online Learning and Information Services) project, was a Director of WebMCQ Pty Ltd, an e-learning and assessment company, and was a Lecturer in Psychology at the University of Sydney. James currently leads a number of projects including:

- LAMS
- MAMS (Meta Access Management System) - a national identity and access infrastructure project for the Australian higher education sector
- RAMP (Research Activityflow and Middleware Priorities) - a project investigating open standards authorization and e-Research workflows
- ASK-OSS<sup>15</sup> (the Australian Service for Knowledge of Open Source Software) - a national advisory service on open source issues for the Australia higher education and research sector

### 2.1.6 Jean-Claude Dauphin



**Figure 2.6:** Jean\_Claude Dauphin

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<sup>13</sup><http://www.melcoe.mq.edu.au/>

<sup>14</sup><http://www.colis.mq.edu.au/>

<sup>15</sup><http://ask-oss.mq.edu.au/>

Jean-Claude Dauphin works at UNESCO HQ, Paris, in the Information Society Division. He has a software developer background and contributes to the development and dissemination of UNESCO information processing tools such as the Open Source Greenstone Digital Library system. He is also in charge of the UNESCO Free and Open Source portal and a member of the team in charge of UNESCO “ICT in Education, Sciences and Culture” activities. He is involved in activities related to Openness, and has a strong interest in FOSS Education solutions and open educational resources.

### 2.1.7 Michael Feldstein

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**Figure 2.7:** Michael Feldstein

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Michael Feldstein is the author of the e-Literate<sup>16</sup> weblog. He is a lifelong educator who has been involved in online learning for eleven years. Michael has been a member of eLearn Magazine<sup>17</sup>’s Editorial Advisory Board and is a current participant in the IMS<sup>18</sup>. He is a frequent invited speaker on a range of e-learning-related topics. Most recently, he has been invited to speak on topics including e-learning usability, LMS evaluation methods, ePortfolios, and edupatents for organizations ranging from the eLearning Guild to the Postsecondary Electronic Standards Council, and has been interviewed as an e-learning expert by a variety of media outlets, including The Chronicle of Higher Education, the Associated Press, and U.S. News and World Report.

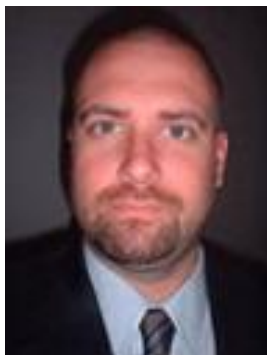
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<sup>16</sup><http://www.mfeldstein.com/>

<sup>17</sup><http://www.elearnmag.org/>

<sup>18</sup><http://www.imsproject.org/>

### 2.1.8 Steve Foerster



**Figure 2.8:** Steve Foerster

Steve currently serves as the Director of E-Learning at Marymount University<sup>19</sup> in Arlington, Virginia, where he oversees distance learning, instructional technology, and technical training. He is also on the Advisory Board of WikiEducator<sup>20</sup>, a Commonwealth of Learning funded project to develop a complete set of open educational resources for all disciplines at the primary, secondary, and tertiary level by 2015. He migrated to the open education movement from having been an open source software enthusiast, and prefers dedicating content to the public domain rather than licensing it.

### 2.1.9 Christine Geith

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**Figure 2.9:** Christine Geith

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Dr. Christine Geith is an assistant provost and executive director of Michigan State University's MSUglobal<sup>21</sup>, the university's entrepreneurial business unit that works with academic partners across the campus and

<sup>19</sup><http://www.marymount.edu/its/els>

<sup>20</sup><http://wikieducator.org/>

<sup>21</sup><http://www.msuglobal.com/>



worldwide to develop online institutes, programs and services. She is responsible for developing strategic frameworks and business models and leading all activities that impact revenue growth.

### 2.1.10 Ameer Godwin



**Figure 2.10:** Ameer Godwin

Ameer Godwin serves as Program Director, OER Commons<sup>22</sup>, Institute for the Study of Knowledge Management in Education<sup>23</sup> (ISKME). Ameer Godwin has over a decade of experience in applied research and development of community applications. Her work focuses on connecting technology, education, and collaboration. At ISKME, she guides the development of content, interactivity, and partnerships for OER Commons, a teaching and learning network for open educational resources.

### 2.1.11 Mara Hancock



**Figure 2.11:** Mara Hancock

Mara Hancock serves as Associate Director for Educational Technology Services at UC Berkeley, and oversees the Learning Systems Group (LSG). She manages an extremely talented team of educational technologists, software programmers and architects, User Experience Designers, and training and support folks. We work with UC Berkeley faculty, students, and staff, as well as other educational technology professionals around the world to develop, adopt, and support collaboration and learning systems to enhance the teaching and learning experience.

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<sup>22</sup><http://www.oercommons.org/>

<sup>23</sup><http://www.iskme.org/>

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