

Learning to Learn



Stephen Downes

June 1, 2010

- A bit about simplicity and practice
- The Synergic3 work
- OLDaily
- Connectivism & Crit Lit
- How to learn using the internet
- End with simplicity and practice

It's a Simple Game



Synergic3



<http://www.synergic3.com/>

Instructional Design

The screenshot displays the 'Course Builder Canvas' interface, which is used for designing and organizing course content. The interface is divided into two main sections: 'Toolbox' on the left and 'Course Builder Canvas' on the right.

Toolbox:

- Build Structure:** This section allows users to drag or click modules and placeholders to build the course structure. It includes icons for a grid, a list, a folder, a document, a question mark, and a document with a question mark.
- Create Objects:** This section allows users to drag or click objects to create new content and fill in placeholders. It includes icons for a list, a document, a folder, a document with a question mark, a document with a question mark, a document with a question mark, and a document with a question mark.
- Browse Objects:** This section allows users to browse and add various objects to the course. It includes links for:
 - Course Files: View, upload and add files
 - Discussions: View and Add Discussion Topics
 - Dropboxes: View and Add Dropboxes
 - Quizzes: View and Add Quizzes
 - Grade Items: View and Add Grade Items

Course Builder Canvas:

- The canvas shows a hierarchical structure of course content. The top level is 'Advanced Chemical Sciences', which is expanded to show 'Advanced Chemical Sciences, An Introduction'. This is further expanded to show 'Introduction', 'Expectations', 'Module Discussion Area', and 'Ch 1: The Principles'. 'Ch 1: The Principles' is expanded to show 'Definition', 'Atomic Theory of Matter', 'Discovery of Nucleus - Complex Mapping', 'Chapter 1 Assignment', 'Link to Chapter 1 Quiz', and 'Additional Review Material'.
- Each item in the canvas has a small icon and a dropdown arrow, indicating that it can be expanded or collapsed.

http://www.desire2learn.com/news/newsdetails_161.asp

Research Agenda

Collaboration
Communication
Coordination



- > **DDRM**- Distributed Digital Rights Management
- > **MDX**- Automated Metadata Extraction
- > **LD Accelerators**- Learning Design (and other) Accelerators
- > **WWF**- Weak Workflows

OLDaily

The screenshot shows the OLDaily website interface. At the top left is the 'OLDaily' logo. To the right is the text 'Stephen's Web' and a navigation menu with links for '[Search]', '[About]', '[Archives]', and '[Contact]'. Below the navigation is a news article titled 'Elsevier Won't Pay (Any More) for Praise'. The article text discusses an ethics lesson from Elsevier regarding a marketing division offering \$25 Amazon gift cards for five-star reviews. Below the article is a 'Comments' section with a 'Comment' input field. A SQL query window is overlaid on the bottom right, displaying the following query: 'Showing rows 0 - 29 (16,171 total, Query took 0.0027 sec)' followed by 'SQL query: SELECT post_title FROM post WHERE post_type = 'ink' LIMIT 0, 30'.

OLDaily [Search] [About] [Archives] [Contact] **Stephen's Web**

Elsevier Won't Pay (Any More) for Praise

So. Another lesson in ethics from our favorite academic publisher, Elsevier: "Elsevier officials said Monday that it was a mistake for the publishing giant's marketing division to offer \$25 Amazon gift cards to anyone who would give a new textbook five stars in a review posted on Amazon or Barnes & Noble." What they mean, of course, is that it was a mistake to do it in such a way that they would be caught. [Scott Jeschik, Inside Higher Ed, June 23, 2009. \[Link\]](#)
[Tags: [Books](#), [Marketing](#), [Academia](#)] [[Previous](#)][[Next](#)] [[Edit](#)] [[Delete](#)][[Spam](#)]

Comments

Comment

Showing rows 0 - 29 (16,171 total, Query took 0.0027 sec)

SQL query:

```
SELECT post_title
FROM post
WHERE post_type = 'ink'
LIMIT 0, 30
```

