Report on the Learning4Content project
Prepared for the William and Flora Hewlett Foundation

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PART 1: NARRATIVE REPORT

This report is structured according to the reporting requirements of the William and Flora Hewlett Foundation. The report documents the activities of the Learning4Content project for the period 1 January 2008 till 30 June 2009 under the administration of the Commonwealth of Learning with generous funding support from the Hewlett Foundation. The narrative section provides:

- An overview of the WikiEducator initiative highlighting growth indicators and notable achievements under this grant, as well as:
  - A clarification of how the Foundation's support for the Learning4Content project is contributing to the achievement of WikiEducator's overall strategic objectives;
  - Achievement of the specific Learning4Content project objectives;
- Details on the activities and outputs of the Learning4Content project including:
  - the foundation (preparatory activities) for establishing the project covering the period from the confirmation of the grant till 31 December 2008, and
  - the project activities covering the period from January 2008 to 30 June 2009, providing comparative data for the 2008 and 2009 financial years;
- An evaluation of progress towards intermediate and ultimate outcomes of the project;
- A summary of the major environmental changes impacting on the project;
- A reflection on the lessons learned; and
- Plans for dissemination of project findings.

1.   Overview

The WikiEducator project commenced in February 2006 to establish an international, peer-collaboration model for OER development. The Commonwealth of Learning has fostered and nurtured the growth of the WikiEducator OER community, most notably through the Learning4Content activity as a sub-project of the eLearning for for development programme. The Learning4Content activity is providing support for capacity development of educators around the world to use wiki technology in achieving WikiEducator's strategic objectives. Learning4Content is designed to provide free skills training in wiki technology for educators in exchange for a voluntary donation of knowledge in the form of a free content lesson on WikiEducator. It is the world's largest attempt to develop wiki skills for education. As of 1 July 2009, WikiEducator has become an independent project of the Open Education Resource Foundation based at Otago Polytechnic in New Zealand.

WikiEducator continues to record positive growth since the inception of the project.

During the period 1 July 2008 to 30 June 2009, WikiEducator recorded 2,816,190 visitors to the site compared with 1,860,969 visitors the previous year representing an increase of 51%[1]. WikiEducator has generated over 10,400 registered user accounts since February 2006[2]. The project registered 5,751 new accounts during the 2009 financial year compared with 3099 new accounts in the 2008 representing an increase of 86%.

Drawing on database statistics, we calculate that WikiEducator has produced the equivalent of 88 study guides or text books through volunteer authoring. The community produced 49 book equivalents during 2009 compared with 22 during 2007 representing an increase of 123% for the current year (see Figure 1). This equates to 4.08 book equivalents per month for the 2009 year, compared with 1.83 book equivalents per month the previous year.

Figure 1: Estimating quantity of OER production by the WikiEducator community

WikiEducator is a targeted education project focusing on the formal education sector, when compared, for instance, to general public projects like Wikipedia, Wikibooks or Wikiversity. This is evidenced by WikiEducator's traffic demographics relative to the general Internet population[3]. With reference to Figure 2, WikiEducator attracts a higher proportion of the 35 - 54 age group when compared to the general Internet population, contrasted for example, with Wikiversity which shows a higher proportion of the 18 - 24 age group for the same indicator. In addition, WikiEducator attracts a higher proportion of visitors with graduate qualifications and has succeeded in overcoming a male gender bias when contrasted, for example with Wikiversity which shows a male gender bias and lower proportion of visitors with graduate qualifications relative to the general Internet population.

This data confirms that WikiEducator is one of the fastest growing educational wikis in the world and is producing impressive results with reference to the productivity of its OER development.

During the period of review WikiEducator recorded the following notable achievements:

- Named the best educational wiki by Stephen Downes, a Senior Researcher at the Canadian National Research Council;
- Inaugural recipient of the MERLOT Africa Network the awards for Exemplary Open

Figure 2: WikiEducator demographics relative to the general Internet population

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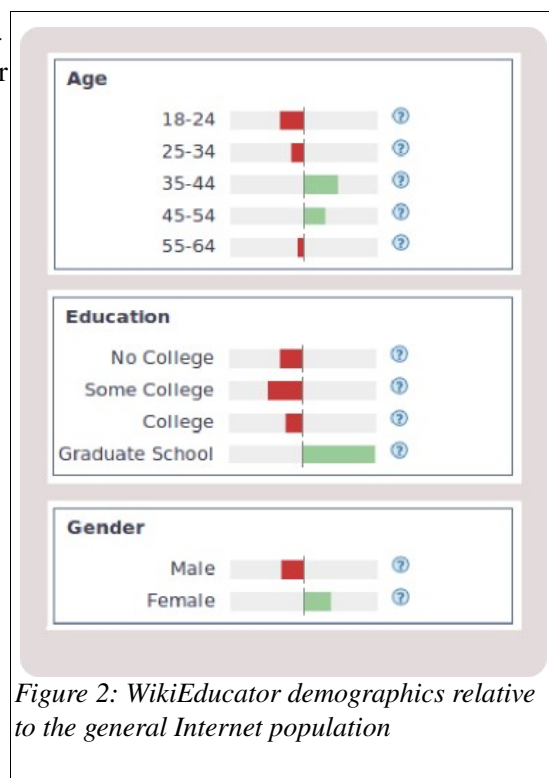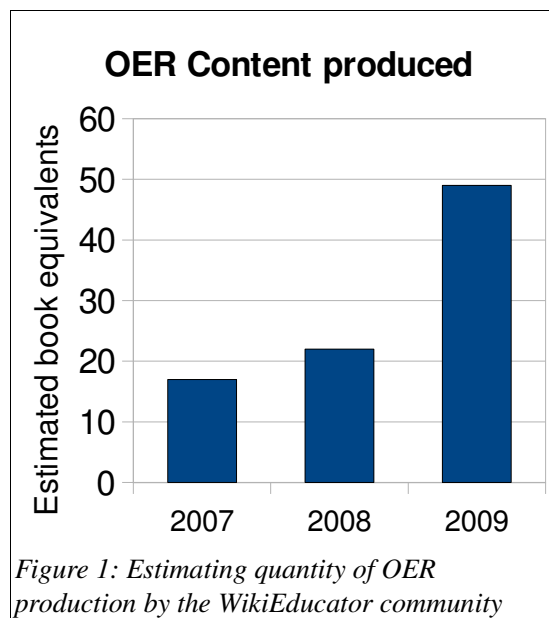
1   Visit statistics generated by Webalizer Version 2.01 installed on the WikiEducator server.
2   As on 18 August 2009.
3   Source, Alexa, 26 June 2009.

Education Resource (OER) practices at eLearning Africa, 2008. COL's WikiEducator was acknowledged for the "*pioneering role of the WikiEducator project as a model of content authoring and professional development that supports the OER movement*"

- Successfully implemented the world's largest wiki training project for education having registered more than 3,300 educators from 113 different countries.
- Completed the collaborative development of an Open Community Governance policy and appointed the first WikiEducator Community Council.
- The first production wiki to implement wiki to pdf functionality which enables users to produce customised print collections directly from WikiEducator.

Figure 3: Comparing actual growth with planed growth

- The WikiEducator community hosted and participated in the development of the OER Handbook under the leadership of the Center for Open and Sustainable Learning -- a collaboration resulting in an OER publication which is also available commercially through Lulu.com. This provides a positive example alluding to the future potential of achieving economic sustainability for OERs through partnerships with commercial publishers and distributors.
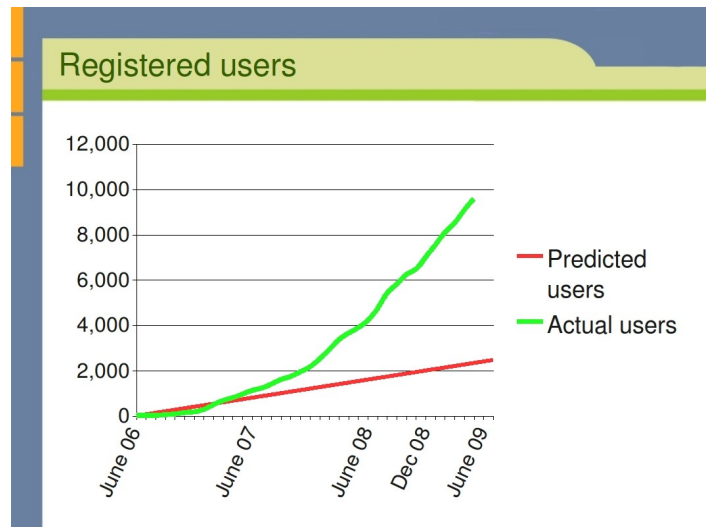
1.1   The Learning4Content project and WikiEducator's strategic plan

The current grant from the William and Flora Hewlett foundation was applied to fund the facilitators' honoraria for the Learning4Content workshops. The COL provided additional funding support for travel and approved local workshop costs through the core programme budget. This subsection details the relationship of the Learning4Content project to WikiEducator's strategic plan and corresponding logic model, and how the grant is contributing to the achievement of the overall outcomes of the initiative.

