

# After Moodle

Stephen Downes  
Moodle Moot Canada  
Edmonton, Alberta  
May 4, 2011

# A Timeline...

Muddog Mud

Stephen's  
Guide to the  
Logical  
Fallacies

1994

1995

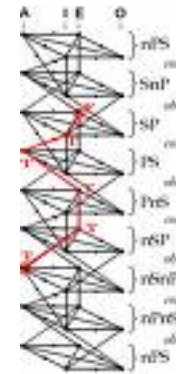
1996

Athabaska BBS

Painted Porch



Maximus



Future of Online Learning

CAE



modules

Learning  
Objects

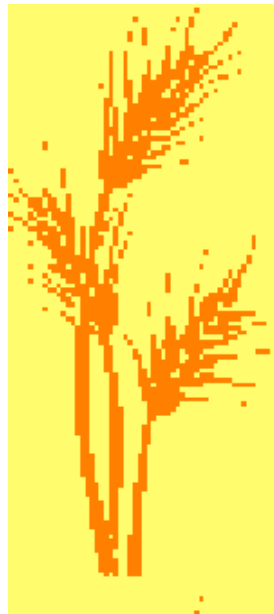
1997

1998

1999



The  
Brandon  
Pages



Online Learning Environment



OLe

RSS



Knowledge  
Learning  
Community



2000

2001

2002



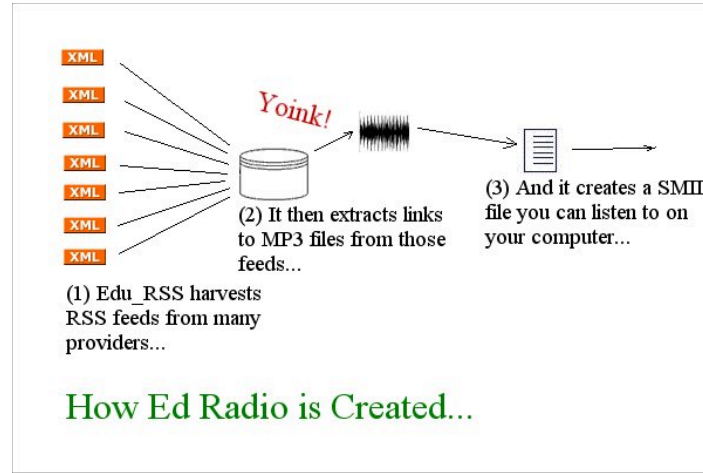
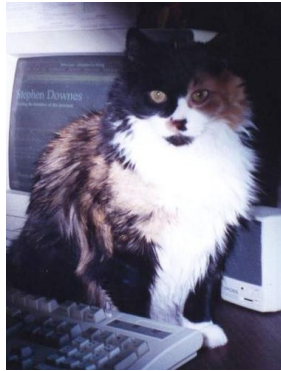
MuniMall