<http://www.downes.ca/news/OLDaily.htm>

Aggregating



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

What 17,000 posts looks like



Complicated, Complex



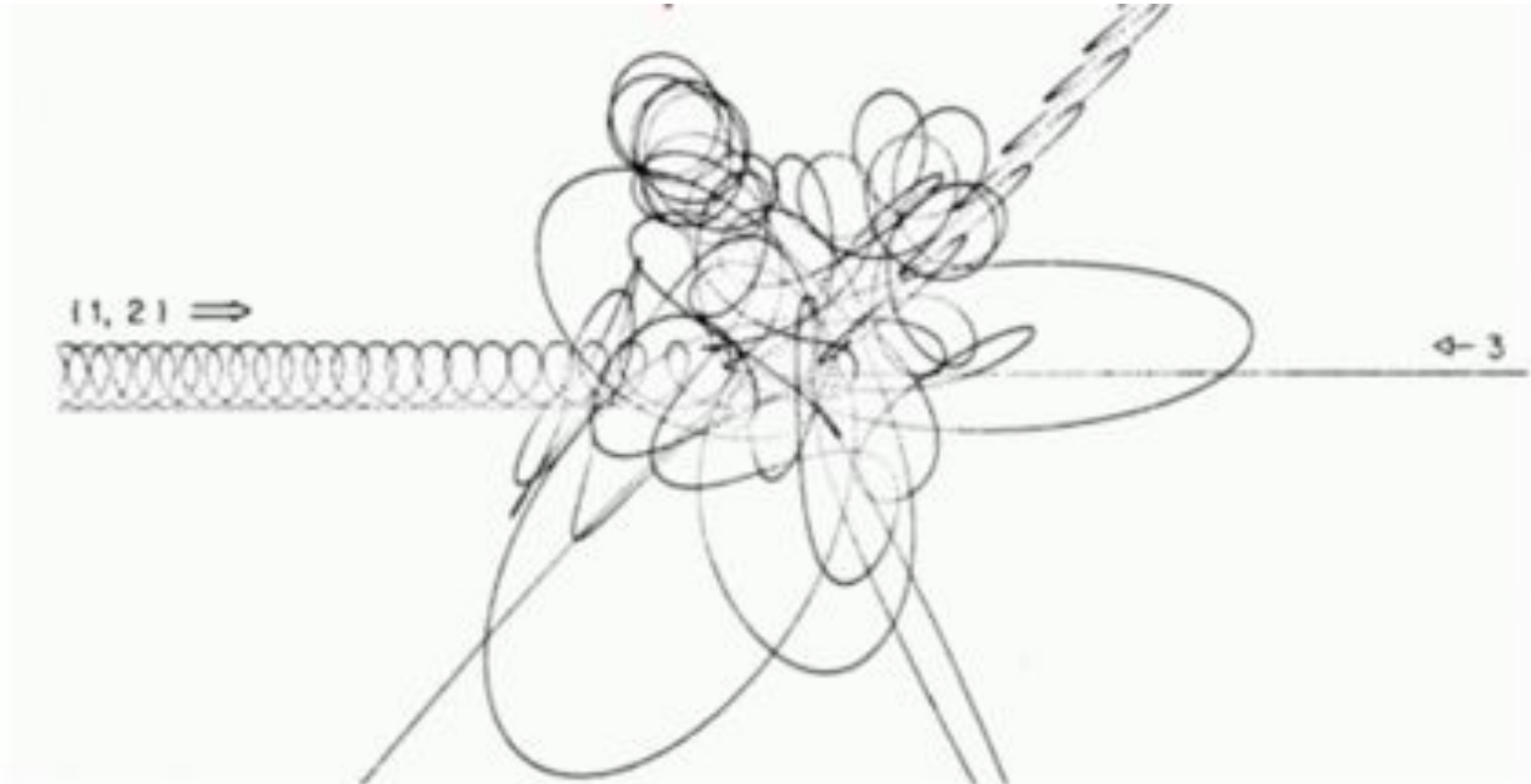
<http://www.gapingvoid.com/complicated128.jpg>

The Butterfly Principle



a butterfly flapping its wings in South America can affect the weather in Central Park.... so why don't we **get that butterfly?**

The Three Body Problem



http://www.scholarpedia.org/article/Three-body_problem

<http://www.dynamical-systems.org/threebody/index.html>

Connectivism: Engagement

- There is no curriculum, no theory, no body of knowledge
 - (or, more accurately, the curriculum is the McGuffin)



not memorized

Connectivism Course

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

HOME THE DAILY WIKI MOODLE RECORDINGS ABOUT AGGREGATIONS

SIGNING UP... Posts RSS Comments RSS

ABOUT

Welcome to the **Connectivism and Connective Knowledge** online course! Information on the development and delivery of the course will be shared on this site.

