

# Knowledge Alliance

Research to Action in Education

**Leading Edge Change for the Future:  
Open Source and the Wiki World**  
**2007 Executive Retreat**  
**July 9-11, 2007**

## **Chaminade**

One Chaminade Lane, Santa Cruz, CA 95065  
(800) 283-6569 <http://www.chaminade.com>



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# Knowledge Alliance

1718 Connecticut Avenue, NW Suite 700  
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June 29, 2007

Dear Retreat Participants,

What a year it has been! So much has happened at our trade association since --- and because of --- our last executive retreat in Aspen just one year ago. We certainly had a productive and inspiring time together there in the Colorado high country. And it has been made all the better by all of the subsequent changes to our common enterprise: a new name; a new vision; new policy domains; new members; new successes. And now we are all set to build upon that Aspen experience and embark upon another journey together into the future.

We think the theme of this gathering --- “Leading Edge Change for the Future: Open Source and the Wiki World” --- is so very relevant to the future of our individual and collective work. You will see from the agenda that we will be revisiting the map of the future developed by the KnowledgeWorks Foundation and the Institute for the Future, but this time we will be zeroing in on one of those very compelling “hot spots” related to social networking and media rich learning. With our guest presenters we will probe the past, present and future trends of open source processes and technologies and explore their implications for education and the R&D enterprise as well as for our own efforts in shaping the knowledge market place in education. Very exciting stuff!

We are particularly honored to have a number of special guest presenters and discussants whom you will get to know quite well: Monica Martinez of the KnowledgeWorks Foundation, Andrea Saveri of the Institute for the Future, Phoenix Wang of the Hewlett Foundation, Bobbi Kurshan of Curriki, and Larry Berger of Wireless Generation. They have generously offered to share some of their own unique insights and they look forward to the discussions with you. We are also pleased that Bob Pasternack representing Voyager Expanded Learning will be joining us as a special observer.

And, yes, we have arranged the agenda so that there will be ample opportunity for mixing, mingling and sharing both in structured formats and informal settings. In effect, we hope to create our own open source community of knowledge for our time together in Chaminade... constantly creating, transferring, applying, and using knowledge which just might lead to more significant changes.

We want to applaud the work of the planning committee over the past six months. Kudos to Paul Kimmelman, Laura Lefkowitz, Chris Dwyer, Ludy van Broekhuizen and John Waters (as well as the three of us) for putting together such a fine plan. Onwards to Chaminade! Cheers to the future!

Carol Thomas

Joan Herman

Jim Kohlmoos

2007 Board Co-Chair

2007 Board co-Chair

President and CEO

# LOGISTICS

Dear Participants,

We are very excited about the wonderful setting and facilities for this retreat. We will do all that we can to make our time together productive and convenient for all of you. Please don't hesitate to contact me with any changes in your plans or questions about the logistics. See you in Santa Cruz!

John Waters  
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**Attire:** Casual and comfortable

**Setting and Weather:** Built high on a scenic mountain ridge, the retreat commands a panoramic view of the Monterey Bay and the Santa Cruz Mountains. The area averages 300 sunny days a year, with average July high temperatures in the 80's and lows in the 60's.

**Retreat Book:** We ask that you print this document and bring it with you to the retreat.

**Wireless Connection/Laptops:** We encourage you to bring your laptop to the meeting sessions. Our meeting room will have wireless connections for us, which we may want to use during our discussions.

**Daytime Meals:** Breakfast on Tuesday and Wednesday will be served buffet-style in the Sunset Dining Room, on the first floor, between 7:00-8:30 a.m.

For lunch on Tuesday, we'll choose our food from the buffet in the Sunset Dining Room, and then dine privately on the Valley View Terrace. Lunch on Wednesday will be in the Sunset Dining Room.

**Dinners/Reception:** Our reception on Monday evening will be on the Sunset Patio. Dinner both evenings will be in the Library.

