

Connectivism: A Theory of Personal Learning

Stephen Downes
December 3, 2008



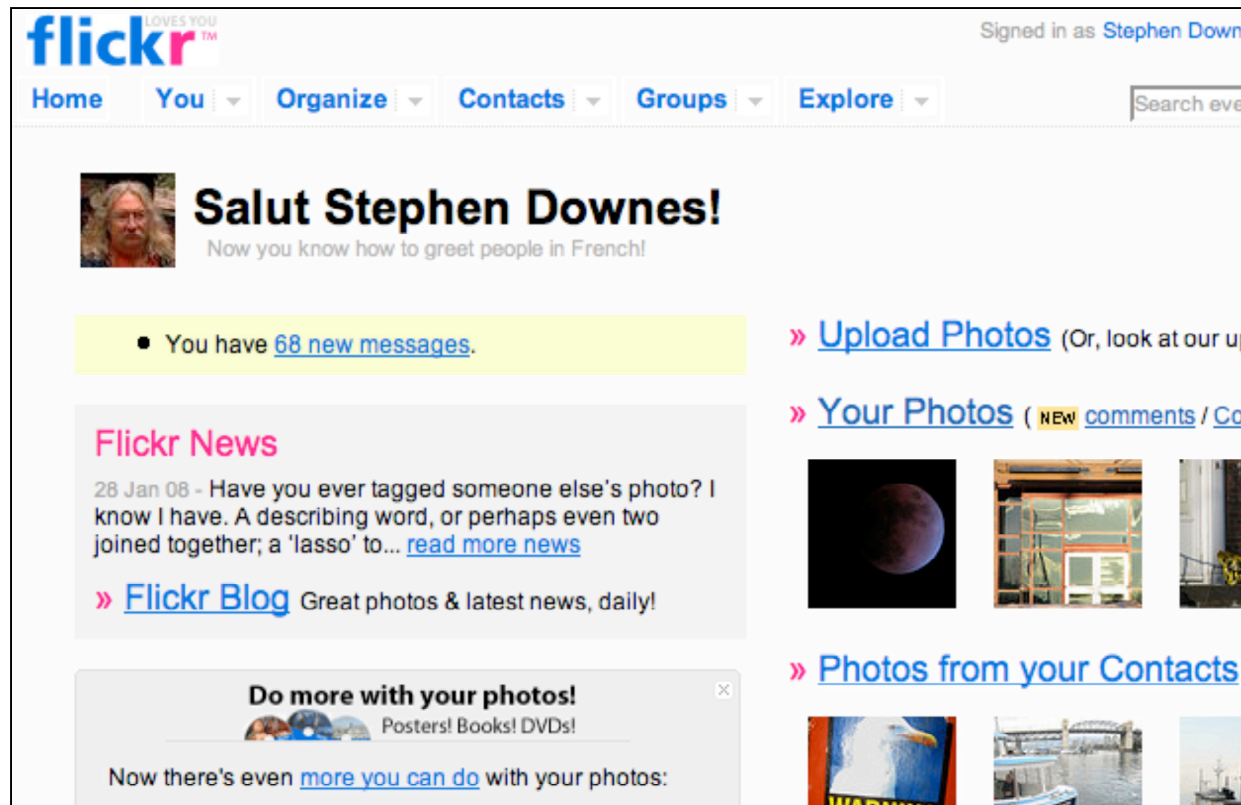
What Carleton Means To Me



What is my personal learning environment?

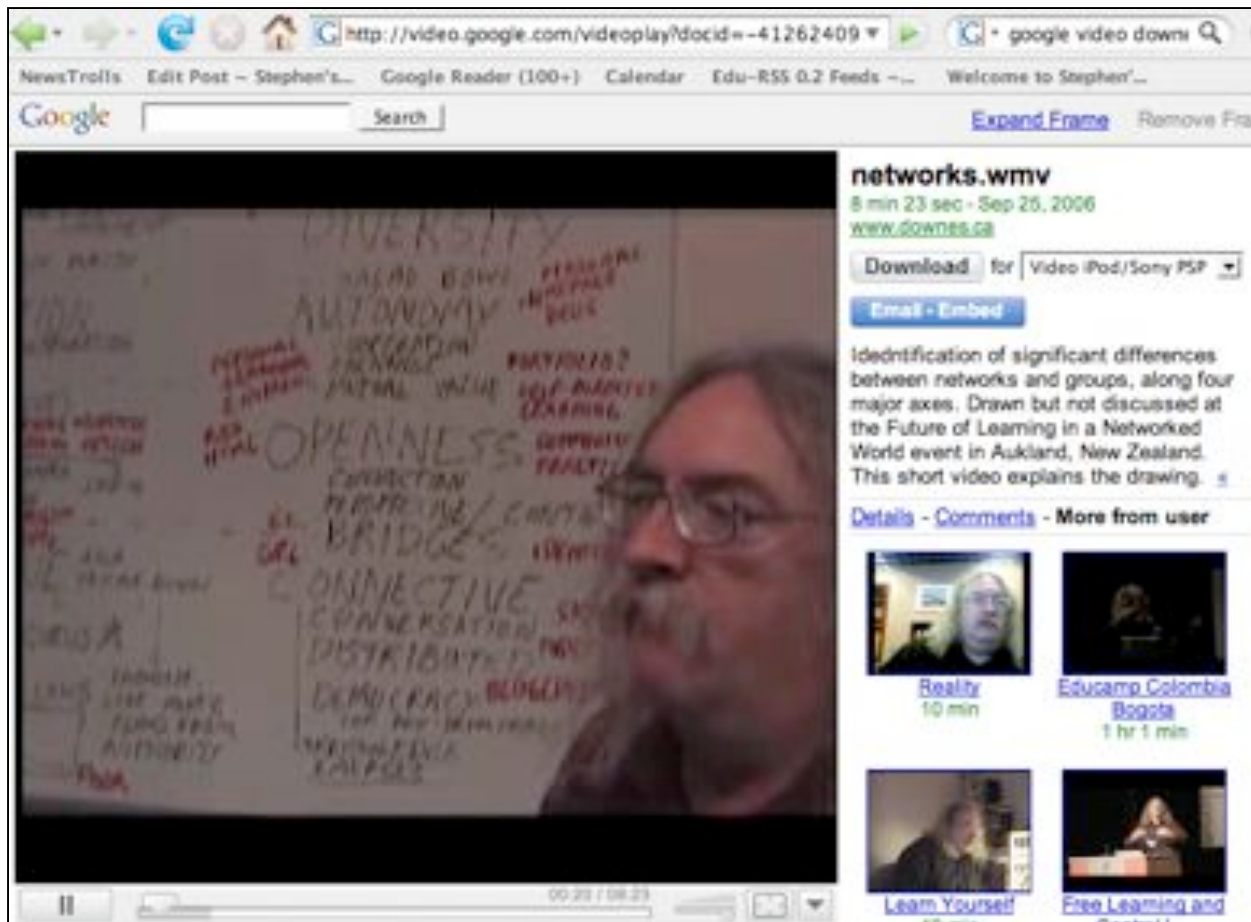


- A place to store (and share) my photos



<http://www.flickr.com>

- A place to store (and share) my videos



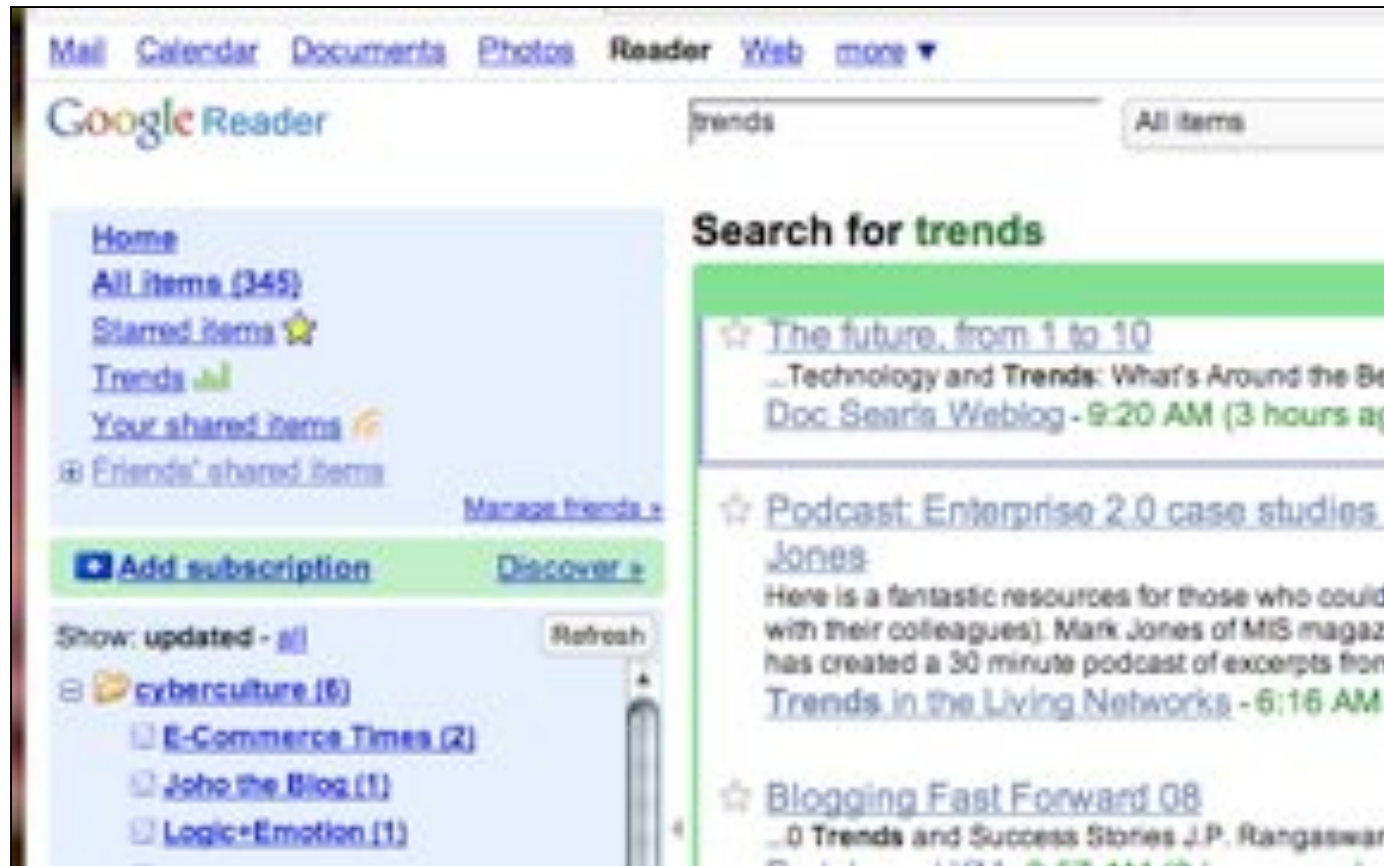
<http://video.google.com/videoplay?docid=-4126240905912531540>

- A place to write an essay with my colleague in Montreal



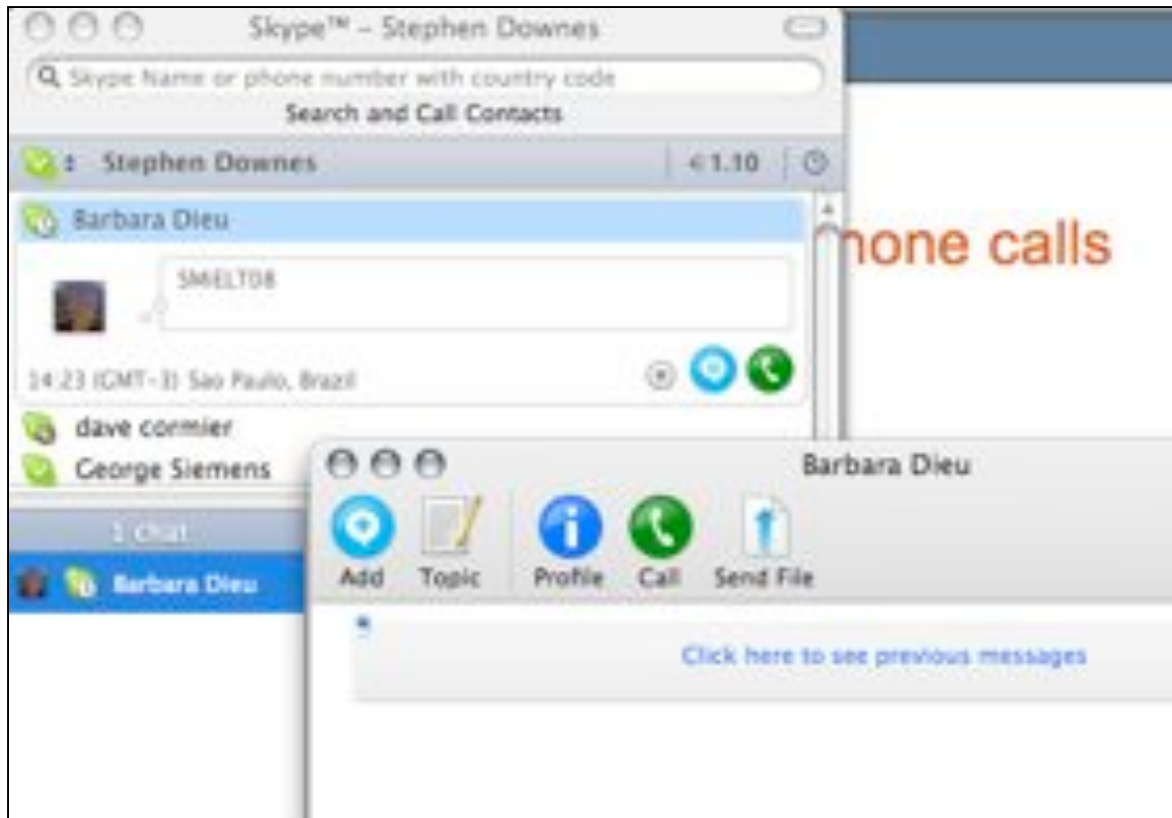
<http://docs.google.com>

- A way to stay up to date - *right*
up to date



<http://www.google.com/reader>

- A way to save on phone calls



<http://www.skype.com>

- Knowing where I'm staying before I get there



<http://maps.google.com>

- An Easy Way To Draw Pictures



<http://www.gliffy.com>

What does personal learning mean for learners?



- A world of free learning resources...



<http://educationvault.blogspot.com/2008/08/zaidlearn-ocw-oer-lists.html>

Don't like the word 'free'? Deal with it...

Three Views of Learning Resources:



1. Learning Resources as a *thing*

- Book, content object, etc

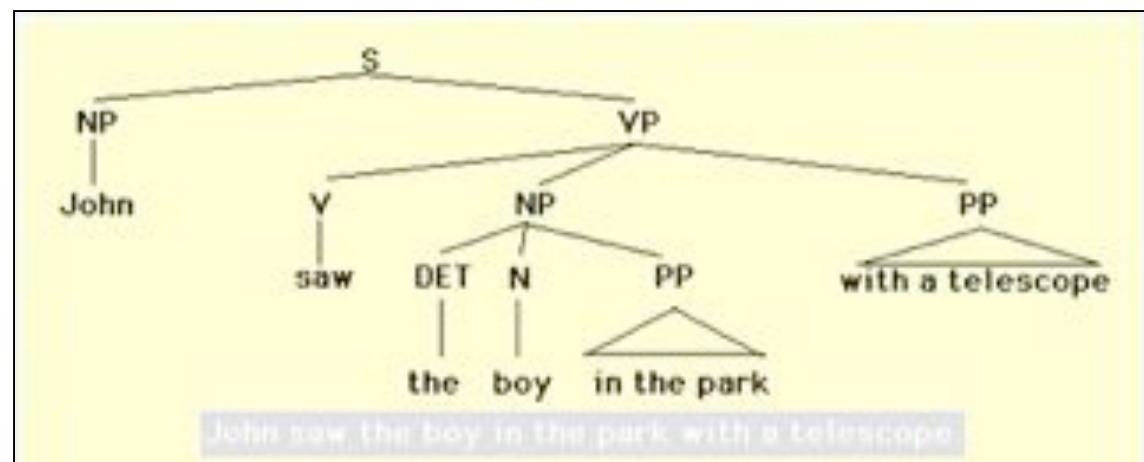


2. Learning Resources as *events*

- *Class, lecture, seminar, meeting*



- The first two models are *information-theoretic* and *medium-based* models
 - They stress *content*
 - They stress *rules*



3. Learning Resources as *flow*

- Stresses experience
- Stresses pattern recognition



What does personal learning
look like?