SEARCH

Go

CATEGORIES

Weltanschauung: Changing views, changing systems

George Siemens on Nov 24th 2009

Originally, this week was to be a conference week with the representation from U of M's business faculty. However, things haven't quite materialized 😞. Our topic, stays the same – weltanschauung: changing views, changing systems.

The last several decades have brought about significant change in the information cycle (creation, validation, sharing, repurposing) and in how people interact with each other. Each era creates institutions that reflect the information-based needs they face (McNeely & Wolverton). Libraries in Alexandria, the Academy in Greece, churches in the middle ages, and schools/universities (~800 years ago). If we want to understand the institutions a society will create, we must first understand the nature and attributes of information of that era. And that's what we've been doing so far in CCK09.

The readings this week provide an opportunity to think about systemic change in education:

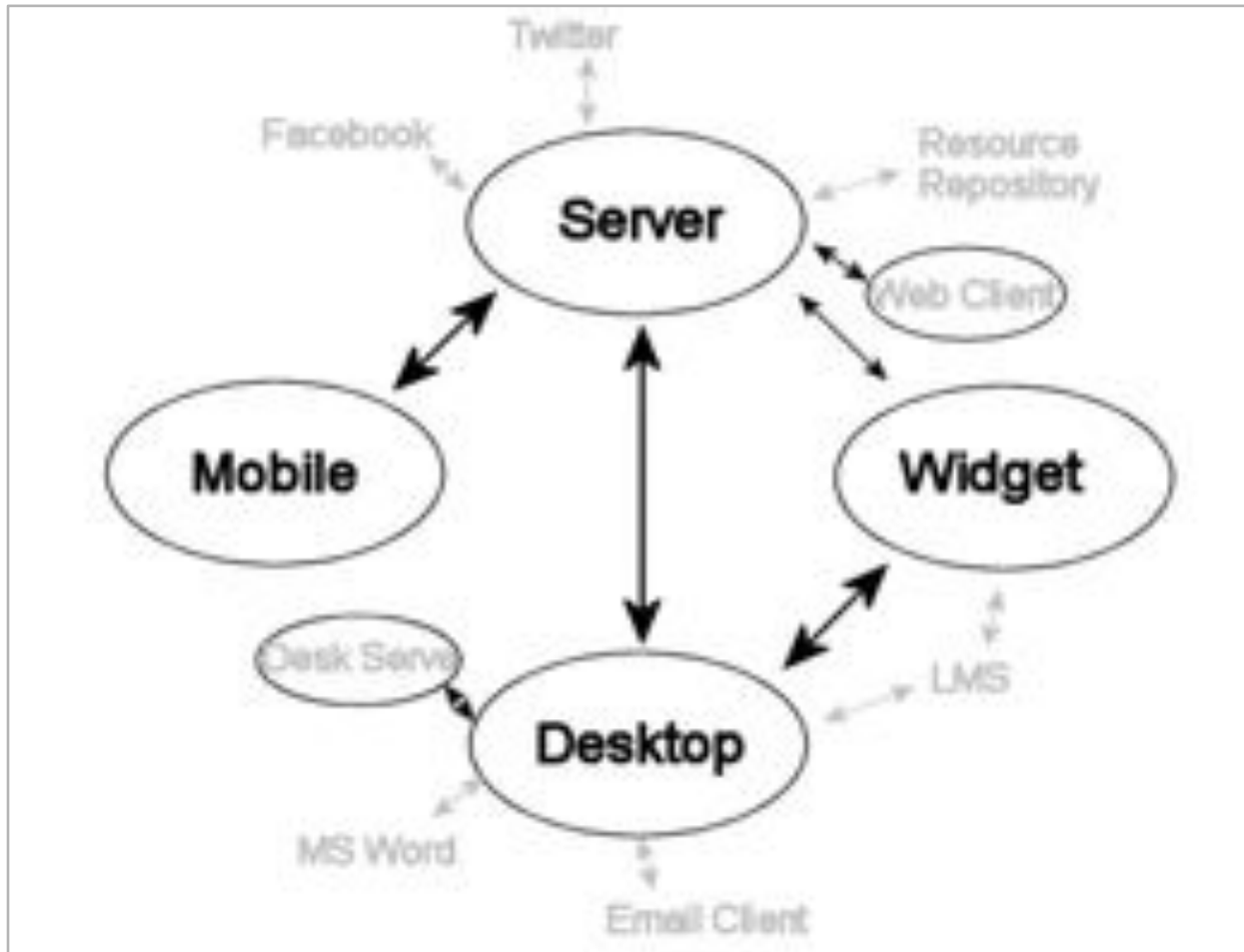
<http://ltc.umanitoba.ca/connectivism/>

Plearn

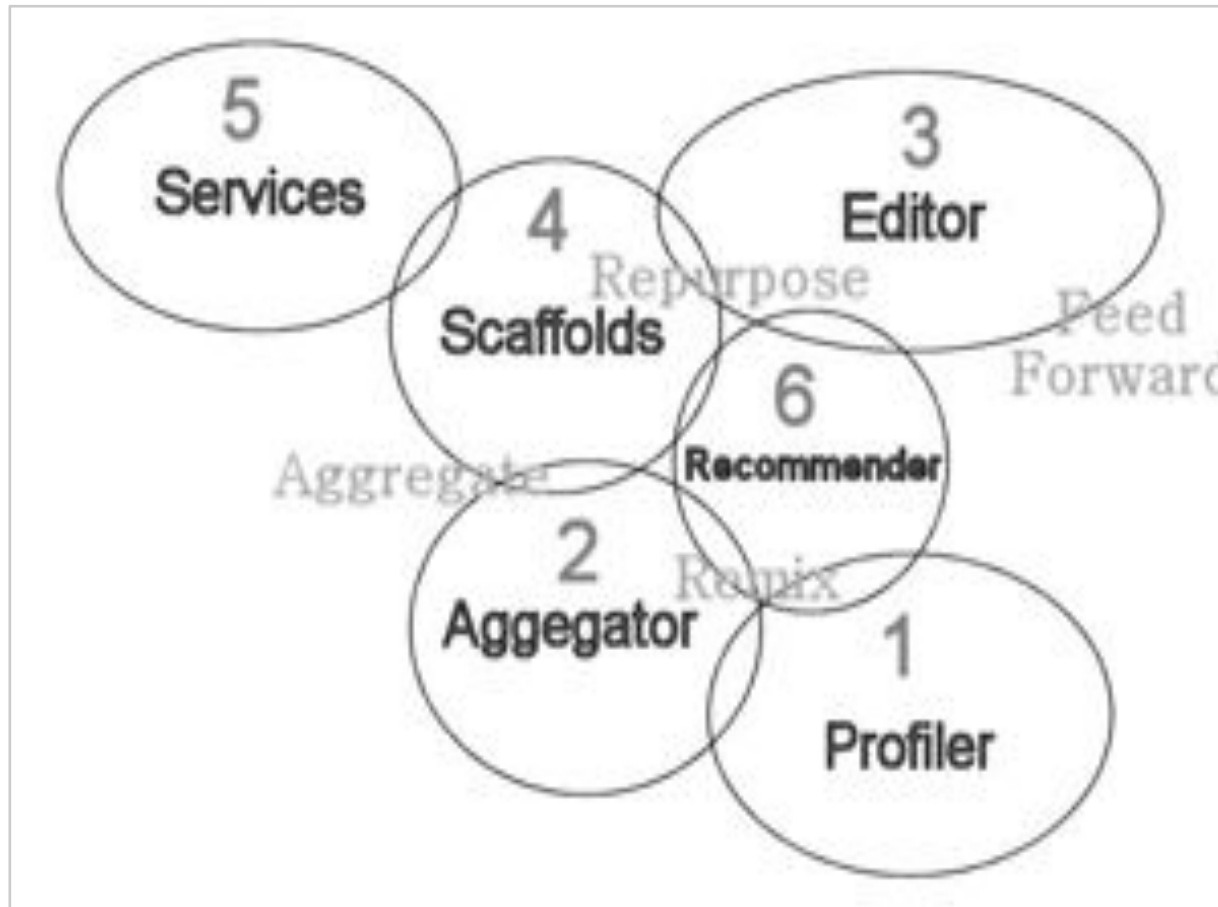


<http://ple.elg.ca>

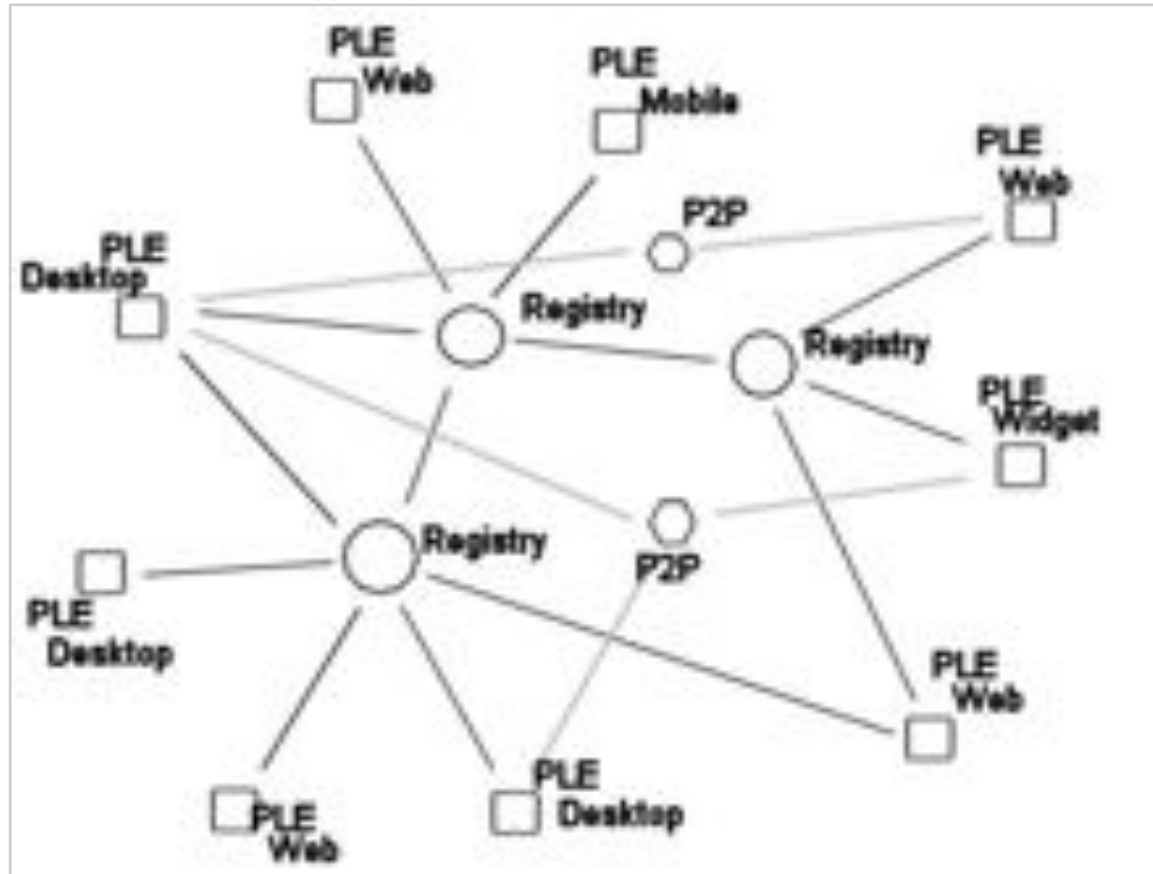
Components



Functionality



Network



Implementation

The screenshot displays the /pl3:n/ web application interface. At the top, the logo "/pl3:n/" is visible on the left and right. Below the logo, there is an "Edit Windows" section with several icons representing different window styles. The main content area is a text editor with a toolbar and a text area containing the following text:

*I respond to some requests for elaboration from the same person (who prefers to remain anonymous). His questions are in **italics**:*

I do the sense that LMS are driving instruction rather than professors? I have some interaction with an LMS at Queen's but in general it's been irrelevant to what I'm doing. As more of a constructor handling an adult audience I'm concerned about things that water it down.

