

Sakai, Openness, and the New Reality in Education

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AuSakai - September 2011



Covering

- Where does Sakai come from? Where are we?
- Context - Challenges facing Higher Education
- How we are responding to those challenges?
 - Sakai Open Academic Environment
 - Merger with Jasig

A Little History ...

Sakai Project Objectives (2003)

- Replace in-house LMS at 6 universities with collaboratively produced, sustainable software
- More than an LMS - research collaboration
- Make “pluggable” - ease addition of tools, services
- Personalize and Customize - uPortal integration
- Enterprise level software - run at scale







How Did We Do? - Sakai CLE

- Sustainability: 330+ Adopters, 70+ Ed Foundation members. 40+ Contributors, 20+ Commercial Affiliates
- Go beyond the LMS: Significant adoption for research collaboration - UK, Australia
- “Pluggable”: partially accomplished, still needs work
- Personalize, Customize? - uPortal: Finally ...
- Enterprise level software: Scale of deployment and use - UNISA, 200k, Indiana, 100k. Intensive use

Sakai Foundation

- Collegiate in nature - not an open source 'pyramid'
- Facilitator of community - not a software house
- Merging with Jasig - Quarter 1 2012
- Multi-'product' -
 - Sakai Collaboration and Learning Environment
 - Sakai Open Academic Environment

A Little (Global) Context ...

Changes in Policy and Practice

- Higher Education - a key **policy lever**
- **Learning and Teaching**
 - Inclusion, **diversity**, and pace of pedagogical change
- **Research**
 - Concentration/de-concentration, viability, collaboration
 - Responses to Bradley, Cutler mirrored around the world
 - Stimulating **interdisciplinary research** a key theme
- Globalization - and role of HE as service exporter

Global Economic Landscape

- Public institutions - variable changes in funding
 - Structural changes - HECS, Fees
 - Impact of globalization at institutional level
 - Multi-campus, distance education
- Private institutions - endowment revenue decline
- Spend on Admin IT systems - rarely mirrored in support of IT for mission delivery

Technology Changes

- Scale means **beyond** the enterprise
- **Interoperability** - realism and maturity
 - Example - IMS Basic Learning Tools Interoperability
- Learner **expectations** of technologies
- **'Unprecedented capacity to share'** (David Wiley)

Re-Emphasize Key Values

'A central pillar of the academic community is its commitment to the free flow of information and ideas'

Jonathan R. Cole, The Great American University, 2009

... collides with “increased capacity to share” ...

“Open” Focal Points

- **Open Education**

- Lowering barriers to entry

- **Open Content**

- Free publication of educational materials

- **Open Access**

- Public access to publicly funded research

- **Open Source**

- Software with the source code - not simply licensing regime, but approach to production

Open Source Drivers

- Courant Report surveyed HE IT leaders (2006)
 - **Cost** -
 - **Performance** - suitability for purpose
 - **Control** - vulnerability to monopolization?
- **Innovation** and **mission delivery**
 - LMS as the “freezing point” of eLearning
 - Collaborating to close the innovation loop

Innovation Reading ...

- **Democratizing Innovation** / Eric von Hippel
 - Innovation shifting from manufacturer to user
 - (**Despite** copyright and other restrictions)
- **Where Good Ideas Come From: The Natural History of Innovation** / Steven Johnson
 - Counterbalance to analysis based on single individual or organization - the “lone inventor”
 - Role of networks in stimulating innovation

"It's not that the network itself is smart; it's that the individuals get smarter because they're connected to the network."