PEGGAsus



*OLDaily*

The Learning  
Marketplace



2003

2004

2005



# Edu-RSS

eduSource LOM Tagger

eduSourceCanada

**Rights**

Cost

Copyright and Other Restrictions

Description

Free Giveaway

Select ODRL

Free Giveaway

Demo 10 Views

Ten Dollar Special

Full Reuse

CCAttribute Share Alike

or Create New OD

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DDRM

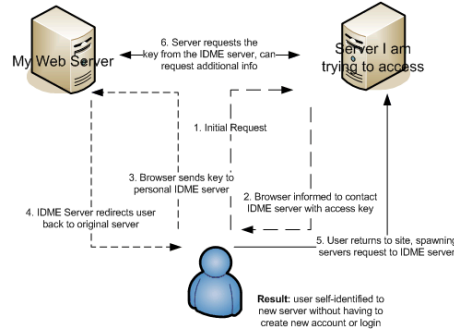


# Ed Radio

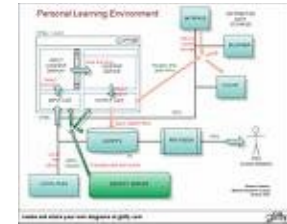
# Podcasting

# E-Learning 2.0

## Learning Networks



mIDm



2006



2007

## Educational Blogging



RSS Writr