Professors would probably say that it is LMSs restrict what a professor can do, particularly if he or she is not tech-savvy. They then have to follow the default model, which is much more constraining than the open classroom.

...the LMS is a tool and a medium of communication. It is not a replacement for the professor.

Labels:

Below the text editor, there is a "Returns to list of posts" link and a "It might help, a bit." comment. At the bottom, there is a "28 years later" timestamp.

On the left side, there is a "Subscriptions" list with various items and a "Last" section with a list of items and their timestamps. On the right side, there is a social media sharing menu with the following options:

- Blogger
- Delicious
- Digg
- Facebook
- Feed
- Instapaper
- MySpace
- Ping.fm
- Posterous
- Reddit
- StumbleUpon
- Tumblr
- Twitter

Critical Literacies

The screenshot shows the homepage of the 'Critical Literacies Online Course Blog'. At the top, there is a navigation menu with links for Home, About, Moodle, OpenMeetings, The Daily, Recordings, Research, and Wiki. A search bar is located on the right side of the menu. The main heading is 'Critical Literacies Online Course Blog'. Below this, there is a section titled 'How This Course Works' with a sub-heading 'How This Course Works'. The post is dated June 1, 2010, and has 0 comments. The main content of the post includes a welcome message, login and password information, and a link to the course home page. On the right side, there are three sidebar sections: 'Recent Posts' with links to 'How This Course Works' and 'Welcome To Critical Literacies?'; 'Archives' with a 'Select Month' dropdown menu; and 'Links' with a list of links including 'Critical Literacies Moodle', 'Personal Learning Environment Project', 'Pleam Blog', 'Moodle', 'OpenMeetings', 'The Daily', 'Recordings', 'Research', and 'Wiki'. A 'Meta' section is also present at the bottom of the sidebar.

Home About Moodle OpenMeetings The Daily Recordings Research Wiki Search: type, hit enter

Critical Literacies Online Course Blog

How This Course Works

Posted by downess on June 1, 2010 [Edit] 0 comments

Welcome to Critical Literacies 2010, the course about thinking. We are your facilitators, Rita Kop and Stephen Downes.

Login and Password

When you signed up for this course, you received a login and a password. This login should would anywhere in the course (please contact us if you have problems).

If you have forgotten your password, please go to this page to retrieve it:
<http://connect.downes.ca/cgi-bin/login.cgi?action=Email>

The course home page is: <http://ple.elg.ca/course>

How this Course Works

Critical Literacies is an unusual course. It does not consist of a body of content you are supposed to remember. Rather, the learning in the course results from the activities you undertake, and will be different for each person.

In addition, this course is not conducted in a single place or environment. It is distributed across the web. We will provide some facilities. But we expect your activities to take place all over the internet. We will ask you to visit other people's web pages, and even to create some of your own.

RSS feed

Recent Posts

- How This Course Works
- Welcome To Critical Literacies?

Archives

Select Month

Links

- Critical Literacies Moodle
- Personal Learning Environment Project
- Pleam Blog
- Moodle
- OpenMeetings
- The Daily
- Recordings
- Research
- Wiki

Meta

http://ple.elg.ca/course/?page_id=2

Course Structure

Critical Literacies Online Course 2010 support Wiki

1. Course Details
2. Weekly Activities
3. Learner Assignments and Evaluation
4. Resources and general information
5. Research in Personal Learning Environments
6. Week 1: Cognition (May 31-June 6)
7. Week 2: Change (June 7-June 13)
8. Week 3: Pragmatics (June 14-June 20)
9. Week 4: Syntax (June 21-June 27)
10. Week 5: Context (June 28-July 4)
11. Week 6: Semantics (July 5-July 11)
12. Recordings