Major Strands of Sakai Activity

One: Sakai Open Academic Environment

Sakai Open Academic Environment

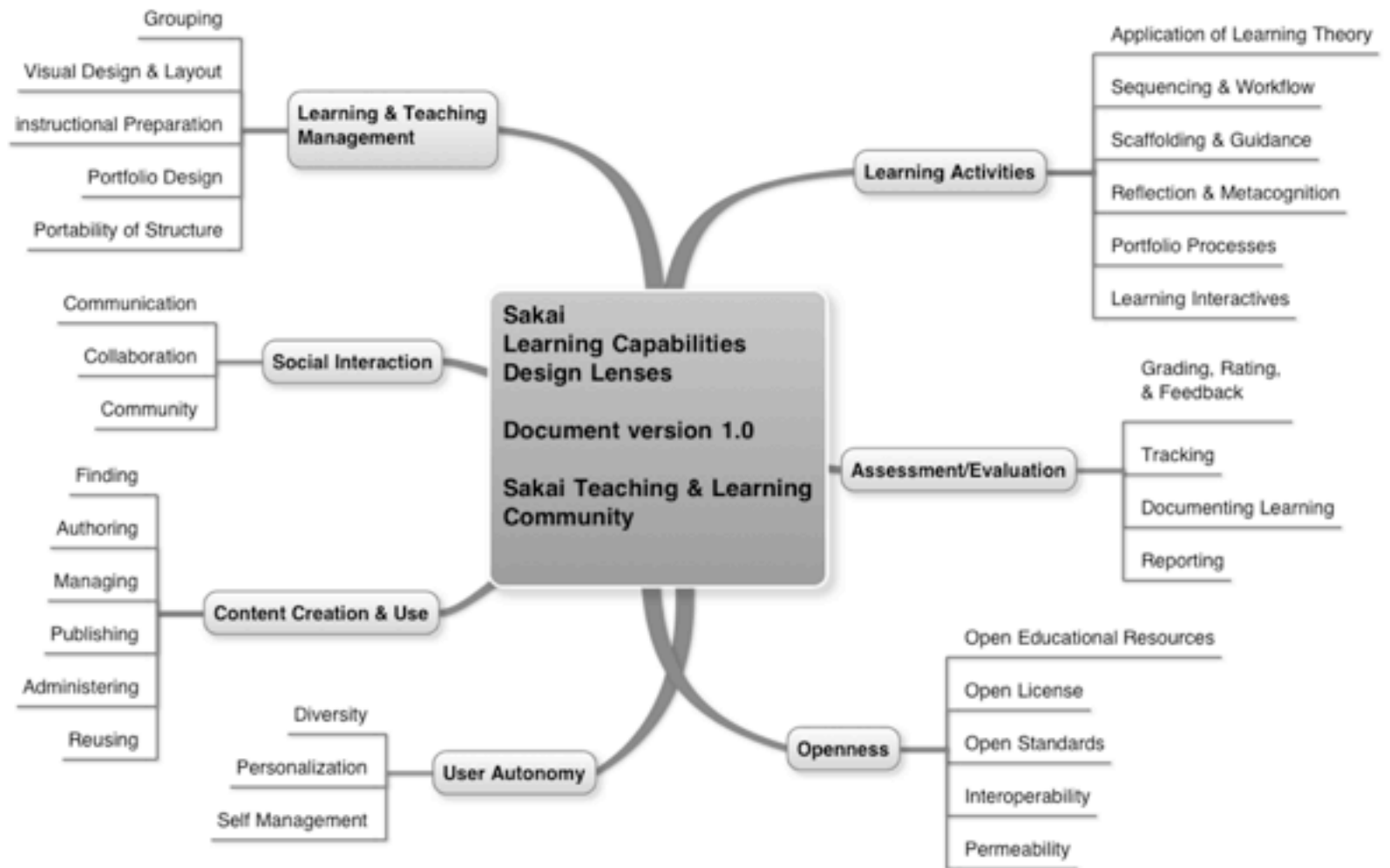
- Rooted in **community experience** of Sakai CLE
 - Work of Sakai **Teaching and Learning** Community
- Changing (and challenging) HE agenda
- Early work at Cambridge (UK) “Sakai 3”
- **Managed project** from July 2010
- Cambridge, Indiana U, Georgia Tech, Charles Sturt, NYU, UC Berkeley, U Michigan
- **Initial release** last week