# Synergic3

Collaboration  
Communication  
Coordination



Connectivism



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

2008

2009

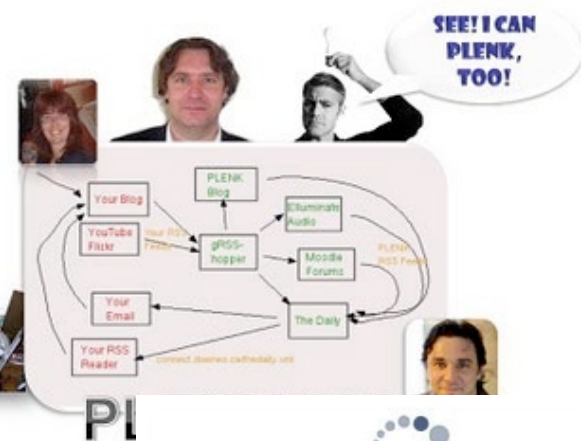
2010



CCK08



OERs



# Three Themes

- Open Learning
- Connectivism
- Personal Learning Environment (PLE)







<http://www.ignou.ac.in/>



<http://www.open.ac.uk/>

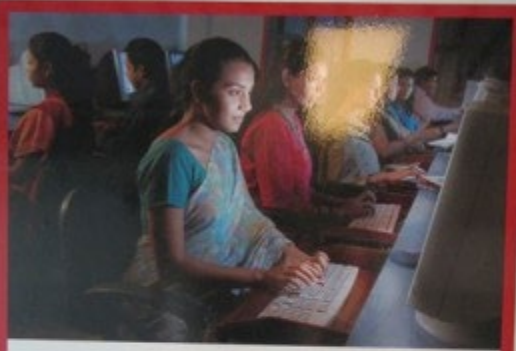
<http://www.open.edu.au/>



<http://www.athabascau.ca/>

# The Idea of Open Learning...

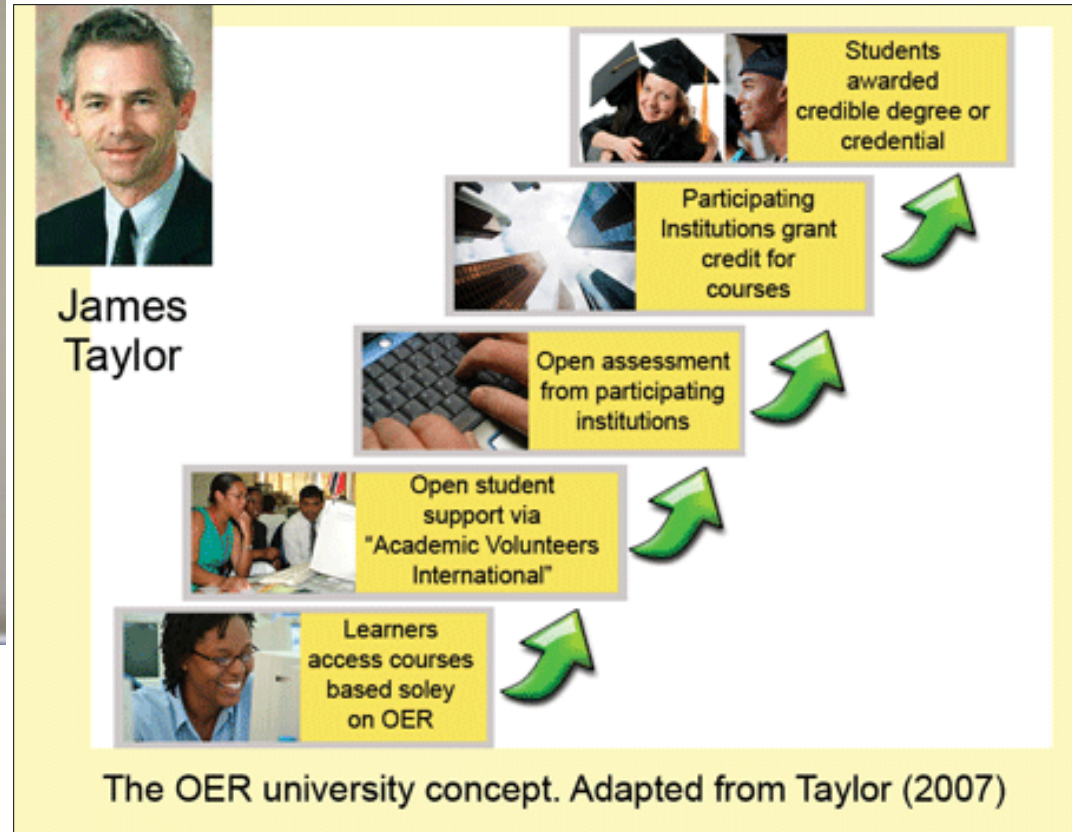
<http://www.col.org/blog/Lists/Posts/Post.aspx?ID=134>



