



Providing Learning in Social Networks

Stephen Downes
April 16, 2009



AIRC-CARC

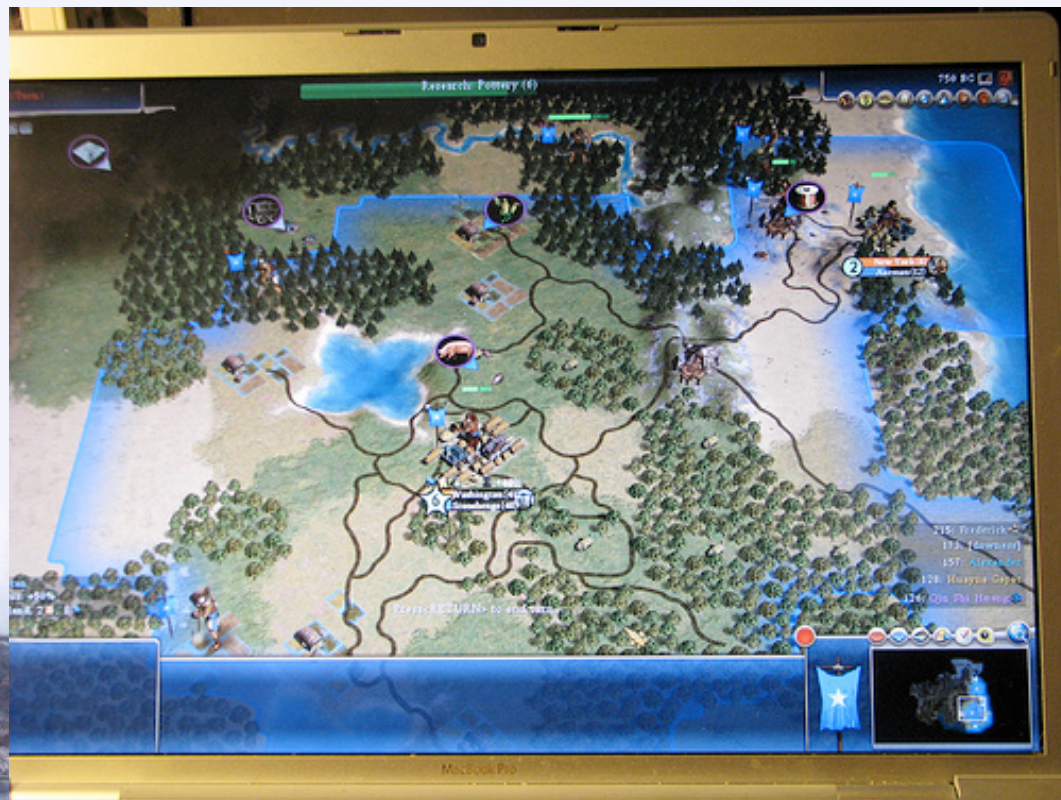
Institute for
Information
Technology

1. Context

Context

Games & Simulations

✧ Games and simulations are terrific



Context

Games & Simulations

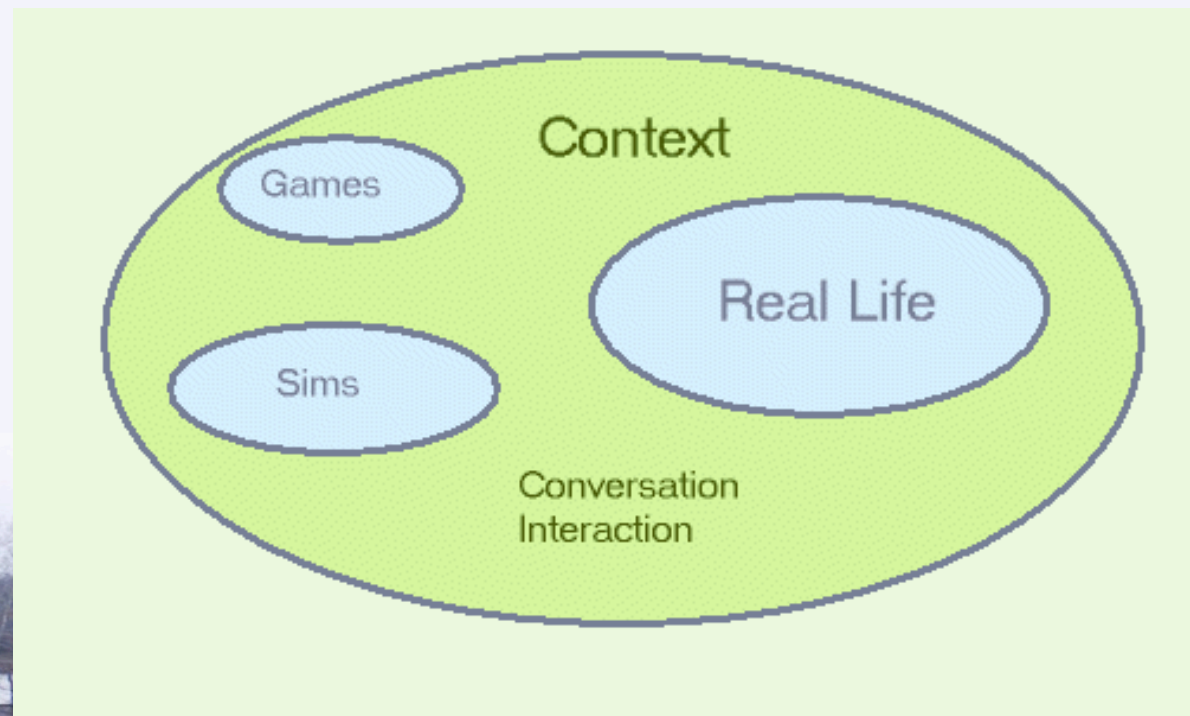
- ✧ Benefits: they create *environments* and are therefore immersive and stimulating



Context

Games & Simulations

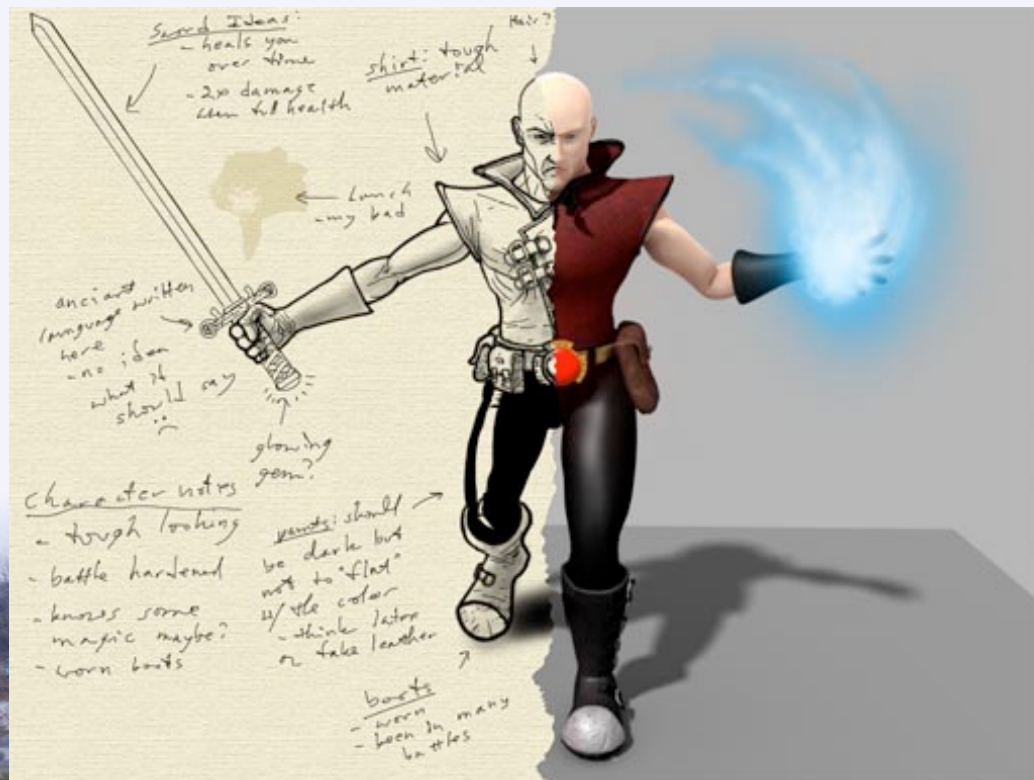
- ✧ We need to situate games and simulations within the wider context