WikiEducator is a unique project in the international OER landscape because it adopts a peer-collaboration model drawing on the principles of mass-collaboration -- as opposed to the producer-consumer publishing models used by many open content projects. Furthermore, together with Connexions and the Wikimedia Foundation projects, WikiEducator is one of the few OER projects that have implemented licensing policies that meet the requirements of the free cultural works definition (www.freedomdefined.org).

The ultimate outcome of the WikiEducator project is to achieve a sustainable international OER initiative that will contribute to reductions in the cost of educational provision while widening access and improving the quality of education, with particular emphasis in the developing world.

WikiEducator's strategic objectives are aimed at achieving the four C's, namely:

- A thriving **community** of practitioners and policy makers around the world committed to leveraging the potential of OERs.

- The **capacity** and skills to engage meaningfully with the supporting technologies and global best practice in peer-collaboration models of OER development. For example, the Learning4Content project provides free training in basic wiki skills to build capacity for OER authoring.
- Free **content** development supporting capacity building, by refining existing resources and reconfiguring them in formats that facilitate reuse. For example, the WikiEducator OER tutorials used for training in the Learning4Content project.
- Ensuring smart **connections** which refer to the technology requirements for a cost effective OER initiative founded on open source technologies. Connectivity also refers to the "connections" among different open source software solutions to fill the gaps between existing mainstream technologies and the unique requirements of asynchronous learning so as to widen the reach and access of free content. For example, the development and implementation of wiki-to-Portable Document Format (pdf) technology that can generate customised print versions of online OER content, especially for learners who may not have Internet connectivity.

Figure 4: WikiEducator's logic model

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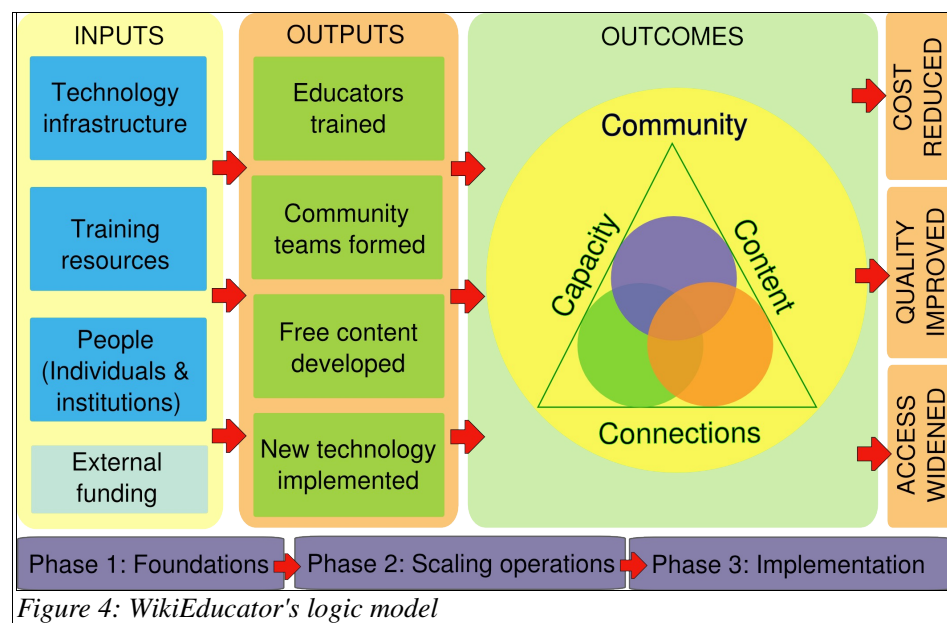
The Learning4Content project constituted an integral component of Phase 2 of WikiEducator's strategic plan, namely to scale up the rate of OER content production. Learning4Content focuses specifically on the outcome of building capacity in wiki skills for the international education community.

1.2 Achievement of the Learning4Content objectives

The foundation activities specified in the grant proposal to develop: (1) OER training materials, (2) support resources, and (3) support processes were successfully completed. Learning4Content workshops commenced on schedule during January 2008. The Learning4Content project has exceeded its target of 2,500 educators by 20% having registered 3001 participants from 113 different countries. The COL administered the presentation of 86 workshops under this grant.

Initially, progress in the number of workshops was lower than the projected targets due to unanticipated restrictions in the pool of prospective facilitators from which the project could draw. This was a consequence of the delays in the migration of Wikimedia Foundation projects to a Creative Commons

Attribution Share Alike license. Due to legal incompatibilities between the GNU Free Documentation License and WikiEducator's Creative Commons Attribution Share Alike license, we were not able to draw from the Wikipedia community to assist with the facilitation of Learning4Content workshops on WikiEducator. Taking these restrictions into account, the William and Flora Hewlett foundation approved a no-cost extension of 6 months under the current grant. This enabled the project to exceed its specified targets. Starting from a baseline of 3 experienced wiki facilitators, the COL extended this pool to 31 facilitators located around the world, many of whom are graduates of the Learning4Content project. As a Commonwealth agency, COL was not able to utilise the services of non-Commonwealth citizens for facilitating Learning4Content workshops.

Indicator	6 months ending June 2008	Year ending June 2009	Total
Educator's trained	525	2,476	3001
Number of scheduled workshops	14	72	86
Average educators trained per month	88	206	167
Average workshops scheduled per month	2.3	6	4.77

The data confirms the ability of the Learning4Content training model to scale. This is evidenced by an increase of 134% in 2009 in the average number of educators trained per month, when compared to average data for the 2008 period.

2.   Activities and outputs

The grant proposal identified two distinct categories of activities, namely foundation activities and specific project activities. The foundation activities constituted the prerequisite building blocks for the successful delivery of the Learning4Content project. The specific project activities contributed to the achievement of the specified Learning4Content outcomes and were co-funded from COL's core budget.

2.1   Foundation activities

Intended outcome: Free content resources required for the Learning4Content project are developed and completed before commencement of skills development workshops. (Status: Achieved)

Activity	Details
Develop tutorials on basic wiki editing skills	**Status: Completed** • 11 tutorials covering basic wiki skills completed and published as OER content on WikiEdcuator:

and publish as OERs on WikiEducator	- What is a wiki? - Creating and account - Editing basics - Basic text formatting - Creating new pages and links - Inserting images and media - Collaborative editing - Talk pages and other useful features - Creating and using pedagogical templates - Thinking about structure - What is free content? 2 additional tutorials were developed and published in response to needs identified during the pilot Learning4Content workshops: - Navigation templates - Developing a teaching resource on WikiEducator
Develop an OER work-shop toolkit for Learning4Content trainers	**Status: Completed** - OER workshop toolkit completed and trialled with the first face-to-face workshop held in the Solomon Islands. - Identified revisions required for the toolkit and commissioned the development of a new Learning4Content facilitator's guide.
Develop a learning contract for the participants	**Status: Completed** - Learning contract completed and uploaded to the Learning4Content node on the WikiEducator site. Participants are encouraged to submit this learning contract as commitment to developing an OER for WikiEducator. - Developed and implemented a community certification system for acknowledging the skills acquired by participants (see Section 2.3.1).
Develop a promotional brochure for the Learning4Content project	**Status: Completed** - Promotional brochure drafted, typeset and uploaded to the Learning4Content node on WikiEducator. - The Learning4Content brochure was distributed to over 700 delegates attending COL's 5th Pan Commonwealth Forum held in London.

2.2   Project activities

The Learning4Content project activities and processes were designed to scale-up training interventions under the initiative. This means that processes and support resources are designed to accommodate the training of large numbers of educators without corresponding increases in operational support mechanisms. In the short term, this necessitates a considerable upfront investment in development time for these resources, with the long term advantage of being able to cater for the training of large numbers of

prospective educators.

Intended outcome: All activities completed to enable the training of at least 2,500 teachers in basic wiki editing skills and corresponding development of 2,500 corresponding lessons of free content. (Status: Completed, exceeding stated outputs) .

Activity	Details
Develop processes and supporting technologies on WikiEducator for the registration and selection of workshop facilitators.	**Status: Completed** • Learning4Content node established on WikiEducator for marketing, communication and administration of the project (Over 23,000 page views have been recorded on the project homepage since the inception of the portal); • Promotional video incorporating vignettes and testimonials from WikiEducators around the world developed and uploaded to the site. • Guidelines for participants and facilitators developed and uploaded to the Learning4Content node on WikiEducator; • Procedures for online registration for Learning4Content workshops implemented on WikiEducator. • Requirements for facilitators developed and posted on WikiEducator. • Reporting formats for face-to-face and online workshops developed and implemented on WikiEducator.
Develop a facilitator's guide containing instructions, check lists and deliverables for claiming the facilitator's honorarium.	**Status: Completed** • Guidelines and requirements for facilitators published on WikiEducator. These guidelines are used for specifying the skills requirements for prospective facilitators and deliverables for the payment of the honorarium for workshops successfully conducted. • Developed a dedicated contract for commissioning Learning4Content facilitators detailing the statement of work and requirements for payment of the honorarium of CAD$1000 per workshop. (The honorarium is paid in arrears.) • The OER workshop toolkit developed by COL was used as a baseline resource for the first two face-to-face workshops presented in the Solomon Islands and Papua New Guinea respectively; • Drawing on the facilitator experiences of these workshops, COL commissioned the development of a dedicated Learning4Content facilitator's guide for the face-to-face workshops.
Recruit facilitators to proceed with arrangements for Learning4Content	**Status: Completed** • Implemented a rigorous selection process for Learning4Content facilitators. Prospective facilitators are required to:

workshops.	- o Demonstrate their mastery of the relevant Mediawiki editing skills; - o Participate in a Learning4Content workshop prior to facilitating their own workshop; - o Demonstrate their knowledge of WikiEducator's values, strategy and purpose of the project; - o Submit a 2 page résumé documenting relevant experience; - o Provide a signed letter from a senior manager from the host institution confirming access to a computer laboratory for the workshop. - A separate page is created in WikiEducator for every workshop and progress is monitored directly on the wiki. - COL liaised with national focal points in Commonwealth countries to identify potential host institutions and facilitators.