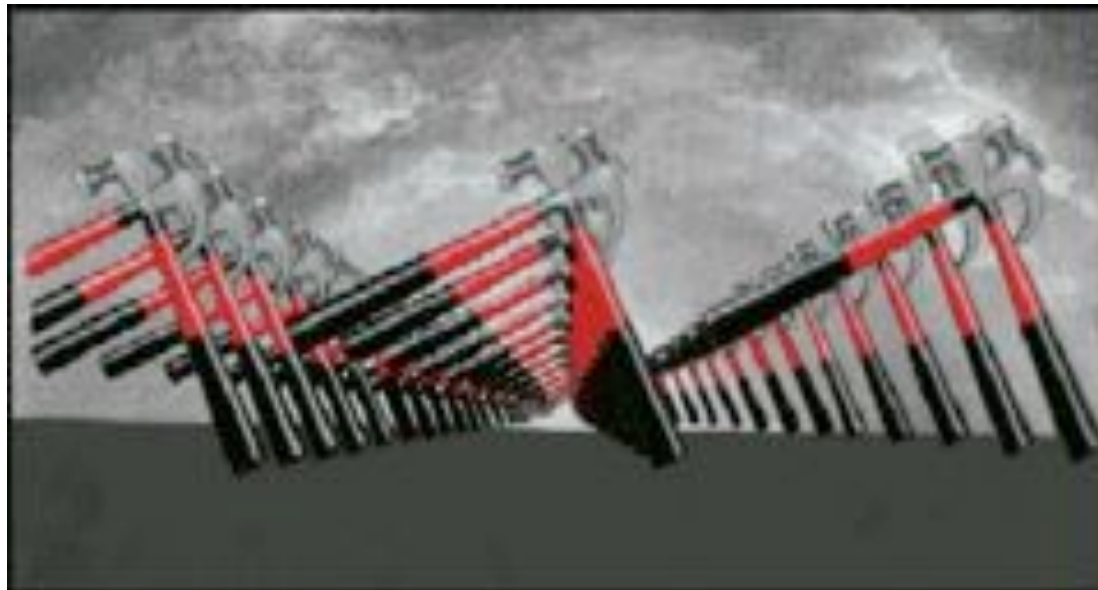
<http://ple.elg.ca/course/moodle/mod/wiki/view.php?id=2>

How This Course Works

- No curriculum to remember
- No particular place to go to



A connectivist course does not consist of a single identifiable group of people stepping through the same activity.



Connectivist Learning

- Interaction, Usability, Relevance





Interaction:

“... the capacity to communicate with other people interested in the same topic or using the same online resource.”

- *Why do we want it?*
 - **Human contact** ... *talk to me...*
 - **Human content** ... *teach me...*

Interaction: How to Get It

- Built your own interaction network
 - Place *yourself*, not the content, at the centre
 - Don't connect to *things*, connect to *people*
 - Create the environment that suits you best

Interaction: Your Personal Network

- A place to write...
- A way to send quick messages
- A place to connect with friends

Interaction: The Connectivist Way

- If interaction isn't provided, create it...
 - If you are at a lecture like this, blog it or tweet it



Interaction: The Connectivist Way

- If there is no official discussion, create it
- set up a Ning or a wiki or a Google Doc
 - <http://www.ning.com>
 - <http://www.pbwiki.com>
 - <http://docs.google.com>



Interaction: The Connectivist Way

- Use back-channels
 - Private lists <http://groups.yahoo.com/>
 - Gmail accounts <http://mail.google.com>
 - Flickr tags
 - Twitter #hashtags



Usability:

“... probably the greatest usability experts are found in the design labs of Google and Yahoo!”

- *Elements of Usability*
 - **Consistency** ... *I know what to expect...*
 - **Simplicity** ... *I can understand how it works...*

Consistency? As a Learner?

- Organize your knowledge
 - For example, build your own CMS (using, say, Drupal or Joomla)
- Summarize, summarize, summarize
 - (and then put it into your own knowledge base)
- Use your own vocabulary, examples
 - You own your language – don't let academics and (especially) vendors tell you what jargon to use

Usability: The Connectivist Way

- Important: your institutional CMS is almost certainly dysfunctional – create your own *distributed* knowledge management system...