**Spouses:** Please contact me, if you would like to reserve a space for your spouse at one or both dinners.

# AGENDA

# “Leading Edge Change for the Future: Open Source and the Wiki World”

**Knowledge Alliance Retreat**  
**July 9-11, 2007**  
Chaminade  
One Chaminade Lane  
Santa Cruz, CA 95063 (831) 475-5600  
<http://www.chaminade.com>

## Central Questions

- **Current and Future Trends:** *How is open source affecting teaching and learning now? Looking ahead five years what are the next-generation trends of open source and the potential impact on education and schooling? What will be the new ways of learning from information in this environment? What will be the new ways of sharing and transferring knowledge?*
- **Research and Development:** *What are the implications for knowledge creation and sharing in the education R&D sector? How will rigor and relevance of research-based knowledge be defined in an open source “wiki” world? What kinds of skills and capacities does the R&D sector in education need to develop to be in a position of leadership?*
- **Policy, Advocacy and Business Development:** *What do we (Knowledge Alliance members) need to know and be able to do in order to deal with new technologies and move to the leading edge of innovation and improvement? What kinds of new collaborations can and should be considered in this new environment? What kinds of new business models should be anticipated? What does dissemination mean and look like in the open source world?*

## Agenda

*(Subject to change)*

### Monday, July 9

- 4:00- 5:00**                      **Planning Committee Meeting ---** Seascape Room  
*Carol Thomas, Joan Herman, Laura Lefkowitz, Paul Kimmelman, Chris Dwyer, Ludy van Broekhuizen, John Waters, Jim Kohlmoos*
- 5:00-6:00**                      **Registration and Reception ---** Sunset Patio  
Welcome and Introductions  
*Jim Kohlmoos*
- 6:30-7:30**                      **Dinner ---** Library  
“Context and Framing the Questions”  
*Joan Herman, Carol Thomas*

**7:30-8:45**                    **Presentation and Discussion** --- Library  
“Map of Future Forces Affecting Education: Media-rich Pervasive Learning”  
Andrea Saveri, Institute for the Future  
Monica Martinez, KnowledgeWorks Foundation  
*Moderator: Jim Kohlmoos*

## **Tuesday, July 10**

**7:00-8:30**                    **Breakfast** --- Sunset Dining Room

**8:30-9:00**                    **Review** --- Seascape Room  
“Impressions and Overnight Thoughts”  
*Joan Herman, Carol Thomas, Monica Martinez*

**9:00-10:00**                  **Presentation and Discussion** --- Seascape Room  
“Open Source: Understanding the Past, Present, Future Landscape”  
Phoenix Wang, Hewlett Foundation  
*Moderator: Chris Dwyer*

**10:00-10:30**                **Break**

**10:30- Noon**                **Presentation and Discussion** --- Seascape Room  
“Open Source and the Wiki World: Curriki at the Leading Edge”  
Bobbi Kurshan, Executive Director, Curriki  
*Moderator: Paul Kimmelman*

**Noon - 1:30**                **Lunch** --- Sunset Dining Room/Valley View Terrace

**1:30- 3:00**                **Presentation and Discussion** --- Seascape Room  
“Off the Wire, Out of the Box: Visions of the Open Source/  
Wireless Generation”  
Larry Berger, CEO Wireless Generation  
*Moderator: Ludy van Broekhuizen*

**3:00-3:30**                **Review**  
“Nuggets, Ideas, Impressions”  
*Facilitator: Jim Kohlmoos*

**3:30-4:30**                **Planning Committee Meeting**  
*Carol Thomas, Joan Herman, Laura Lefkowitz, Paul Kimmelman, Chris Dwyer, Ludy van Broekhuizen, John Waters, Jim Kohlmoos*

**6:00-8:00**                **Dinner** --- Sunset Dining Room/Library



## Wednesday, July 11

- 7:00-8:30**                    **Breakfast** --- Sunset Dining Room
- 8:30-9:00**                    **Discussion** --- Seascape Room  
“What’s Next?”  
*Joan Herman, Carol Thomas, Laura Lefkowitz*
- 9:00-10:30**                   **Small Group Discussions: Wiki Café** --- Seascape Room  
“What Does It All Mean for the R&D Sector and the Knowledge Alliance”  
*Facilitators: Laura Lefkowitz, Monica Martinez*
- 10:30-10:45**                 **Break**
- 10:45-12:00**                 **Small Group Planning Sessions** --- Seascape Room  
“Building a Plan for a Big Ideas Conference Series”  
*Facilitators: Laura Lefkowitz, Monica Martinez*
- 12:00-12:30**                 **Review and Close** --- Seascape Room  
“Looking Back, Moving Forward”  
*Joan Herman, Carol Thomas, Jim Kohlmoos*
- 12:30-2:00**                   **Lunch** --- Sunset Dining Room
- 2:00-3:00**                    **Executive Committee Meeting** --- Sunset Dining Room  
*Carol Thomas, Joan Herman, Max McConkey, Denise Borders, Steve Fleischman, Doris Redfield, Jim Kohlmoos, John Waters*