2.3 Progress towards intermediate and ultimate outcomes

The successful completion of the Learning4Content foundation activities above followed by the implementation of the project activities over the last eighteen months have succeed in achieving the stated intermediate outcomes of the project. The project continues to monitor progress of WikiEducator on its journey towards achieving the ultimate outcomes.

2.3.1 Project statistics and data

Workshop formats

The Learning4Content project has conducted 28 online and 58 face-to-face versions of the training workshops. The online workshops are open to all countries, whereas the face-to-face workshops have largely been restricted to Commonwealth member countries. The online workshops have attracted participation from 113 different countries.

Number of educators trained

Workshop format	Male	Female	Learning contract submission rate	Number of educators
Online (28 workshops)	53%	47%	22%	1,747
Face-to-face (58 workshops)	52%	48%	79%	1,254
Total (120% of target achieved)			46.00%	3,001

Regional distribution of face to face workshops

The Learning4Content project has scheduled face-to-face workshops in the following countries: Bangladesh, Barbados, Belize, Botswana, Cameroon, Canada, Ghana, Grenada, Guyana, India, Israel, Jamaica, Kenya, Lesotho, Mauritius, Malaysia, Mozambique, Namibia, Nauru, New Zealand, Pakistan, Papua New Guinea, Samoa, Senegal, Seychelles, Solomon Islands, Sri Lanka, St. Kitts & Nevis, Tonga, Trinidad & Tobago, Tuvalu, Uganda, United Kingdom, and Zambia.

Wiki skills acquired through Learning4Content

WikiEducator has implemented a community-based certification framework, called WikiMaster. This is a tiered competency-based structure designed to acknowledge the achievements of workshop participants and community members. New account holders start their journey with an **Apprenticeship** in WikiEducator, which provides the necessary skills to join our community of content developers. There are two sub-levels of Apprenticeship to attain the status of a **WikiBuddy** - a person who develops his/her own mastery in wiki skills, and uses

Figure 5: WikiMaster certification typology

WikiEducator communication and educational tools to support and work with *other* WikiEducators in achieving their goals. A WikiBuddy can invest further in the WikiEducator skills development process, and become a **WikiArtisan** - a person who is a well-versed WikiEducator professional who has developed a considerable number of OERs and understands the WikiEducator process: learning design requirements; quality assurance procedures; and the values of the free knowledge community.

Facilitators are required to assess actual performance against the stated competencies. This is a competency assessment where Learning4Content participants are required to have demonstrated their skills on each of the requirements specified for each level. In preparation for this report, an audit was conducted on the certifications awarded for all registered participants. The competency requirements are summarised as follows:

- *WikiApprentice – Level 1*: Successfully creating an account and demonstrating basic wiki text formatting including bold, italics, numbered and bullet lists, headings and subheadings.
- *WikiApprentice – Level 2:* Successfully using wiki syntax for internal and external links, creating new pages, uploading images and media and manipulating placement, size and use of captions.
- *Wikibuddy:* Requires use of the various communication tools in the wiki, proficiency in reading and using the wiki's recent changes and history information and the ability to insert pedagogical templates.
- *WikiArtisan:* Is a multi-skilled and experienced WikiEducator professional who has developed a respectable share of WikiEducator content, is familiar with the community process requirements and is able to use more sophisticated content navigation templates.

Learning4Content workshops focus on supporting educators in attaining a Level 2 Apprentice certification. Participants are also introduced to the tools and technologies required at the Wikibuddy

level. However, competence at the Wikibuddy level requires practice beyond the expected time commitments of the basic Learning4Content workshops.

43% of the educators enrolled for a Learning4Content workshop have achieved a wiki certification. 62% of these educators have acquired the skills of a Level 2 Apprentice or higher. (Level 2 represents the baseline wiki skills necessary to become a competent OER developer in WikiEducator). Consequently we estimate from this data that the Learning4Content project has generated 1,870 educators with the skills necessary to develop OER in this environment. Considering that Learning4Content is a voluntary community service course, the completion rates are acceptable.
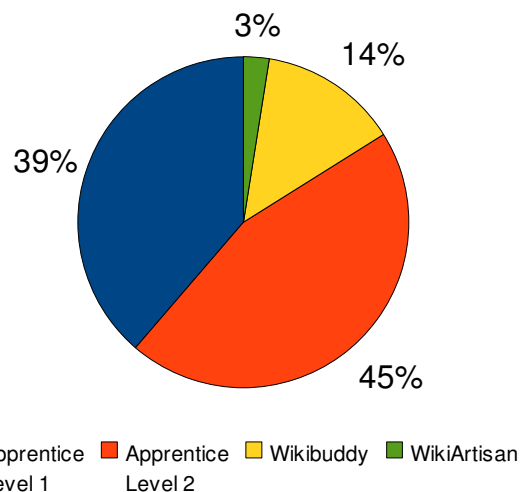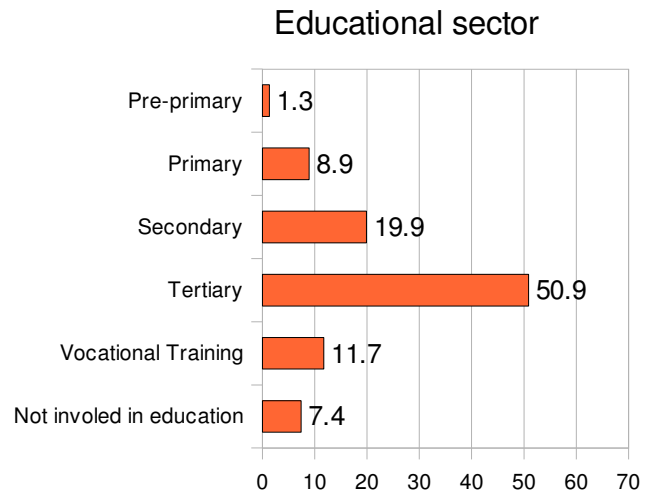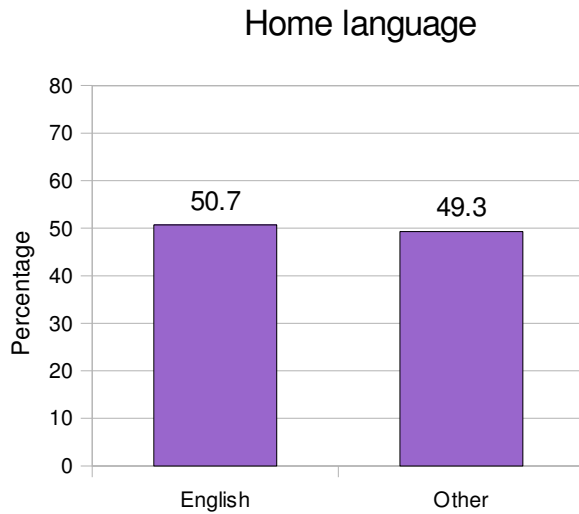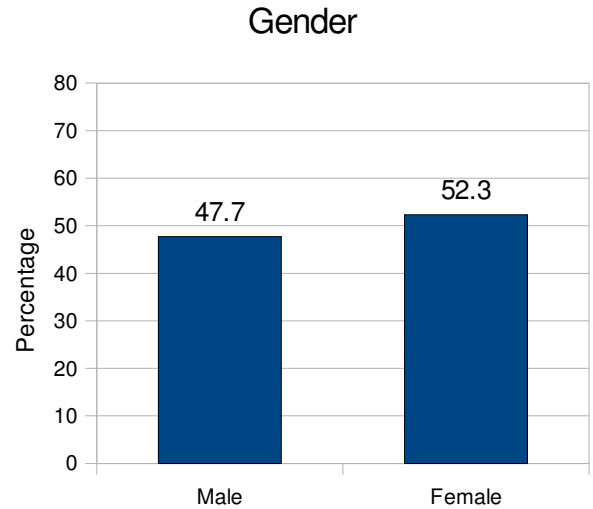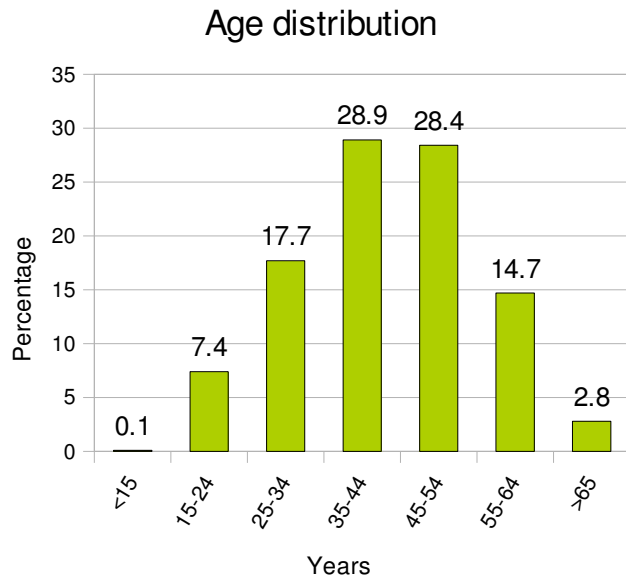
Drawing on the demographic profile of new account holders in WikiEducator, 64% of our users confirm that WikiEducator is their first wiki account. We are satisfied with the conversion rate from visiting the site to creating an account on the wiki given that 68% of our users report less than 5 visits to the site before creating an account. The frequency of Learning4Content workshops ensures that every educator who registers an account in WikiEducator has access to facilitated training support. The open collaboration model for OER development would benefit from lowering the technical barriers to collaborative editing. The implementation of a rich text editing solution is a high priority for the OER Foundation to increase the conversion rates and community of educators contributing to the open content inventory. This was not possible under the COL, as open source software development projects fall outside the remit of core business of the agency.