- User generated Content
 - Personal, opinionated



- Network of interactions

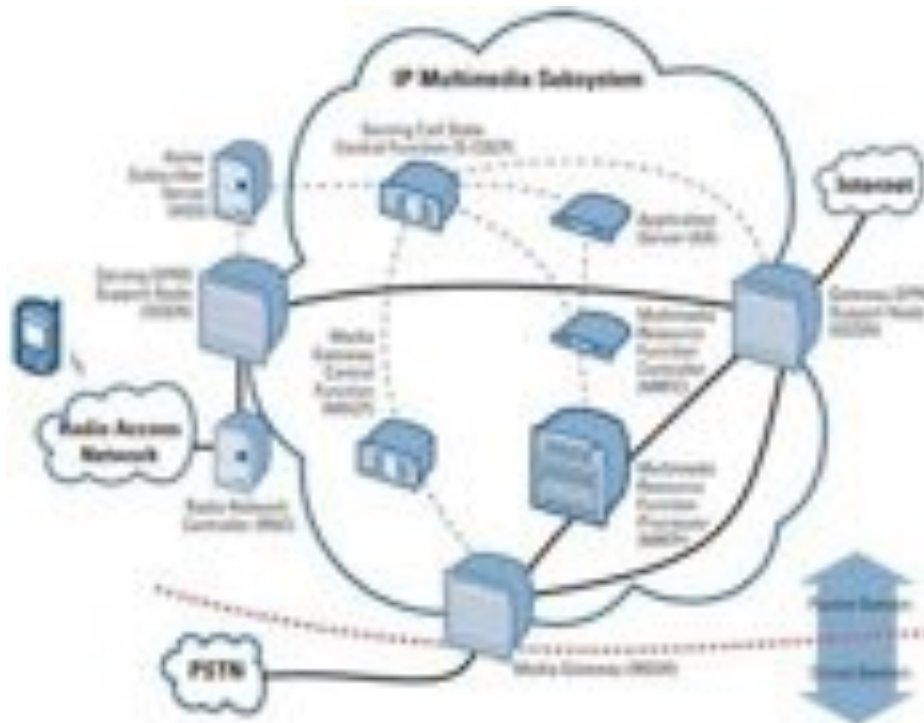


Figure 1: IP Multimedia Subsystem (IMS).

- Immersive Learning

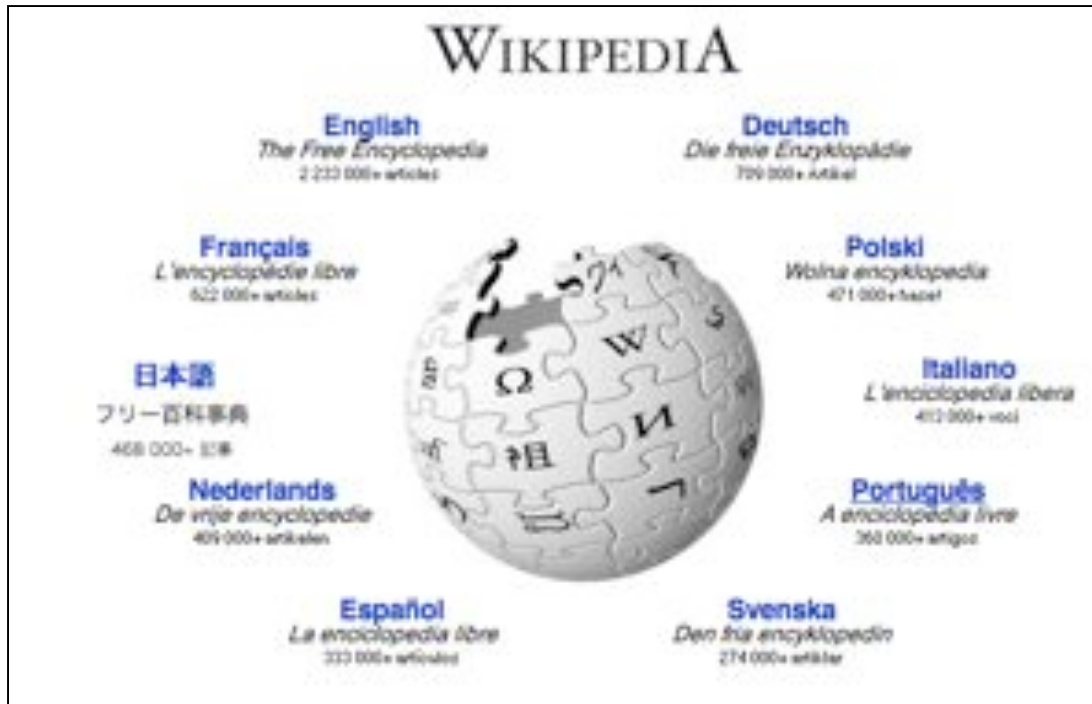


- New Roles

- For students - as creators of learning
- For teachers - as coaches and mentors
- For the rest of us - as teachers

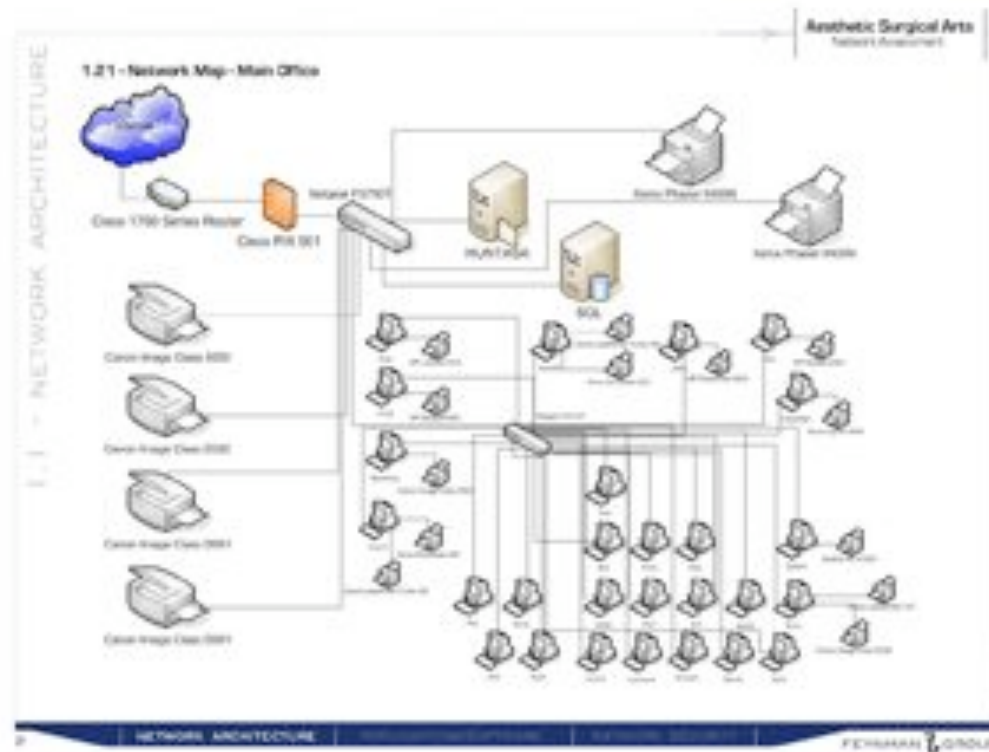


- Web of user-generated content (eg. Wikipedia)...



<http://www.wikipedia.org>

Learning as a network phenomenon...



Issues:

- Too much information, filtering info
- Too many sources to scan, new sources
- Localization, personalization, relevance

Response: Network Semantics



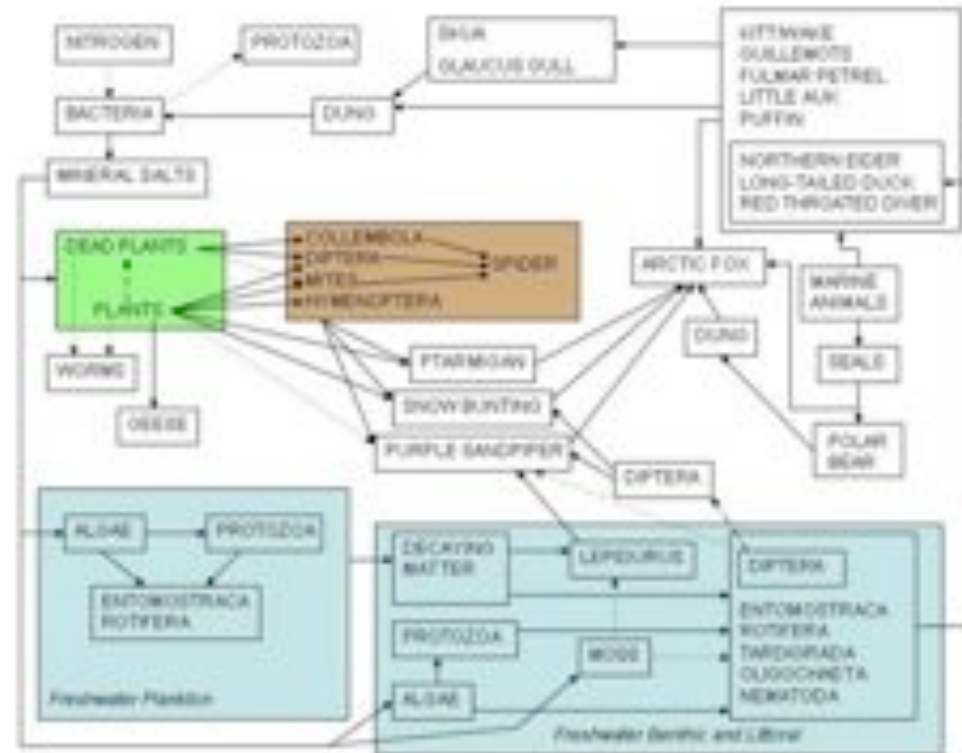
<http://epthinking.blogspot.com/2008/08/on-event-processing-network-and.html>

- Social networks and communities (entails a genuinely portable (and *owned*) identity)



<http://www.facebook.com>

- Networks of interactions
(aggregate, remix, repurpose, feed forward) – syndication



An ecology...

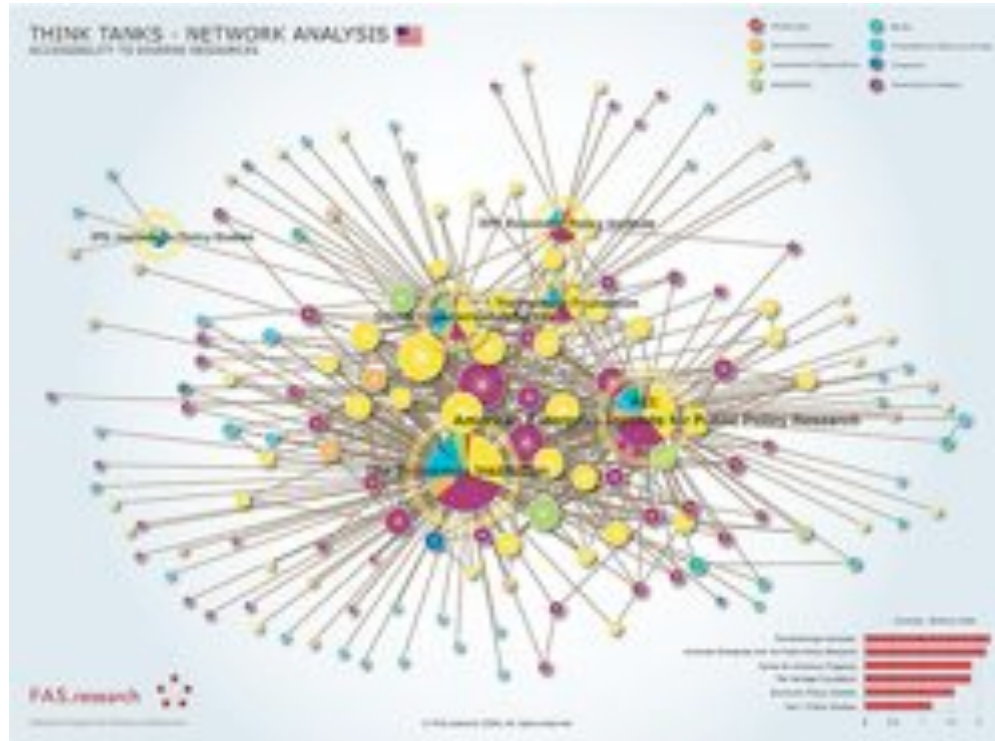
- The *personal* learning centre



Autonomy

http://blog.core-ed.net/derek/2006/11/more_on_mles_and_ples.html

- The Network is Diverse – multiple views, multiple technologies



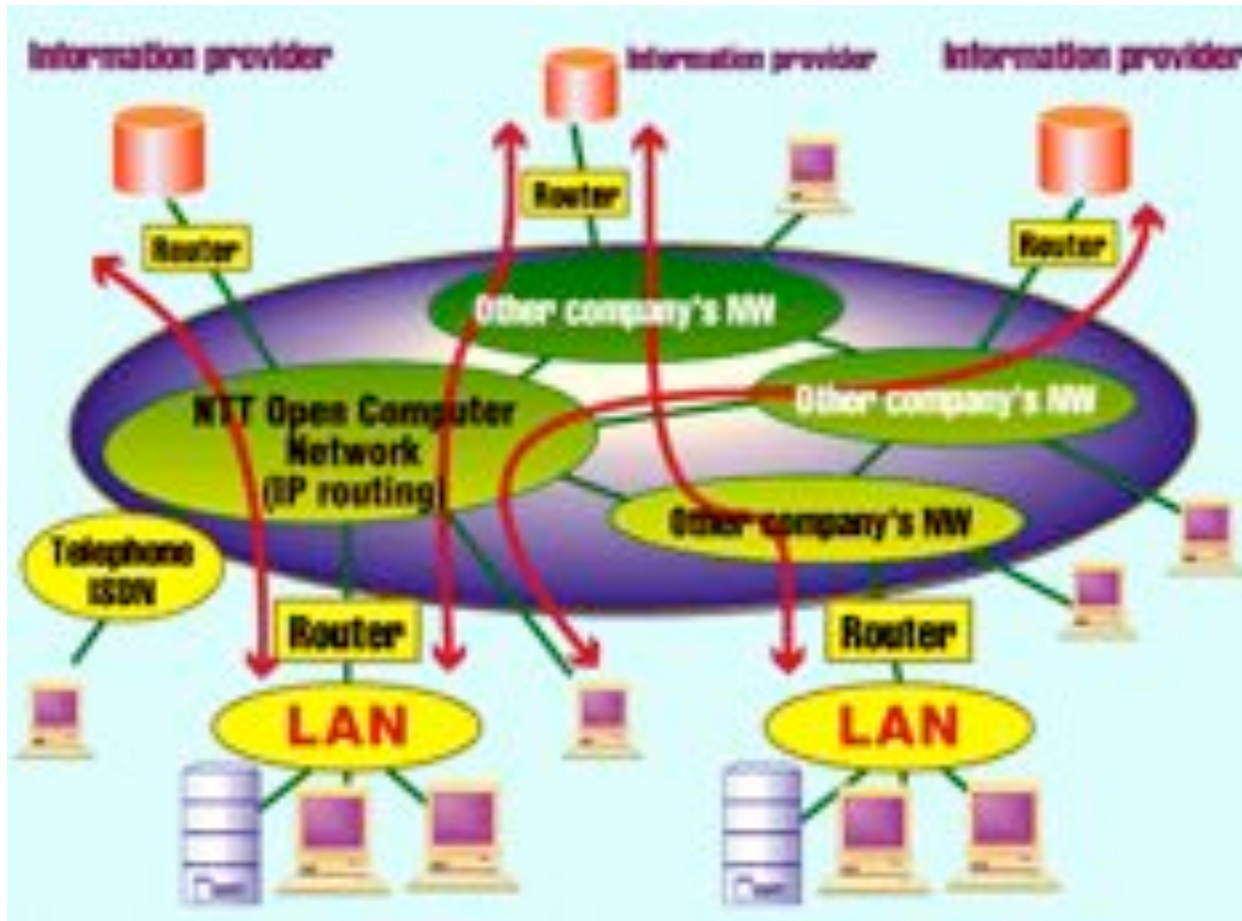
<http://flickr.com/photos/11242012@N07/1363575474>

- The Network is connected and interactive (*not* 'integrated') – small pieces, loosely joined



<http://www.biography.org.uk/real.htm>

- The Network is *open*



http://park.org/Japan/NTT/DM/html_f4/F4_10600_e.html

What are the key technologies?