# **PARTICIPANTS**

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# **PRESENTERS AND DISCUSSANTS**

## **Monica Martinez and KnowledgeWorks Foundation**

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**Monica Martinez** is the Vice President for Education Strategy for the KnowledgeWorks Foundation. As the foundation's Vice President for Education Strategy, she will lead the development of new initiatives and coordination of strategic planning that result from KnowledgeWorks Foundation's *2006-2016 Map of Future Forces Affecting Education*. Prior to being named Vice President, Dr. Martinez was an adviser to the foundation as Senior Fellow. Martinez founded the D.C.-based National High School Alliance, a partnership promoting excellence and equity of high school youth while at the Institute for Educational Leadership. Martinez has also worked in higher education, including positions at the University of Maryland, New York University, and Williams College. She serves on multiple advisory groups or panels for other national foundations, organizations, including the U.S. Department of Education; speaks nationally on high school reform and college access; and has published research around this work.

### **KnowledgeWorks Foundation Empowering Communities to Improve Education**

We strive to give all students, no matter their circumstances, equal access to an education that prepares them for fulfilled and self-sufficient lives. We create, fund and support forward-looking programs and policies that will transform education into a seamless system for helping children, adult workers and communities realize their full potential.

Since 1998, KnowledgeWorks Since 1998, KnowledgeWorks Foundation has developed into Ohio's largest education philanthropy with an informed theory of action that has guided our dollars and our leadership. The Foundation has primary investments statewide in high school transformation, college access, community college improvement, workforce education, local P-16 councils, knowledge management for educators, and schools as centers of a community. We actively advocate for effective programs and work to advance best practices and research on education in Ohio.

### **High Schools**

Our high school initiatives are bringing 21st-century models of education to Ohio high schools, forever altering the way schools are designed and organized.

The Ohio High School Transformation Initiative --- KnowledgeWorks Foundation has partnered with the Bill & Melinda Gates Foundation, the Ford Foundation, community foundations, and the Ohio Department of Education to launch the boldest and most aggressive high school redesign effort in the nation. OHSTI combats high dropout rates and low achievement in disadvantaged districts by breaking traditional large, anonymous schools into small schools that provide relevant learning experiences in an atmosphere of high expectations and strong personal relationships. The initiative currently supports 44 new small high schools in nine urban districts serving Of the OHSTI schools, which serve populations of mostly minority and disadvantaged students, 87% increased their state ratings within two years.

Early College High Schools --- Located across Ohio, these schools allow students traditionally underrepresented in higher education to complete both high school and two years or more of college credit in four to five years. The initiative is increasing the diversity and number of young people who successfully access higher education. KnowledgeWorks and its partners support the development of a network of eight early college schools.

Since the first early college high school opened in 2003-03, students have earned a total of 3,808 college credits.

### College Access

We are responding to the state's low college entrance rate by developing initiatives that capture the college potential of all Ohioans whose lives could be changed through higher education.

Ohio College Access Network --- OCAN, developed as a partnership between KnowledgeWorks and the state, is the first statewide network of college access programs in the nation. It supports more than 30 communities, helping connect Ohioans to information and financial resources that can open the doors to college. OCAN also manages the state's GEAR-UP program, integrating early awareness and college access efforts in a unified strategy to prepare traditionally underrepresented students to continue their education.

Achieving the Dream --- The Foundation supports community colleges across the state in developing the infrastructure and best practices to examine and use data to guide decision-making. In providing technical assistance for Achieving the Dream in Ohio, KnowledgeWorks is introducing community colleges to the initiative's research into effective practices and public policy work to make lasting changes to the community college system.

Student Lending Works --- a subsidiary of KnowledgeWorks, offers low-interest student loans and debt consolidation to all Ohioans.

### Workforce Education

We are bolstering education and training opportunities for Ohio workers to obtain the skills needed to achieve meaningful employment in a technology-driven knowledge economy.

