**“Collective Action”**
*Vision / Mission / Agenda (DRAFT)*

- **Vision:** Creation of a continuum of quality education and training for Ohioans through the establishment of innovative learning technologies and strategies for their use in Ohio K-20 educational institutions.

- **Mission:** To foster innovation in education and training through the sharing of risk and resources needed to invoke change. “Collective Action” refers to the investment of “risk capital” in a multi-institutional collaboration by agencies and institutions of the Ohio Board of Regents, the Ohio Department of Education, and Ohio-based institutions of primary, secondary, and higher education. These professionals with the pooled resources of their organizations will explore disruptive learning technologies\(^1\) and learning practices with potential to transform K-20 education and training.

- **How do we measure success?**
  - Have we created environments for testing disruptive software and ideas as well as a process for moving viable, community supported ideas to production environments?
  - Have we eliminated redundancy across multiple technology-supported learning (“eLearning”) segments? Are multiple Ohio K-20 institutions sharing infrastructure, administration, and professional development activities necessary to run successful enterprise eLearning platforms? Categories include:
    - Collaboration and Learning Environments (commercial and open source)
    - Electronic Portfolios that demonstrate learning outcomes
    - Purchase and licensing of content, plus the descriptive tagging of content to educational standards
    - Digital content repositories
    - Live classroom spaces
    - Federated authentication / authorization practices
    - Assessment protocols and practices
  - Have we run proof of concept pilots to show how potentially disruptive technologies and practices can be run successfully and support educational institutions’ educational missions?  
    - Do we have procedures for selecting additional pilots and mechanisms for introducing them to the community?

- **Concurrent Agenda:**
  - **Efficiency: Shared eLearning Services & Infrastructure**
    The goal of Shared eLearning Services is to provide Ohio’s educational institutions enterprise-level learning environments that include a suite of tools and content to be applied to a variety of

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\(^1\) Use of phrase *disruptive technologies* is intentional with a specific meaning assigned by Clayton M. Christensen in “The Innovator’s Dilemma” (HarperBusiness, 2000): “Disruptive technologies bring to a market a very different value proposition than had been available previously. Generally, disruptive technologies underperform established products in mainstream markets. But they have a few other features that a few fringe … customers value. Products based on disruptive technologies are typically cheaper, simpler, smaller, and, frequently, more convenient to use.” (p. xv)

In a later work, “The Innovator’s Solution” (Harvard Business School Press, 2003), Christensen describes conditions that foster the adoption of disruptive technologies, including: “established firms [create] a completely separate organization and [give] it an unfettered charter to build a completely new business with a completely new business model” (p. 66). Although Collective Action does not seek to create entirely disparate education agencies in the state, members of the Collective Action group seek to create similar conditions with the pooled personnel and resources of our parent organizations.
educational and training contexts; professional development for instructors adopting disruptive learning technologies; and an integrated content repository within which students and faculty may store, preserve and discover digital content. A community of practitioners will form around this shared infrastructure to support, extend, and inform the use of these resources.

- Define the “application stack” of critical functionalities needed to support K-20 eLearning in Ohio.
  - Provide a suite of interoperable, standards-based solutions that institutions may use to support their eLearning needs, or from which custom environments can be built.

- Identify and experiment with Disruptive Technologies
  - Form an experimental technologies pool with contributions from the OLN Emerging Technologies (ET) committee, the OhioLINK Digital Resource Commons (DRC) Steering Committee, and the OSU Digital Union Advisory Panel. An initial sub-set of the ET “test bed” will include.
    - Repository
    - Accessibility
    - Assessment

- Establish the Path / Process to Move Successful Technologies to Wide Use
  - Integrate community input and participation in the evaluation of pilots and shepherd the resettlement of flourishing applications to broader adoption.

- Foster the Continuance of Efficient, Shared Production Environments
  - Create a diagram and narrative of the Shared eLearning Services environment with emphasis on how the Collective Action vision binds students, instructors, and applications in a continuum of quality education and training.
    - OLN’s CLE Hosting (Bb & WebCT)
      - Open Source CLEs (OLN’s OSPILOT)
    - OhioLINK’s Digital Resource Commons
    - OSC’s TFN (now K-20 with eTech) & Shibboleth
    - ORC’s content review and metadata processes
    - ODE D3A2 project
      - Using the OSIC (Ohio Standard ID Codes) to map areas of academic “deficiencies” (identified through item analysis of SIS data) to professional development content stored at multiple service providers (ORC, INFOHIO, ODE).
    - Ohio colleges, universities, and K-12 institutions that derive mutual benefit from working within this collaborative and shared service environment.

- Standards Work
  - Provide clear (and simple) definitions and uses for each of these standards and explain why they are important to “collective action.”
    - Interoperability: can data be exchanged seamlessly?
    - Re-usability: can instructional content be re-used?
    - Manageability: can a system track the appropriate information about the learner?
    - Accessibility: can all learners access the appropriate content at the appropriate time?
    - Durability: will the technology evolve with the standards to avoid obsolescence?2

  - SIF & IMS (future linkages or cross-talks)

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- IMS QTI
- OSIC tagging might map to TAGs and other tagging planned for use in the DRC
  - SCORM 2004 (SCOs) & CORDRA
    - OLN is joining the ADL CO-LAB
  - OAI, DCMI (Dublin Core), LOM (Learning Objects Metadata)
  - XML / XSL
  - Others derived from needs expressed by Ohio educational institutions

- **Effectiveness: Use Cases & Pilots**
  Pilots are critical to (1) provide proofs of concept to show the value and feasibility of shared, community-based innovative technologies and services, and (2) to understand the practicalities of sharing learning technologies in real world deployments. **The first three pilots are:**

  - **FAME**
    - OLN & OhioLINK will host FAME (ADA objects) for all Ohio institutions. OLN has convened an ADA community to support this pilot.
    - Long-term solution: establish and maintain an OLN-supported ADA Community with content, tool, and training resources contributed by the community and housed at the DRC.

  - **Digital Coursepack**
    - Disaggregated publisher’s books and well-described licensed resources stored in the DRC.
    - Goals: Improved learning effectiveness and lower costs to students for instructional course content.
      - Publishers acknowledge a need to expand distribution models to meet contemporary market requirements and are seeking partners for this exploration.
      - OSU is talking with several publishing partners for piloting with explicit criteria that OhioLINK serve as a replication environment if OhioLINK is interested and if a model can be established that meets OhioLINK’s service philosophy.

  - **OhioWINS!**
    - The Ohio Board of Regents, drawing on resources at The Ohio Learning Network, OhioLINK, The Ohio Resource Center, Ohio State University and the University of Cincinnati is sponsoring a pilot ePortfolio project to run from May 2006-August 2007. The project includes the further development and refinement of evolving ePortfolio software, assessment rubrics, and training materials that will serve first as an English language arts resource for Ohio teachers and subsequently for Ohio students. The OhioWINS! collaboration will serve as a repository of professional development materials for teachers of English. These materials then will be used to support student writing and reflection housed in an ePortfolio system that enables students to create, share, maintain and transport print, visual, and electronic texts that they produce tied to success standards developed by Ohio institutions.