Indian e-tutors generate \$20 million annually, teaching American students. Do you see a world of potential? We do.



James Taylor

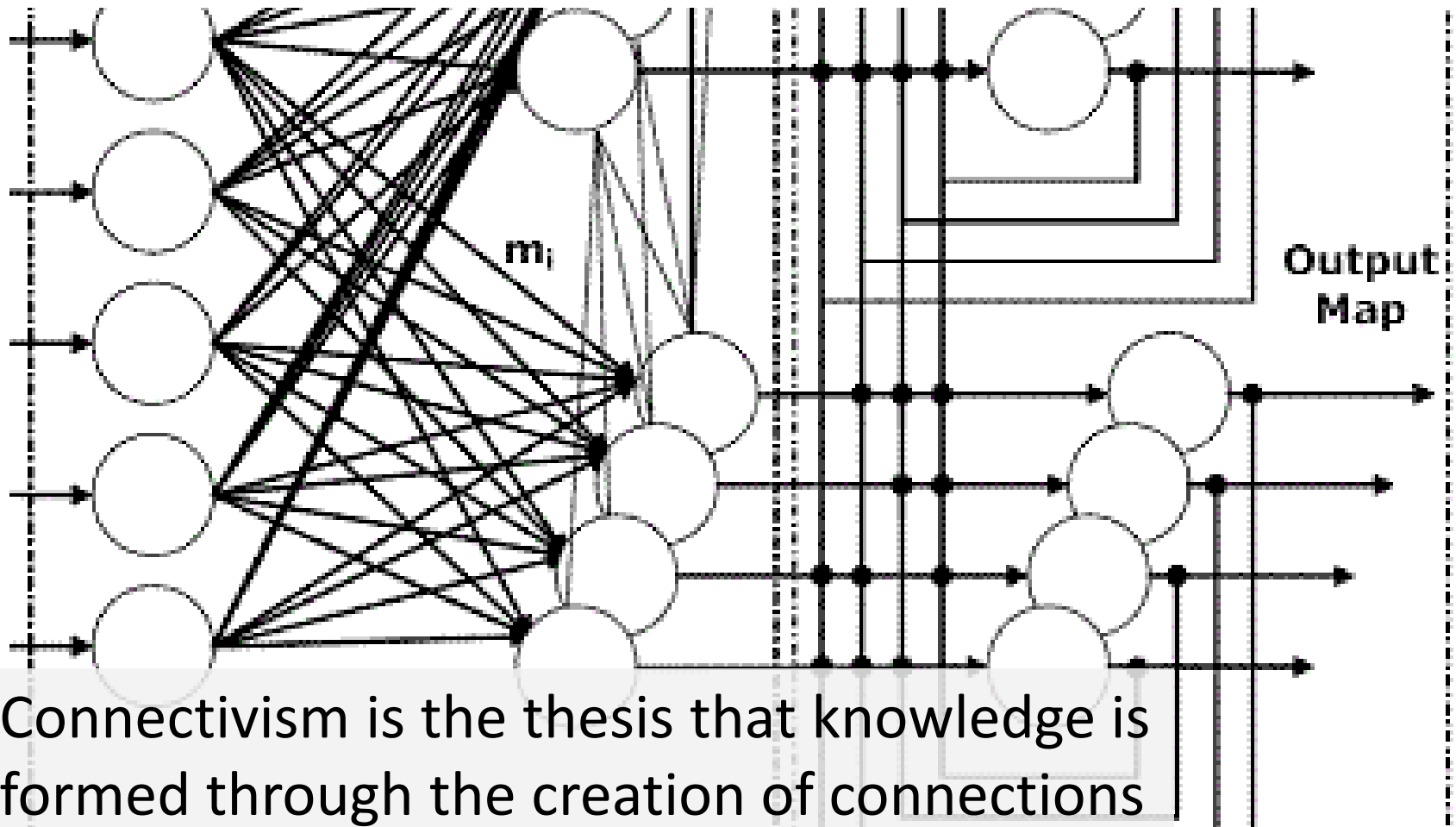


<http://www.col.org/blog/Lists/Posts/Post.aspx?ID=130>

# Phases of Openness?



# Connectivism



# Connectivism

There is no  
curriculum, no  
theory, no body of  
knowledge

- or, more accurately, the curriculum is the McGuffin





- The product is not the knowledge, it is the *learner*
- It is not that there is nothing to learn
- It is *complex* and needs to be *navigated*...