Career Pathways --- We have invested in the creation of local and regional Career Pathways that create effective certificate or degree programs to meet specific workforce shortages. We support Career Pathways in six areas across Ohio and are working to expand this option through state policy recommendations. We also engage the state's community college presidents and career center superintendents in ongoing conversations to align efforts to best serve Ohio.

Ohio Bridges to Opportunity --- The Ohio Bridges to Opportunity initiative is a partnership with the Ford Foundation, adult career center and community college presidents, and key state agencies that helps identify systemic changes to improve adult workforce education. It encourages education institutions to align workforce preparation, degree education, and remediation to better serve Ohio's low-wage working adults and their employers.

P-16: Preschool to Degree --- We support a P-16 approach that promotes a more integrated education system that makes it easier for students to move from one level to the next. The Foundation provides funds and technical support for the creation of five local councils throughout Ohio. These coalitions identify the "leaks" in local educational systems and work together to address those leaks. We are also active with the newly launched Ohio Partnership for Continued Learning, our state's P-16 Council.

### A Voice for Change

KnowledgeWorks collaborates with state and national political, community and education leaders to shape and push forward a vision for improving education.

Education Map of the Decade --- To stimulate thoughtful discussion about the future of education, KnowledgeWorks Foundation has created the Education Map of the Decade, a forecast of external forces that are likely to shape the K-12 education system over the next 10 years. We have led explorations of the map's implications with groups across the country and facilitate its use in a wide array of arenas.

School Funding --- KnowledgeWorks supports dialogue on school funding issues that leads to advocacy through our investments and staffing of groups such as the Ohio Mayors Education Roundtable and the Ohio Public School Dialogue. In 2005, we offered a set of recommendations for the Ohio School Facilities Commission, charged with determining the use of \$23 billion of school facilities funding, strongly pushing for community-centered facilities. We are actively engaged in the School Finance Redesign Project in the hopes that recommendations and new tools from the research project will bring the next wave of school finance reform for the state.

Accountability and Assessment --- We reinforce the role of standards and assessment in the districts and schools we support. KnowledgeWorks has a long history of engagement, funding, and participation in various state discussions and reports on student achievement such as the Commission on Student Success, the Commission on Teacher Success, and the State Board of Education's Quality High Schools Task Force.



## **Andrea Saveri and the Institute for the Future**

[asaveri@iftf.org](mailto:asaveri@iftf.org) <http://www.iftf.org/what/index.html>

**Andrea Saveri** is a senior director at IFTF and works across all of the major research programs. Her focus is on understanding how individuals, families, organizations, and communities make sense of the diffusion and re-invention of new technologies and media, and create new social, cultural, civic, and economic institutions.

Andrea leads IFTF's practice area in the Future of Cooperative Strategy in partnership with IFTF Affiliate Howard Rheingold. The cooperation research examines the principles and underlying technologies of cooperation and collective action, and their potential to transform society. She has applied this research to domains such as innovation in health, public education, and business strategy.

Andrea also develops new methodological tools at IFTF. She is designing a program that develops youth foresight skills and their application to enhanced civic engagement. She has developed a strategic process framework for applying cooperative principles to the distinct challenges of the open economy. She has pioneered ethnographic research methods at IFTF and conducts other global primary research. Andrea leads Future Commons, IFTF's extended thinking community and collaborative network.

Andrea holds an M.A. in Latin American studies from the University of California, Berkeley, and a B.A. in Hispanic studies from Harvard University.

**The Institute for the Future (IFTF)** is an independent nonprofit research group. We work with organizations of all kinds to help them make better, more informed decisions about the future. We provide the foresight to create insights that lead to action.

We bring a combination of tools, methodologies, and a deep understanding of emerging trends and discontinuities to our work with companies, foundations, and government agencies. We take an explicitly global approach to strategic planning, linking macro trends to local issues in such areas as: Work and daily life; Technology and society; Health and health care; Global business trends; Changing consumer society.

The Institute is based in California's Silicon Valley, in a community at the crossroads of technological innovation, social experimentation, and global interchange. Founded in 1968 by a group of former RAND Corporation researchers with a grant from the Ford Foundation to take leading-edge research methodologies into the public and business sectors, the IFTF is committed to building the future by understanding it deeply.

