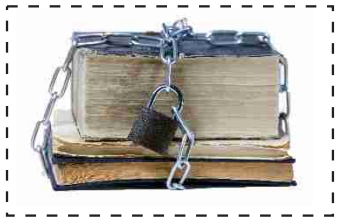


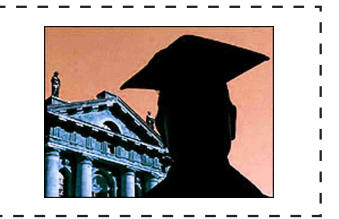
Traditional Brick and Mortar Institution



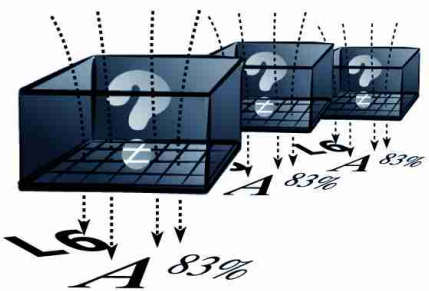
locked content



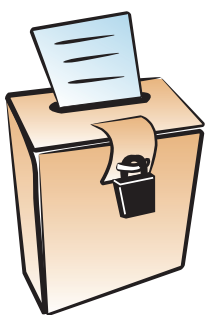
learning activities (bounded by course/institution)



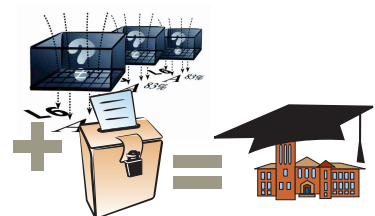
closed access to expertise



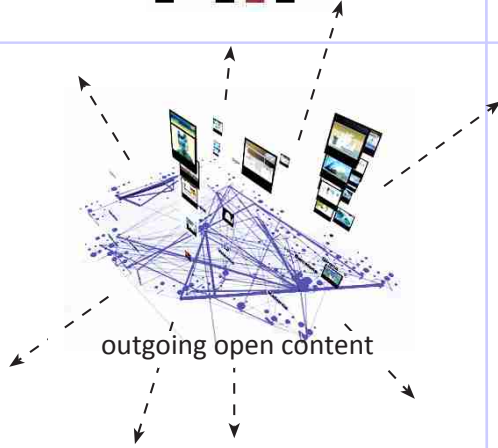
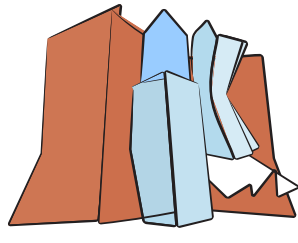
assessment criteria are often secret and idiosyncratic by course



student work often ends up in dead end dropboxes



employer gets institution's reputation



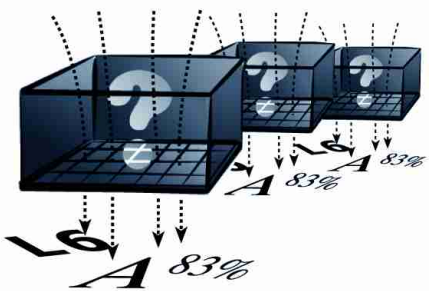
outgoing open content



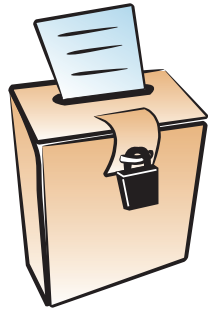
learning activities (bounded by course/institution)



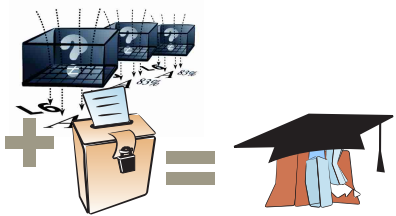
closed access to expertise



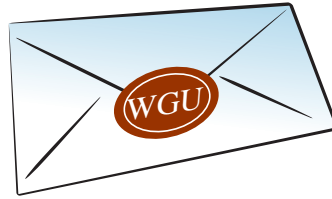
assessment criteria are often secret and idiosyncratic by course



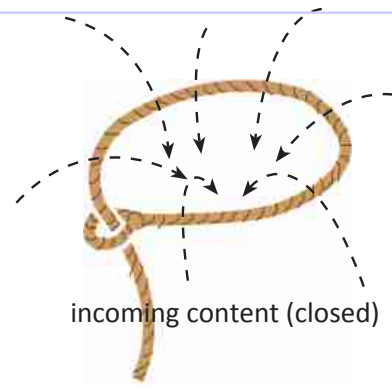
student work often ends up in dead end dropboxes