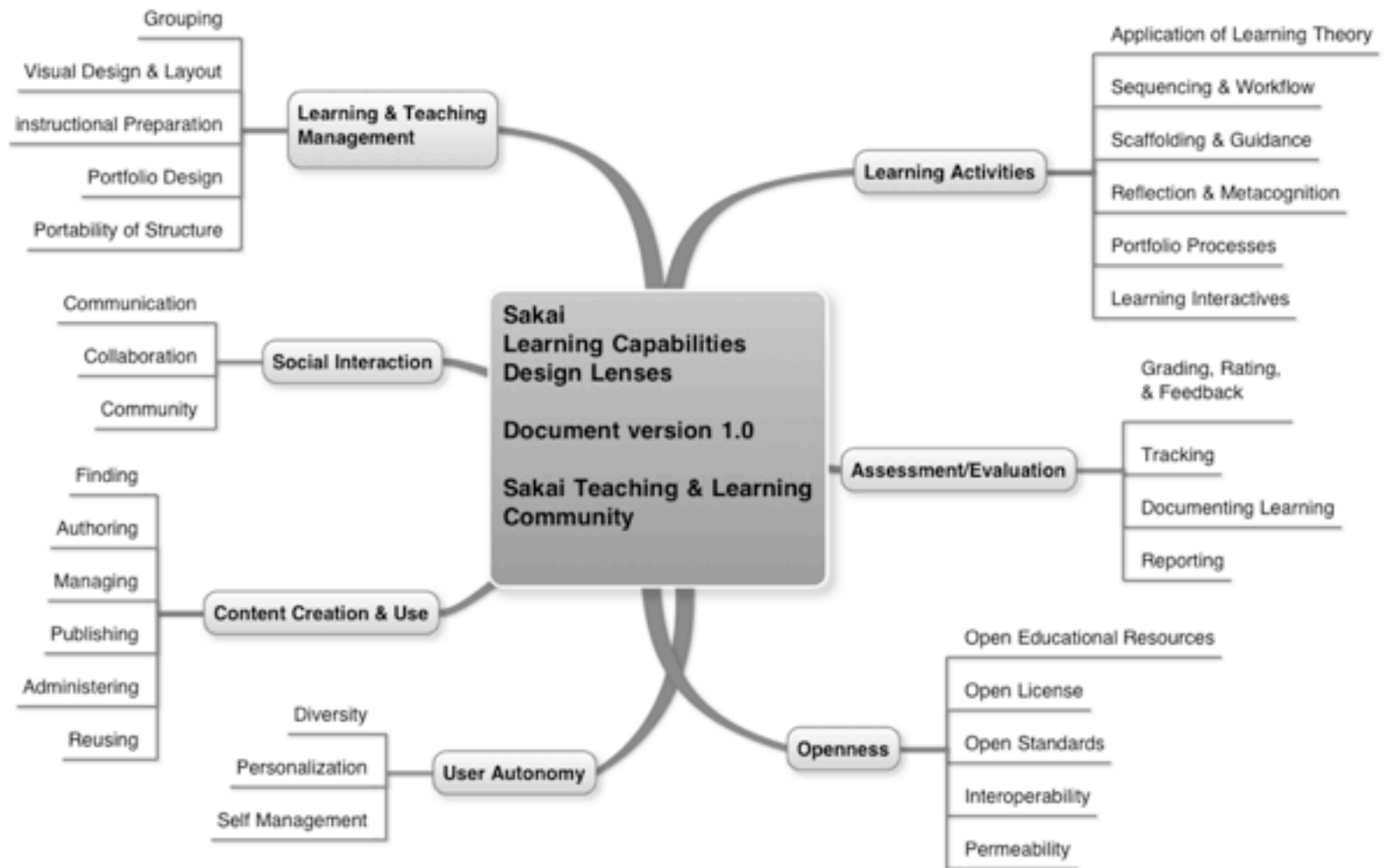


Sakai OAE **Design** Goals

- **Openness** and **permeability**: navigable public access, access and use external content + reverse
- **Networking** people and groups; easy to announce and locate on a global or local scale
- **Composable workspaces**. Tools and resources exposed on pages via placement of tool widgets.
- **Sharing** one to one/many without being members of common workspace.
- **Re-use** technology, provide modern user experience







