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# dScribing: Initial Reflections on Student-Centric OCW Publishing

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University of Michigan

current landscape

dScribe model

incentives

student experience

future

# Current Models

## Faculty & Staff-Centric Approach

- Constraints
  - Cost per course
  - Quantity and refresh rate
  - Faculty participation

# Principles

- “participatory pedagogy”
- active student engagement
- public service commitment
- At Michigan: “creating a culture of learning”

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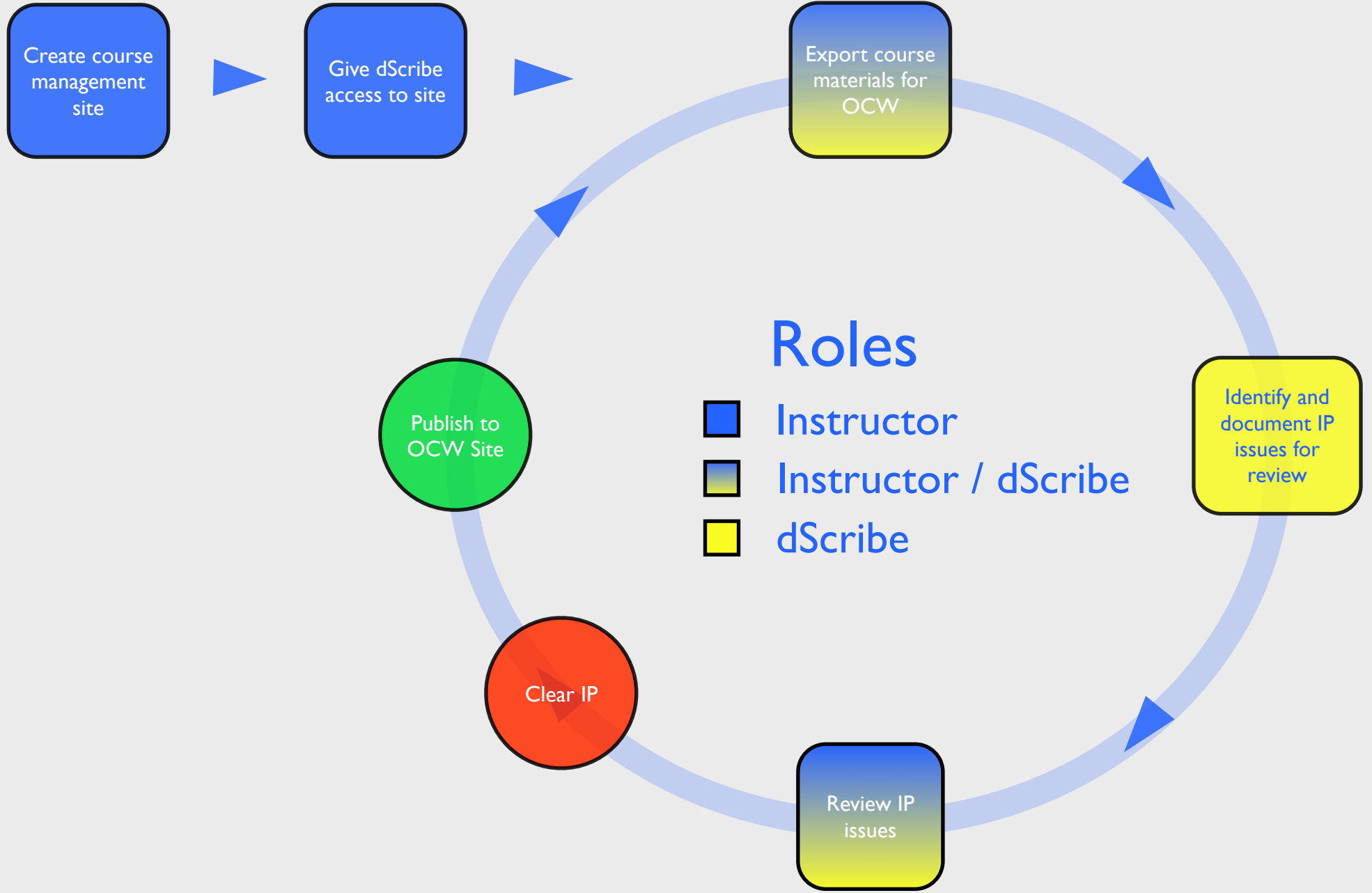
student experience

future

# dScribe Model

- “digital Scribes”
- University of Toronto inspiration
- distributed model
- students actually in the course
- students as co-creators of content
- collect and validate integrity of material