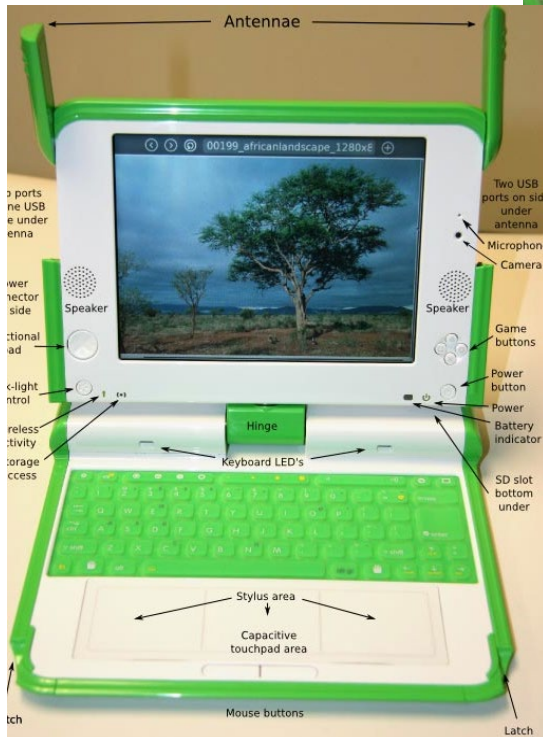
# Learning as Immersion



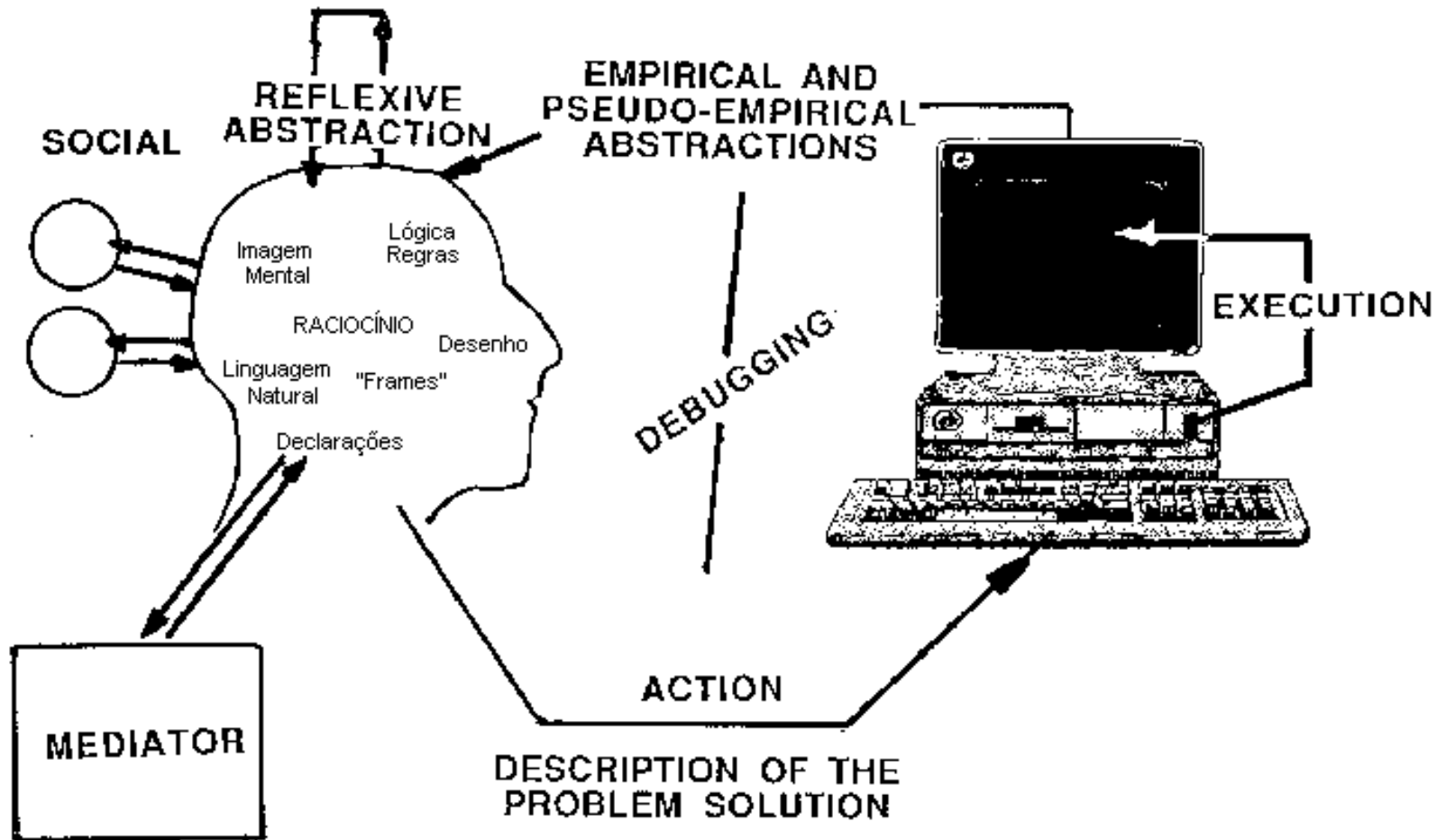
Image: <http://www.thehindu.com/education/article876093.ece>