The Institute for the Future focuses on emerging trends and discontinuities that will transform the global marketplace. Our research focuses on: Consumers; Technology; Health and health care; Workplace; Global business trends

Our research generates the foresight needed to create insights about the future business environment that lead to action. The results are customized winning strategies and successful new

businesses. We share our research and insights in a variety of ways. We combine our content with facilitation processes.

Our research team includes a group of researchers that combine deep expertise in their fields with an eye for the future implications and practical impacts that flow from their research results. We also work with a large network of affiliates that broadens and deepens our knowledge in many areas. Our staff members use a range of methodologies to uncover new trends and develop forecasts including: Surveys and quantitative analysis; Ethnographic techniques; Expert workshops and interviews; Scenario development; Modeling; Mapping

## Phoenix Wang and the Hewlett Foundation

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**Phoenix Wang** is a Program Officer in the Education Program at The William and Flora Hewlett Foundation. Her current focus is on technology-based grants in the areas of open educational resources and K-12 instructional improvement. She has a long-term career interest in technological innovations that enable people to learn, share, and collaborate. Prior to joining the Hewlett Foundation, Phoenix was the Director of Business Development at iVillage Inc., one of the first social networks for women. She was a manager at Accenture Consulting, where she led the development of web-based training programs for multi-national clients in financial services and telecommunications. Phoenix holds a B.A. in Religion and Asian Studies from Williams College and an Ed.M. from Harvard Graduate School of Education.

**The William and Flora Hewlett Foundation** makes grants to address the most serious social and environmental problems facing society, where risk capital, responsibly invested, may make a difference over time. The Foundation places a high value on sustaining and improving institutions that make positive contributions to society.

Grants in the Education Program promote long-term institutional or field development, reform, or knowledge creation in five priority areas: improving instruction, California reform, technology, universal education, and opportunity.

The Education Program funds policy studies, research, development, demonstrations, evaluations, dissemination, and public engagement to accomplish its objectives. An individual grant should develop knowledge usable beyond its boundaries and should add clear and substantial value to accomplishing the goals of a Program priority.

The five Program priorities are listed below. To see a brief rationale and examples of grants that the Foundation has recently funded, click on the name of the priority. For additional information about Program priorities, please see the [Education Program Strategic Plan](#) and the Program Plans for [2002-2003](#), [2003-2004](#), [2004-2005](#), [2005-2006](#) and [2006-2007](#).

Improving Instruction --- Increase student achievement by developing, demonstrating, evaluating, and disseminating approaches to systematically improve K-12 classroom instruction in urban school systems.

California Reform - K-12 --- Using research, policy analyses, public information strategies, and other means to help improve the quality of the state's schools and community colleges.

California Reform - Community Colleges --- Using policy research, demonstration projects, and public information strategies to increase access to high-quality undergraduate education by improving achievement in California community colleges.

Open Educational Resources --- Improve access to exemplary postsecondary and K-12 educational content by making high-quality *open educational resources* freely available on the Web.

Opportunity --- At the *Foundation's initiative only*, Opportunity grants are made that support the overall goals of the Foundation yet are not directly aligned with one of the other four program areas. Historically, the Foundation has made selective grants that support excellence in higher education.

## Barbara "Bobbi" Kurshan and Curriki

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**Bobbi Dr. Kurshan** has spent her career committed to using technology to improve children's learning. She has founded several successful companies focused on technology and education. In her new position as the Executive Director of Curriki, she plans to build a global community that will provide the best open source curricula just a click away.

Earlier in her career, Dr. Kurshan developed the first children's software products for Microsoft - Creative Writer and Fine Artist and also created award-winning products for McGraw-Hill, Apple, CCC (Pearson) and others. As a professor, she helped students research the impact of technology on learning. Dr. Kurshan also publishes articles based on personal research exploring women's attitudes toward technology, how kids use computers, and new ways of learning through understanding. She has been quoted in many influential journals and serves as a reviewer and advisor to research projects for the National Science Foundation and other government and business groups.

Currently, Dr. Kurshan serves on the boards of WorldSage, a for-profit higher education system to address education for the 21st Century and Interschola, a company that helps education clients turn idle assets into cash by selling the goods via online auctions, as well as several education technology companies, including Fablevision. Among numerous honors, Dr. Kurshan received the Education Academic Society's Making It Happen Award and the Highest Leaf Award from the Women's Venture Fund. She is listed in Who's Who in Technology Today.