This data does not measure the tacit but important benefits including the introduction to the concept of OER or experiencing community through training in a live global wiki project.

Profile of the WikiEducator community

All new account holders in WikiEducator are invited to complete a mini survey. The "average WikiEducator" is typically over 45 year's old, works in the formal education sector (74% of respondents) and joins our OER community for three primary reasons: (1) to learn wiki skills; (2) to develop free content materials; and (3) to research innovative educational trends and ideas.

Of particular interest is the impact that the Learning4Content project has made in redressing the gender bias in WikiEducator. Prior to the inception of the Learning4Content project, 60% of account holders were male. Today our gender statistics are more representative nearing a 50:50 distribution between male and female at the international level. However, statistics from the Middle East, Asia and the South Pacific still show a male gender bias.

Age distribution

Years

Age	Percentage
<15	0.1
15-24	7.4
25-34	17.7
35-44	28.9
45-54	28.4
55-64	14.7
>65	2.8

Gender

	Percentage
Male	47.7
Female	52.3

Home language

	Percentage
English	50.7
Other	49.3

Educational sector

	Percentage
Pre-primary	1.3
Primary	8.9
Secondary	19.9
Tertiary	50.9
Vocational Training	11.7
Not involed in education	7.4

2.3.2 Intermediate outcomes

Outcome: Free content lessons are developed

The face-to-face workshops have proved to be very effective in getting educators started with their content contributions on WikiEducator. We have achieved a 79% submission rate with the participant learning contracts enrolled for the face-to-face workshops. The collection of learning contracts from participants is specified in the statement of work for the facilitator. Participant's usually start work on their content page during the workshop.

However, the submission rate for learning contracts in the online workshops is much lower at 22% of the registered participants. When compared against the "1% rule" of the large public wiki projects like

Wikipedia, where only 1% of the registered account holders become active contributors, this submission rate is encouraging. On 30 June 2009, 1,600 WikiEducators were classified as "active" contributors (that is users who have more than 10 edits) representing 16% of the registered account holders. The OER movement is underpinned by a gifting culture and the "learning contract" is not a legally binding document. Our strategy is to provide participants with an authentic community experience with the view to promoting understanding of the OER movement.

Measuring the content contributions of individual account holders is riddled with complexity. Learning4Content participants may work on different content projects across the wiki, may start developing OERs on other wiki projects or drop out from active participation in the community only to return at a later date. Moreover, content development indicators do not express any judgements about the quality of the learning materials. Nor do these measures cater for the diversity of the global education context. Consider for example the phenomenal achievement associated with an educator from the developing world who publishes something on the Internet or collaborates online with another educator for the first time! For the majority of participants, a Learning4Content workshop is very often the first experience in publishing something to the World Wide Web -- thus giving an international voice to many educators in the developing world.

The best metric we have for measuring content growth in the wiki is to estimate the number of book equivalents produced by analysing the WikiEducator database. This metric is derived from extracting the number of pages in the WikiEducator database. Using the average page size calculated in bytes, we convert this into page size equivalents based on the equivalent data size of a typed page. For the purposes of this indicator, a study guide or book equivalent is deemed to be 200 typed pages (excluding images and media).

Indicator	2007[4]	2008	2009
No. of content pages in the database	1,500	5,500	12,000
Average page size expressed as typed page equivalents	2.3	1.4	1,19
Estimated No. of book equivalents per year (e.g 200 page study guide)	17	22	49
Estimated No. of book equivalents per month	1.41	1.83	4,08

Benchmarking the productivity of content production per registered user against the large public wikis, the WikiEducator community appears to be more productive than, for instance, Wikiversity and Wikipedia as illustrated in the following table[5].

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4   Based on the financial year from 1 July 2006 to 30 June 2007
5   Data extracted using the relevant Mediawiki statistics pages of the wiki sites on 19 August 2009.

Wiki project	Content pages	Number of registered users	Ratio of pages per registered user
English Wikipedia	3,003,317	10,331,101	0.29
English Wikiversity	10,951	166,555	0.66
English WikiEducator	10,951	10,436	1,05

2.3.3 Ultimate outcomes

Outcome: Sustainable community of OER developers is established

Identifying and selecting reliable metrics and indicators to measure the establishment of a sustainable community of OER content developers is complicated by the fact that we do not have comparable benchmarks or baseline data form which to draw. WikIEducator is the first dedicated OER wiki targeting the formal education sector at all levels on an international scale using a peer collaboration model of content development in conjunction with a content license that meets the requirements of the free cultural works definition (www.freedomdefined.org). This is very different from, for instance: a general public wiki, an institutional based OER project converting existing materials with restrictive licenses, or simply uploading documents or uneditable learning objects.

Notwithstanding these limitations, key indicators confirm that the WikiEducator project continues to grow at an impressive rate.

Indicator	June 2006	June 2007	June 2008	June 2009
Registered WikiEducator users	22	1,122	4,221	9,972
Site visitors per year	3,188[6]	396,630	1,860,969	2,816,190
Active editors (i.e. more than 10 edits)	13	278	637	1,600
Legitimate content pages started in WikiEducator[7]	72	1,300	4,300	8,500

Comparing global traffic rankings of websites should be used with caution, particularly given that the server hosting the domain name will be tracking data of web services that may not be directly related to the project concerned, for example general email traffic. Nonetheless the figures below provide some indication of global reach, and relative traffic rankings suggesting that WikiEducator is establishing a noteworthyposition in the international OER collaboration space.

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6   Figures for 2 months (May and June 2006)
7   Pages with at least one internal link and 200 characters of readable text

OER Website	2008 Alexa.com Ranking[8]	2009 Alexa.com Ranking[9]	Change in Rankings	Project Start date
Connexions (http://cnx.org)	34,235	33,893	+342 (+1%)	1999
WikiEducator (www.wikieducator.org)	192,166	85,479	+106,687 (+56%)	2006
OpenCourseware Consortium (www.ocwconsortium.org)	394,426	322,202	+72,224 (+18%)	2005

The alexa.com traffic rankings provided above suggest evidence that WikiEducator is well positioned within the international OER movement after its first three years. Considering that there are over 150 million active websites in the world, any ranking below the half million benchmark for an OER initiative is a noteworthy achievement.

Approximately 18% of WikiEducator visitors are returning visitors totalling an average of 17,960 visitors per month for the past 5 months. Returning visitors typically spend 10.11 minutes and view 9.7 pages per visit, compared with the site average of 3:15 minutes and 3.5 pages per visit.

These indicators do not capture the dynamic or qualitative dimensions of the community engaged with the Learning4Content project. Therefore, WikiEducator requested selected members from the community to author a short personal reflection based on their experiences with WikiEducator. These personal reflections are provided Part 2 of the report.

3. Major changes impacting on the project

The Learning4Content project planned to draw on the large international community of Wikipedians to assist with the facilitation of Mediawiki skills development workshops. The Wikimedia Foundation (WMF) projects contain a wealth of free content materials that can be adapted for educational purposes, for example remixing encyclopaedia articles as lesson content for use in the classroom. For some time there have been discussions about the WMF migrating to a Creative Commons Attribution-Sharealike license and the Learning4Content project anticipated positive progress on this contingency..

On 1 December 2007, the WMF board passed a resolution to request the Free Software Foundation (FSF) to amend the the GNU Free Documentation License "in the fashion proposed by the FSF to allow migration by mass collaborative projects" to the Creative Commons-Sharealike license (See: http://wikimediafoundation.org/wiki/Resolution:License_update). Sadly progress on resolving the legal incompatibility between the GNU FDL and CC-BY-SA license took longer than we reasonably anticipated. The consequence of this delay was that the Learning4Content project could not request

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8   Based on the 3-month average from Alexa.com retrieved on 30 August 2008. Alexa calculates the rankings of websites based on a combined measure of page views and users (reach). The lower the number, the more popular the site.
9   Based on the 3-month average from Alexa.com retrieved on 17 August 2009. Alexa calculates the rankings of websites based on a combined measure of page views and users (reach). The lower the number, the more popular the site.