Context

Games & Simulations

- ✧ However, they need to be planned and designed in advance



Context

Unknown Unknowns

✧ Jollymore: we educate for the unknowns



Context



Unknown Unknowns

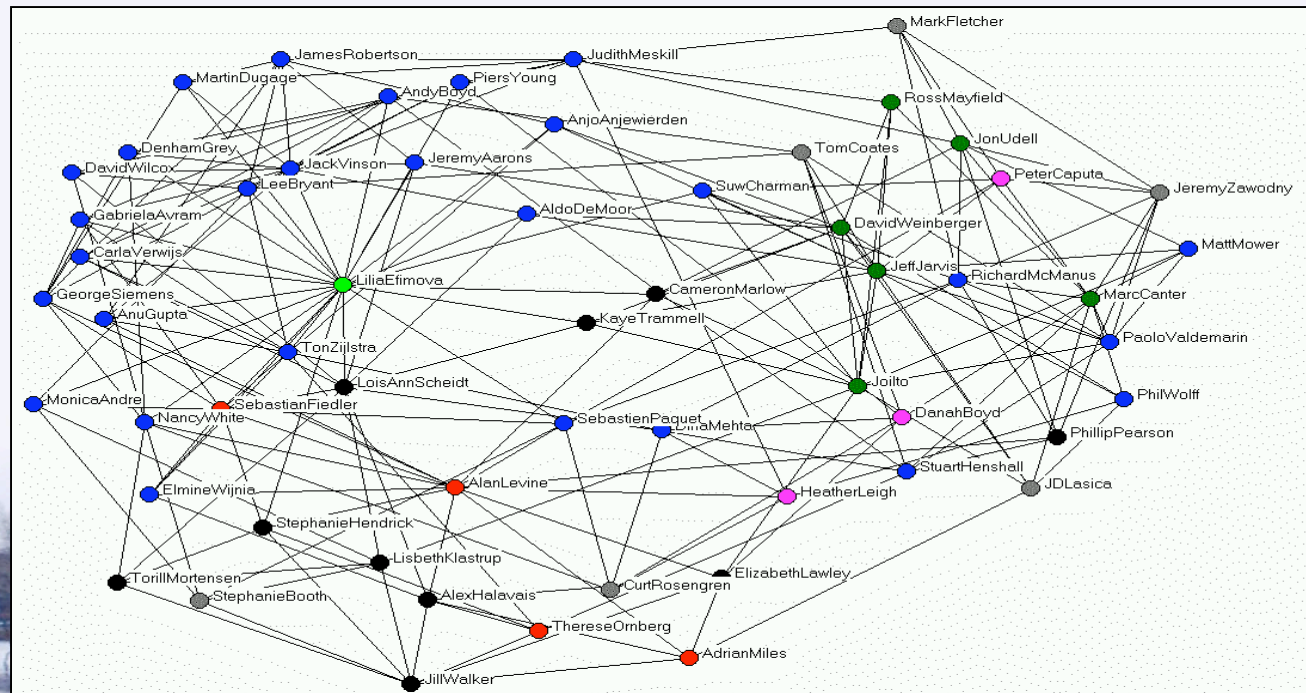
✧ Haines: we need to understand what makes people tick these days



Context

Learning Networks

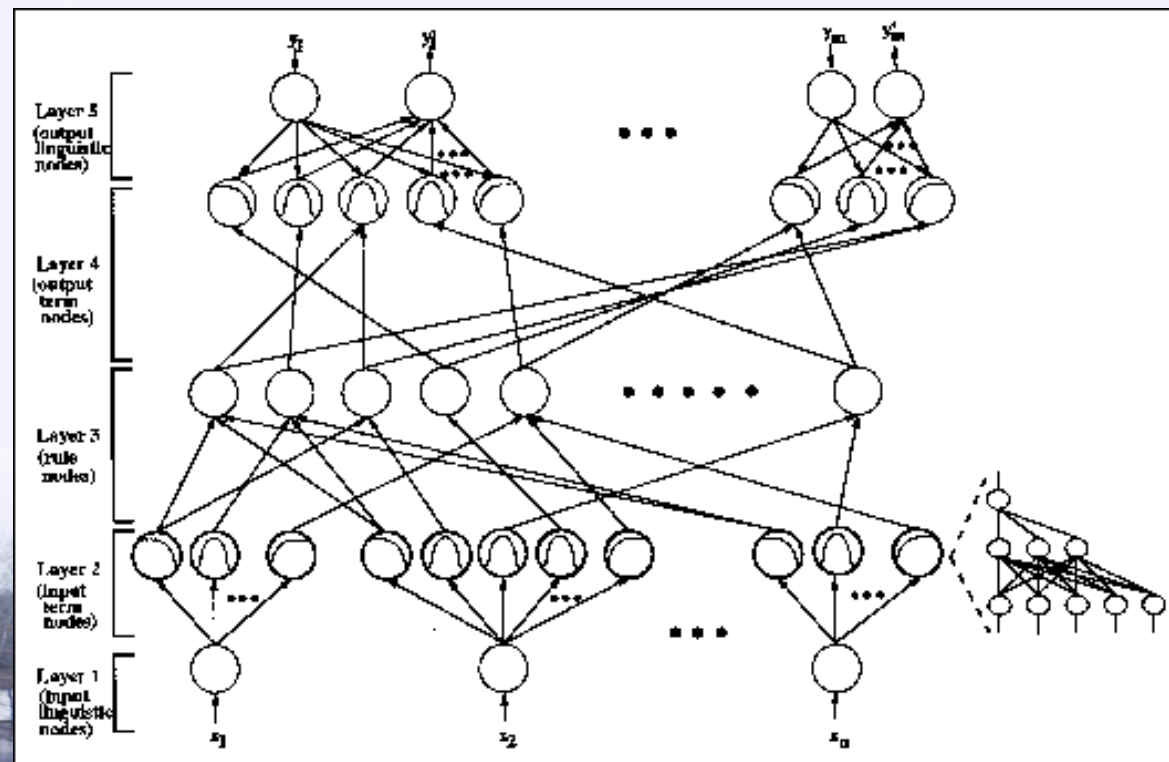
✧ Partially, the idea is to distribute, to make decisions in the field



Context

Learning Networks

- ✧ But critically, the idea is to create a learning system that *learns*



Context

Learning Networks

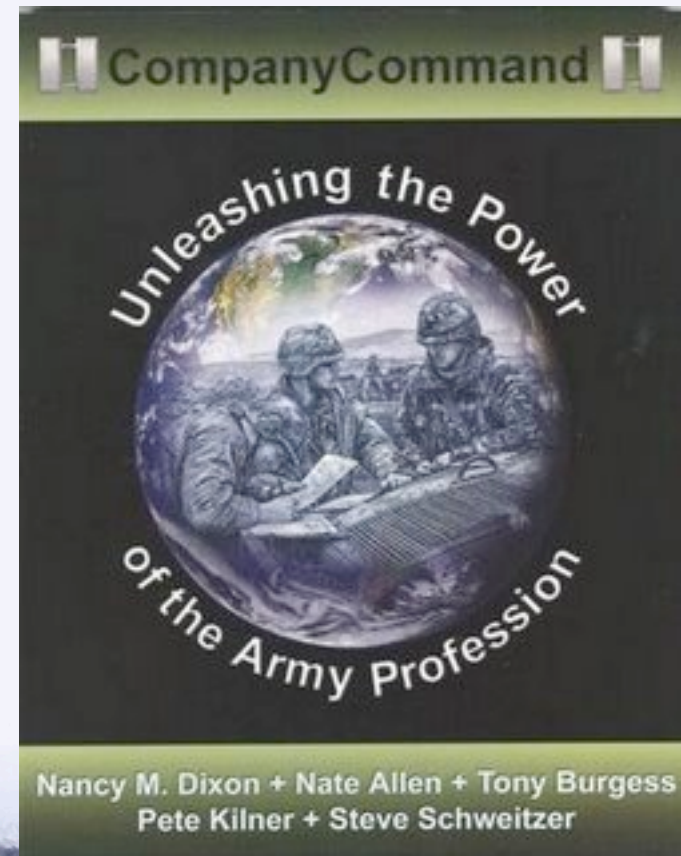
- ✧ Because, often, we don't *know* what we want to teach