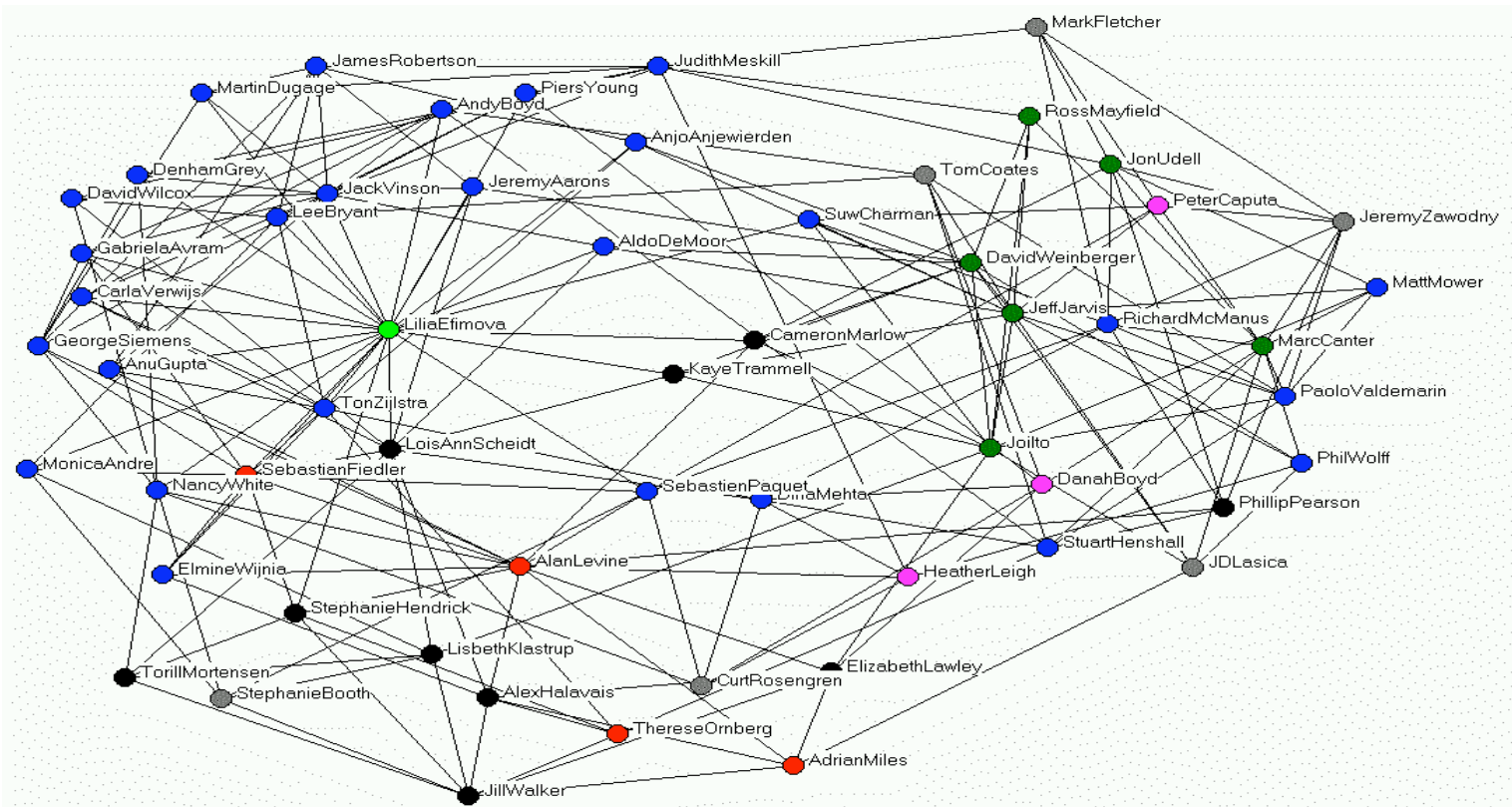
<http://www.bclir.org/Egypt.htm>

Web 2.0 - Core Technologies



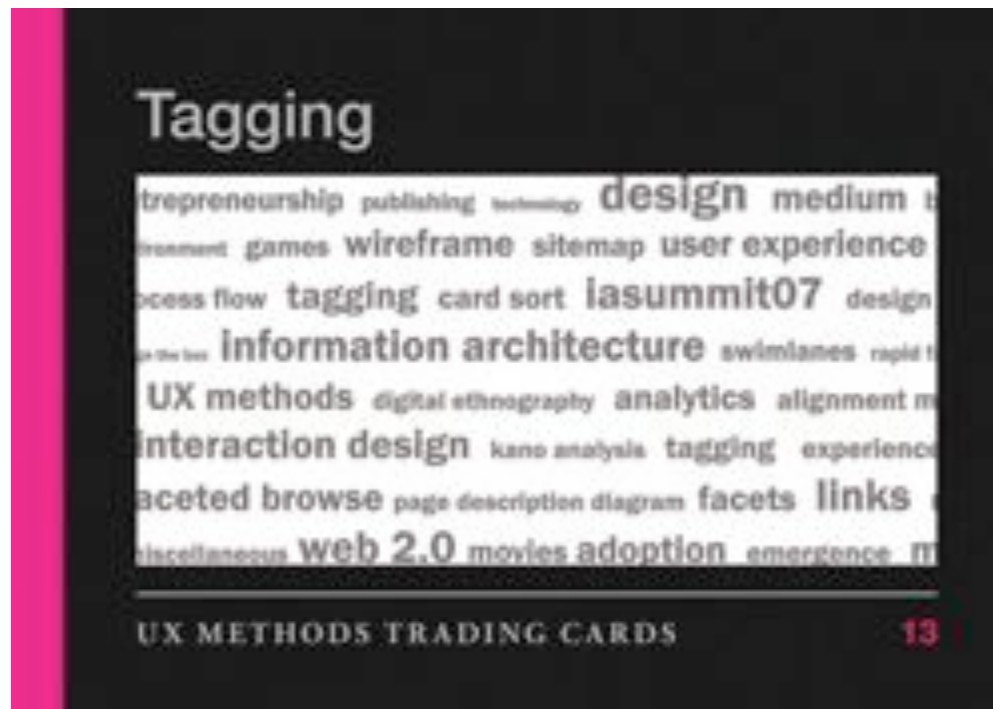
Tools for worldmaking...

Social Networking



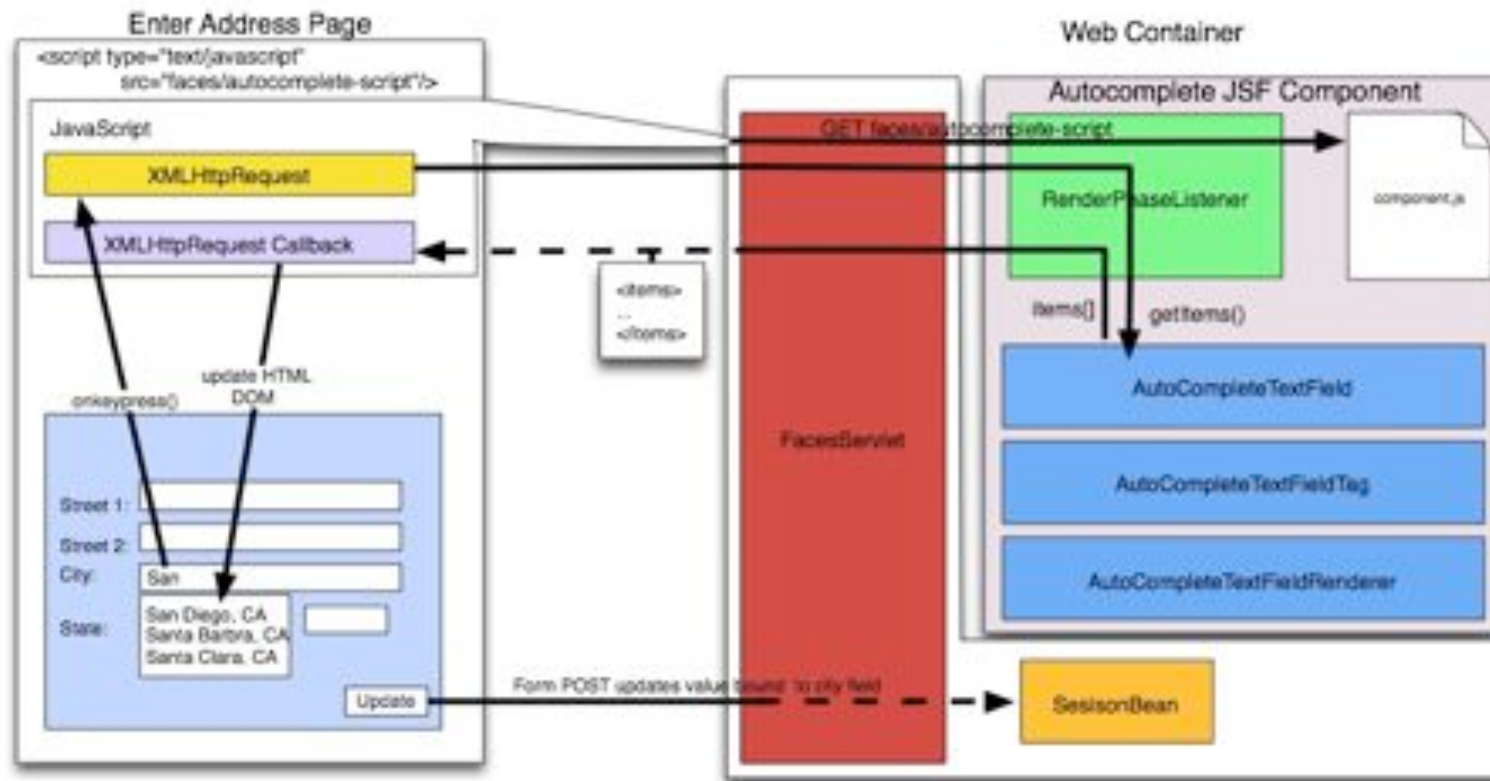
<http://staffdev.henrico.k12.va.us/parents/socnetwork.htm>

Tagging



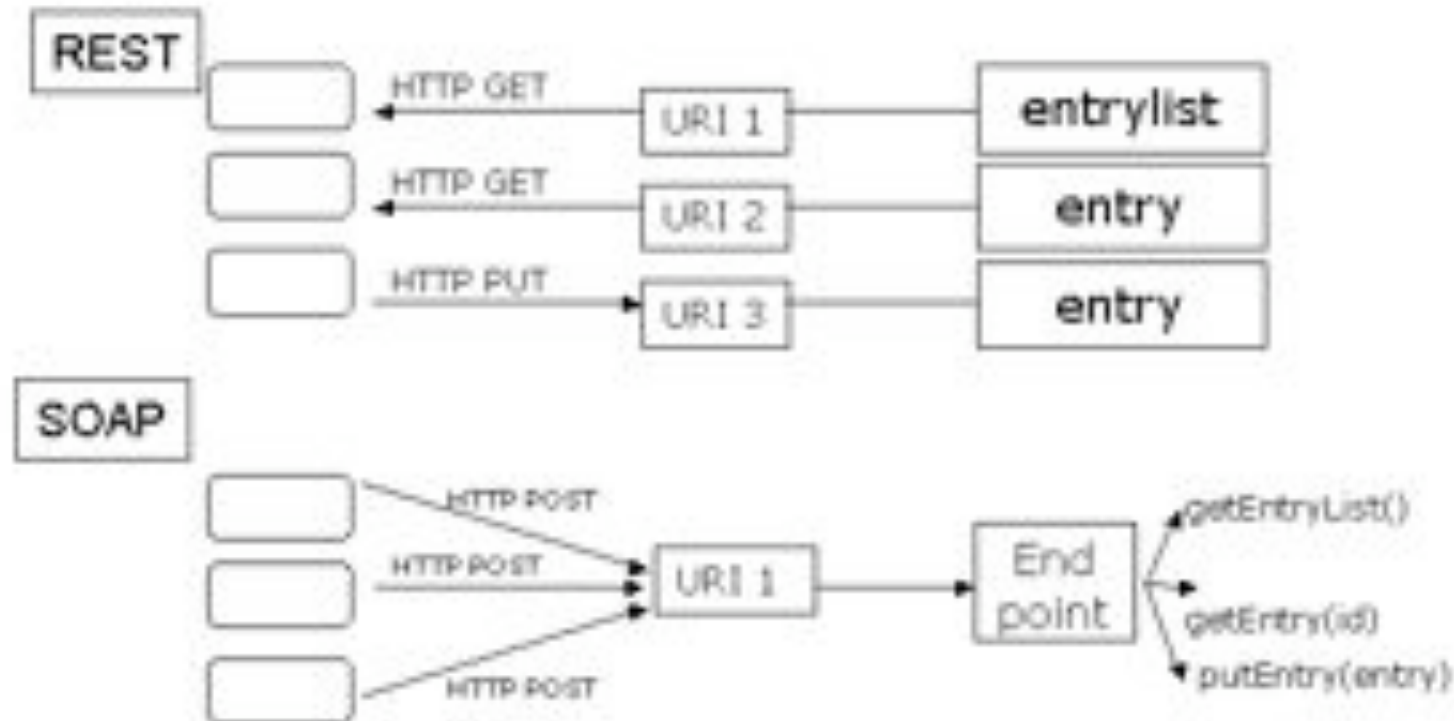
Asynchronous Javascript and XML (AJAX)

Jesse James Garrett in February 2005.



