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Education for all revisited: On Concepts of Sharing in the Open Educational Resources (OER) Movement

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Overview

- Introduction
- Opening up Education and OER:
new policy statements, themes
and developments
- Sharing in OER-contexts
- Conceptual considerations
- Conclusion



[http://upload.wikimedia.org/wikipedia/commons/2/20/
Global_Open_Educational_Resources_Logo.svg](http://upload.wikimedia.org/wikipedia/commons/2/20/Global_Open_Educational_Resources_Logo.svg)

„Share it“ – source: http://3.bp.blogspot.com/-vqYU920e-YQ/U08qNHoEdrI/AAAAAAAAADII/SLu8zd_7phw/s1600/share.png



Openness / opening and sharing – old themes in pedagogy

- early childhood and everyday experiences
- Dynamics of openness and closeness
- Opening up education as theme and narrative
- Claims for education for all
- public and private spheres in educational contexts and the public-private-nexus



<http://commons.wikimedia.org/wiki/File:Comenius-2.jpg>

What's new?



OE and OER – Concepts, Practices and Initiatives

<http://www.openeducation.net/>



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Opening up Education – Policy Statements

An example from Europe:

(cf. http://ec.europa.eu/dgs/education_culture/consult/open_en.htm)

“OER and Open Education offer unprecedented opportunities to improve quality, access and equity in education and training. Individuals can learn anywhere, at any time, following very flexible and individualised pathways without depending at all times on time constraints or on the availability of printed material.”

(http://ec.europa.eu/dgs/education_culture/documents/consult/open_en.pdf)



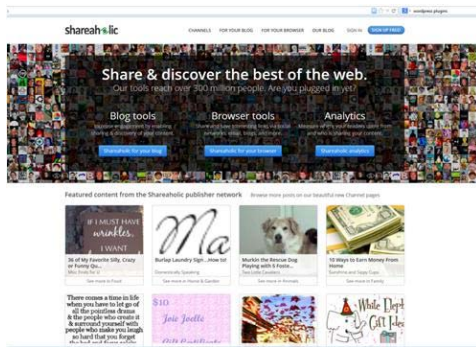
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Sharing in Educational Contexts

- general communicative, distributive, and moral meanings
- sharing as mode and goal of moral education
- more recently: sharing of custody
- also: ‘sharism’ (cf. Ackermann 2011)
- relevant aspects:
 - affective-logical context
 - time / temporality
 - a more or less risky behavior, the outcome of which is open

... in Web 2.0

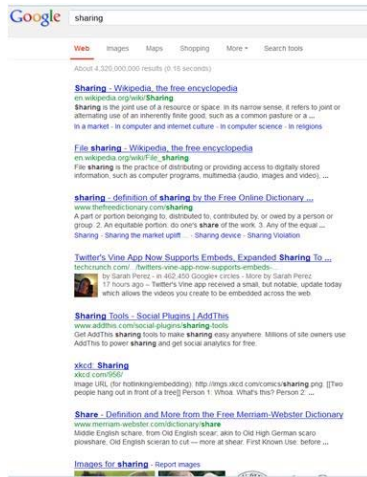


... and in the OER-movement

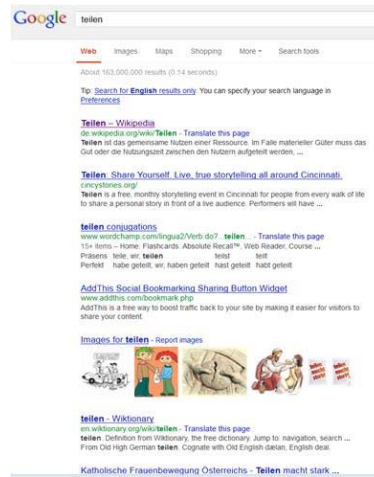
“The first and most fundamental question anyone arguing for free and open sharing of software or content has to answer is – why? Why should anyone give away anything for free? What are the possible gains in doing that?” (Hylén 2006, p. 5)



Web search :: Sharing - Teilen



<https://www.google.com/search?q=sharing&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla.de:official&client=firefox-a>



<https://www.google.com/search?q=teilen&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla.de:official&client=firefox-a>



Web search (images):: Sharing



<https://www.google.com/search?q=sharing&oe=utf-8&aq=t&rls=org.mozilla.de:official&client=firefox-a&um=1&ie=UTF-8&hl=en&tbm=isch&source=og&sa=N&tab=wi&ei=BsNWUd6RDYfDIAb2u4HgAw&biw=1760&bih=878&sei=CcNwUfiaD83MtAbQ5IDwAQ>

Web search (images) :: Teilen



<https://www.google.com/search?q=teilen&hl=en&client=firefox-a&hs=pRu&rls=org.mozilla:de:official&tbn=isch&tbo=u&source=univ&sa=X&ei=fL5WUYSiLcSbtQaVuYDwBQ&ved=0CE4QsAQ&biw=1760&bih=878>

Web search :: Share it!



https://www.google.com/search?client=firefox-a&hs=388&rls=org.mozilla:de:official&q=share+it!&bav=on.2,or.r_qf.&bvm=bv.45645796,d.Yms&biw=1760&bih=878&um=1&ie=UTF-8&hl=en&tbn=isch&source=og&sa=N&tab=wi&ei=_ot5UFWUMcX2sgbV6YE1

Cultures of Sharing and a Sharing Turn?