Context

Company Command

- ✧ Knowledge exists in the minds of the members or participants



Context

Company Command

- ✧ The need for content and support emerges from the conversations



Context

Drupal

✧ Is an open source content management system



Context

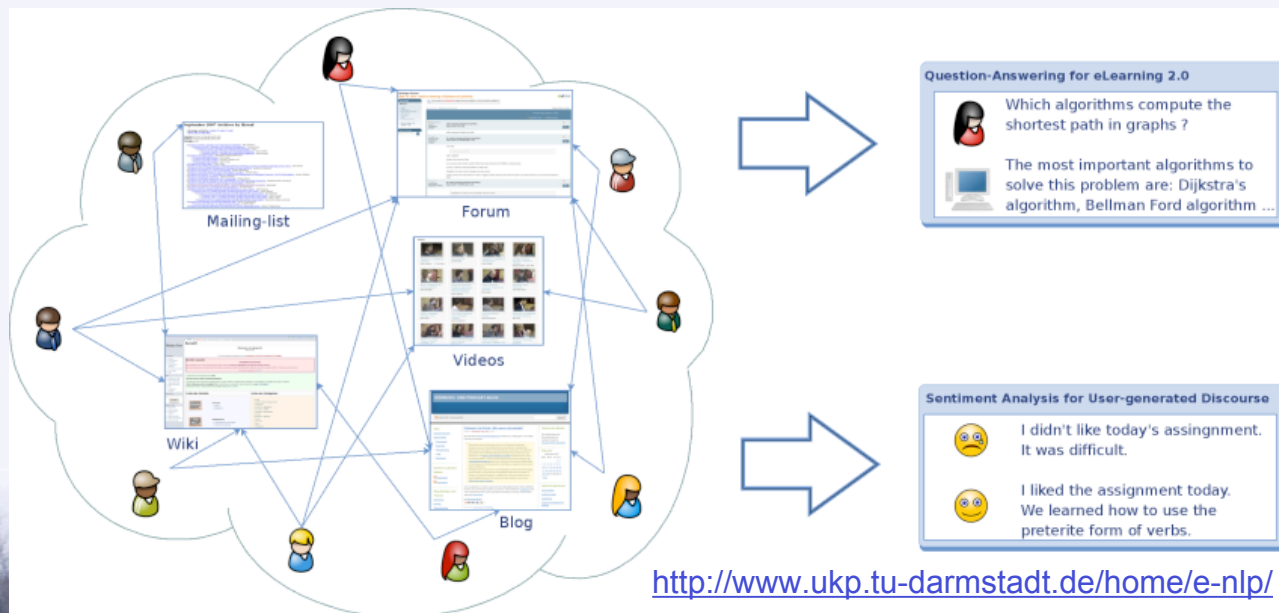
Drupal

- ✧ Supports individual accounts, pages, conversations, and much more

The screenshot shows the Drupal 'Story' form. At the top left is the Drupal logo and 'Community Flanking'. A navigation bar contains links: home | forum | submit | user account. On the right is an 'admin' sidebar with links: create site page, create story, edit account, administer, and logout. The main form area is titled 'Story' and contains several fields: 'Title:' (a text input field), 'English:' (a dropdown menu with 'Test forum' selected), 'Body:' (a large text area), 'Moderation status:' (a dropdown menu with 'Approved' selected), 'Set public/published:' (a dropdown menu with 'Enabled' selected), 'Promote to front page:' (a dropdown menu with 'Enabled' selected), 'Static on front page:' (a dropdown menu with 'Disabled' selected), 'Allow user comments:' (a dropdown menu with 'Read-write' selected), and 'Create new revision:' (a dropdown menu with 'Disabled' selected). A 'Preview' button is at the bottom left. Three red arrows point to specific parts of the form: one to the 'Title' field labeled 'Article title', one to the 'Body' text area labeled 'Article body', and one to the 'Moderation status' dropdown labeled 'Publishing options'.

E-Learning 2.0

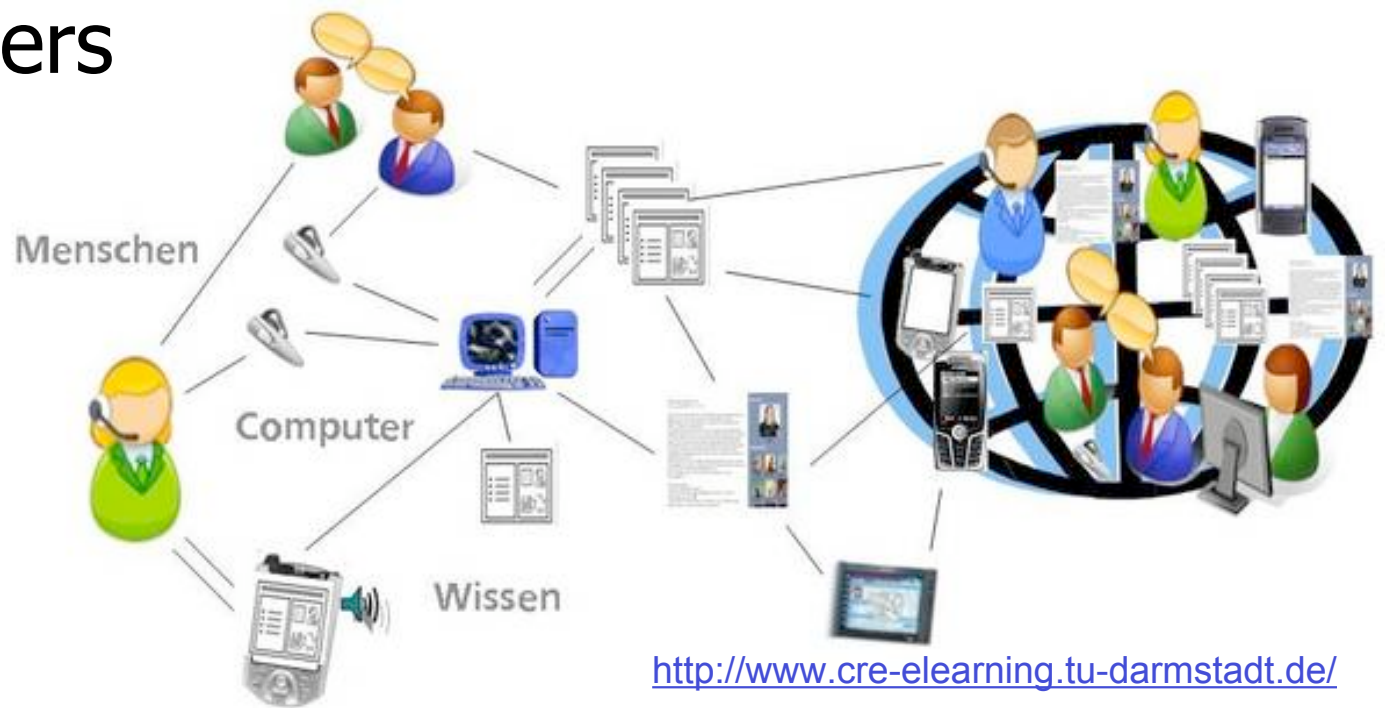
✧ Is the application of social networking and web-based software to learning