Background & Process

- In 2009, T&L Community saw opportunity to engaged around Sakai OAE
 - Process and final deliverable was unclear
- Jumped in by Doc. Learning Capabilities
 - Focused on simple user-centric needs
 - Quickly generated 160+ rows in Google
- Tagged each Learning Capability
 - Used to Identify Overarching LC Themes

New Copy of Learning Capabilities ☆

File Edit View Insert Format Data Tools Collaborate Help

Updated 387 days ago by meyer.florian

123 10pt

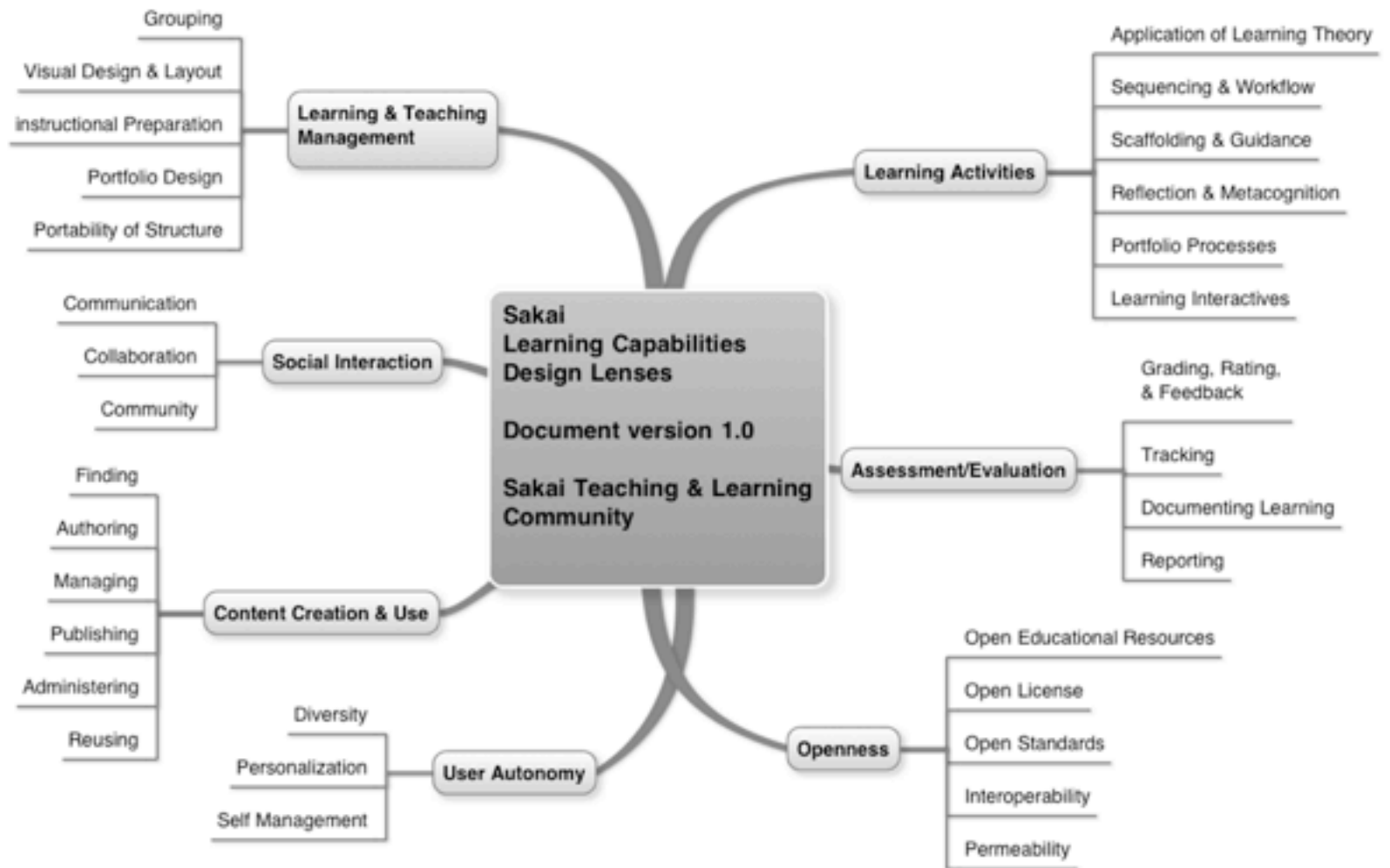
	A	B	C	D	E	F
1		B Point Of View	C Simple Goal	D Alternative Goal	E Capability	F Capability+
11	LC012	instructor	I need to share with my students my lecture notes	Students need to be able to comment on and critique content (CSU)	File Sharing/ Content Creation	Materials are searchable, taggable, supporting annotations (Students able to tag content with 'like' as feedback to academic and other students - CSU)
12	LC013	student	I want to share my personal notes on the lecture with a classmate	I want to see lecture notes from other classmates	File Sharing/ Content Creation	
13	LC014	instructor	I want to take and respond to student questions in front of the whole group	I want students to be answering each other's questions as much as possible.	Discussions	Powerful tool, integrated with site (CSU)