Usability: The Connectivist Way

– Create a blog on Blogger, just to take notes

- Keep your notes on a USB and sync with different computers with SyncToy



<http://halfanhour.blogspot.com>

<http://lifehacker.com/326199/synchronize-folders-with-synctoy-20>

Usability: The Connectivist Way

– Store photos on Flickr

This lets you create your own image library and share with others

Don't just take party pictures, take pictures of whatever you might need

Remember to tag Flickr photos for later use



http://www.flickr.com/photos/stephen_downes/

Usability: The Connectivist Way

- Create a GMail account and forward important emails to yourself (and take advantage of Google's search)
- Use the Firefox calendar sync extension to create your own master calendar



<https://addons.mozilla.org/en-US/firefox/addon/9411>

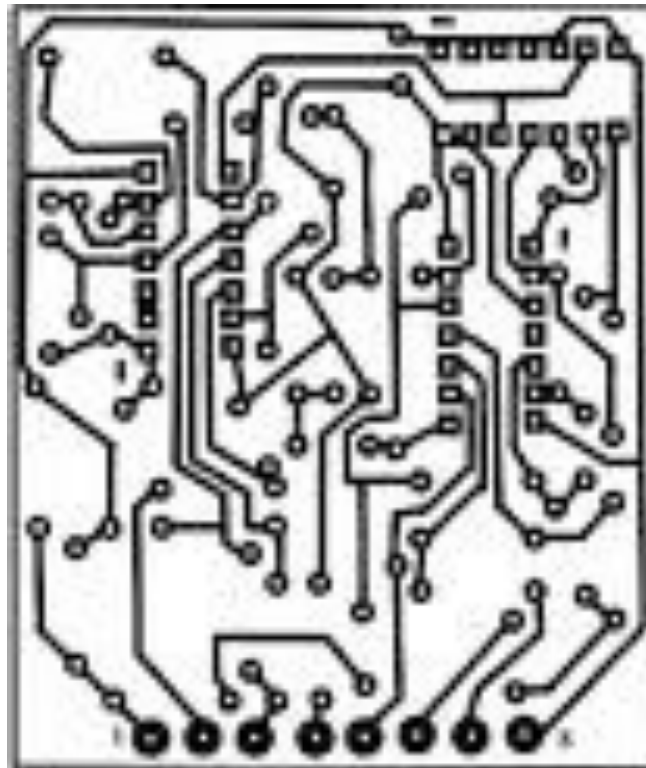
Relevance:

“... learners should get what they want, when they want it, and where they want it “

- Generating Relevance
 - **Content** ... *getting what you want*
 - **Location, location, location...**

Getting What You Want

- Step Two: filter ruthlessly – if you don't need it now, delete it (it will be online somewhere should you need it later)



Getting What You Want

- Step Three: convert – don't just acquire and store, you'll never remember it later
- Instead convert it into your language, your system – if it's not worth taking a few minutes to summarize, it's not worth saving

Getting What You Want

- Important: Don't let someone else dictate your information priorities – only you know what speaks to you



Relevance: The Connectivist Way

- Develop unofficial channels of information (and disregard most of the official ones)



Relevance: The Connectivist Way

- For example, I scan, then delete, almost all institutional emails
- Traditional newspapers and press form only a *small* part of my knowledge base (simply because the world is no much more than politics and Paris Hilton)



Relevance: The Connectivist Way

- Create 'project pages' on your wiki (you have a wiki, right?) with links to templates, forms, etc.

Eg. The Plearn Trac Wiki



<http://trac.edgewall.org/>



Relevance: The Connectivist Way

- Use TweetDeck or Tweetie to follow networks of colleagues on Flickr
- (Or do what I do and follow their RSS feeds)
- Use Facebook or MySpace to have conversations and share resources



Relevance: The Connectivist Way

- Demand access



It's A Simple Game, Really



- Stephen Downes
- <http://www.downes.ca>



Author

NRC CNRC

*Institute for
Information
Technology*

<http://www.downes.ca>

Science
— at work for —
Canada



National Research
Council Canada

Conseil national
de recherches Canada

Canada