Context

E-Learning 2.0

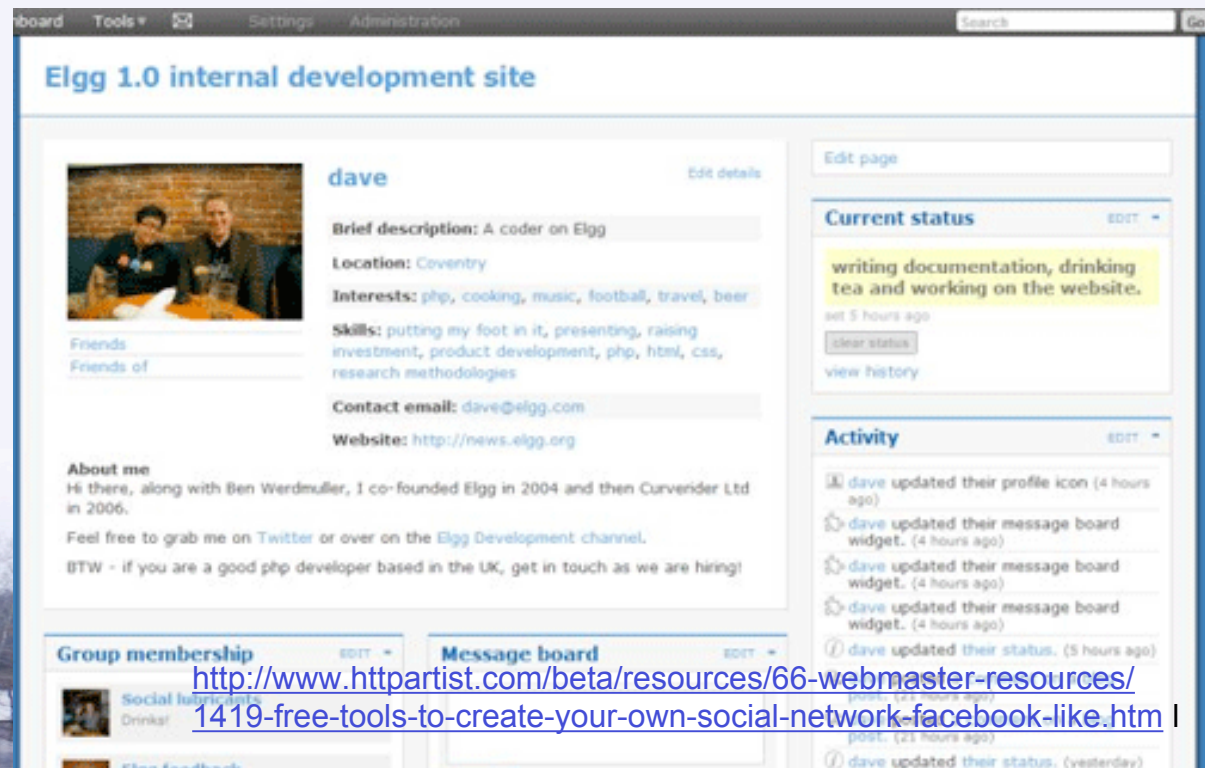
- ✧ Represents a gradual shift to decentralization and linking between members



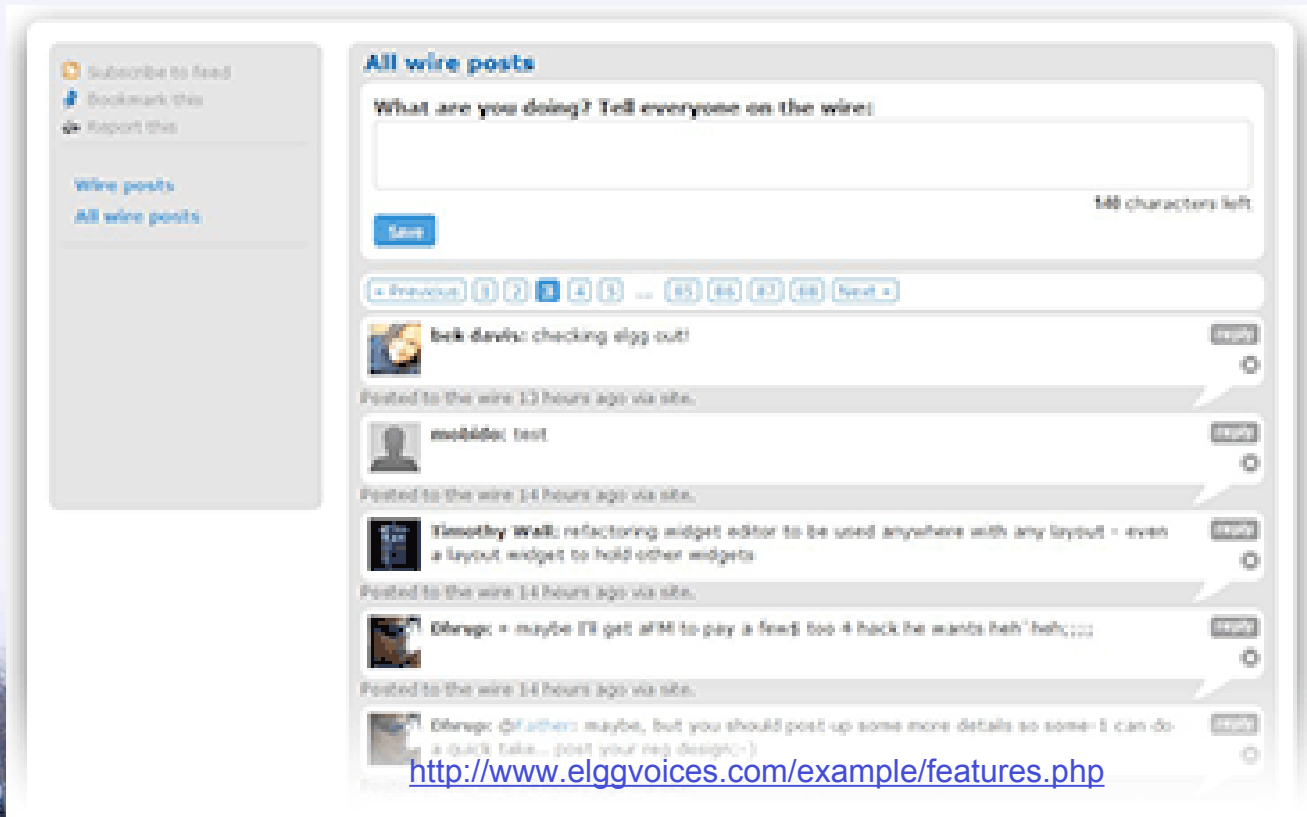
<http://www.cre-elearning.tu-darmstadt.de/>