<https://bpcatalog.dev.java.net/ajax/textfield-jsf/design.html>

Representational State Transfer (REST)

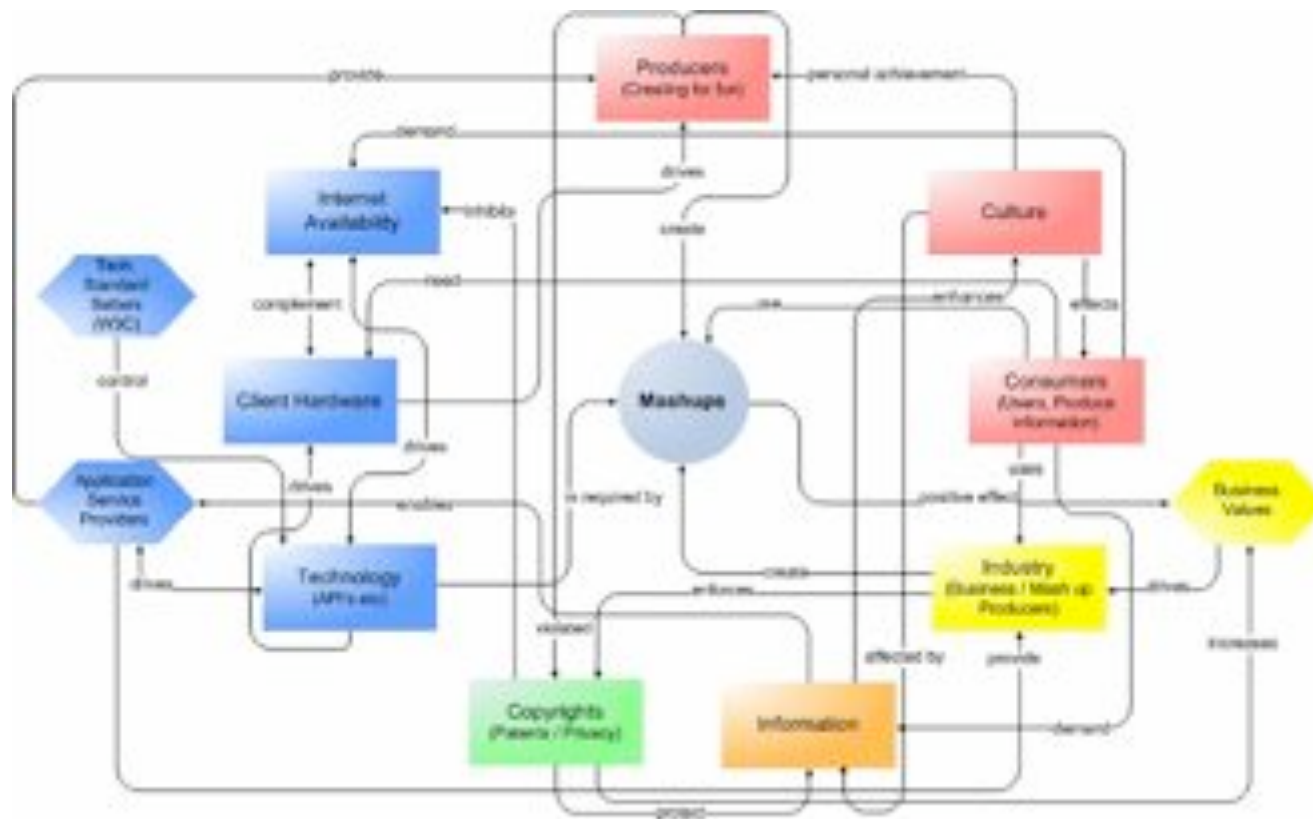


- principles that outline how resources are defined and addressed
- looser sense: domain-specific data over HTTP

http://en.wikipedia.org/wiki/Representational_State_Transfer

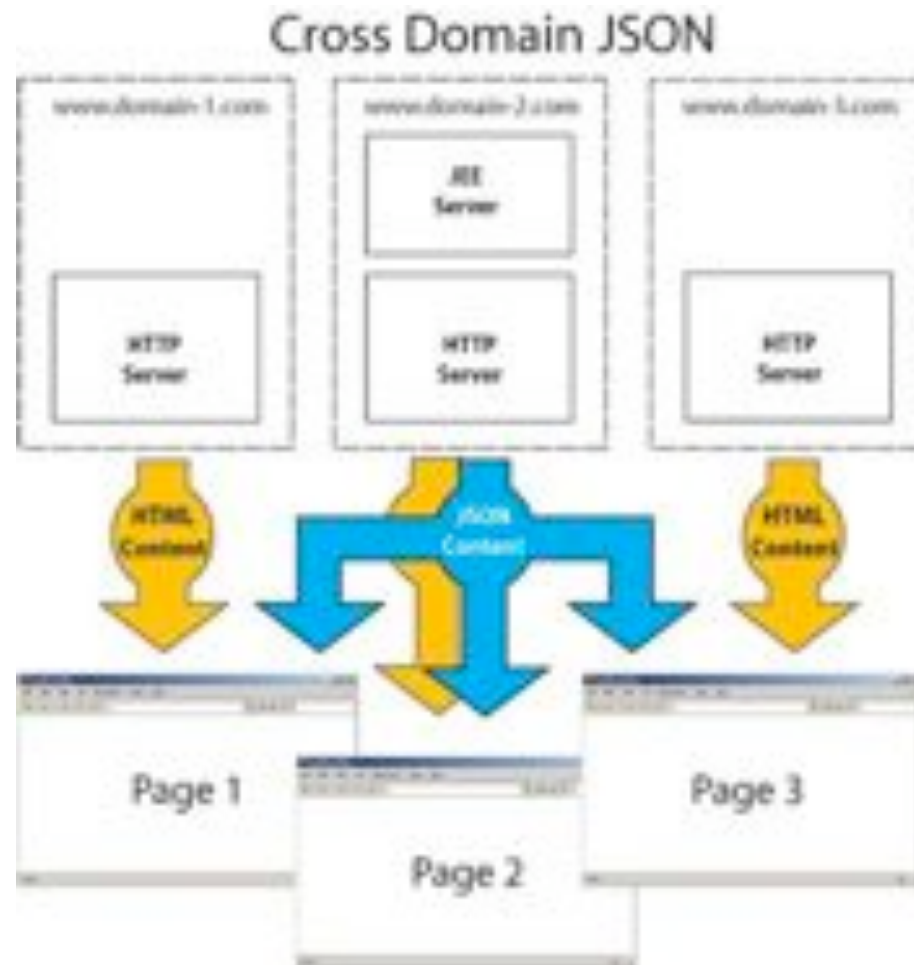
<http://itpro.nikkeibp.co.jp/article/Watcher/20060315/232492/>

Application Program Interface (API) and Mash-Ups

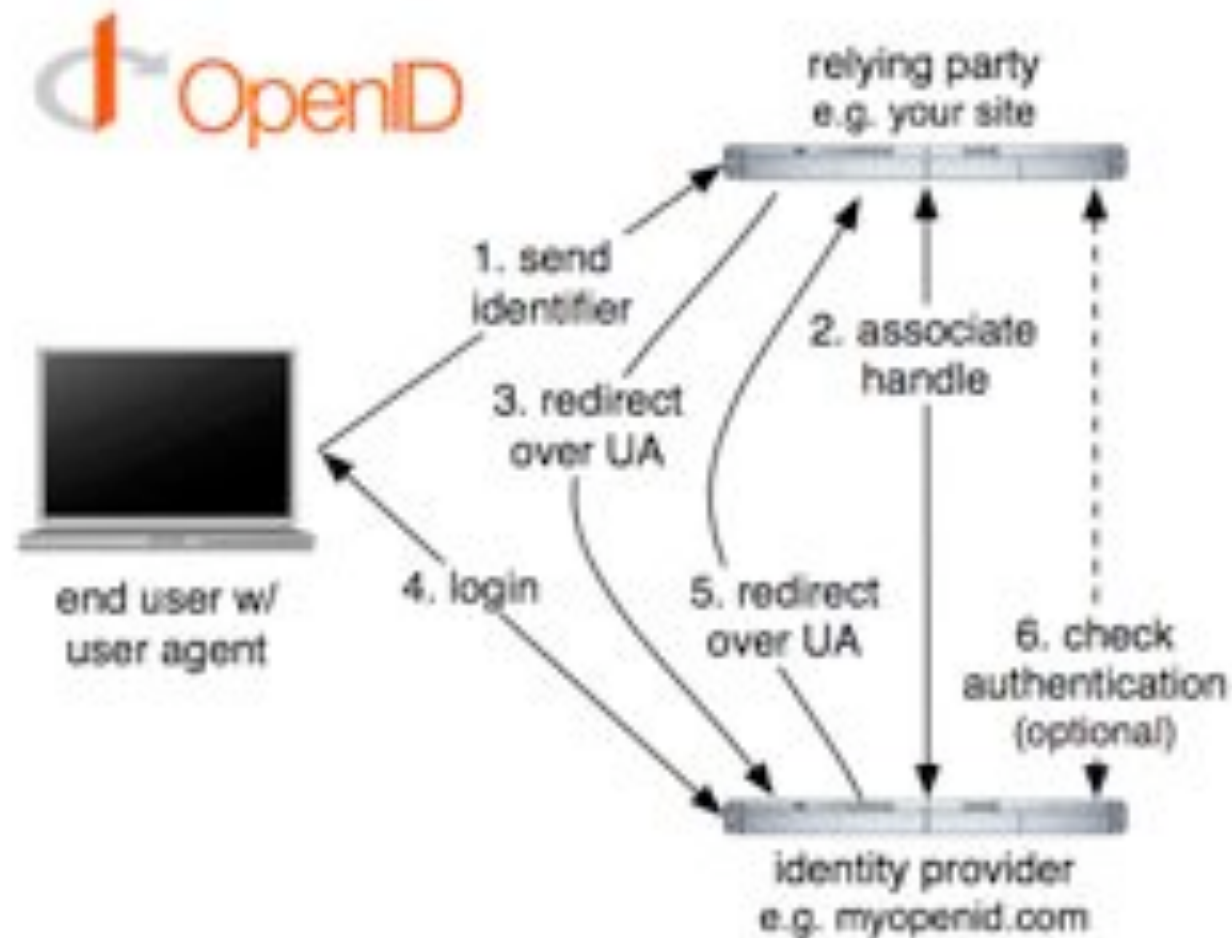


<http://scenariothinking.org/wiki/images/b/b6/MashUpSysDiagramV6.0.jpg>

Javascript Object Notation (JSON)



OpenID



<http://gabinetedeinformatica.net/wp15/2007/03/09/openid-nuestra-identidad-virtual/>
<http://www.funnymonkey.com/openid-in-education>

Connectivism & Connective Knowledge



The Best Example...

- 12 week course, readings, activities...
- The course on connectivism is probably the best (early) example of what we mean
 - We began with the course itself – what we wanted to cover
 - We then added communications tools
 - And then the students took over...

Overview...

- George Siemens and I are ushering roughly 2200 students through a 12 week online course
- Some of these paid tuition and are getting credit, but most of them are attended the 'open' course

The Course

- Offered through the University of Manitoba
 - 12 weeks long
 - credit in Certificate in Adult and Continuing Education and Certificate in Emerging Technologies for Learning
 - Explored the concepts of connectivism and connective knowledge

Connectivism


“At its heart, connectivism is the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks.”

What Connectivism Is

<http://halfanhour.blogspot.com/2007/02/what-connectivism-is.html>

Course Components

- The Wiki...



The screenshot shows a web browser displaying a wiki page titled "Connectivism" on the Learning Technologies Centre (LTC) website. The page has a navigation bar at the top with links for "page", "discussion", "view source", and "history". The main content area includes a welcome message, conference tags, and a list of contents. The left sidebar contains navigation and links sections.

LTC
Learning Technologies Centre

Log in / create account

page discussion view source history

Connectivism

Welcome to the **Connectivism and Connective Knowledge Online Course** support wiki.

Conference tags: CCK06

This page is also available in: [Spanish](#), [Portuguese](#), [Italian](#), [Hungarian](#), and [Chinese](#) (Simplified Character Version). See also [this short post](#) on making surfing in China easier]

This course also has a Facebook group at [CCK06](#)

Contents [hide]

- 1 Please enter your email address here if you'd like to be involved (either for free participation or to enroll for credit)
- 2 Course blog is available here
- 3 Course Details
- 4 Weekly Activities
- 5 Learner Assignments and Evaluation
- 6 Course Links
- 7 Pre-week 1
- 8 Week 1: What is Connectivism? (September 8-14)
- 9 Week 2: Rethinking epistemology: Connective knowledge (September 15-21)
- 10 Week 3: Properties of Networks (September 22-28)
- 11 Week 4: History of networked learning (September 29-October 5)

navigation

- Main Page
- Recent changes
- Random page
- sandbox
- Help

ltc links

- LTC Website
- Activities
- Workshops and Resources
- Teaching with Technology

um projects

- Educational Psychology

<http://ltc.umanitoba.ca/wiki/Connectivism>

Course Components (2)

- Open Enrollment

	<p>24 Final Project</p> <p>Please enter your email address here if you'd like to be involved (either for free participation or to enroll for credit).</p> <p>Course blog is available here</p> <p>Connectivism Research</p> <hr/> <p>Course Details</p> <hr/> <p>Delivered in partnership with: Extended Education and Learning Technologies Centre, University of Manitoba</p> <p>Course Code: 98813- 08-01</p>
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- The course was advertised in both of our blogs...

Course Components

- Readings....

Week 1: What is Connectivism? (September 8-14)	[ed]
Presentations & Papers	
George Siemens presentation on Defining Connectivism and Comparing Connectivism	
Stephen Downes presentation: A quick introduction to connectivism (ustream)	
Readings	
Little Boxes, Glocalization and Networked Individualism (.pdf)	
What is the Unique Idea in Connectivism?	
What connectivism is	
Learning Theory or Pastime of the Self-Amused? (.doc)	
Bill Kerr - Critique of connectivism	
Activities:	
Mon: Recorded presentations and readings will be posted to the email list	
Wed: Elluminate discussion 11 am CST: See time zone conversions	
Friday: Discussion via USTREAM 11 am CST: See time zone conversion	
Assignments:	

Course Components (3)

- The Blog



<http://ltc.umanitoba.ca/connectivism/>

Course Components

- Course Moodle Forum

Connectivism and Connective KnowledgeYou are currently using guest access ([Login](#))

Courses ▶ CCK08

Bloglines

#cck08 Reading the Moodle forum... It is me, or does ti really looks...

#cck08 Reading the Moodle forum... It is me, or does ti really looks like mrs. Fitzpatrick is trolling?

Trying to determine why I cannot connect to the **CCK08** Moodle Forum

Trying to determine why I cannot connect to the **CCK08** Moodle Forum...

User:Vtaylor/Connectivism and Connective Knowledge

[<http://valerie.posterous.com/cck08-is-...>]

How to filter your **CCK08** email (in Gmail)

How to create a filter for your **CCK08** email.

Bill Kerr's Challenge to Connectivism

I'm struggling to complete my reading assignments for George and Stephen's online course on Connectivism and Connected Knowledge.

Topic outline

Connectivism and Connective Knowledge is a twelve week course that will explore the concepts of connectivism and connective knowledge and explore their application as a framework for theories of teaching and learning. It will outline a connectivist understanding of educational systems of the future.

👤 Introductions

📍 Google Map of participants

👤 General Forum

📍 Connectivas Spanish pageflakes site

📍 Connectivism English Pageflakes site

👤 Week 1: What is connectivism

1

What is Connectivism?