Dr. Kurshan received her Ed.D. and M.S. from Virginia Tech University and her B.S. from Newcomb College – Tulane University.

**Curriki** is the global destination for the best in world-class learning and is the first comprehensive Internet site created to develop, aggregate, evaluate and support Open Source Curriculum (OSC). We are committed to empowering people worldwide through OSC and eliminating the Education Divide. Curriki is also the only site to create a total OSC solution based on a all-embracing curricular framework that includes defined learning objectives, scope and sequence for instruction, lesson plans, instructional materials, teacher training and student assessment.

Our focus is on K-12 curricula in the areas of literacy, mathematics, science and technology and languages; and universities and organizations that develop curricula for K-12. We will eventually offer OSC in all academic areas and in multiple languages, bridging different cultures to create a truly global education community.

Curriki was founded by Sun Microsystems in 2004 and we've since spun off, becoming an independent 501(c)(3) organization in 2006. We currently have more than 1000 educational assets and over 30,000 registered members.

### Our Strategy

Curriki's innovative approach is best represented by its 3-D model:

Develop curriculum through community contributors

Deliver the curriculum globally  
Determine the impact by project and by individual

To make this happen, Curriki continuously develops its open source portal, community of educators, repository of open source curricula and engages the global community.

We support and aggregate open educational resources and provide open source developers with timesaving online curriculum development tools--tools that facilitate the creation and development of OSC, supported by academic research. A multi-layered review process harnesses the power of experienced educators to ensure content is of excellent quality.

Curriki's repository of open source curricula offers easy access to online materials that can be customized to meet the needs of any local community. Users can select and modify existing content to shape their own customized online textbook or course. This curriculum can easily be printed and shared in paper form with a classroom of students anywhere in the world.

Curriki presents a unique opportunity to bridge those who can teach with those who want to learn.  
Together we can eliminate the Education Divide.

## **Larry Berger and Wireless Generation**

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**Larry Berger** is CEO and co-founder of Wireless Generation, an education company with offices in New York, Atlanta, and Dallas that pioneered the adaptation of mobile technologies for use in managing and improving teaching and learning in grades Pre-K-6. Berger led the invention of Wireless Generation's mCLASS® system, which enables educators to administer early reading and math formative assessments using handheld computers, then immediately receive easy-to-understand Web-based reports that support educators in using data to make decisions about instruction.

Prior to launching Wireless Generation, Larry was the President of InterDimensions, a Web solutions company based in New York and Boston. He also served as the Educational Technology Specialist at The Children's Aid Society, where he led the development of four "Technology Playgrounds" in Harlem and Staten Island, community computer labs in disadvantaged neighborhoods that have served as models of using technology to empower young people. Larry also developed (with Wireless Generation co-founder Greg Gunn) The Hole in The Web, an online extension of Paul Newman's "Hole In The Wall Gang" Camp for children with cancer and blood diseases.

As a White House Fellow, Larry worked on Educational Technology at NASA, where he authored a vision of NASA's 21st century educational technology agenda, and did the conceptual design and early development of NASA BioBLAST, a curriculum module for high school biology.

Larry has published numerous articles on education technology and the use of mobile computing to support diagnostic instruction. In addition, he is the co-author of I Will Sing Life, a book about the poetry writing program he developed and taught for children with serious illnesses, and of Up Your Score: The Underground Guide To The SAT, a best-selling SAT review book that he wrote when he was in high school.

He currently serves as a board member for Peer Health Exchange, a not-for-profit that trains college students to deliver a rigorous health curriculum to students in high schools that otherwise have no health education. Larry holds a B.A. summa cum laude from Yale and was a Rhodes Scholar at Oxford University.

In late 2000, **Wireless Generation** co-founders Larry Berger and Greg Gunn-two Rhodes Scholars with years of experience in education and technology-set out to create a company that would give educators technology tools that made a significant difference in their teaching. They chose to focus on handheld computers, or personal digital assistants (PDAs). Teachers, they reasoned, are highly mobile professionals, and it made sense that teachers' technology tools should meet the demands of their work environment.