Context

- ✧ Combines content management and social networking



✧ Enables content import / export



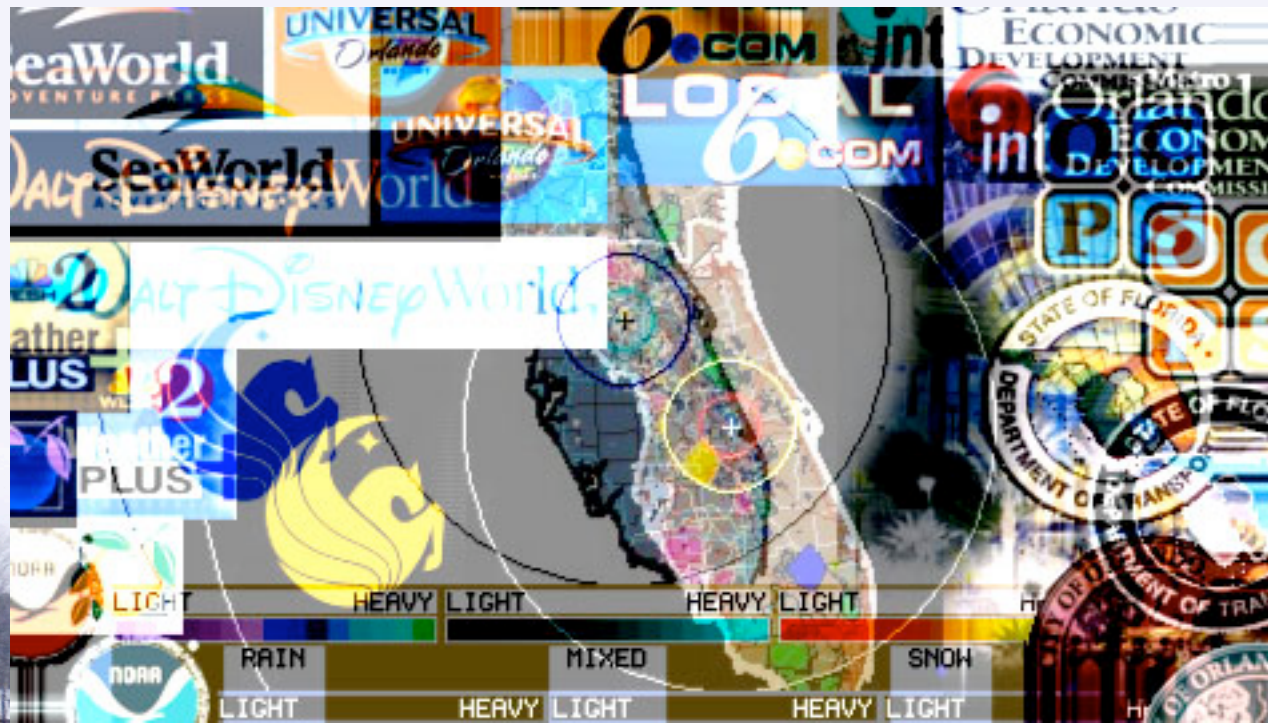
Context

2. *Current*

Current

The Complex Internet Environment

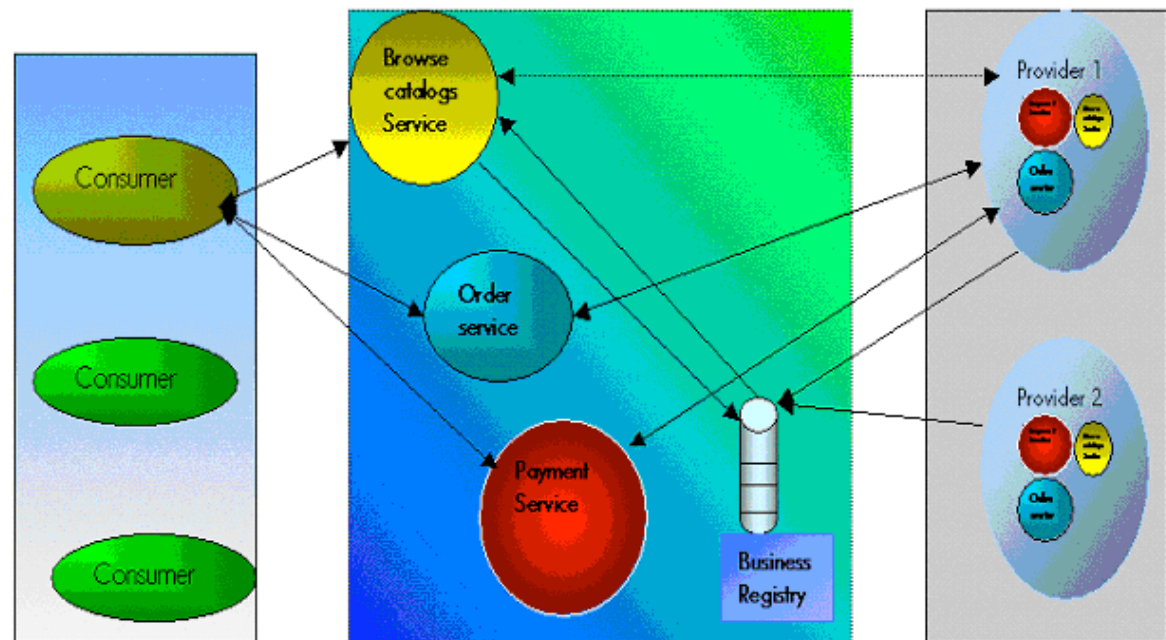
- ✧ Not just destination websites and communities (not the Net.Gain model)



Current

The Complex Internet Environment

- ✧ Not the web services (choreographed) model either



Current

<http://www.developer.com/services/article.php/1550461>

The Complex Internet Environment

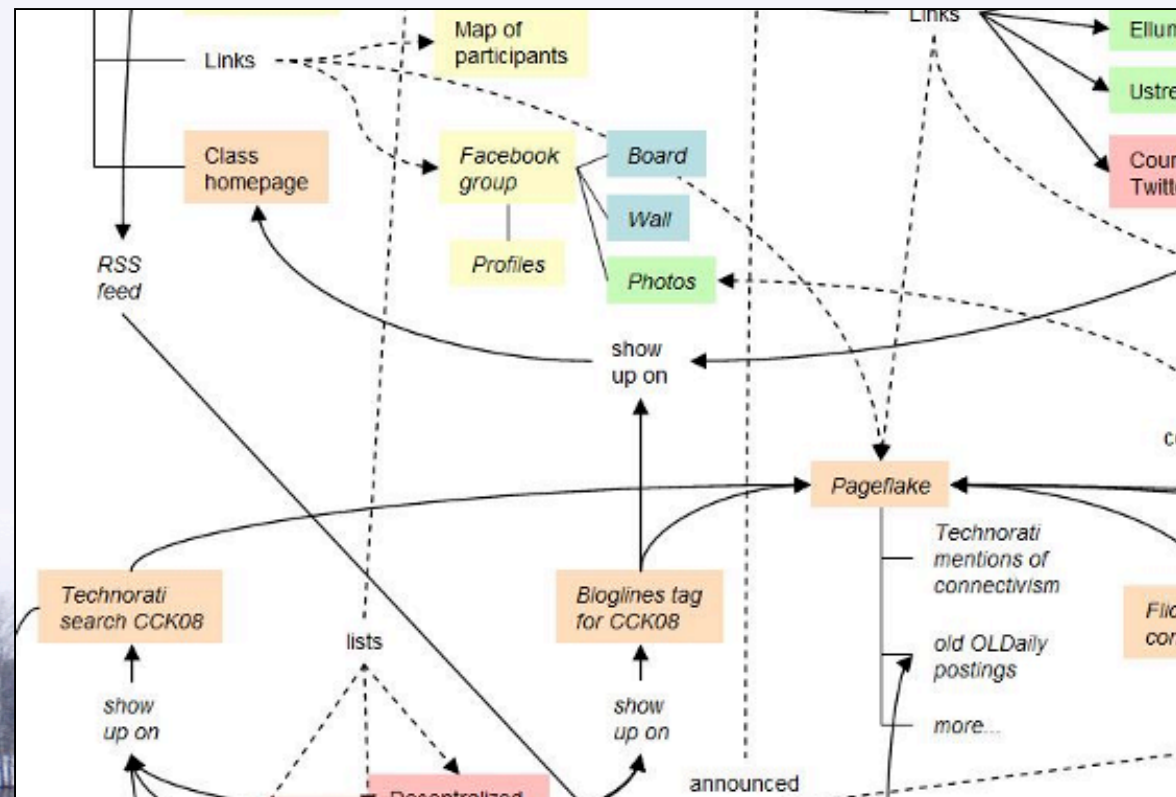
- ✧ People have multiple 'home pages' - blogs, Twitter, YouTube, Flickr...



Current

Connectivism Course

✧ Model: open, distributed online course



Current

Connectivism Course

✧ 2200 students participated in fall 2008



Current



Connectivism Course

✧ Participants essentially *created* a network

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

HOME THE DAILY WIKI ABOUT AGGREGATIONS READINGS SIGNING UP

List feeds

[ADMIN]