□

Calendar

September 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Global events

Course events

Connectivism Course Blog

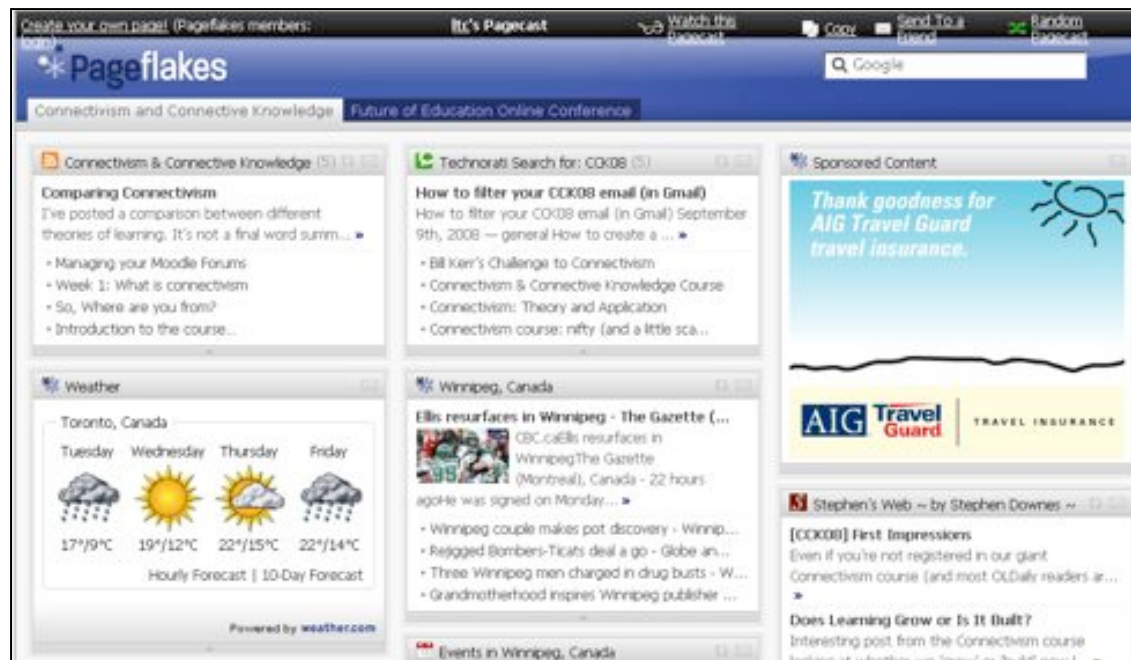
Comparing Connectivism

I've posted a comparison between different theories of learning. It's not a final word summary, but hopefully it can provide a bit of a starting point for discussing the attributes of different concepts. While

<http://ltc.umanitoba.ca/moodle/course/view.php?id=20>

Course Components

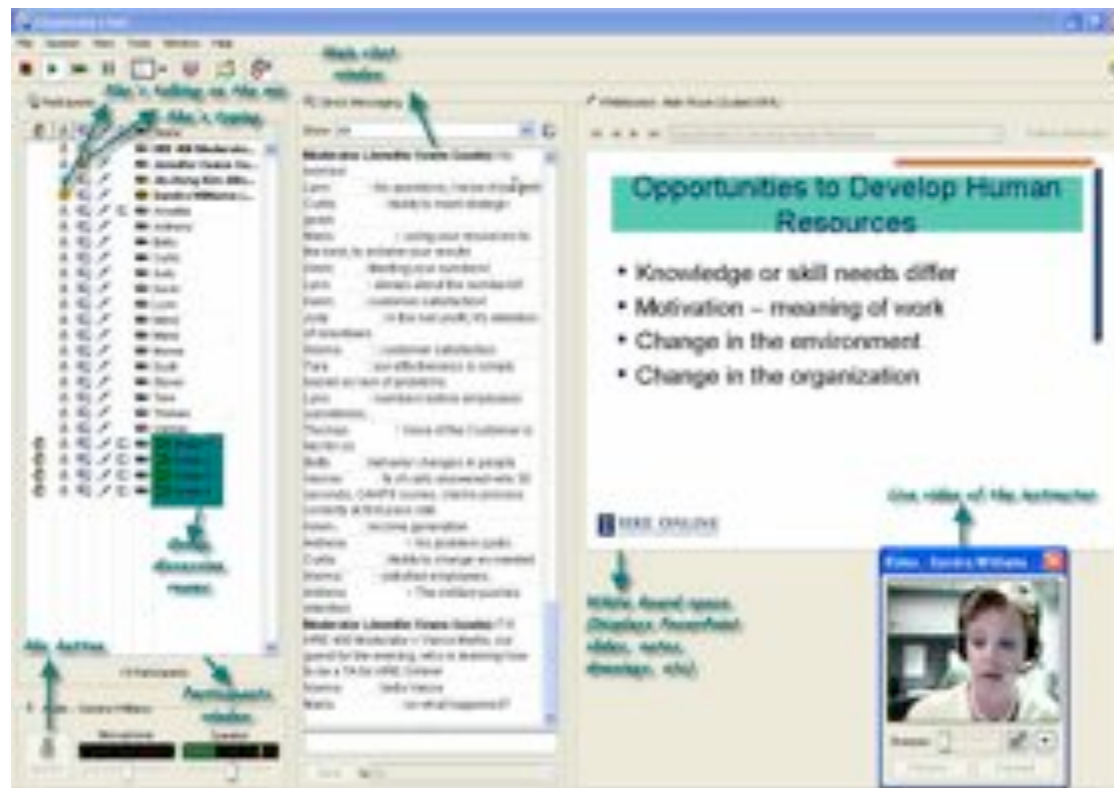
- Pageflakes Site



<http://www.pageflakes.com/ltc>

Course Components

- Elluminate Discussions (Wednesdays)



Course Components

- Ustream



<http://www.ustream.tv/recorded/688902>

Course Components

- Twitter...



<http://twitter.com/cck08>

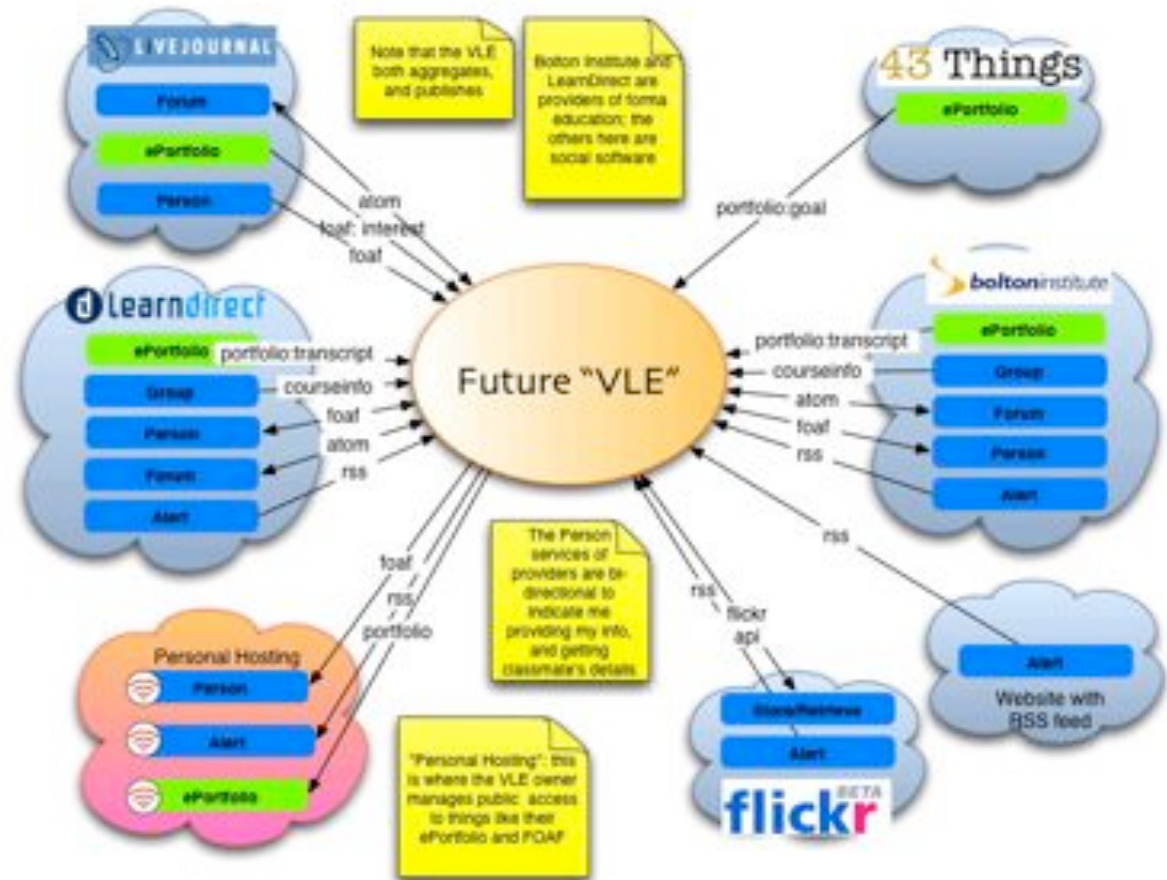
Course Components

- gRSShopper...





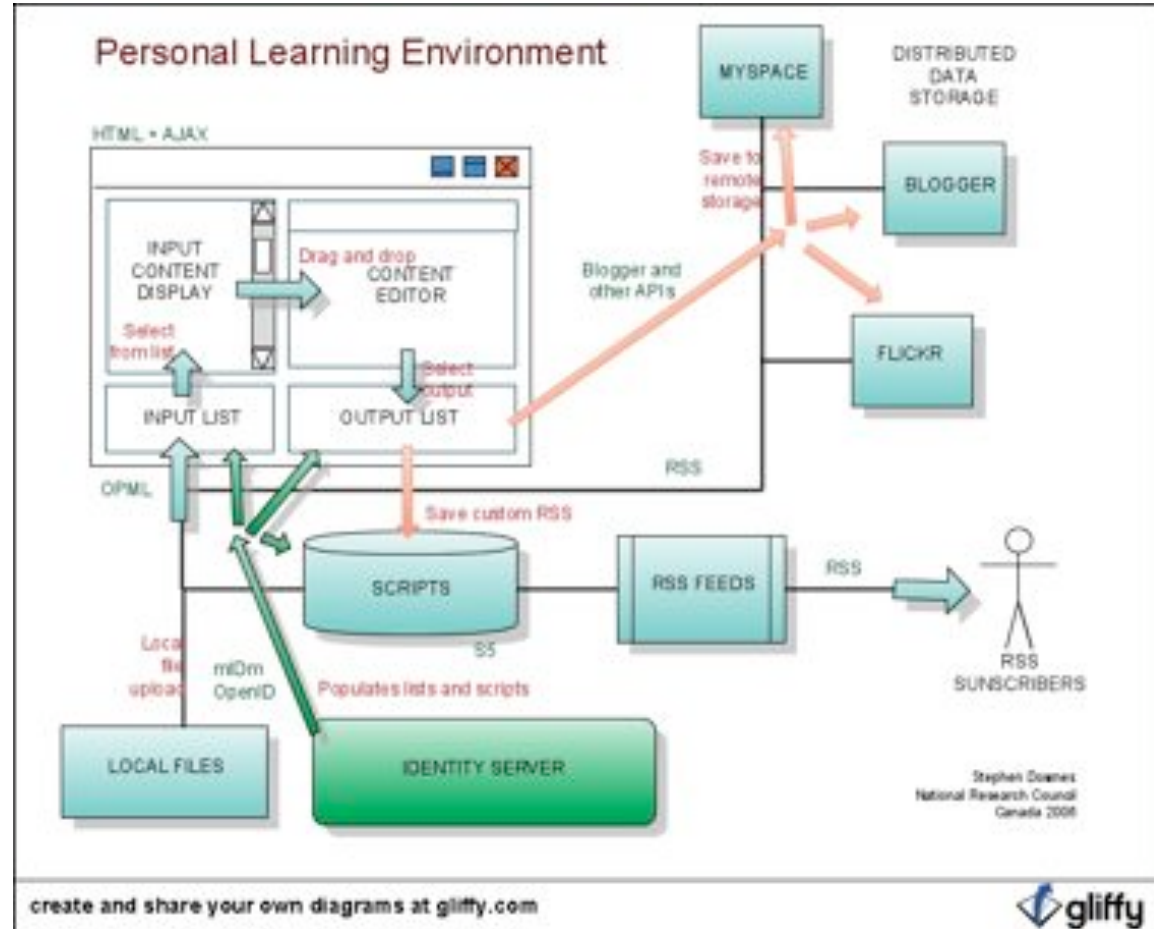
The Main Idea



The web of the future isn't about visiting sites, it's about connecting resources.



Architecture



The application provides mechanisms to input, process, and distribute content.



Login

A screenshot of a web browser window titled "Login - gRSShopper - Mozilla Firefox". The address bar shows the URL "http://demo.downes.ca/cgi-bin/login.cgi?refer=http://demo.downes.ca/cgi-bin/". The page content includes the "gRSShopper" logo in the top right, a "START SEARCH" button, and navigation links: "[DISCUSS] [SEARCH] [ABOUT] [ARCHIVES] [OPTIONS]". The main heading is "Login". Below it, there is a link "Login using OpenID (About OpenID on gRSShopper)". The login form consists of two text input fields: "Please enter your user name:" and "Please enter your password:". Below these fields is a checkbox labeled "Remember me next time" and a "Click here to continue" button. At the bottom of the form, there are two links: "Not a registered user? Click Here" and "Forget your password? Click Here". The footer contains copyright information: "THIS PAGE FIRST PUBLISHED ON OCTOBER 27, 2008 AND LAST UPDATED OCTOBER 27, 2008.", a Creative Commons license logo, and "Copyright 2008 STEPHEN DOWNES. CONTACT: STEPHEN@DOWNES.CA". The browser's status bar at the bottom shows "Done".

gRSShopper instances are *personal* sites intended to support single users or small groups (though visitors can sign in).



Subscriptions

Register - Newsletter Subscription - Stephen's Web - by Stephen Downes - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.downes.ca/cgi-bin/login.cgi?action=Register

Admin Menu ~ Stephen... Google Reader Calendar

Google Image Result for http://... Register - Newsletter Subs... Manage Subscriptions ~ gRSS...

Stephen's Web

START SEARCH [NEWS] [DISCUSS]

[SEARCH] [ABOUT] [ARCHIVES] [OPTIONS]

Register - Newsletter Subscription

Stephen's Web collects user information in order to confirm passwords and to properly attribute comments and other submissions. User information will remain private and will not be sold to any external agency. For more information, please see our [Privacy Policy](#).