# Learning as Immersion



# Constructionism

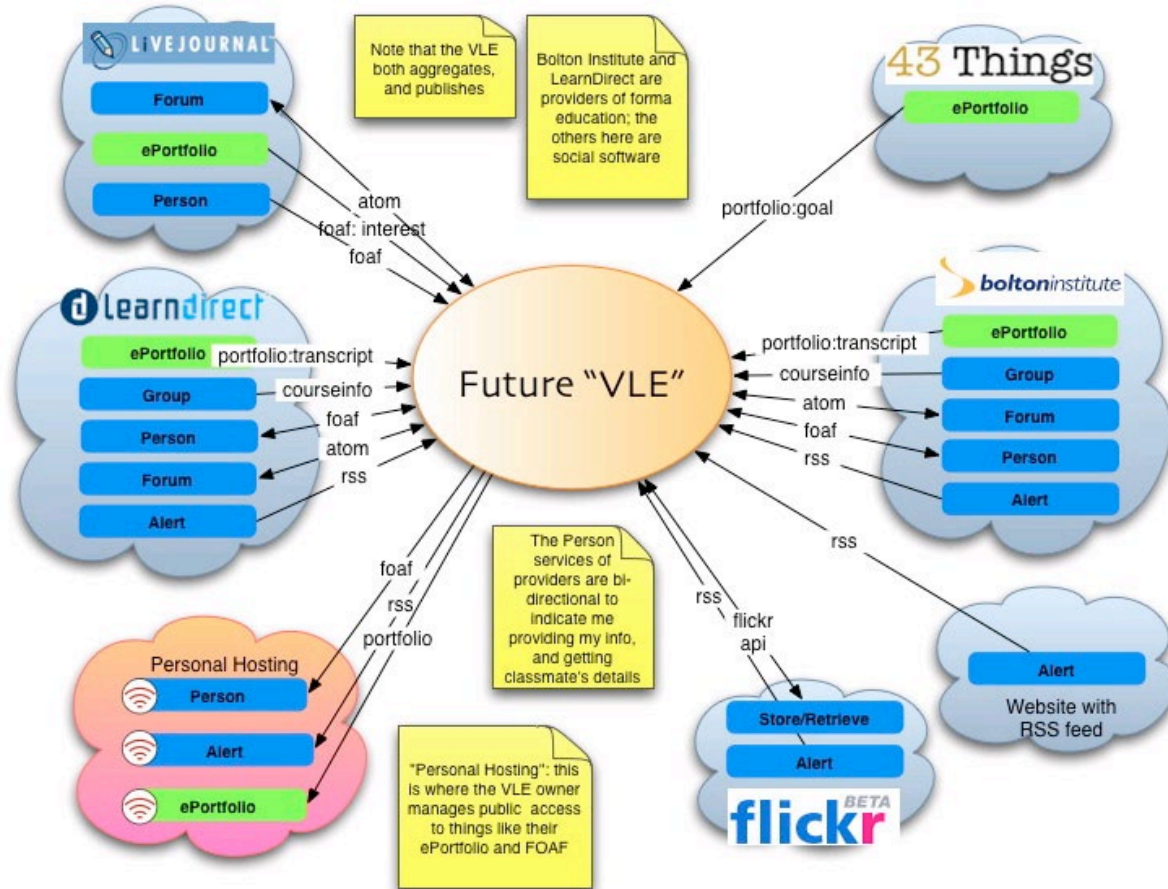


# Connectivism

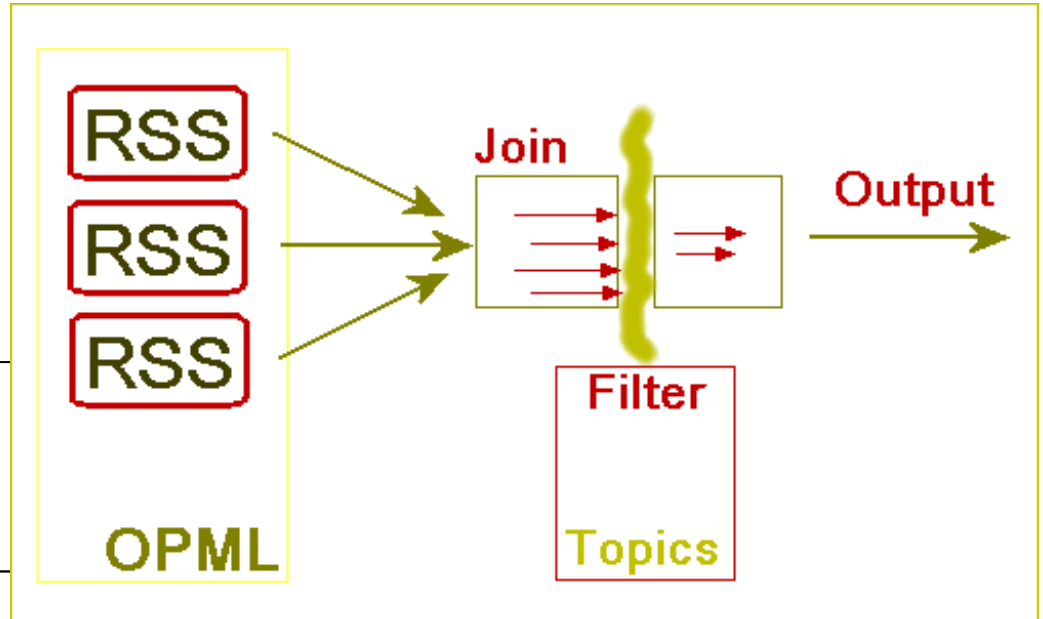


The connectivist method: Aggregate....  
Remix... Repurpose.... Feed Forward

# The Idea of the PLE



# Aggregation and Remixing



## MyGlu

By Stephen Downes

[About](#)