Wikipedians to train Educators to remix WMF content under a different license -- on both legal and ethical grounds. However, the WMF passed a resolution on 15 June 2009 announcing the migration of their content to a CC-BY-SA license thus positioning WikiEducator for adding value to this content for teaching purposes .

This curtailed the number of face-to-face workshops we anticipated facilitating during the Learning4Content project. The positive side of this challenge is that WikiEducator was been forced to extend its own cadre of trainers to facilitate Learning4Content workshops. We are pleased to report that we have increased the number of "qualified" trainers in our community from 3 at the onset of the project to 32 trainers.

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4. Lessons learned

- *Remain true to the core OER values of the project* - WikiEducator has repeatability come under considerable pressure to compromise on its community values associated with the free cultural works definition by, for example, allowing content licensed under the Non-Commercial (NC) or No-Derivatives (ND) restrictions of the Creative Commons license or permitting proprietary file formats that restrict the editing of OERs to be uploaded to the site. There is growing evidence that OER projects with more permissive licenses are a catalyst for organic content growth. WikiEducator's democratic and transparent governance and operational management processes have contributed to the project 's reputation as a trusted OER partner fuelling ongoing success of the project. This is evidenced by WMF's migration to a CC-BY-SA license, representing the world's largest database of free content.
- *Technical interoperability among OER projects and local delivery systems (Learning Management Systems) is a major barrier to scaling-up the OER learning infrastucture.* Institutions must have the capability to easily reconfigure OER content for delivery using their own technology infrastructure. COL's investment in wiki-to-pdf technology has enabled the development of a proof-of-concept demonstrating the power and functionality of current interoperability specifications. This also shows huge potential for enabling off-line authoring of OER content for educators who do not have 24/7 connectivity, without compromising the advantages associated with international online OER projects like WikIEducator. The Hewlett foundation has responded to this need by funding the OER Foundation to develop open source technologies that will turn tomorrow's promise of OER content interoperability into today's reality.
- *Social software enables individuals to collaborate on an international level in ways that **can transform strategic planning at the institutional level** -* Otago Polytechnic in New Zealand and WikiEducator is a prime example of the transformative power of social software. A small group of innovators at the Educational Development Centre of Otago Polytechnic have been using social software as a catalyst for pedagogical transformation at the institution. The Otago Polytechnic team were among the first users of the WikiEducator project. International exposure combined with astute strategic leadership have resulted in Otago Polytechnic becoming the first tertiary education institution in the world to implement a default Creative Commons Attribution Intellectual Property policy (see: http://wikieducator.org/Otago_Polytechnic:_An_IP_policy_for_the_times). Since the adoption of this new Intellectual Property policy, OER content production at the institution has been prolific. This leadership has resulted in the establishment of an independent non-profit entity to foster the

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development of sustainable OER ecosystems.

- *Tracking evidence of success is the key to bridging the chasm between early adopters and the early OER majority* - OER is a burgeoning field that challenges the traditional business models and classical decision-making of a conservative educational community. Exponential community growth is not enough. In the absence of substantive indicators of success, progress on the OER front will be stalled. To this end, COL had commissioned the development of an independent and rigorous monitoring and evaluation framework for the WikiEducator project. However, due to the the migration of the project to the OER Foundation, COL decided to defer the execution of the the monitoring an evaluation plan. Interim planing documents were licensed under open content licenses and the plan will now be implemented by the OER Foundation with funding support from Hewlett.
- *General misconceptions about the quality of open collaborative approaches are a barrier to wide scale acceptance of the early majority.* In this regard the WikiEducator community has initiated a quality assurance and review framework project in WikiEducator to determine processes and procedures that will promote and assure quality. The OER Foundation plans to implement new technologies which will support a classical peer review model in parallel with the existing approaches used by open authoring communities. These mechanisms are designed to win over the confidence of the sceptics within the formal education sectors.

5. Dissemination and publication of findings

The Commonwealth of Learning makes a concerted effort to publicise its work on the WikiEducator project through the Connections publication which has a mailing list of over 9,000 government officials, education leaders and international agencies. WikiEducator and the Learning4Content project has featured in numerous editions of the publication (see: http://www.col.org/colweb/site/pid/102).

Sir John Daniel, president and Chief executive COL, has regularly promoted WikiEducator in his international keynote and other speaking engagements (http://www.col.org/colweb/site/pid/3099). Dr Wayne Mackintosh also promotes the WikiEducator project around the world through keynotes and invited presentations (see: http://wikieducator.org/Ambassadors/Record_of_promotional-events#Dr._Wayne_Mackintosh).

WikiEducator also has a community initiative called "WikiAmbassadors" where self-nominated individuals from the community promote the project as a platform for OERs, collaborative development and global network-building. To date, 49 WikiEducators have listed their names as ambassadors many of whom take the trouble of keeping a record of their promotional work on the wiki (http://wikieducator.org/Ambassadors).

6. Chart

Category of Outputs and Outcomes	Targets/Baselines	Progress
Prerequisite materials and process documentation completed and freely available as OER resources	• 11 tutorials on wiki editing designed for educators • 1 Promotional brochure available in print and electronic formats • OER workshop tool kit prepared for 3 workshop configurations Downloadable learning contract for participants	**Completed** • Tutorials - completed. (Two additional tutorials developed) • Promotional brochure - completed • Workshop tool kit completed. In addition, commissioned the development of a facilitator's guide for the face-to-face workshops.

Educators trained in basic wiki editing	• 2500 educators trained
	
	• 160 workshops in 53 countries
		Completed
		• 3001 trained - 120% of target achieved
		
		• 86 Workshops – as the project exceeded the targeted number of educators, the number of workshops presented was limited.
		
		• Number of countries:
		
		   o Online workshops - 115 Countries
		
		   o Face-to-face workshops – 33 Countries

Free content lessons developed	2500 free content lessons completed including the following formats:	**In progress**
	• Classroom handouts and Wikipedia articles converted into a free content lesson . • Original content developed	• License compatibility challenges between Wikipedia's GNU FDL and WikiEducator's CC-BY-SA stalled the conversion of Wikipedia content into lessons on WikiEducator. • 71 Book equivalents of content produced during 1 January 2008 to 30 June 2009

PART 2: PERSONAL COMMUNITY REFLECTIONS

Community is the heart of WikiEducator. quantitative indicators do not capture the dynamic of the community or the personal stories of the individuals working collaboratively towards the realisation of a sustainable international OER project.

In preparation of this report, COL invited selected graduates of the Learning4Content project from different regions of the world, to share their stories. In no specific order, the personally authored stories are presented in this section.

Vincent Kizza, Uganda

(Learning4Content graduate – fourth online workshop, April 2008)

"I consider my coming to WikiEducator as one of the great things that have come my way..."

My Name is Vincent Kizza , a science educator from Uganda, East Africa. Just before the E-learning Africa 2007 conference in Accra, Ghana, I authored an article in their online magazine entitled *Towards a different ICT pedagogy for Africa*, that elicited considerable reaction. Among them, was Günther, a renowned WikiEducator practitioner and science teacher based in Germany who invited me to WikiEducator.

I have never looked back since then. The idea of participating in authoring open education resources appealed to me greatly and I still see it as a very crucial step in developing not only my country but also the whole of Africa at large. The work already in place was so inspiring that one could not fail to perceive the selfless and countless man hours invested in developing them.

"What better way to pay back than devoting my entire life to WikiEducator activities!"

Today, I coordinate the activities on the Ugandan node and I am passionately involved in a project with Ugandan and German educators to create and develop an OER project supporting innovative physics teaching in Uganda among others. I have convened and facilitated three Learning4Content workshops in Uganda. WikiEducator is also a forum for me to keep in touch with latest e-learning technologies as I keenly follow discussions on the different threads, not to mention personal development through the marvellously crafted resources such as Phil Bartle's community development course. I now use these materials to empower my own community where I live. I find Phil's materials, handy, practical and down to earth. I could never have imagined becoming a "community organizer" without paying through the nose... and I have discovered the marvels of community governance being elected to WikiEducator Community Council. Bravo WikiEducator!
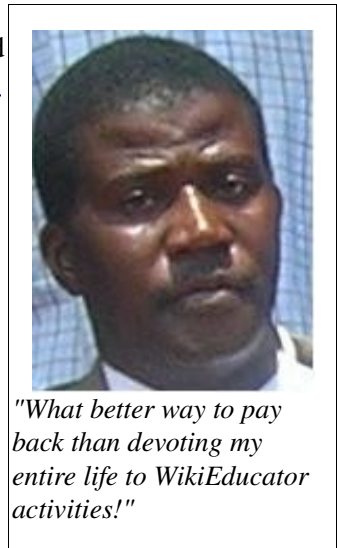
What better way to pay back than devoting my entire life to WikiEducator activities!