Select a username:

Select a password:

Enter your email address:

Select newsletter subscriptions (you may choose more than one; leave blank for none) for Stephen Downes

- ☒ OLDaily
- ☒ OLDaily Text Edition
- ☒ OLWeekly
- ☒ OLWeekly Text Edition
- ☒ Threads Email

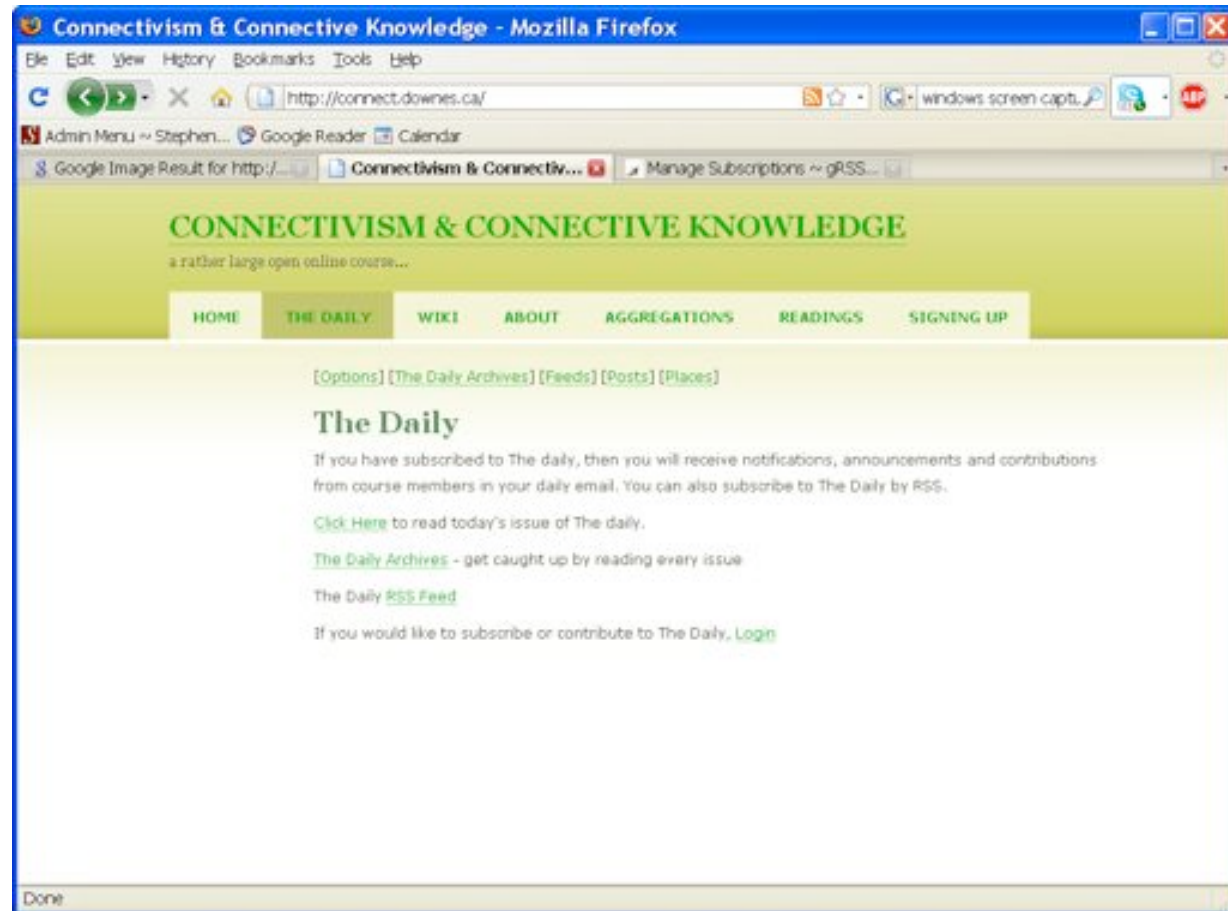
(Optional) Where did you hear about this website?

Done

Visitors have a one-click way to subscribe to site newsletters (or they can sign up for RSS).



Custom Pages



Content is organized into pages



Archive

Stephen's Web

[SEARCH] [ABOUT] [ARCHIVES] [CONTACT]

2000

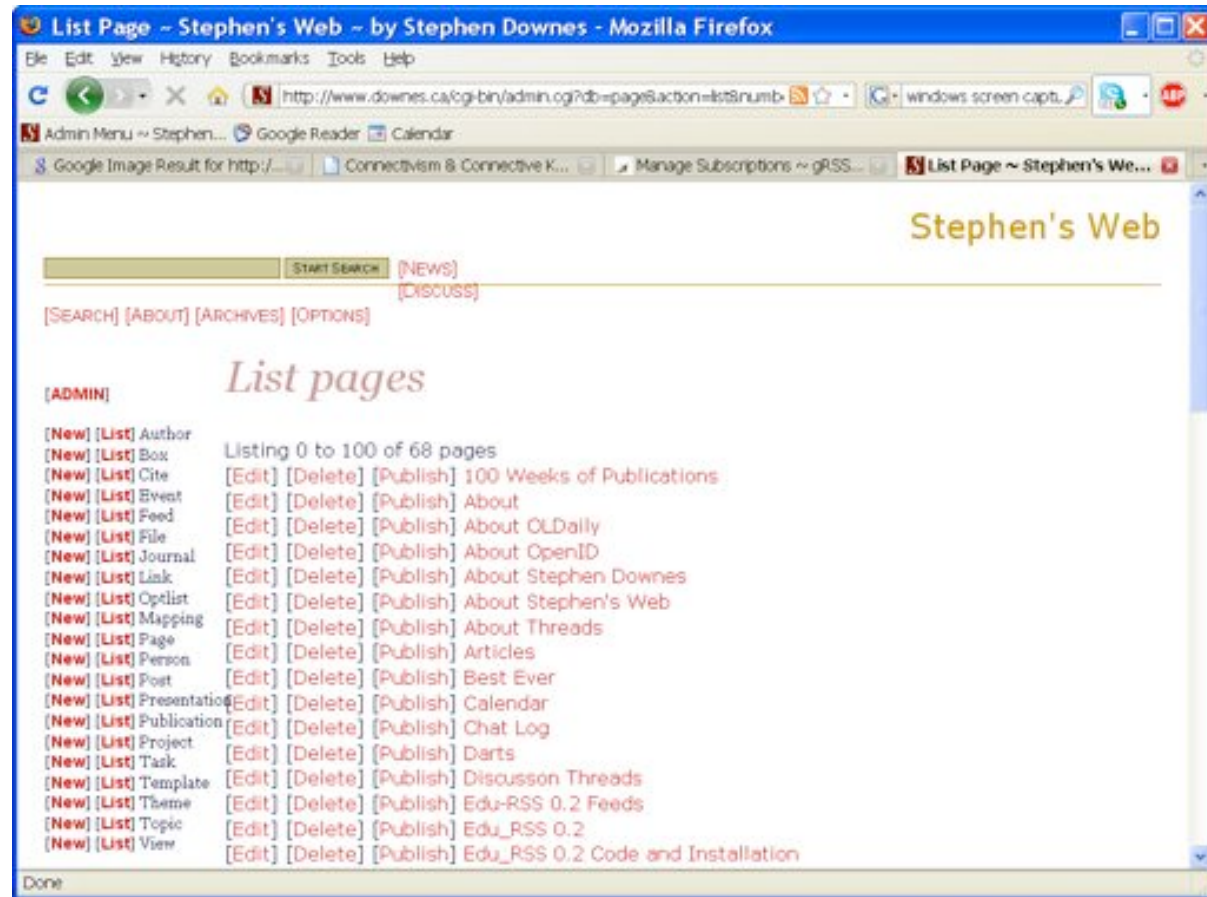
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
	01		01	01		01	01	01	01		
02			02	02	02	02		02	02		
03		03	03	03	03	03		03	03		
04	04	04	04		04	04	04	04	04		
	05	05		05	05		05	05			
	06	06		06	06		06		06		
07	07	07	07	07		07	07		07		
08	08		08	08		08	08	08	08		
09			09	09	09	09		09	09		
10		10	10		10	10		10	10		
11	11	11	11		11	11	11	11			
	12	12		12			12	12			
	13	13		13	13		13		13		
14	14	14	14	14		14	14		14		
15	15		15	15		15	15	15	15		
16			16	16	16	16		16	16		
17		17	17		17	17		17	17		
18	18	18	18		18	18	18	18			
	19	19		19	19		19	19			
	20	20		20	20		20		20		
21	21	21	21	21		21	21		21		
22	22		22	22		22	22	22	22		
23	23		23	23	23	23			23		
24		24		24	24	24		24	24		
25	25	25	25		25		25	25			
	26		26	26	26	26	26	26			
	27	27		27	27	27	27				

Done

Pages auto-archive



Custom Pages



Multiple pages can be created; each page can be a newsletter (or not; you decide)



Page Creation

Edit Page ~ Stephen's Web ~ by Stephen Downes - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.downes.ca/cgi-bin/admin.cgi?page=2&action=edit

Admin Menu ~ Stephen... Google Reader Calendar

Google Image Result for http://... Connectivism & Connective K... Manage Subscriptions ~ gRSS... Edit Page ~ Stephen's We...

Edit Page

[ADMIN]

[New] [List] Author [List Pages]
[New] [List] Box [View Generated Version of Page]
[New] [List] Cite [Publish Page]
[New] [List] Event [View Published Page]
[New] [List] Feed
[New] [List] File
[New] [List] Journal
[New] [List] Link
[New] [List] Cptlist
[New] [List] Mapping
[New] [List] Page
[New] [List] Person
[New] [List] Post
[New] [List] Presentation
[New] [List] Publication
[New] [List] Project
[New] [List] Task
[New] [List] Template
[New] [List] Theme
[New] [List] Topic
[New] [List] View

Title	OLDaily		
File	news/OLDaily.htm		
Header	email_font_header	Footer	email_font_footer
Feed			
Autopub	yes	Archive	yes
Sub	yes		
Days	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday		
Type	email		
<input type="button" value="Update Record"/>			
Code			
<pre><h2 style="font: italic 28pt/32pt Georgia, serif; color: #91c6e7;">OLDaily</h2> <p style="font: 400 12pt/16pt Verdana, Arial, sans-serif; color: #000040;">by Stephen Downes
 #TODAY#</p> <keyword db=post;number=20;type=announcement;format=announcement_email;expires=48; all;sort=crdate DESC> <keyword db=presentation;number=20;format=email;expires=16;all;sort=crdate DESC> <keyword db=post;number=20;type=article;format=article_email;expires=24; all;sort=crdate DESC> <keyword db=post;number=20;type=link;format=link_email;expires=16;all;sort=crdate DESC></pre>			

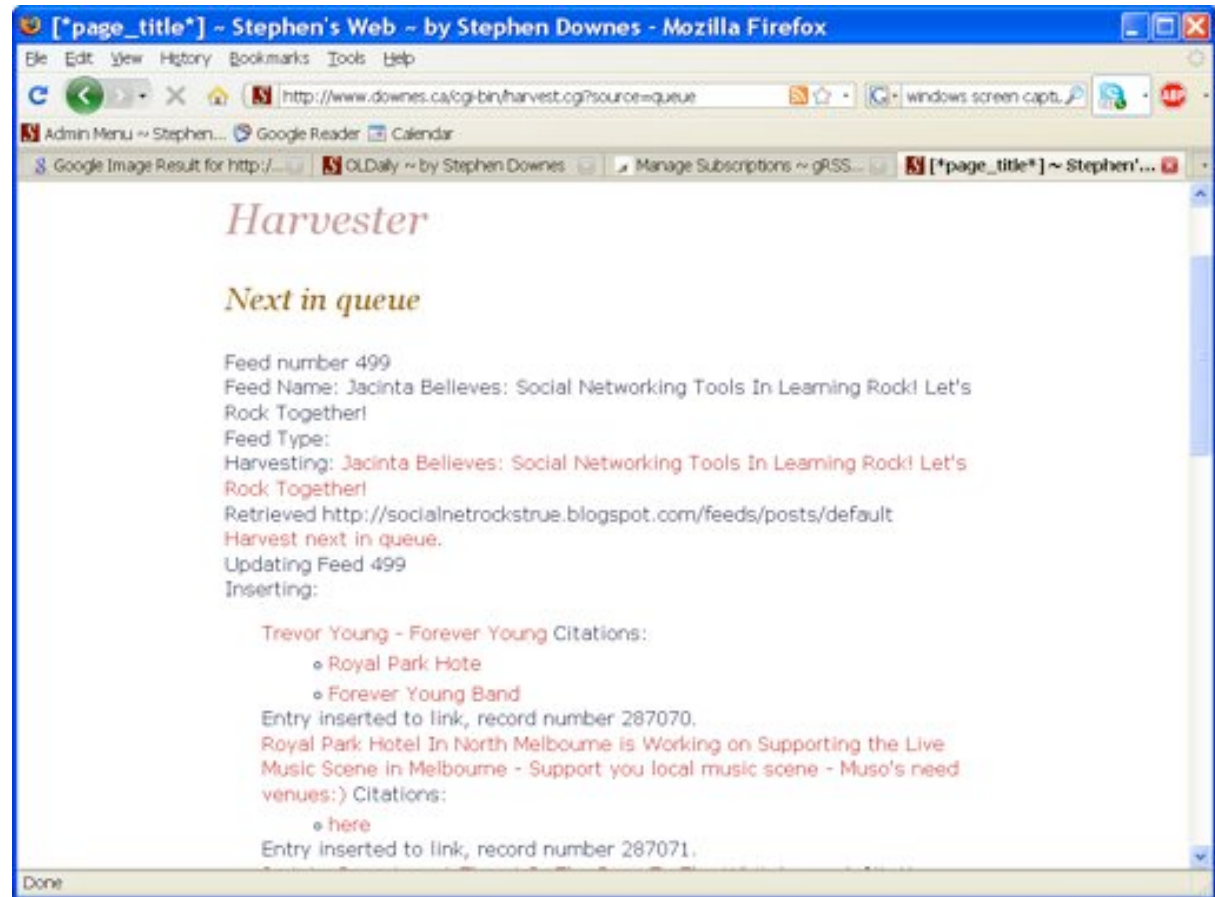
Done

Pages are created automatically from a database of content types





Harvester



Harvester captures and analyzes incoming data (by topic, links, etc)



Mapping

Edit Mapping ~ Stephen's Web ~ by Stephen Downes - Mozilla Firefox

http://www.downes.ca/cgi-bin/admin.cgi?mapping=1&action=edit

Admin Menu ~ Stephen... Google Reader Calendar

Google Image Result for http://... Connectivism & Connective K... Manage Subscriptions ~ gRSS... Edit Mapping ~ Stephen's ...

(ADMIN)

[New] [List] Author
[New] [List] Box
[New] [List] Cite
[New] [List] Event
[New] [List] Feed
[New] [List] File
[New] [List] Journal
[New] [List] Link
[New] [List] Opelist
[New] [List] Mapping
[New] [List] Page
[New] [List] Person
[New] [List] Post
[New] [List] Presentation
[New] [List] Publication
[New] [List] Project
[New] [List] Task
[New] [List] Template
[New] [List] Theme
[New] [List] Topic
[New] [List] View

title: A Day In The Life -> journal

A mapping is a way to direct where you want harvested data to be stored. The mapping source is always a feed, while the mapping destination is always a database table.

Source

Either...