Learning Capability Design Lenses

- Are NOT functional/tech requirements
- Define learning capabilities that need to be supported across the system
- Provide conceptual T&L “lenses” through which designers/developers can view work
 - E.g. designing a discussion capability
- Support current T&L practices as well as those envisioned in the future

Background & Process

- Needed to Refine/Define Themes
 - Held series of “Virtual Working Sessions”
 - Developed concept of Design Lenses
- Version 1 Release under CC license (2010)
 - Seven (7) Design Lenses and associated Facets
 - Definitions for each were developed
 - Linked to specific Learning Capabilities



Simplified Continuum

Learning Management System

Open Academic Environment



Highly Structured

Tool Centered

Worksite/Space/Course Centered

Loosely Structured

Person Centered

Content and Networking Centered

**Continuum also reflects skill set, person capability with technology
It may also reflect institutional capacity to support diversity ...**

Change and the OAE Hybrid

- **Hybrid** - CLE and OAE connected via IMS Basic LTI
 - Other approaches to integration likely ...
- How long will you need both ends of the continuum?
- Enabling control of the **pace of change**
- **One** environment? Other tools?
- Or think in terms of **supporting capabilities** ...

Australian Contribution

- Australian Sakai community participation in Lens work
 - Review and iteration - esp from research perspective
- Experience of Sakai for **research collaboration**
 - ARCS, institutional ... NECTAR (environments and tools)?
- Academic networking and Australian Innovation System
 - Person discovery and interdisciplinary research

Major Strands of Sakai Activity

Two: Merger with Jasig

Jasig

- Multiple products; uPortal, CAS, Bedework, Portlets, UMobile, 2/3/98
 - Could be mainly categorized as **infrastructure**
- Similar **consortial** model - some overlap of members
 - Registered as not for profit in US
 - **International** composition
- Experience of **incubating** software / communities

Why Merge?

■ ■ **Low hanging fruit -**

- ■ Conference organisation
- ■ Administration
- ■ Infrastructure
- ■ Quality Assurance

■ ■ **Strategic -**

- ■ Influence in direction of external infrastructure components
- ■ Opportunity to grow re-use of Jasig software components

What will it look like?

- Organized around overlapping -
 - **Software Communities**
 - Which have products, like uPortal 3 and 4, Sakai CLE 2.7, 2.8
 - **Communities of Interest**
 - Jasig 2/3/98
 - Sakai Teaching and Learning Community
- **Product branding** - “Sakai” won’t go away!
- Target for completion Q1 2012

Common Themes

- Networking is not just embedded in our software it's what we **are**. Jasig merger enhances our network.
 - (Not end of a process; broader re-alignment)
- Openness is not only the end result, but a **precondition** for collaboration - a key value
- Innovation in support of the academic mission