Elizabeth Mbasu, Kenya

(Learning4Content graduate - 7th online workshop, 8 August, 2008)

"I share mine with you, and you share yours with us and the use of OERs reverberates"

I am Elizabeth Okwisa Mbasu from Kenya. I live in the Ngong Hills suburbs, 25 kilometres away from Nairobi city. I hold a M.ED degree in Flexible Learning and a B.ED degree in science. My great passion for open distance learning led to my frequent research visits to the COL website. It was during one such visit that I stumbled on WikiEducator. I read more about it and decided to go for it because of one main reason.

"I joined WikiEducator to transform my community"

People in my community do not share educational materials unless it's for commercial purposes. They practice the culture of using locked-up static, and less quality resources for teaching and learning. This culture has drastically reduced access to OERs. I joined WikiEducator to transform my community into a people that practice digital freedoms exposition for updated, higher quality, sustainable and scalable resources.

The day I enrolled with WikiEducator, it was great fun introducing myself to an online community of practice, learning the culture of sharing, learning great insights from others and being challenged to also contribute and share. I met true neighbours and friends and by using these technologies, we are getting closer each day. We are about to establish a coffee shop where we can stop over and share more. I feel great to be part of this largest world on-line community of practice.

After this thrilling and inspiring journey, I couldn't help letting my colleagues know about it. Through the sponsorship of WikiEducator, I organized three workshops for my fellow staff at the workstation.

Things I am doing in WikiEducator:

- Linking up with my neighbours and carrying out community tasks.
- Using the open source eXe software, designing an e-Learning course to induct tutors in teacher colleges
- Planning to design a curriculum for "*Mulembe Open Secondary school*" in Western Kenya.

Gita Mathur, India

(Learning4Content graduate - 29th face-to-face workshop, India, October 2008)

"Getting together is beginning. Staying together is progress. Working together is success." - Rig-Veda.

WikiEducator to me is not just a website, it is a means of sharing my rich experiences as a teacher with the global community of teachers and students. Getting them together through L4C workshops, encouraging interactions and developing Open Educational Resources.

I am Gita Mathur, Associate Professor of Botany at Gargi College, University of Delhi, India. I have been a Botany teacher for more than 25 years. I am a trained Botanist, with a Ph.D. in Botany from the University of Delhi, India, but over time my interests have diversified to issues related to the environment, science education and innovations in teaching methodologies. I strongly believe in free access to educational content and in collaborative learning not only among peers but also between a student and a teacher. I am an Ubuntu GNu/Linux user as I am strongly committed to the 'Free & Open' culture. Besides my academic responsibilities, I spend a lot of time working on innovations in teaching Botany including designing experiments which can be done with minimum facilities.

"WikiEducator inspires me to think of new ways of using technology for education"

I am very fond of photography, especially close-ups of plants and flowers. I like colours and understand their role in the production of visuals for teaching. The importance of good photographs, diagrams and images in teaching is what I work towards. For years I have been using overhead projection (OHP) transparencies and 35 mm photo-slides to support teaching in my subject. Then digital photographs & slideshow presentations replaced them. Now with WikiEducator, I am supporting my classroom teaching with collaborative content development. I used to email study materials and useful links to my students. WikiEducator has given a new perspective to my mode of interactive teaching. Now I have a two-way joint/collaborative approach. I have started special sections related to Bryophytes (moss-like plants), Pteridophytes (fern-like plants) and also a glossary of technical terms in Botany on my user page.

I wanted to share this with my colleagues in the college so I organised a face-to-face workshop for them. More than thirty faculty of Gargi College have become WikiEducators. I have started a multi-disciplinary academic advancement hub on my user page. I use this to linked to the contributions of all the Gargi faculty. I have also jointly facilitated two online Learning4Content workshops to encourage my students and more faculty members to learn wiki skills, hoping they will collaborate with me on my Botany pages. Within a month of starting on wikiEducator I was nominated to the Interim Advisory Board of the India-Chapter of WikiEducator. I was the first Indian to get a User Page Expo (UPE) award for my user page and now I have reached the WikiArtisan certification too. At present I am the featured WikiEducator on the India Page. I have a global group of very close WikiFriends. I am an active WikiNeighbour and WikiAmbassador too.

WikiEducator inspires me to think of new ways of using technology for education. For making it more interesting to learners, use of colours and images for visual impact are my favourites. Hence, I have also been contributing to tutorials for adding colours and images on WikiEducator. I am very happy to be a part of this committed and dedicated community of Teachers and Educators.

Phil Bartle, Canada

(Learning4Content graduate - 19th online workshop, January 2009)

Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great. -- Mark Twain
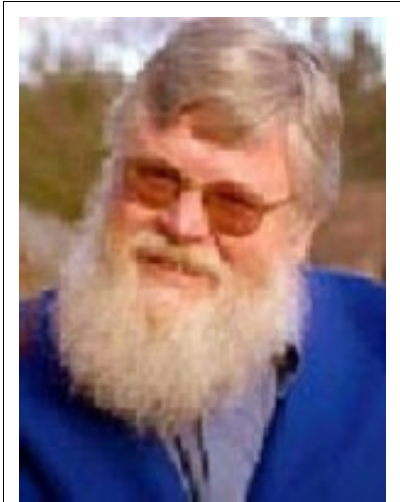
"WikiEducator is just what I needed, and I joined up, assigning all my copyrighted material under a CC-BY-SA license"

My name is Phil Bartle and I live in Victoria, British Columbia, in Western Canada. I spent most of my adult life in Africa and Asia as an aid worker, and the most important thing that I learned is that aid is not only usually ineffective, it is mainly a negative force, causing a decline in sustainable development, and an increase in poverty.

With a few friends and colleagues of a like mind, I developed a methodology called *community empowerment*, which is aimed at strengthening low income communities to become more self reliant and less dependent upon handouts. I started putting training material on the Internet which was aimed at training community workers to teach them how to encourage and guide communities to become more empowered. In order to translate the material, I founded an NGO, and recruited several hundred volunteers to translate it into over thirty languages, and other volunteers to coordinate and encourage the volunteers.

Then Randy and Wayne came along and introduced me to WikiEducator and its principles and aims. It is just what I needed, and I joined up, assigning all my copyrighted material under a CC-BY-SA license so that others could use it and run with it. With a few of my volunteers, I am preparing material in four languages, English, Portuguese, French and Spanish (the most common in developing countries). This is the answer.

Gladys Gahona, Mexico

(Learning4Content graduate - 15th online workshop, November 2008)

Everything that is really great and inspiring is created by the individual who can labour in freedom. – Albert Einstein

My name is Gladys Gahona. I am a Mexican private teacher. For over thirty years I have taught mathematics, physics and chemistry mainly in face-to-face environments. I have been in touch with computer technology since 1980 and started navigating the Internet since the early 90's. As a perseverance learner and having a passion for challenges, I have spent thousands of hours seeking new ways to integrate personal learning experiences into my teaching activities. Last October, I started attending Nellie Deutsch's live online English classes and other different topics at WiZiQ in order to improve my English speaking capabilities. Nellie alerted me to an upcoming WikiEducator free wiki skills workshop as a great opportunity to learn and collaborate with others in developing open educational resources.
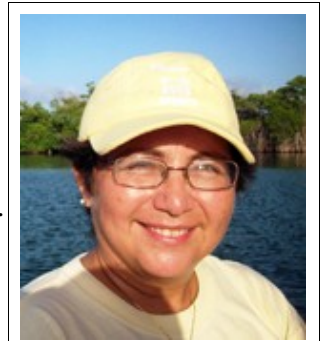
"WikiEducator offers itself: sharing the most precious gift, freedom …"

I registered for the 15th online L4C workshop. At the beginning, I knew nothing about wikis, so, the temptation to take a free workshop to learn new skills was extremely strong. I must confess the first steps were a bit disconcerting since I expected to learn the usage of a new WYSIWYG editor. Instead, editions had to be made the old fashioned way, having to learn the wiki markup and manually write the codes in the editing box. Excited newcomers who want to quickly start adding content to WikiEducator are not prepared to deal with technology issues like this, and have to accept the fact that they should focus firstly on figuring out how to build a well formed wiki page before concentrating on content development.

Wikis are, by definition, online databases where users freely create and edit content on a collaborative basis. As an experienced web developer I soon learned the wiki markup. The power comes from their simplicity. After trying and comparing various wikis, I realize Mediawiki (open source software) is the most powerful wiki platform, once authors overcome the challenge of learning the wiki markup. In my opinion, this is one of the most important reasons for taking a L4C free wiki skills workshop.

As soon as I was certified as a skilled educator-author, I started adding educational content to WikiEducator, making wonderful friendships at the same time, assisting and being assisted by educators from all over the world; building capacities, learning from everybody, understanding and enjoying the tremendous value of collaborative learning and its benefits to my personal and professional development. I am currently involved in several wiki-activities: developing open educational resources, participating on workgroups, assisting and facilitating on Learning4Content workshops, participating on discussion groups, promoting our community outside, assisting in learning design projects, etc. Now, thanks to all the ongoing roles I perform on WikiEducator, I definitely consider myself a more collaborative educator. I can say without doubt that WikiEducator offers not only the opportunity to learn wiki skills, WikiEducator offers itself: sharing the most precious gift, freedom … learning, collaborating, teaching, hosting, encouraging, training, supporting. Everything in WikiEducator is as free as our right to drink from the fountain of human knowledge.