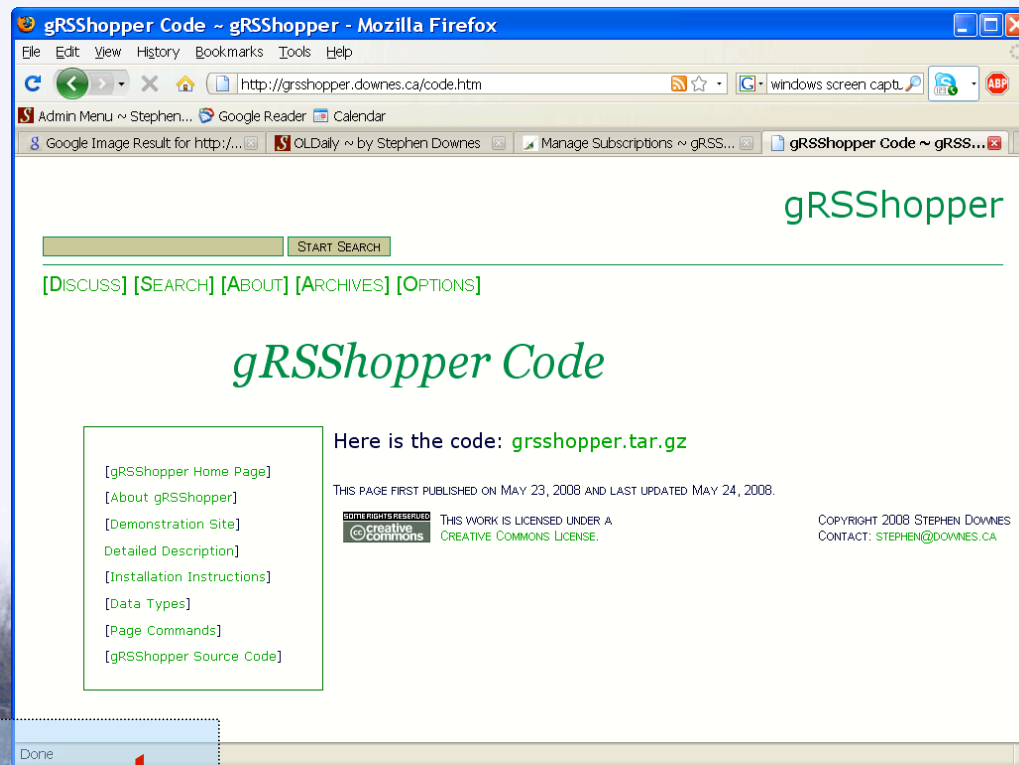
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[New]	[List]	Box	[Approve]		Links: Aggregator Blog (category)
[New]	[List]	Cite	[Approve]		Links: Al d'Áa (category)
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[New]	[List]	Feed	[Approve]		Links: An Education and Technology Blog (category)
[New]	[List]	File	[Approve]		Links: An Oxonian's Learning Journey (category)
[New]	[List]	Journal	[Approve]		Links: Beespace (category)
[New]	[List]	Link	[Approve]		Links: blog.puntopanto.it, bloggers she wrote (category)
[New]	[List]	Optlist	[Approve]		Links: Bradley Shoebottom Blog (category)
[New]	[List]	Mapping	[Approve]		Links: Brett Powell CCK (category)
[New]	[List]	Page	[Approve]		Links: Buthaina-Connect08 (category)
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[New]	[List]	Presentation	[Approve]		Links: CCK08-Viplay Baxi (category)
[New]	[List]	Publication	[Approve]		Links: Classroomblogging.com (category)
[New]	[List]	Project	[Approve]		Links: Coalesce (category)
[New]	[List]	Task	[Approve]		Links: Concetta Gottlieb's Blog (category)
[New]	[List]	Template	[Approve]		Links: Connecting Online (category)
[New]	[List]	Theme	[Approve]		Links: Connective Knowledge Weblog (category)
[New]	[List]	Topic	[Approve]		Links: Connectivism & Connective Knowledge (edubloggers)
[New]	[List]	View	[Approve]		Links: Connectivism and Connective Knowledge (category)
			[Approve]		Links: Connectivism by the Nile (category)

Current



gRSShopper

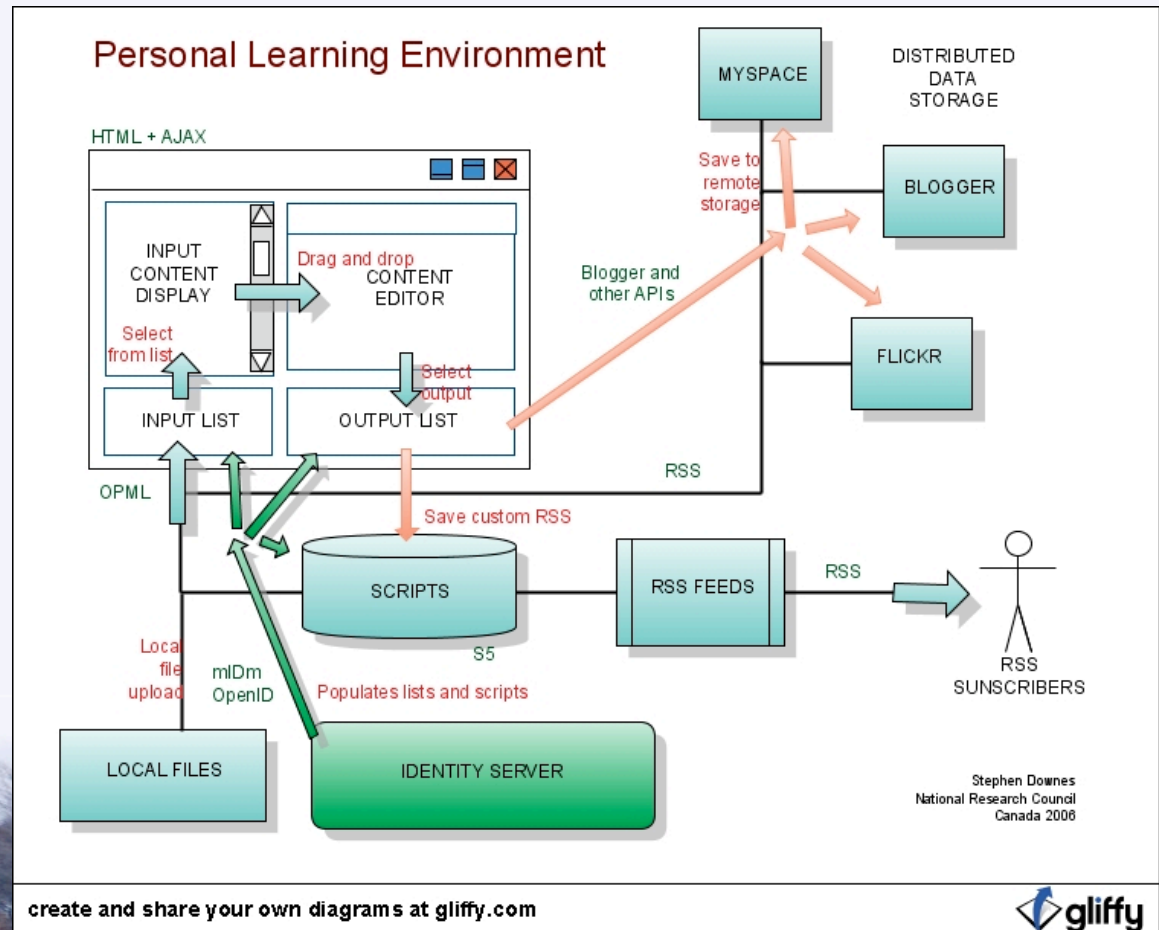
✧ Software support for CCK08, OLDaily



Current

gRSShopper

✧ Prototype
Personal
Learning
Environment
as a centre for
learning



Current



gRSShopper

✧ Also useful as a teaching platform

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 illuminate ([link here](#)). Sorry about this last minute change. If the time doesn't work for those in Australia and Asia, please let me know (gslimens@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] [\[Comment\]](#)

Current

✧ Content aggregation and organization

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

File Edit View History Bookmarks Tools Help

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 title: A Day In The Life -> journal
[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

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

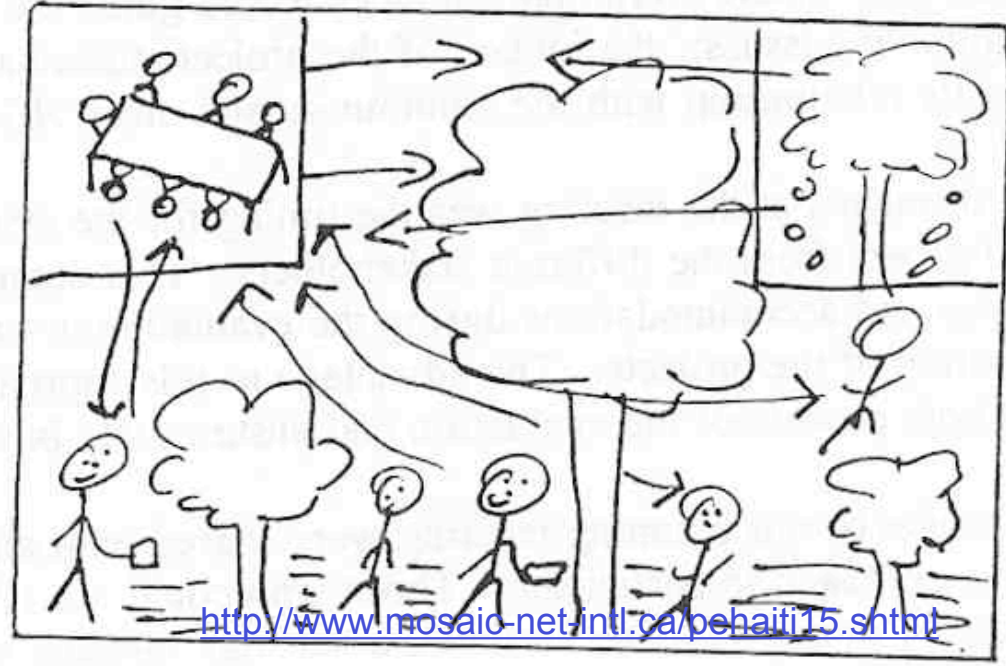
Source		Destination: journal
hits	---->	
cites	---->	