The Wireless Generation team studied teachers in the classroom, paying special attention to the tasks they regularly perform. It became clear that an easy-to-use technology solution for conducting observational assessments, collecting and analyzing data, and helping teachers to link results to appropriate instructional support and interventions could yield great benefits for

educators - saving them enormous amounts of time and providing them with crucial information about student learning needs in a timely way.

Wireless Generation has developed mCLASS<sup>®</sup> (for Mobile Classroom Assessment) software and created handheld computer versions of commonly used, paper-based early reading assessments, including TPRI<sup>®</sup>, DIBELS<sup>®</sup>, PALS<sup>™</sup> and reading records. The company's product development cycle was described in an IAETE journal article entitled "[Formative Vision: Using Handheld Computers to Support Diagnostic Instruction.](#)"

This fall, approximately 100,000 teachers in 48 states will use Wireless Generation's mCLASS technology to assess over 1,500,000 preK-6 students. Teachers have been eager adopters of mCLASS software -- even skeptical teaching veterans -- because they find that they can learn to use the applications in just a few hours, and save time by doing the assessments on the handheld instead of on paper. Preliminary studies of mCLASS products show a 50% time savings in assessment administration alone, which adds up to 3-5 instructional days per teacher, per year.

Administrators value the mCLASS solutions because student performance data is captured accurately, teachers can apply the data to instruction more easily than they ever could using paper-based assessments, and student, class, school and district progress toward achievement goals can be easily tracked. Additionally, mCLASS solutions help administrators to collect and manage the data required to comply with No Child Left Behind Reading First requirements and other policy mandates.

The U.S. Department of Education has recognized mCLASS software, highlighting it in a virtual town hall meeting on how rural communities are harnessing the power of technology to help meet the goals and requirements of the No Child Left Behind Act.

Wireless Generation's rapid success stems from its identity as an education company first and a technology company second. The staff immerses themselves in the complex dynamics of teaching and learning, and listens closely to education professionals - from the classroom teacher to the state school chief. Its solutions are based upon the principle that technology should be easy to use, and should help educators to realize concrete, defined goals and operational efficiencies.

Building upon this foundation, Wireless Generation's newest offerings help educators to put student performance data and analysis at the center of their instructional programs. These products and services include customizable graphical reports that give educational leaders unprecedented insight into instructional needs and effectiveness across their districts; professional development workshops on data analysis, interpretation and leadership; instructional guidance linked to student data; and tools for reducing special education referrals and implementing Response to Intervention models. An early math inventory is also currently in development.



# PRE-READINGS

Last month we suggested the following pre-reading assignments. **We strongly encourage you to visit the Map of Future Forces Affecting Education (see below) to prepare for our discussions:**

- **Wikinomics: How Mass Collaboration Changes Everything** by [Don Tapscott](#) (Author), [Anthony D. Williams](#) (Author)  
This link connects to the Amazon web site for purchase of the book: [http://www.amazon.com/Wikinomics-Mass-Collaboration-Changes-Everything/dp/1591841380/ref=pd\\_bbs\\_sr\\_1/103-9620387-2311820?ie=UTF8&s=books&qid=1181165534&sr=1-1](http://www.amazon.com/Wikinomics-Mass-Collaboration-Changes-Everything/dp/1591841380/ref=pd_bbs_sr_1/103-9620387-2311820?ie=UTF8&s=books&qid=1181165534&sr=1-1)
- We encourage you to visit the KnowledgeWorks Foundation Map of Future Forces Affecting Education, which will be the basis for some of the meeting's discussions: <http://www.kwfdn.org/map/>
- We also suggest that you visit the Hewlett Foundation's web site for several major reports including a preliminary study of open education sources at <http://213.253.134.43/oecd/pdfs/browseit/9607041E.PDF>

# ADDITIONAL READINGS

(SENT AS A SEPARATE PDF ATTACHMENT)

1. *Open Educational Resources: Opportunities and Challenges (pages 1-10 of accompanying PDF document: Additional Readings-Consolidated)*
2. *Open Educational Resources Initiative (pages 11-17)*
3. *The Old and The New: A Learning Revolution (pages 18-41)*
4. *Curriki: Bringing Curricula Into the Participation Age (42-50)*
5. *eSchool News Article on Curriki (51-54)*
6. *SF Chronicle Article on Scott McNealy (55-56)*
7. *Open Source: Property and the Problem of Software (57-65)*