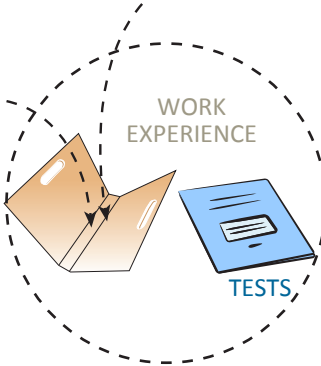
employer gets institution's reputation



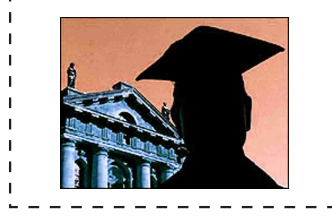
WESTERN GOVERNORS



incoming content (closed)



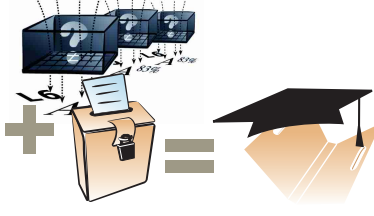
student-driven learning activities and competency tests



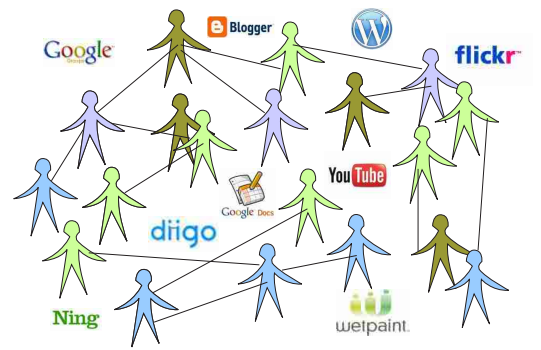
closed access to expertise



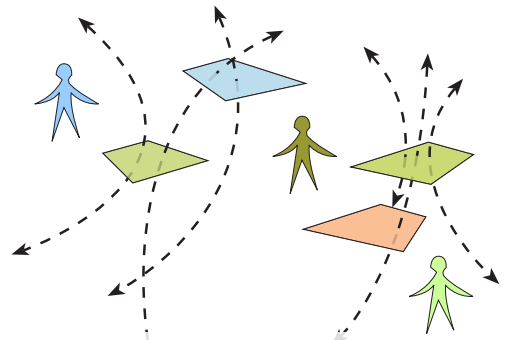
student work often ends up in dead end dropboxes



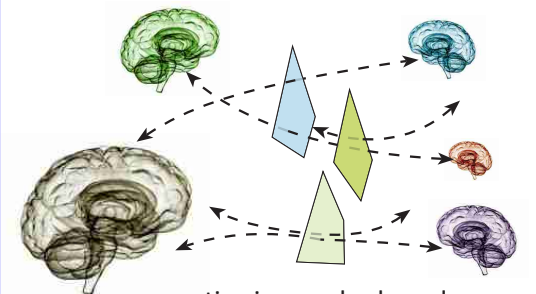
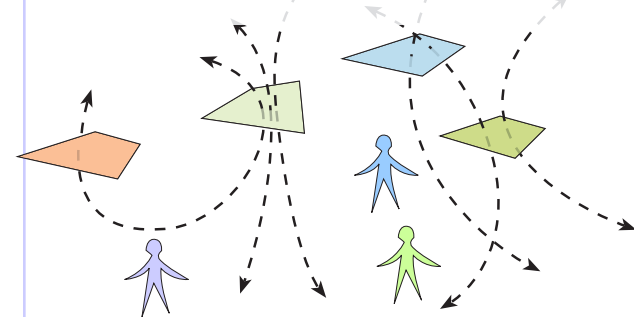
employer gets credited work experience



Community-Based Learning (open source/participatory)



content is open and moves fluidly through learning activities in authentic problem spaces



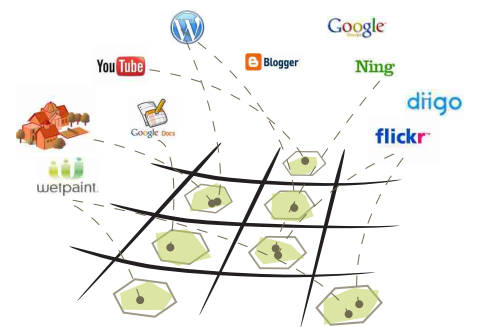
expertise is openly shared



assessment criteria are public—embedded and viewable by all stakeholders—and negotiable



student work is visible and can contribute in the world



employer gets what they help design