Done

Current

Notes on Evaluation

- ✧ Evaluation of competence, contribution, and not memory



Current

Notes on Evaluation

✧ Distributed Evaluation



Current

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Technology

3. *Future*

Future

Serialized Feeds

- ✧ Purpose - to simplify content submission to distributed courses



Future

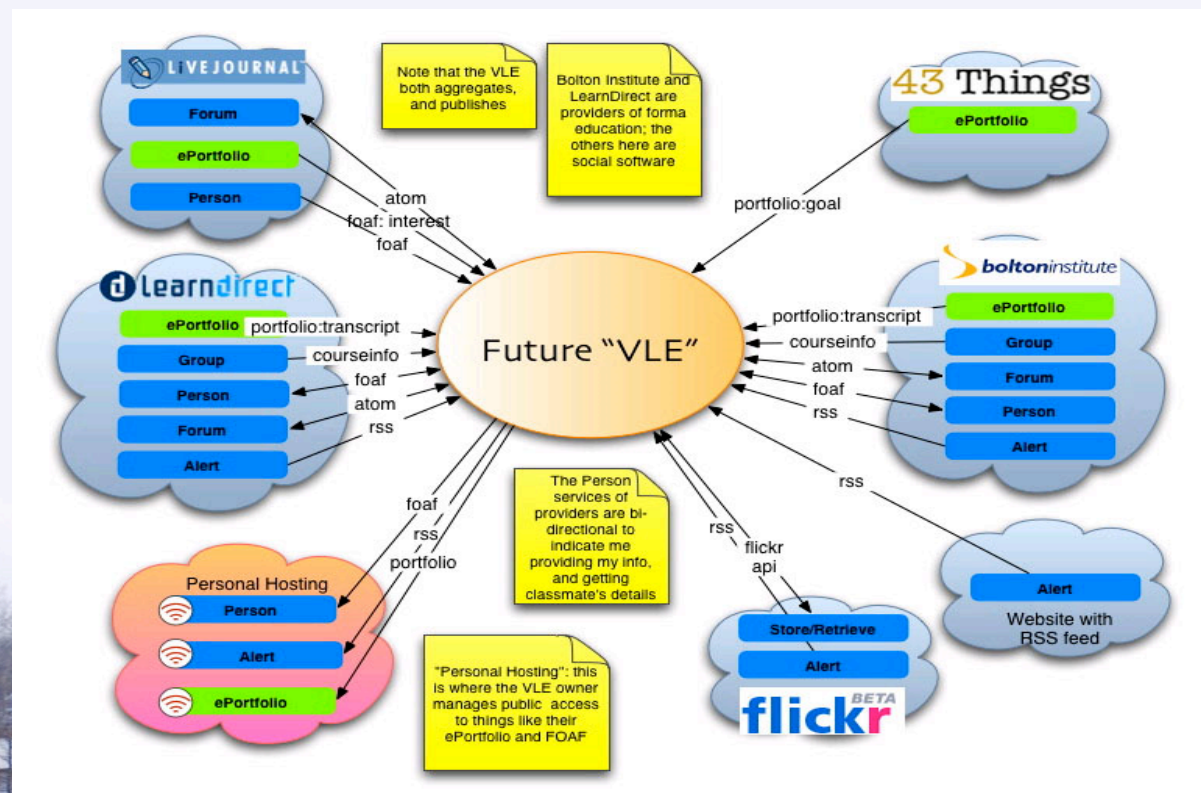
Serialized Feeds

- ✧ Method: predefined and times content releases into email and RSS content stream



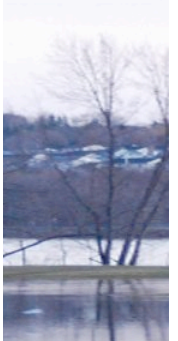
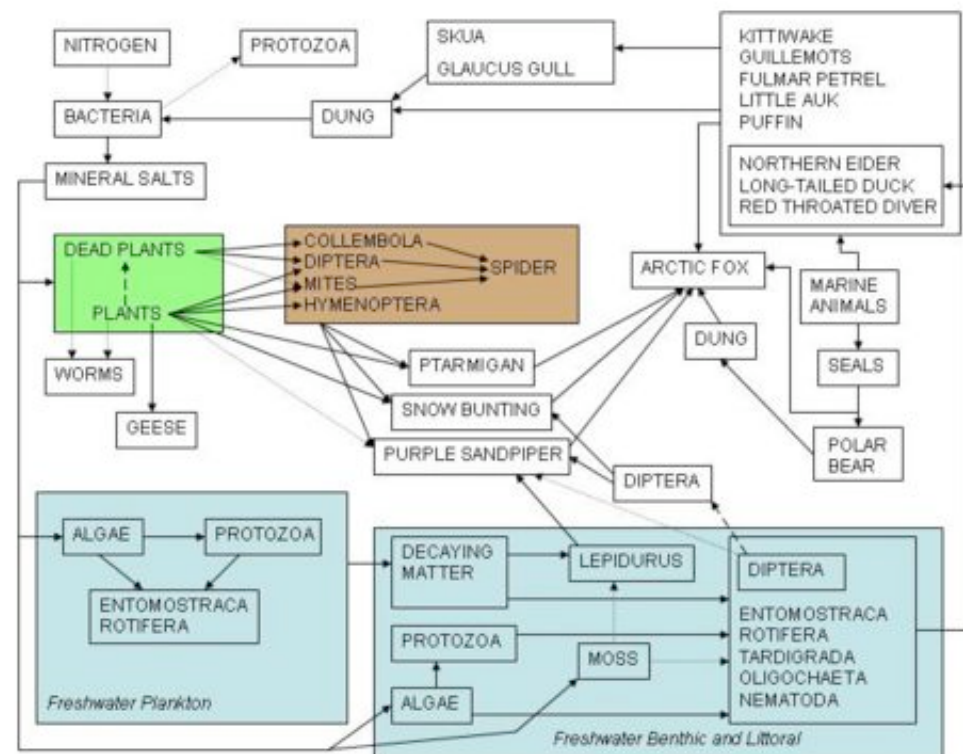
Future