<input type="radio"/> Specific Feed:	ACRLog
<input type="radio"/> Feed Type	Atom Help
<input type="radio"/> Feed Fields	title Help
<input checked="" type="radio"/> Value Pair	title: A Day In The Life Help

Destination

Select a destination table: journal

link:

Map Table Elements

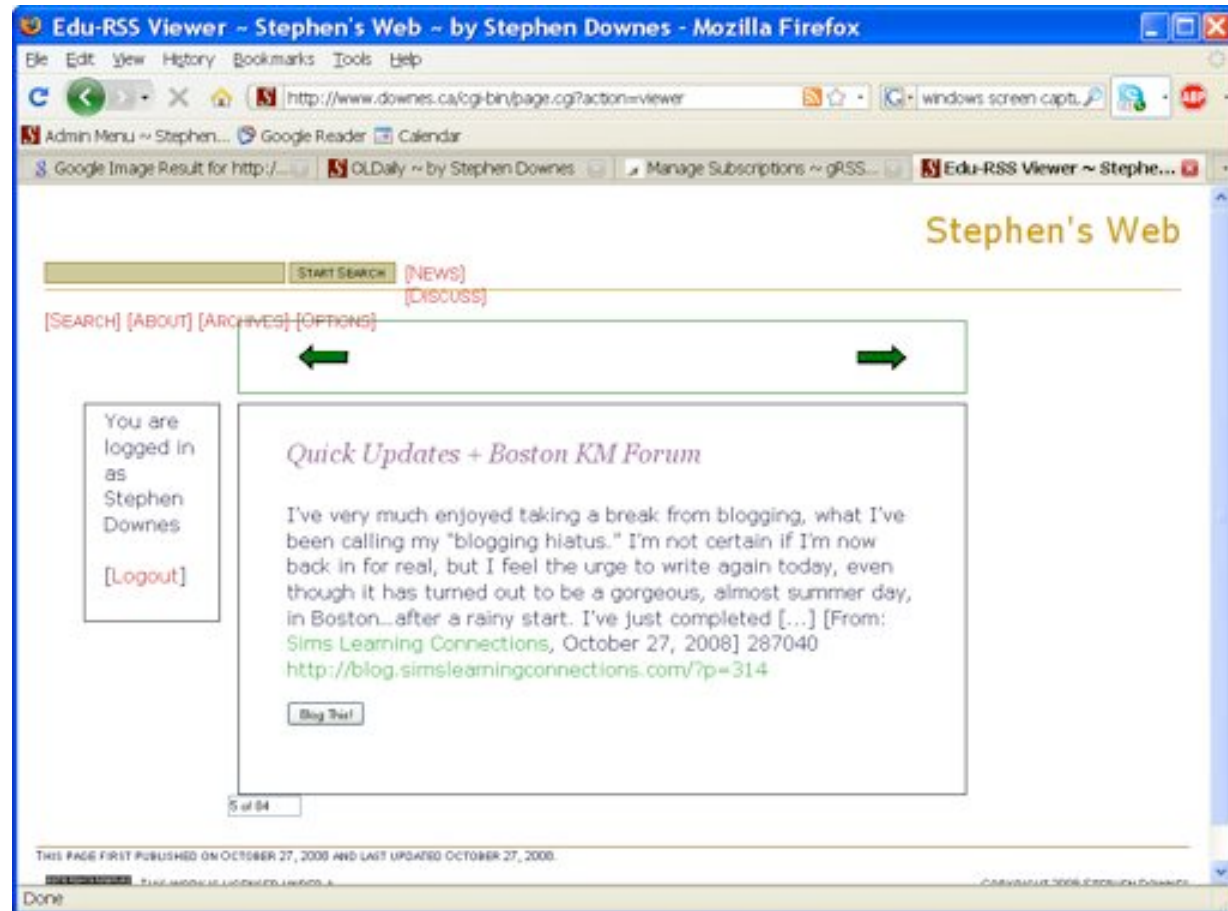
Source		Destination: journal
title	--->	
title	--->	

Done

Incoming content can be mapped to any of a variety of data types



Viewing Harvested Content



Harvested contents may easily be
scanned in a viewer



Post Editor

Edit Post ~ Stephen's Web ~ by Stephen Downes - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.downes.ca/cgi-bin/admin.cgi

Admin Menu ~ Stephen... Google Reader Calendar

Google Image Result for http://... OLDaily ~ by Stephen Downes Manage Subscriptions ~ gRSS... Edit Post ~ Stephen's We...

Stephen's Web

START SEARCH [NEWS] [DISCUSS]

[SEARCH] [ABOUT] [ARCHIVES] [OPTIONS]

Edit Post

[ADMIN]

[New] [List] Author [Go to Viewer]

[New] [List] Box

[New] [List] Cite

[New] [List] Event

[New] [List] Feed

[New] [List] File

[New] [List] Journal

[New] [List] Link

[New] [List] Optlist

[New] [List] Mapping

[New] [List] Page

[New] [List] Person

[New] [List] Post

[New] [List] Presentation

[New] [List] Publication

[New] [List] Project

[New] [List] Task

[New] [List] Template

[New] [List] Theme

[New] [List] Topic

[New] [List] View

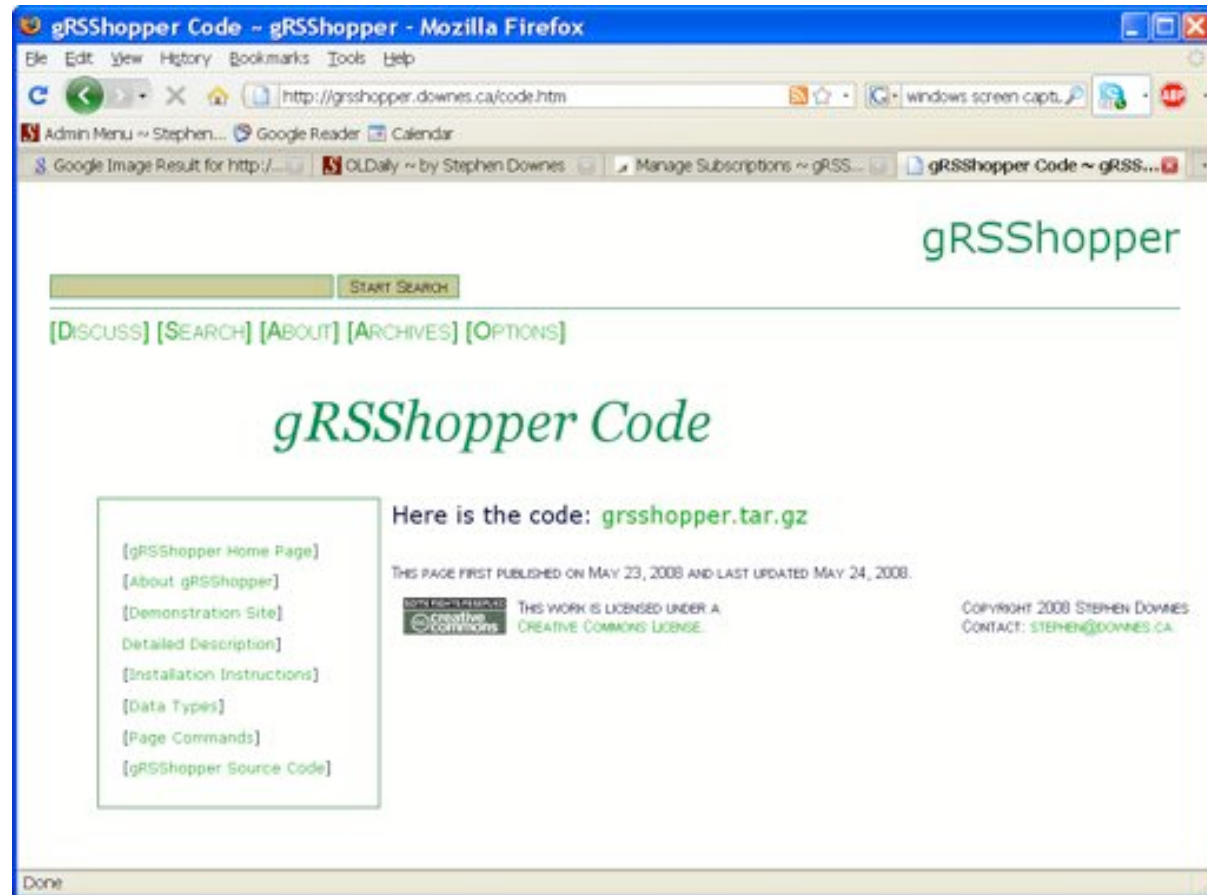
Title	Quick Updates + Boston KM Forum
Link	http://blog.simslearningconnections.com/?p=314
Author	
Journal	Sims Learning Connections
Type	Link
Create	
Description	<p>I've very much enjoyed taking a break from blogging, what I've been calling my 'blogging hiatus.' I'm not certain if I'm now back in for real, but I feel the urge to write again today, even though it has turned out to be a gorgeous, almost summer day, in Boston - after a rainy start.</p> <p>I've just completed [...]</p>

Done

Work with aggregated content to create new content



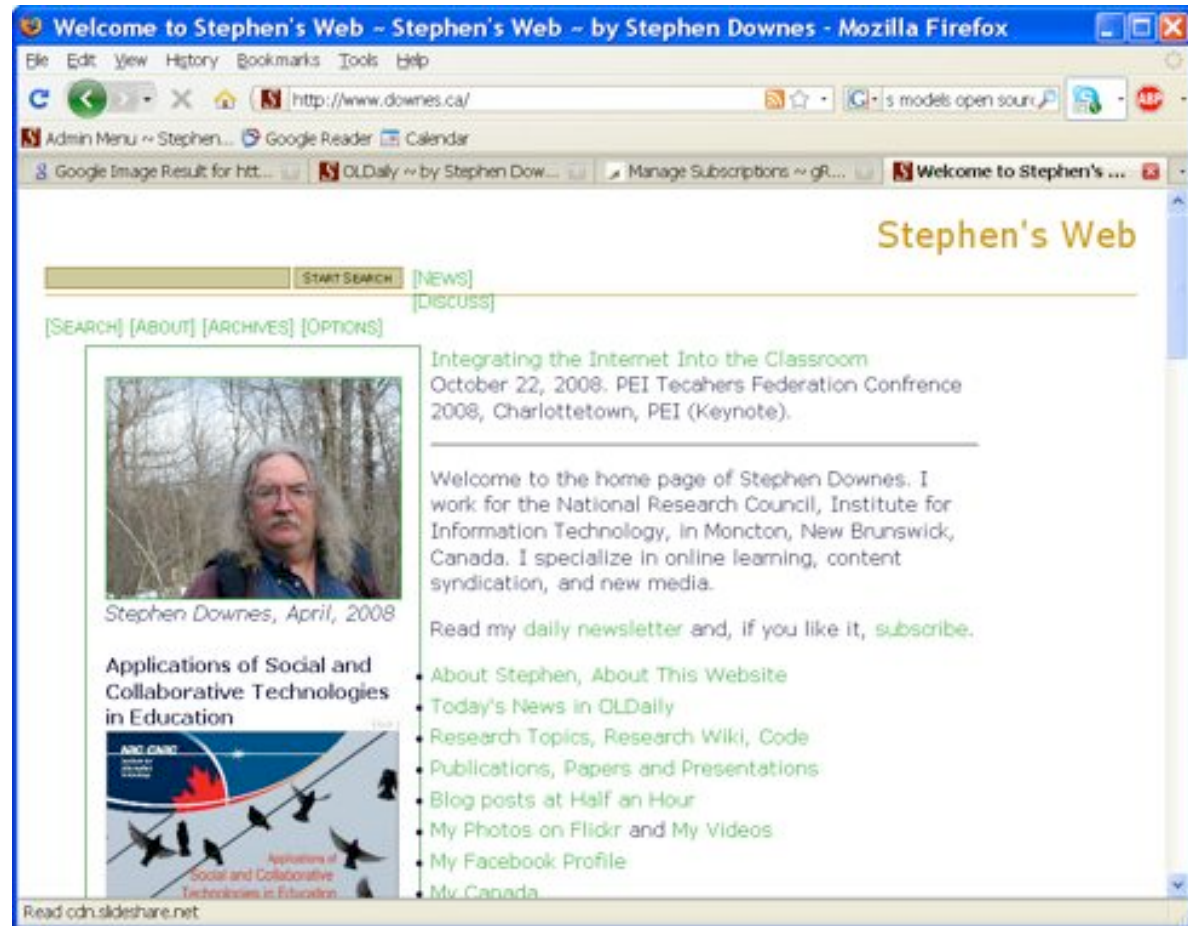
Open Source



gRSShopper code is available as an open source download



More



<http://www.downes.ca>

<http://grsshopper.downes.ca>

Course Components

- The Daily

Connectivism & Connective Knowledge

[\[Home\]](#) [\[The Daily\]](#) [\[Wiki\]](#) [\[About\]](#) [\[Aggregations\]](#) [\[Readings\]](#)

The Daily

September 9, 2008

Highlighted Resources

[Time Change for Wednesday Session](#)

Important: We've made a change to our Wednesday (in our part of the world) schedule. The illuminate session will be held at 11:00 am CST (see [conversion here](#)). The event will be held in ellumnate ([link here](#)). Sorry about this last minute change. If the time doesn't work for those in Australia and Asia, please let me know ([gsiemens@elearnspace.org](mailto:g Siemens@elearnspace.org)) and we can try and arrange a smaller discussion group at a different time). CCK08, , September 9, 2008 [[Link](#)] [Tags: none] [[Comment](#)]

[Connections, Learning, and Ptolomeus \(CCK08-W1\)](#)

Nice post on the question of whether we 'grow' or 'build' new learning. Diego Leal cites John Medina's book *Brain Rules* (I'll have to get that one) on learning: "No defined structure, no progressive storage. Just the creation and recreation of connections between neurons. So, the process seems to be closer to something growing out (or expanding?) than to something being built." Here's the [Brain Rules](#) website, if you want to have a look. [Diego Leal](#), [.Edu.Co.Blog](#), September 9, 2008 [[Link](#)] [Tags: none] [[Comment](#)]

<http://connect.downes.ca/>

Course Components

- Managing Content

The screenshot displays the 'CONNECTIVISM & CONNECTIVE KNOWLEDGE' website. The header features the title and a subtitle 'a rather large open online course...'. A navigation bar includes links for HOME, THE DAILY (which is highlighted), WIKI, ABOUT, AGGREGATIONS, READINGS, and SIGNING UP. The main content area is titled 'Site Administration' and contains several sections: '[ADMIN]' with a list of actions like '[New] [List] Author', '[New] [List] Box', '[New] [List] Cite', '[New] [List] Event', '[New] [List] Feed', '[New] [List] File', '[New] [List] Journal', '[New] [List] Link', '[New] [List] Optlist', '[New] [List] Mapping', '[New] [List] Page', '[New] [List] Person', '[New] [List] Post', '[New] [List] Presentation', '[New] [List] Publication', '[New] [List] Project', '[New] [List] Task', '[New] [List] Template', '[New] [List] Theme', '[New] [List] Topic', and '[New] [List] View'; 'Reader' with a link to 'Viewer'; 'Mailing List' with a link to 'Test Newsletter (Sends to Admin Only)... Send Newsletter'; 'Harvester' with links to 'Harvest Next In Queue', 'Harvest All Feeds', and 'Calculate Most Cited'; 'Harvest Results' with links to 'Most Recent in EduRSS (RSS Version)' and 'Look at the files: HTML, XML, RSS'; and 'Feeds' with links to 'Export OPML File' and 'Import Feed List From OPML'.

CONNECTIVISM & CONNECTIVE KNOWLEDGE
a rather large open online course...

HOME THE DAILY WIKI ABOUT AGGREGATIONS READINGS SIGNING UP

Site Administration

[ADMIN]

- [New] [List] Author
- [New] [List] Box
- [New] [List] Cite
- [New] [List] Event
- [New] [List] Feed
- [New] [List] File
- [New] [List] Journal
- [New] [List] Link
- [New] [List] Optlist
- [New] [List] Mapping
- [New] [List] Page
- [New] [List] Person
- [New] [List] Post
- [New] [List] Presentation
- [New] [List] Publication
- [New] [List] Project
- [New] [List] Task
- [New] [List] Template
- [New] [List] Theme
- [New] [List] Topic
- [New] [List] View

Reader

- Viewer

Mailing List

- Test Newsletter (Sends to Admin Only)... [Send Newsletter](#)

Harvester

- Harvest Next In Queue
- Harvest All Feeds
- Calculate Most Cited

Harvest Results

- Most Recent in EduRSS (RSS Version)
- Look at the files: [HTML](#), [XML](#), [RSS](#)

Feeds

- Export OPML File
- Import Feed List From OPML

Course Components

- Feed Harvesting

CONNECTIVISM & CONNECTIVE KNOWLEDGE

a rather large open online course...