Force: 1

Harvesting <http://del.icio.us/rss/Downes>  
Feedfile is: myglu/feedcache/del.icio.us\_rss\_Downes  
No content. Harvesting from source.  
URL: <http://del.icio.us/rss/Downes>  
Parsing Feed=HASH(0x9f0f10c)

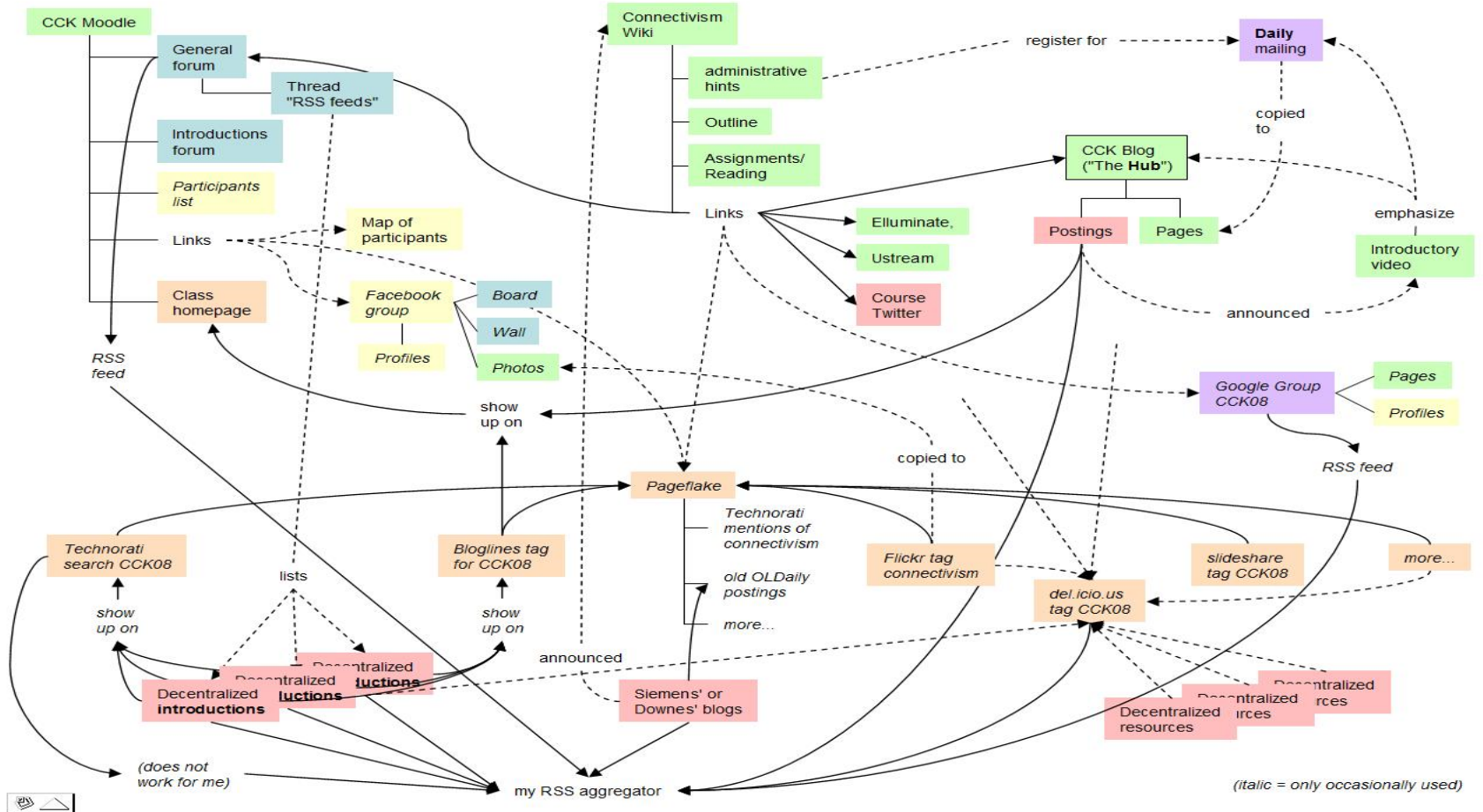
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Feedfile is: myglu/feedcache/www.downes.ca\_news\_OLDaily.xml  
No content. Harvesting from source.  
URL: <http://www.downes.ca/news/OLDaily.xml>  
Parsing Feed=HASH(0x9f0ef8c)