Rima Al Eryani, Yemen

(Learning4Content graduate - 20th online workshop, January 2008)

Hi my name is Rima. I'm from Yemen and I live in Saudi Arabia.

Being away from my family and my friends, especially my mother who's my best friend, was at the beginning difficult for me although this is not the first time to be away from my country. I did my university studies in Jordan for four years. I lived in the university's dormitory and was feeling alone and was home sick, but I was busy with my studies so that wasn't so hard. But this time I found myself in a situation where I had nothing to do. When I was still in Yemen, I used to work as a volunteer computer teacher and study other times. The only solution for me was to study. My husband suggested to register for a PhD in Romania, where he is registering for a Masters degree. However, they do not offer distance courses for PhD studies. I think I prefer to first register for a Masters online degree or try one of the private universities in Riyadh rather than going to Romania. Anyway that will take time, so I decided to improve my English language online. I studied English before, but I didn't practice and not practising made me forget the language.

"Maybe I am a dreamer ... this is my story with WikiEducator which will never finish"

I searched for free learning English websites and I found a course on Wiziq where I heard about WikiEducator from Nellie. From the first time I saw Nellie, I had the feeling that she is a good person so I attended all the sessions which were about WikiEducator, trying to understand it. I was asking myself: Is it for learners? Is it for educators? I didn't understand it until I began to make my user page and registered in the workshop. At that time I understand that it's for both learners and educators. From that time, all my talk to my husband and my children was about WikiEducator. Usually when my children come back from school they begin talking about everything that happen to them during the day. Even my husband, he talks about his day during the lunch. When I begin using WikiEducator it is me who begins talking about WikiEducator. So they feel that I am working too and I am doing a useful work during my day too. WikiEducator changes my life during a situation where I couldn't change my circumstances.

I'm working on a project for WikiEducator Computer Education for elementary schools. When I was thinking about a project, I remembered when I was teaching computer in a school in Yemen. I taught for almost three years and although the school was a private school and the computer lab was available, computer books weren't added to the fee so I had to make my own curriculum for the students. This is why I thought about computer education project. The first time I visited the countries page in WikiEducator, my country and other Middle eastern countries weren't added so I decided to add my country and some other countries. During that I had the idea that wikieducator should be known in the middle east, so I decided to try my best to spread WikiEducator to be one of the solution to empower education in Middle East. Maybe I am a dreamer, especially that the situation in the Middle East and specifically my country isn't that easy.

WikiEducator for me is a tool to accomplish goals. I want to make communication between students and teachers. Open education resource for everybody give a personality for every teacher in the net and let the teacher get out of their routines and let them get experience from different teachers from all around the world. This is my story with WikiEducator which will never finish.

Valerie Taylor, USA

(Learning4Content graduate - first online workshop, January 2008)

Education is not filling a bucket but lighting a fire … William B. Yeats

For many years, I have been interested in technology and learning. An ongoing frustration has been creating and sharing information electronically - endless trails of emails, dozens of copies of versions of documents in distribution, inability to easily correct and update information over time.

Wikis R Us

I am fortunate to be living and working in Silicon Valley since 1983. Through friends and colleagues, I am introduced to many exciting advances in technologies for education and training including Wikipedia. This was a great discovery. Here was a tool that could be used for collaboration and sharing information.

Wikis were used for several joint projects that I participated in, so I had experience with several - Wikia, TikiWiki, pbwiki, Wikispaces. I contributed to Wikipedia and Wikiversity. Wikis showed great promise, but it seemed that isolated authors were working as independently as ever. The wikis worked well as content repositories and for content creation but they did not address online teaching and learning. I was asked to present an online workshop Wikis for Knowledge providing an overview of wikis in education for community college faculty in @ONE lunch time webinar series. In preparing for that presentation I was introduced to WikiEducator.

"I consider the WikiEducator users and staff to be colleagues and friends

WikiEducator community experience

I was delighted to discover WikiEducator - the open and free wiki space and the community of practice. The L4C Workshop was a lively and dynamic group learning experience. The workshop was one of the first offered, but even then, it was well developed and the facilitators were knowledgeable, encouraging and helpful. I have since come to consider the WikiEducator users and staff to be colleagues and friends.

For my in-kind project, I wrote some guidelines for adopting open educational resources. This is a particularly important area for consideration. There are many people creating lessons and other educational resources expressly so they can be shared with others. However, many of these resources are not being used. One of the ongoing efforts within WikiEducator and the OER (Open Educational Resources) community is to promote the development of OERs that can be adapted and re-used by facilitators and learners in an effort to reduce the barriers to education and learning.

I was honored to be elected to the WikiEducator Advisory Council.

I am looking forward to continued association with this ground-breaking organization addressing the needs of learners globally. This is the power and promise of online education, facilitated by WikiEducator.

Nadia El Borai, Egypt / Japan

(Learning4Content graduate - 2nd online workshop, February 2008)

To be a good teacher you also need to learn. This is what WikiEducator gives: teachers become learners.

"By nature I'm not very competitive, but somehow it was my goal to become a WikiBuddy. I was so proud of it!"

Born in Italy, I am an Egyptian national. We moved to Japan in 1978. I have a B.Sc. honours in Microbiology from London University (1974), an M.Sc. in Cell Science and Virology Brunel University and Ph.D. in Medicine from the School of Medicine, Tokai University in Japan.

My experience on WikiEducator started as I was interested in getting my lectures on line. I joined the UNESCO discussion group and received an email from Susan d'Antoni introducing me to the WikiEducator course which I took in February of 2008. It was hard to follow because I was busy teaching, had little time to concentrate and everything was very new, so I took it a second time.

Taking the WikiEducator course

I found the help of the community very useful and I was not inhibited even to ask the simplest questions. The course teachers as well as fellow learners were helping to answer questions. Then there was the competition to receive a wiki certification like 1 and 2. I looked at other peoples pages and learnt by copying and trying to improve. I am by nature not very competitive, but somehow it was my goal to become a WikiBuddy. I was so proud of it, I think even more so than when I got my Ph.D. Somehow it became very addictive. Normally looking at a computer would initiate a yawn but I could spend hours trying to get something to work.

Application after WikiEducator course

1. After learning the skill to edit and use a wiki it was easy to edit and add material on Wikipedia too.
2. In the summer of 2008, I applied and received a scholarship to help with my ticket to attend Wikimania 2008 in Alexandria in Egypt. There I talked about OER and Globalization,
3. A scientific paper I published and an interview I gave are available on-line for a fee. I did not agreed to this but sadly I am unable to make this work available for free use on WikiEducator.

Victor Mensah, Zambia

(Learning4Content graduate - first online workshop, January 2008)

WikiEducator is not only ground-breaking, its foresight is defining history, and must forever be developed and continued."

I am Victor Mensah, a Ghanaian working for the Commonwealth Secretariat at the Commonwealth Youth Programme Regional Centre for Africa, in Zambia. I have always wanted to know the atomic details of ideas, how they are formed, how they develop; and what we make of them. This fascination draws me to search for understanding in the gathering of information and how people accumulate knowledge. During my tenure at the Distance Education Department at the University of Cape Coast in Ghana, I was "reducated" through my exposure to distance education which triggered my passion and interest in the processes of distance learning.

Enter the L4C Workshop

Having joined the Commonwealth Secretariat in 2007, and as curious as ever, I wanted to know more about my new employer. I realised how little I knew about the Commonwealth family. Searching the Internet for

"The future is brighter on the WikiEducator side!"

"competitive intelligence" the Commonwealth of Learning website left an impression on me, especially the multiplicity of projects been undertaken for the free benefit of millions around the world -- not to mention my introduction to the WikiEducator community.

I subscribe to several listserves and forums, but the [WikiEducator forum](#) is unique. With intellectual discussions garnished with a friendly atmosphere, you feel at home straight away. I sensed a "family connection" to WikiEducators like Leigh (New Zealand), Randy (Canada), Leo (China), and Declan (USA), just to mention a few. The first thing I did after joining this forum was to register for the first Learning4Content workshop. The facilitators have been an inspiration -- motivating and supporting me to complete my training notwithstanding my work demands and a hectic travel schedule.

The Value of the L4C Workshop

I've envied the editors on Wikipedia wondering *how do they do it*. Now I feel confident to expertly edit and post content on Wikimedia Foundation projects. I am also a member of Wikiversity and I have started my own blog to discuss several other topics of interest hosted by Blogspot. I now have the capacity to contribute snippets and thoughts to major content development processes around the world. I believe the spirit behind these wikis is the opportunity to also contribute back to the community some of the benefits you gained from freely using content.

After the L4C workshop

Since completing the Learning4Content workshop, I have been involved in and started several initiatives:

 • I am an active [WikiNeighbour] and [WikiAmbassador] in Ghana, Zambia and internationally online;
 • I immediately created a Neighbour section on my [user page] to provide support to subsequent Learning4Content participants;
 • In March 2008, I presented a paper on mechanisms for gathering information to students in the Central and Western regions of Ghana where I profiled WikiEducator as a prime vehicle for collaborative content development. I encouraged the educators at this session to join the family and start developing content themselves. I know of at least two participants who joined a subsequent L4C workshop.
 • I have sent emails to some of my colleagues to join the WikiEducator project. I supported one of my colleagues who has now attained a [Wiki Apprentice Level 2] certification.
 • Other activities include my work in building the country pages for Ghana and Zambia and as of 9 June 2008, I have developed three content resources for the community.