✧ Upcoming NRC development project

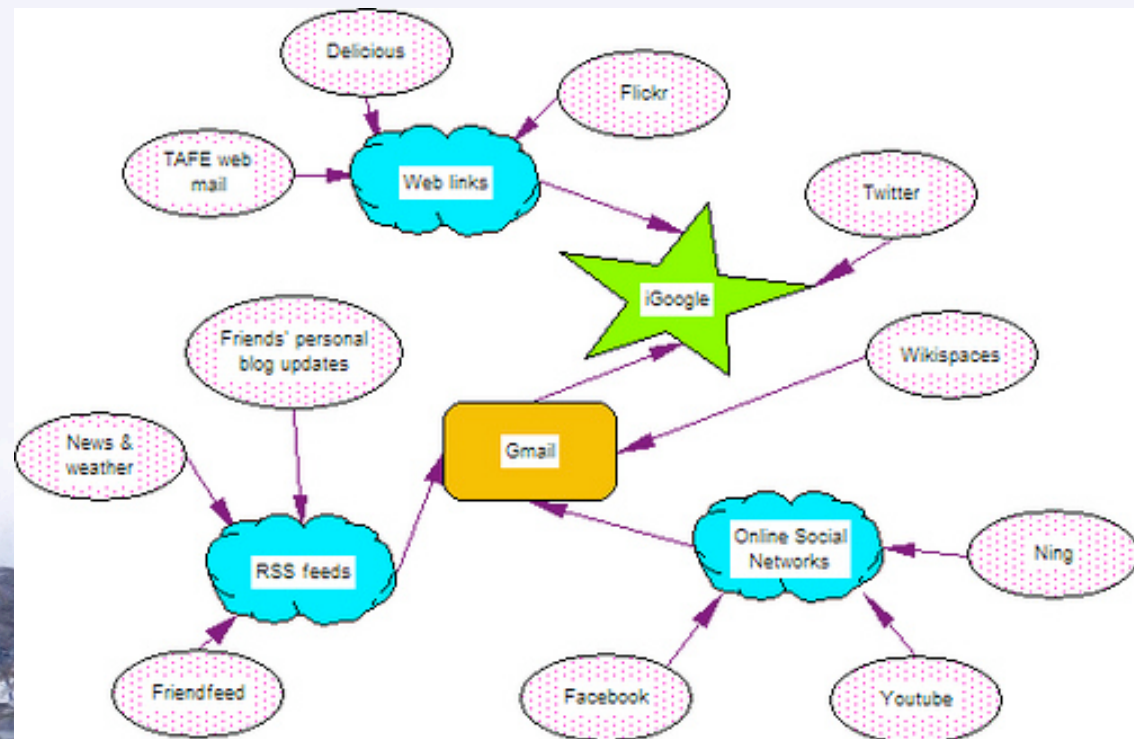


Future

✧ Major stages: aggregate, remix, repurpose, feed forward



- ✧ Creates a learning *network* and not merely a management system



Future

A World of Objects

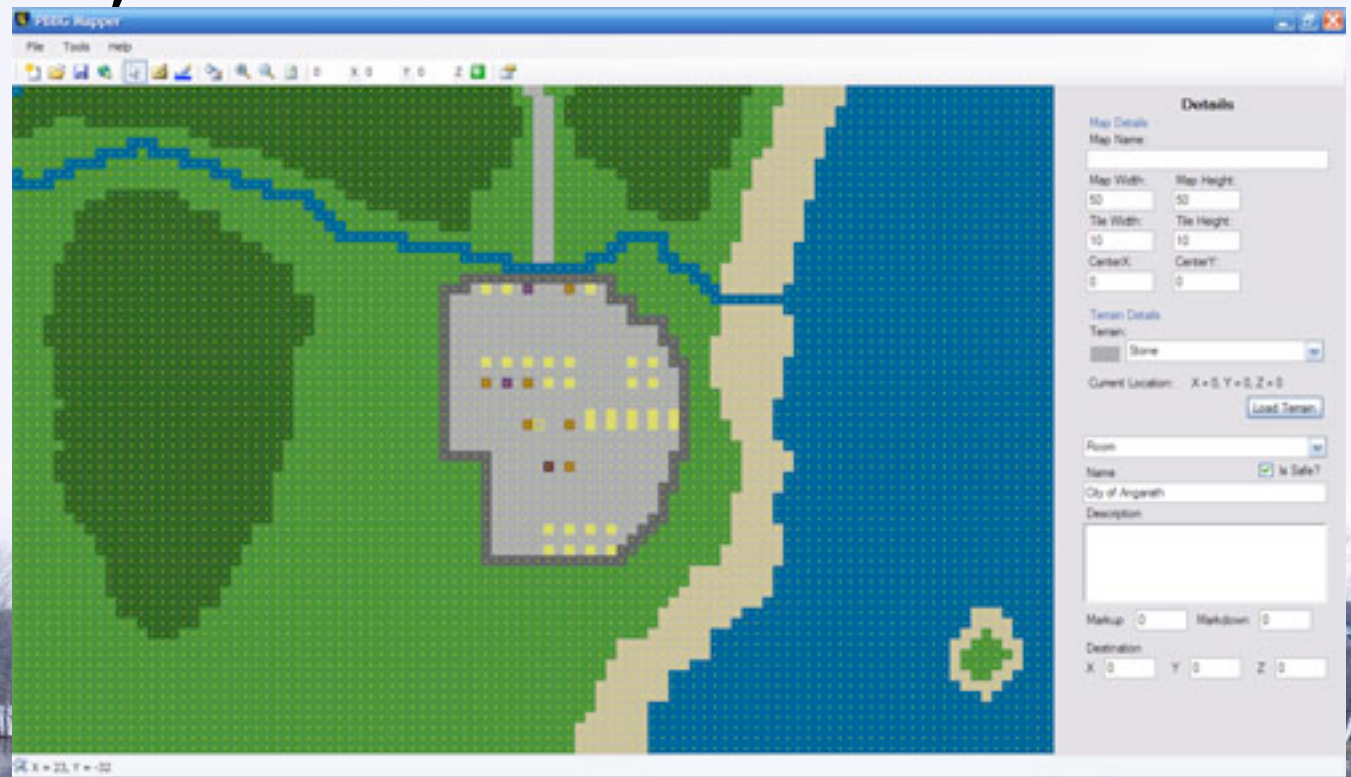
- ✧ The point where PLEs and Envrionments meet



Future

A World of Objects

- ✧ The original idea from mudlibs - object orientation, inheritance



Future

State Based Learning Design

- ✧ The old theory - learning objects just static content, organized as though it were a book or manual

<http://www.irrodl.org/index.php/irrodl/article/viewArticle/609/1166>

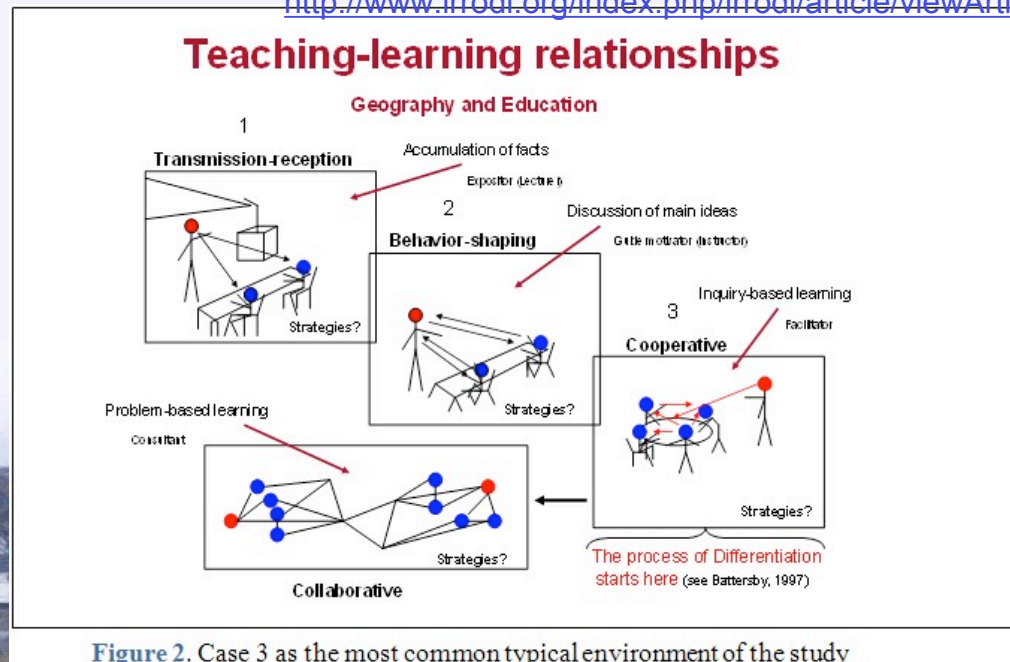


Figure 2. Case 3 as the most common typical environment of the study

Future

State Based Learning Design

- ✧ The new theory - learning objects are
(a) words in a conversation (b) entities
in an environment



<http://www.simskill.com/assets/screenGrabs.jpg>

Future

Openness

✧ The question of security always arises



Future

Openness

✧ My belief: walls do not create security



Openness

- ✧ Security systems create a *point of weakness* - security is robustness *even when* secrecy is breached



Future



✧ Stephen Downes

✧ <http://www.downes.ca>



Author