

# OpenCourseWare and Open Content: Lessons for NSDL

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**C( )SL** *Learning is expanding.*

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## Outline

- Motivating Questions:
  - How does the project approach open content?
  - And define its benefits/issues/risks?
- How can OCWs be sustained?
- How does OCWs differ from NSDL?

## History of OpenCourseWare

- Driven by MIT Faculty Committee
  - Asked to “provide strategic guidance on how MIT should position itself in the distance/e-learning environment”
  - Give away course materials
  - Build on MIT brand, does not harm key aspects of experience, professors or certification
- Top-level institution support
  - Announced 2001, launch in 2 years
  - Some faculty needed to be “convinced”
- Launched with 500 courses by September 30, 2003

# What is OpenCourseWare

## Sustaining OCWs

- Organization/Institution
  - MIT model: Full institution-wide commitment, large supporting organization
  - Incremental model (USU): Housed in teaching and learning center/group, smaller team
  - Volunteer (on behalf of institution or individually)
- Movement
  - Consortium
  - Community, “myOCW”
  - Reuse, translation

## What's the difference with NSDL?

- OCWs are institutionally-driven
  - Senior administration support
  - Incremental extension of the university
  - Benefits to university
- Went “big” immediately
  - Built on MIT brand, 500 initial courses
- OCW Consortium
  - 100+ partners in consortium, as of September 2006
  - Consortium-wide 2900 courses now (49% from others), as of September 2006

## What' s the difference with NSDL? (cont.)

- “Known” license that promotes use and more importantly re-use
- Lots of interest, people are using materials, re-using materials, translating materials

In September 2006:

- 640K Site Visits to MIT
- 440K Site Visits to MIT-translation partners
- 170K Site Visits to other OCWs