L4C workshops for Zambia

As a L4C graduate, I am now working actively on a project dear to my heart – [Learning4Content Workshops for Zambia]. The inaugural Face-2-Face workshop for Zambia took take place from 25 to 27 June 2008 at the Computer Laboratory of the Zambia Centre for Accountancy Studies (ZCAS). I facilitated this ground breaking activity which brought together 20 educators into the WikiEducator family. Other F2F L4C workshops will follow, first in Zambia then expanding to other countries in Africa.

The Future is Brighter on the WikiEducator side

Sometimes "simple" discoveries – like penicillin, and paper, have saved lives and changed civilisation. On the other hand, the effects of small changes in the way *things are done* – like containerisation and the bringing of the computer to the home (PC), have forever changed the course of life in faster and in a more pronounced ways than we could ever have dreamt of.

It would be a fallacy to imagine a future where:
 • meaningful learning can be done without collaboration among educators and learners;
 • such collaborations can only take place through interactions in the classroom or meeting room;
 • collaboration in the future should be expensive, locked behind copyright and closed media formats.

WikiEducator is a priceless tool of its age. Through mass collaboration and a dynamic community -- its hard to imagine what can't be achieved!

Nellie Deutsch, Israel

(Learning4Content graduate - third online workshop, March 2008)

"WikiEducator is a place where I become we"

My name is Nellie (Muller) Deutsch. I joined WikiEducator around February, 2008 because the idea of sharing freely appealed to me. I registered for a [Learning4Content](#) workshop scheduled for March 2008. However, I found WikiEducator so user friendly that I started contributing before the course began. I browsed around and noticed Israel, my place of residency, did not appear so I added the name and country flag. I then began to develop my [user page](#) on February 23, 2008 (my youngest daughter's birthday).

Since then, I have been involved in the forum discussions via google groups on how to improve communications on WikiEducator, to promote WikiEducator on other social networks I belong to like facebook, ning blogs, wikispaces, wetpaint, pb wiki, learnhub, and wiziq, and pursue my goal on how to make e-learning free worldwide. My interest in sharing and developing free e-learning, inspired me to create a Moodle learning environment called [Integrating Technology: Exploring New Domains](#) and use [WiZiQ](#) as tool to invite experts to present live online sessions. As a

"I would like to see e-learning available and free worldwide

Learning4Content graduate, I hope to start courses on how to make the most of WikiEducator. In addition, I have applied to moderate online courses for new members on how to use WikiEducator via Moodle. I also volunteered my services as Chief Electoral Officer for the [First Wikieducator Council Elections](#).

Next year, I plan to change strategies and involve teachers and students in collaborating on an international literature-sharing project on WikiEducator instead of my [Building Relationship](#) Moodle website.

I am passionate about learning and am currently completing my doctoral studies in educational leadership specializing in curriculum,and instruction online at the University of Phoenix and writing my dissertation. I am [researching blended learning](#) and instructor use of technology in higher education. In my spare time, I mentor educators on how to [integrate web 2.0 tools](#) for instruction and learning. I would like to see e-learning available and free worldwide.

Benjamin Stewart, Mexico

(Learning4Content graduate, 22nd online workshop).

Education is the ability to meet life's situations. - Dr. John G. Hibben

My name is Benjamin Stewart and I joined Wikieducator in March of 2009, participating in the [Learning4Content workshop #21](). Not knowing much about Wikieducator, my initial concern was learning wiki syntax so that I could at least develop a user page that projected who I was. But as I was learning how to use Wikieducator, I quickly realized the support system the community provides. As I learned more, the more questions I had. Between WikiEducator and the discussion forums, I found myself asking and receiving questions on a continual basis as I continued to learn more about both wiki code and how to work with other educators in a more collaborative way.

"Wikieducator helps define who I am and what I know"

While taking the workshop, I created the beginnings of an open educational resource (OER) for distance language learners. Feedback from other educators early on provided support and insight as I continue to remain hopeful that this pursuit will have a positive impact in the field of teaching English to students of other languages (TESOL).

Wanting to learn more, I signed up for the [Learning4Content workshop #22](). This workshop was brief but extremely helpful in answering my more advanced questions as I continued to gain confidence in getting around WE while at the same time extending my network with other educators within the WE community.

 It was during this second workshop that I decided that I wanted to play a more active role in the WikiEducator community, realizing that by assisting others I would also be contributing to my own learning as well. Once I finished the second workshop, I teamed up with a workshop co-facilitator and with the help of other teachers from Mexico, helped to develop a wiki page for Mexico. The collaborative process was quite easy and fast (the bulk of the page was completed in less than a day) as each of us contributed to producing a finished wiki page designed to extend the WikiEducator experience to educators working in Mexico.

During this time, I also was communicating with former workshop facilitators in finding out how I could participate in future workshops. These conversations let to a facilitating role in three separate workshops: [a blended introduction to WE at the university where I teach](), [Learning4Content workshop #23](), and [Learning4Content workshop #25](). Part of my participation as a workshop facilitator also included sharing my thoughts on my own WE experience in a [WizIQ online WE conference]().

In addition to facilitating workshops and pursuing my own OERs, I am also contributing to discussions pertaining to information and structural issues pertaining to OERs and workgroups. I find that my current participation within the WikiEducator community has helped me as a university professor, doctoral student, and a lifelong learner as I continue to find ways to improve my personal learning network that ultimately defines who I am and what I know.

Anil Prasad, India

(Learning4Content Facilitator, Sri Lanka face-to-face workshop).

WikiEducator is my second home -- an online home!

Hi, I'm Anil Prasad from Kerala in India. I am a civil servant employed by Finance Department in Kerala state.

In September 2007, I accidentally landed on the WikiEducator site while searching for an article on Governance in Wikipedia. The name of the URL itself (WikiEducator) was an "attention grabber" which enticed me to follow the link and discover this fascinating world of online Open and Distance Learning (ODL).

From WikiEducator I first heard about the Commonwealth of Learning and then visited the COL website. Reading about the development ideologies, principles and strategies that lead and direct COL's work, I decided to create an account on WikiEducator and through this I started my journey of association with the WikiEducator family.

"My love of ODL has found a home in WikiEducator" Anil Prasad, Learning4Content facilitator.

Immediately after creating my account, I started studying the WikiEducator tutorials and learned more about the Mediawiki software. My first encounters and contributions were directed on the India country page. Subsequently I have become a [WikiEducator Ambassador](#) and I keep my promise by supporting face-to-face and online learning activities for new members of our community. I also work on the development of content during my leisure time and holidays.

I enjoy teaching. From the age of 16 (immediately after 10th standard) to the age of 27 (when I entered the service), I was actively involved with teaching at tuition centres, which start from primary-level classes to the graduate level. I have been involved at all levels at these tuition centres. Of particular importance for our WikiEducator community is that I studied through distance education for both undergraduate and postgraduate studies.

Since high school I experienced a growing disinterest in classroom-based study. I was an amicable student and achieved reasonably good marks, but was frustrated with "imprisoning my thoughts" for a major portion of the day as regulated by the class timetables. I guess you can figure why I love ODL and why WikiEducator has become my second home!

Manta Nowbuth, Mauritius

(Learning4Content graduate - first online workshop, January 2008)

"The highest education is that which does not merely give us information but makes our life in harmony with all existence", Rabindranath Tagore

Hi, I am am Manta Devi Nowbuth from Mauritius. I qualified as a Civil Engineer and am Associate Professor from the Department of Civil Engineering of the University of Mauritius.

Education is more than sharing of information. It helps to convey ideas, to share experiences, to communicate, and much more. In the digital world, Education brings together people from various cultures. WikiEducator is a forum which I feel fully addresses the purpose of education, especially through its wide network of participants.

My Learning4Content experience

I joined the Learning4Content workshop to gain experience in developing education materials online and to participate with a wider community of online learners. My best experience of the workshop were the discussion forums. My own experience was enriched through the sharing of ideas with people from different parts of the world. I got to appreciate how the opinion of learners is informed, not only by their experience but also by the facilities and technologies that a learner has.

Life after the Learning4Content workshop

Since the L4C workshop, I have been working on the development of educational resources on water quality and its impacts of health. I am planning to invite a group of secondary level teachers to join me for an initiation into the WikiEducator family. These teachers will be involved in the implementation of information technology in secondary education. I have also contributed to the Mauritius country page on WikiEducator.

The Republic of Mauritius is a small isolated island, covering about 2000km2, and located in the Indian Ocean off the eastern coast of the Republic of Madagascar. Currently the population is slightly above 1.2 million. Mauritius is small, so why do we talk about distance education! Actually there is indeed a demand for distance education in Mauritius too. School leavers favour going into employment soon after leaving school. So they are interested in the flexible nature associated with the distance modes of learning. In addition, Government is encouraging working people to continue with tertiary education and there is growing investment in infrastructure and information communication technologies to support distance education. WikiEducator's focus on developing materials for distance education provides an attractive avenue educators in Mauritius to contribute to the national distance education objectives.