# dScribe-Centric Publishing Cycle



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# Student Incentives

- master course content
- learn about IP
- establish connection with faculty
- showcase one's own coursework
- serve the public

# Faculty Incentives

- students within class know best!
- distribute publishing workload
- support reciprocal learning

# Administration Incentives

- potential to reduce overall publishing costs
- demonstrate commitment to principles
  - enrich teacher/student relationships
  - support a collaborative learning network within and between schools

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# dScribing at Michigan

class project

class we were interested in

digital gov theory  
info econ - homework,  
exams, lectures, readings,  
online class discussion,  
hunting and sharing current  
news of real world  
applications

The screenshot shows the top navigation bar of the University of Michigan website with links for home, courses, help, about ocv, and feedback. Below this is a search bar and a login/join link. The main content area features a breadcrumb trail: home » school of information » si 646 - information economics. The course title is "SI 646 - Information Economics, Winter 2007". A sidebar on the left lists course contents: SI 646 - Information Economics Home, About the Professor, Reading List, Lecture Notes, Case Notes, Assignments, and Exams. The main content area includes a blue graphic with the word "Information" and a copyright notice: "Copyright 2007, by the Contribu..."

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# What we thought would happen

- easy material transfer with our current tools
- straightforward IP
- excited faculty
- help supplement studying
- uncertain about faculty interaction
- questions in managing variance in course content
- unclear about student time commitment

**easy** - once we have content from our lms tools an export to edumcommons would be simple

**IP** - few general rules that can be applied across the board

**excited** - would be fired up because we were fired up

**uncertainties** - a learning process - we don't want to bug faculty - want to support the relationships already formed by being a student in the course - it DID happen

**variance in courses** - lean vs rich content - example from steve's course - not just readings - students are best to identify these avenues WITH the prof

**time** - how many hours a week - when will the work get done?

# What did happen:

- faculty gave the green light
- IP issues difficult to navigate
- workflow was ahead of the tool
- time & legal constraints to enriching stu

**faculty** - blessing and a curse - trust was there, but wish time to explore content further

**ip** - time constraints, and if its going to be scalable, guidance

**workflow** - we knew what we wanted it to do, but tool was not in place

**time** - not only technical (getting permission form) but also social in convincing people to contribute and making sure that dynamic will not change the dynamic of the class

# dScribe reflections:

## Create set of best practices

- standardization
- support and openness class and differences
- IP tutorial and FAQ
- tool is “user-friendly”
- keep the tool ahead of the workflow
- guidance by dScribe mentors

**working within a specifically student model**

**standardization in communication and workflow** - how dscribes should approach professors and set up a timeframe and how to get ahold of faculty

**support** - we are only SI - more research and test cases need to be done to explore the class content needs and within sciences, art, engineering, humanities about how support engaged and enthusiastic students

**IP** - a given - but need to support

**workflow** - freshman english composition students vs advanced computer science

**keep** - response to user-friendly - constantly reiterating this tool as we learn more

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how can dscribe model work?

how can we support and enhance a student centric model of ocw publishing?

# How to get there

- scaling-up
- appropriate incentive structure
- accounting for departmental differences
- leveraging student knowledge
- one model among many

**scaling up** - standardization of workflow, communication models, ip - start small but think big - 5000 courses at michigan, now often do you want refresh

**incentives** - students and faculty relationship is special and mutually -beneficial in an ocw publishing environment

**accounting** - acknowledging differences & supporting those students who wish to contribute

**leveraging** - student knowledge of digital media and resources - focus group - students and learners are key stakeholders - digital technology, culture and supporting sharing environment

**one model** - hybrid model - no absolute - we're in a learning process developing a framework to address the principles outlined before:

“participatory pedagogy”  
active student engagement  
public service commitment  
fostering a culture of learning



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Can this work?

How do you see this model fitting in with your institution?

Similar frameworks or programs in the works?

Scalability?

Sustainability?

What other incentives?