[HOME](#) [THE DAILY](#) [WIKI](#) [ABOUT](#) [AGGREGATIONS](#) [READINGS](#) [SIGNING UP](#)

List feeds

[\[ADMIN\]](#)
[\[New\]](#) [\[List\]](#) [Author](#)
[\[New\]](#) [\[List\]](#) [Box](#)
[\[New\]](#) [\[List\]](#) [Cite](#)
[\[New\]](#) [\[List\]](#) [Event](#)
[\[New\]](#) [\[List\]](#) [Feed](#)
[\[New\]](#) [\[List\]](#) [File](#)
[\[New\]](#) [\[List\]](#) [Journal](#)
[\[New\]](#) [\[List\]](#) [Link](#)
[\[New\]](#) [\[List\]](#) [Optlist](#)
[\[New\]](#) [\[List\]](#) [Mapping](#)
[\[New\]](#) [\[List\]](#) [Page](#)
[\[New\]](#) [\[List\]](#) [Person](#)
[\[New\]](#) [\[List\]](#) [Post](#)
[\[New\]](#) [\[List\]](#) [Presentation](#)
[\[New\]](#) [\[List\]](#) [Publication](#)
[\[New\]](#) [\[List\]](#) [Project](#)
[\[New\]](#) [\[List\]](#) [Task](#)
[\[New\]](#) [\[List\]](#) [Template](#)
[\[New\]](#) [\[List\]](#) [Theme](#)
[\[New\]](#) [\[List\]](#) [Topic](#)
[\[New\]](#) [\[List\]](#) [View](#)

Listing 0 to 1000 of 106 feeds

[\[Harvest\]](#)[\[Retire\]](#) [Links: ActionsFLE en formation \(category\)](#)
[\[Approve\]](#) [Links: Aggregator Blog \(category\)](#)
[\[Approve\]](#) [Links: Al d'Áa \(category\)](#)
[\[Approve\]](#) [Links: Alvin's Educational Technology Blog \(category\)](#)
[\[Approve\]](#) [Links: An Education and Technology Blog \(category\)](#)
[\[Approve\]](#) [Links: An Oxonian's Learning Journey \(category\)](#)
[\[Approve\]](#) [Links: Beespace \(category\)](#)
[\[Approve\]](#) [Links: blog.puntopanto.it, bloggers she wrote \(category\)](#)
[\[Approve\]](#) [Links: Bradley Shoebottom Blog \(category\)](#)
[\[Approve\]](#) [Links: Brett Powell CCK \(category\)](#)
[\[Approve\]](#) [Links: Buthaina-Connect08 \(category\)](#)
[\[Approve\]](#) [Links: CCK-No8 \(category\)](#)
[\[Approve\]](#) [Links: cck08 - learning \(category\)](#)
[\[Approve\]](#) [Links: CCK08-Viplav Baxi \(category\)](#)
[\[Approve\]](#) [Links: Classroomblogging.com \(category\)](#)
[\[Approve\]](#) [Links: Coalesce \(category\)](#)
[\[Approve\]](#) [Links: Concetta Gotlieb's Blog \(category\)](#)
[\[Approve\]](#) [Links: Connecting Online \(category\)](#)
[\[Approve\]](#) [Links: Connective Knowledge Weblog \(category\)](#)
[\[Approve\]](#) [Links: Connectivism & Connective Knowledge \(edubloggers\)](#)
[\[Approve\]](#) [Links: Connectivism and Connective Knowledge \(category\)](#)
[\[Approve\]](#) [Links: Connectivism by the Nile \(category\)](#)

Course Components

- OPML...

```
- <opml version="1.1">  
- <head>  
    <title>Connectivism and Connective Knowledge OPML</title>  
    <dateCreated>Tue, 9 Sep 2008 16:19:04 -0400</dateCreated>  
    <dateModified>Tue, 9 Sep 2008 16:19:04 -0400</dateModified>  
    <ownerName>Stephen Downes</ownerName>  
    <ownerEmail>CCK08 <stephen@downes.ca></ownerEmail>  
    <expansionState/>  
    <vertScrollState/>  
    <windowTop/>  
    <windowLeft/>  
    <windowBottom/>  
    <windowRight/>  
-</head>  
- <body>  
    <outline description="A rather large open online course..." htmlUrl="http://ltc.umanitoba.ca/connectivism" text="Co  
Knowledge" title="Connectivism & Connective Knowledge" type="RSS 2.0" version="RSS 2.0"  
xmlUrl="http://ltc.umanitoba.ca/connectivism/?feed=rss2"/>  
    <outline description="" htmlUrl="tst" text="Test" title="Test" type="RSS 2.0" version="RSS 2.0" xmlUrl="tst"/>  
    <outline description="" htmlUrl="tst" text="Test" title="Test" type="RSS 2.0" version="RSS 2.0" xmlUrl="tst"/>  
    <outline description="" htmlUrl="tst" text="Test" title="Test" type="RSS 2.0" version="RSS 2.0" xmlUrl="tst"/>  
    <outline description="" htmlUrl="tst" text="Test" title="Test" type="RSS 2.0" version="RSS 2.0" xmlUrl="tst"/>  
    <outline description="" htmlUrl="tst" text="Test" title="Test" type="RSS 2.0" version="RSS 2.0" xmlUrl="tst"/>
```

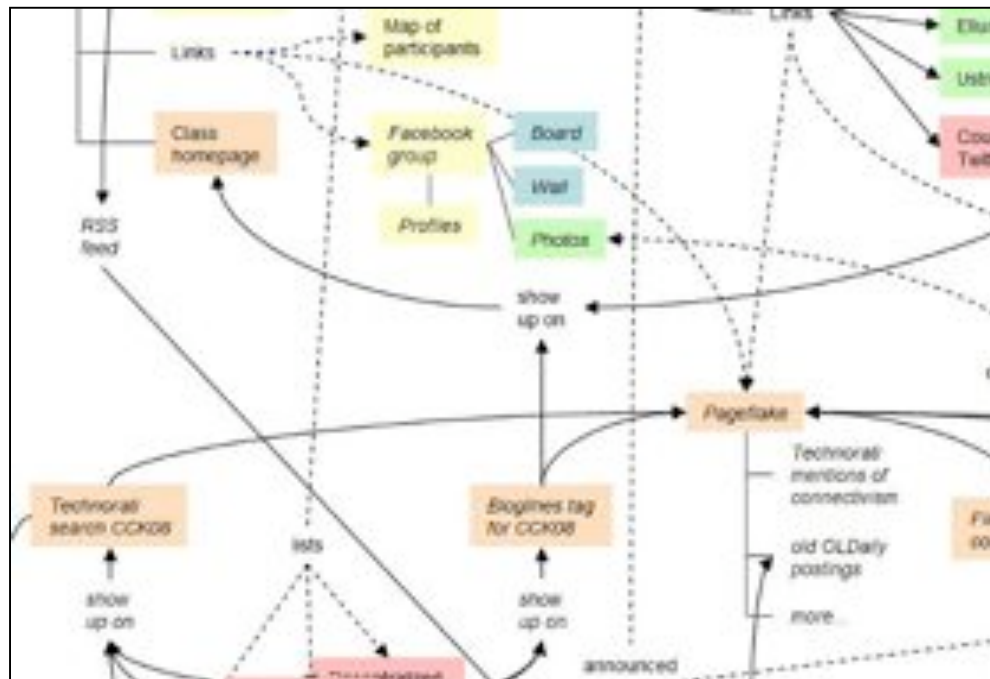
Course Components

- Intro...



The Students

- The Course Map...



<http://x28newblog.blog.uni-heidelberg.de/2008/09/06/cck08-first-impressions/>

The Students

- The *Other* Course Map...



<http://tinyurl.com/cck08map>

The Students

- Add to the Map - Video



<http://thecleversheep.blogspot.com/2008/09/cck08-is-truly-global.html>

The Students

- Wordle... 1



The Students

- Wordle... 2



The Students

- Wordle... 3



<http://www.flickr.com/photos/25838481@N04/>

The Students

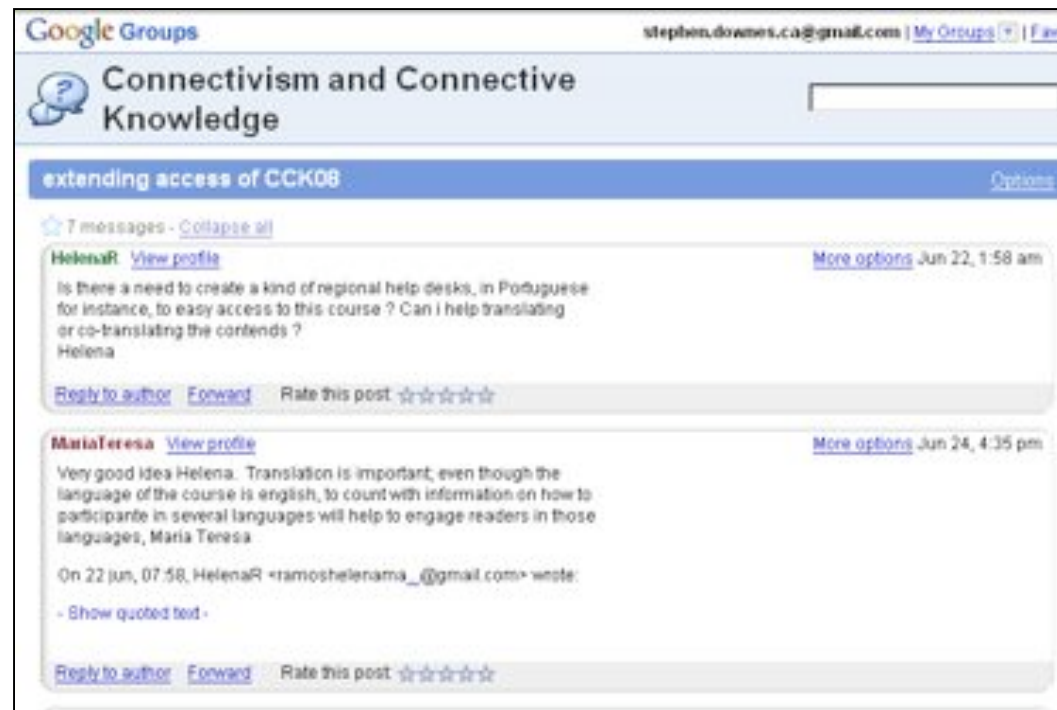
- Word of Mouth



<http://fleeeep.net/blog/2008/08/03/educators-cck08-connectivism-connective-knowledge-course/>

The Students

- Google Groups



<http://groups.google.com/group/connectivism>

The Students

- Translations...



The screenshot shows a wiki page titled "Conectivismo - Curso online" from the Learning Technologies Centre (LTC). The page has a navigation bar with tabs for "page", "discussion", "view source", and "history". The main content area includes a welcome message, a tag "CCK08", and information about the page's availability in multiple languages (English, Spanish, Chinese, Italian) and a Facebook group. A "Contents" section is visible at the bottom, listing three items: "1 Por favor, se quiser participar, (seja de forma livre ou de uma forma m formal para acreditação) insira o seu e-mail aqui", "2 Blogue do curso", and "3 Detalhes do curso". The left sidebar contains a "navigation" section with links to "Main Page", "Recent changes", "Random page", "sandbox", and "Help", and an "lto links" section with links to "LTC Website", "Activities", "Workshops and Resources", and "Teaching with Technology".

LTC
Learning Technologies Centre

Log in / create account

page discussion view source history

Conectivismo - Curso online

Bem-vindo ao wiki de apoio ao **curso online sobre Conectivismo e Conhecimento Conectado**.

Tag do curso: CCK08

Esta página também está disponível em [Inglês](#), em [Espanhol](#) em [Chinês](#) (Versão simplificada de caracteres) e em [Italiano](#).

Esta página também tem um grupo no FaceBook em [CCK08#](#)

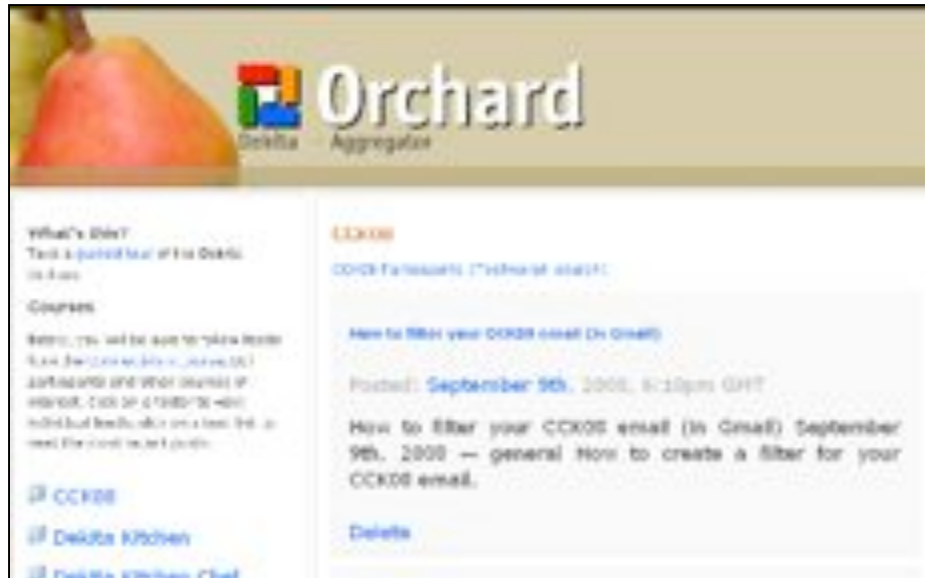
Contents [hide]

- 1 Por favor, se quiser participar, (seja de forma livre ou de uma forma m formal para acreditação) insira o seu e-mail aqui
- 2 Blogue do curso
- 3 Detalhes do curso

http://ltc.umanitoba.ca/wiki/Conectivismo_-_Curso_online

The Students

- Dekita...



http://dekita.org/orchard/CCK08_/

The Students

- Second Life...
- Diigo...
- de.l.icio.us
- WordPress...



Blogs about: Ccko8

Learning Approach

Strategy	Method	Technology
Learn from Collocation	Experience based Learning Learning Labs, Classroom, Mentoring, Role Playing, Coaching, Case Studies, Expert Presentations...	Face-to-Face
Learn from Collaboration	Collaborative Learning Live Virtual Classrooms, e-Labs, Collaborative Sessions, Real-time Awareness, Live Conferences, Training	Collaborative
Learn from Interaction	Interactive Learning, Simulations and Gaming CEPNET Modules, Self-Directed Learning Objects, Interactive Games, Coaching & Simulation	Multimedia
Learn from Information	Performance Support and Reference Materials Web Lectures, Web Books, Web Conferences, Web Pages, Videos...	Internet

- <http://apsblog.com/site/learning-architecture/learning-approaches>

Co-Location

Coaching
Mentoring
Interaction
Play
Creation



Physical spaces will become work and creativity spaces, not presentation spaces. New technology includes: ambient internet, multimedia, robotics, capture tools, more... Eg. MIT Media Lab

Collaboration

Conferencing
Meeting
Conversation
Co-creation
Teaming
Networks



Online collaboration becoming more immersive, more multimedia. Eg. Second Life, Adobe Connect, Elluminate; capture tools more prevalent. Collaboration more mobile as well – don't forget recording and capture.

Interaction

Games
Simulations
Training
Learning Objects



Game-based learning becoming widely accepted; games and simulations becoming more realistic; new tools and mod kits to help people program their

Information

Lectures
Books
Conferences
Pages
Video



Information becomes free and ubiquitous; easily found via personalized semantic social networks; data becomes embedded into learning resources.

The Principles

1. Diversity

We want to encourage students to
engage in diverse readings, diverse
environments, diverse discussions

The Principles

2. Autonomy

We want students to chart their own course, to select their own software, to pursue their own learning

The Principles

3. Interaction / Connectedness

The knowledge in this course emerges as a result of the connections among the students and staff – and is not some ‘content’ shoveled from experts to recipients

The Principles

4. Openness

We don't draw barriers between 'in' and 'out' – which means we can accommodate the full engaged, the partially engaged, and the rest – creating strong ties and weak ties

Thanks!



<http://www.downes.ca>