Linguistic Turn (Ludwig Wittgenstein, Richard Rorty, et al.)
 Pragmatic Turn (Ferdinand de Saussure, Richard J. Bernstein, et al.)
 Symbolic Turn (Ernst Cassirer)
 Cognitive Turn (Ulric Neisser, Friedhart Klix, Jerome Bruner, Meir Sternberg)
 Interpretative Turn (Richard Shusterman, Kenneth Howe, et al.)
 Narrative Turn (Fritz Schütze, Steve De Shazer, et al.)
 Cultural Turn (Peter Janich, Doris Bachmann-Medick, et al.)
 Qualitative Turn (Klaus B. Jensen)
 Affective Turn (Luc Ciompi, Patricia Clough, Jean O'Malley Halley, et al.)
 Spatial Turn (Jörg Döring, Tristan Thielmann, Jörg Dünne, Stephan Günzel, et al.)
 Postcolonial Turn (Homi K. Bhabha, et al.)
 Pictorial Turn (William J.T. Mitchell, et al.)
 Iconic Turn (Gottfried Boehm, Hubert Burda, Christa Maar, Frank Hartmann, et al.)
 Medial Turn (Göran Sonesson, Reinhard Margreiter, Sybille Krämer, Siegfried J. Schmidt, et al.)
 Social Turn (James Paul Gee)
 Semantic Turn (Klaus Krippendorff)
 Mobile Turn (John Urry, André H. Caron, Letizia Caronia, et al.)
 Sharing Turn (Volker Grassmuck)

The many ways of sharing ...

- a fundamental consumer behavior
 “that we have either tended to overlook or to confuse with commodity exchange and gift giving” (Belk 2010: 715)
- three main characteristics of sharing in SNSs:
 “the appearance fuzzy objects of sharing; the use of the word ‘share’ with no object at all; and presenting in terms of sharing functions of social network sites that used not to be so described” (John 2013: 167)
- possibilities of large-scale sharing and sharing of immaterial things
 “Whereas sharing in the pre-digital age was meant to produce social exchange, sharing in the digital age is about social exchange on the one hand and about distribution and dissemination on the other hand. What makes sharing with digital media so hard to understand is exactly this blurring of two rather different purposes.” (Wittel 2011: 8)

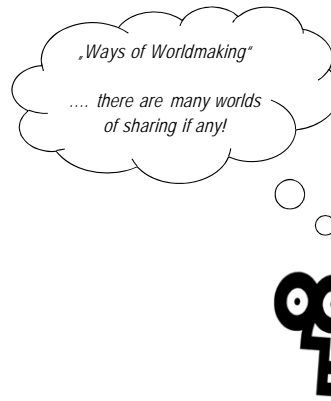
.... incommensurable concepts?

Variations of Sharing – A philosophical Approach

(cf. Goodman 1978; Goodman and Elgin 1988)

Explication and interpretation of conceptual perspectives

- Private and public
- Spatial and temporal reach
- Materiality
- Mediality
- Economics
- Economies of affect
- Normativity



Consequences

- Significance of this for sharing in the context of OER?
 - Enabling differentiated analyses of sharing without any need to draw on specific theoretical tenets, but also without relapsing into a random diversity
 - Considering historical forms of sharing as relevant in education
 - Shortcomings of a narrow understanding of educational economy
- additional considerations
 - The potential large-scale dispersion of OER requires attention to quality assurance
 - Affective and cognitive interactions are relevant to educational processes in many regards, including memory or problem solving capacity, social dimensions of group-belonging, and balancing the dynamics of giving and taking, and the differences between connecting and bonding
 - Both sharing and openness tend to have positive associations, particularly in OER environments, but both of these terms do not per se represent values



Conclusion

- material and immaterial objects play a role both in pre-digital media constellations and in the digital age
- sharing supported by algorithms facilitate and promote a mass distribution of content, of media poor in content, and of systems of production without any content at all
- There are relatively *weak forms* of sharing, as opposed to *stronger forms* of sharing rooted in social psychology, theory of education, philosophy, and criticism as well as political theory
- Paradoxically, the OER movement is not immune to promoting elitist notions of education as well as half-realized education (Halbbildung)
- OE and OER might promote a paradigm shift in education if attention is paid to theoretically and historically informed OER discourses that are historically aware and willing to explore the boundaries of openness in educational resources, and that consider education both as a public and a private good



Thank you!

Sützl, Wolfgang; Stalder, Felix; Maier, Ronald and Hug, Theo (eds.) (2012):
Media, Knowledge and Education: Cultures and Ethics of Sharing.
 Innsbruck: innsbruck university press • iup.