<http://www.downes.ca/mygluframe.htm>

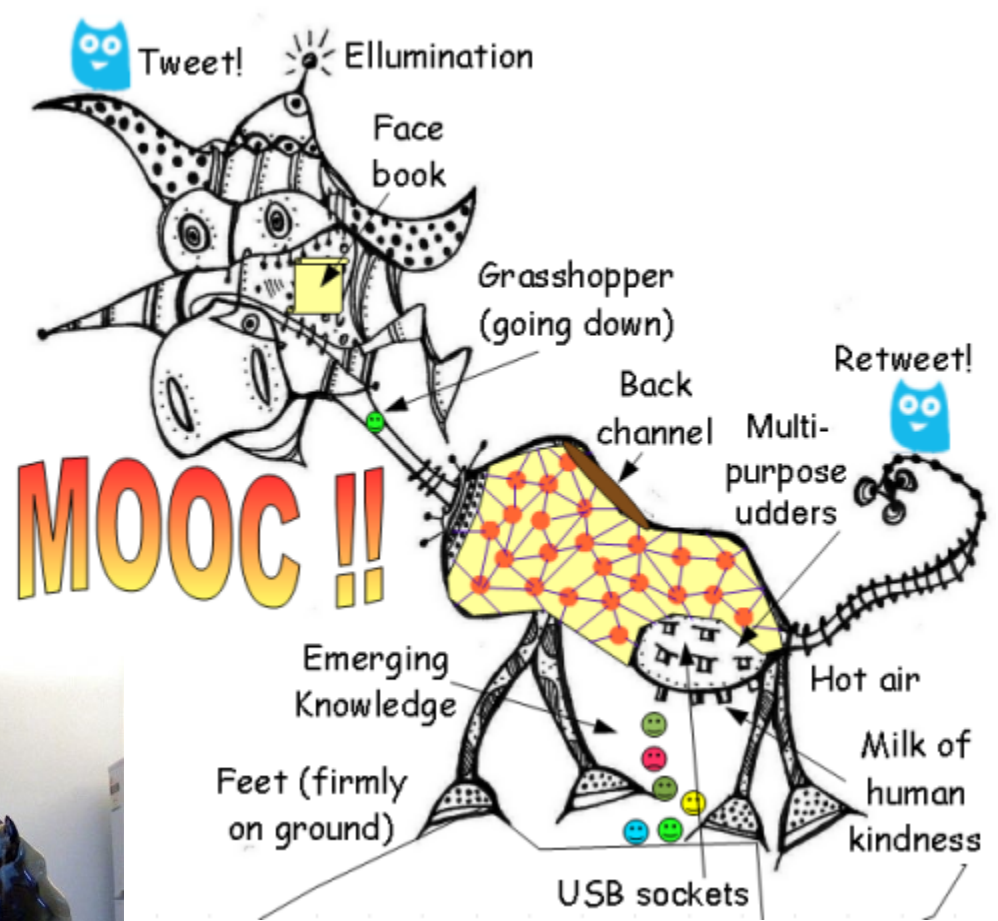
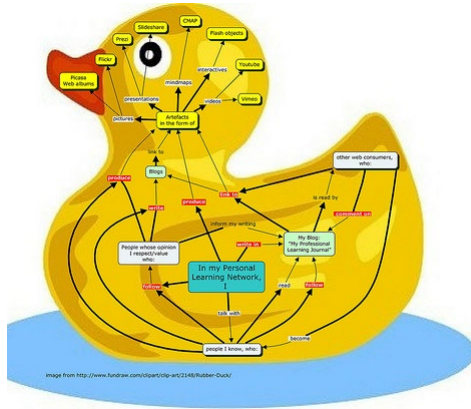




# The Connectivism Courses



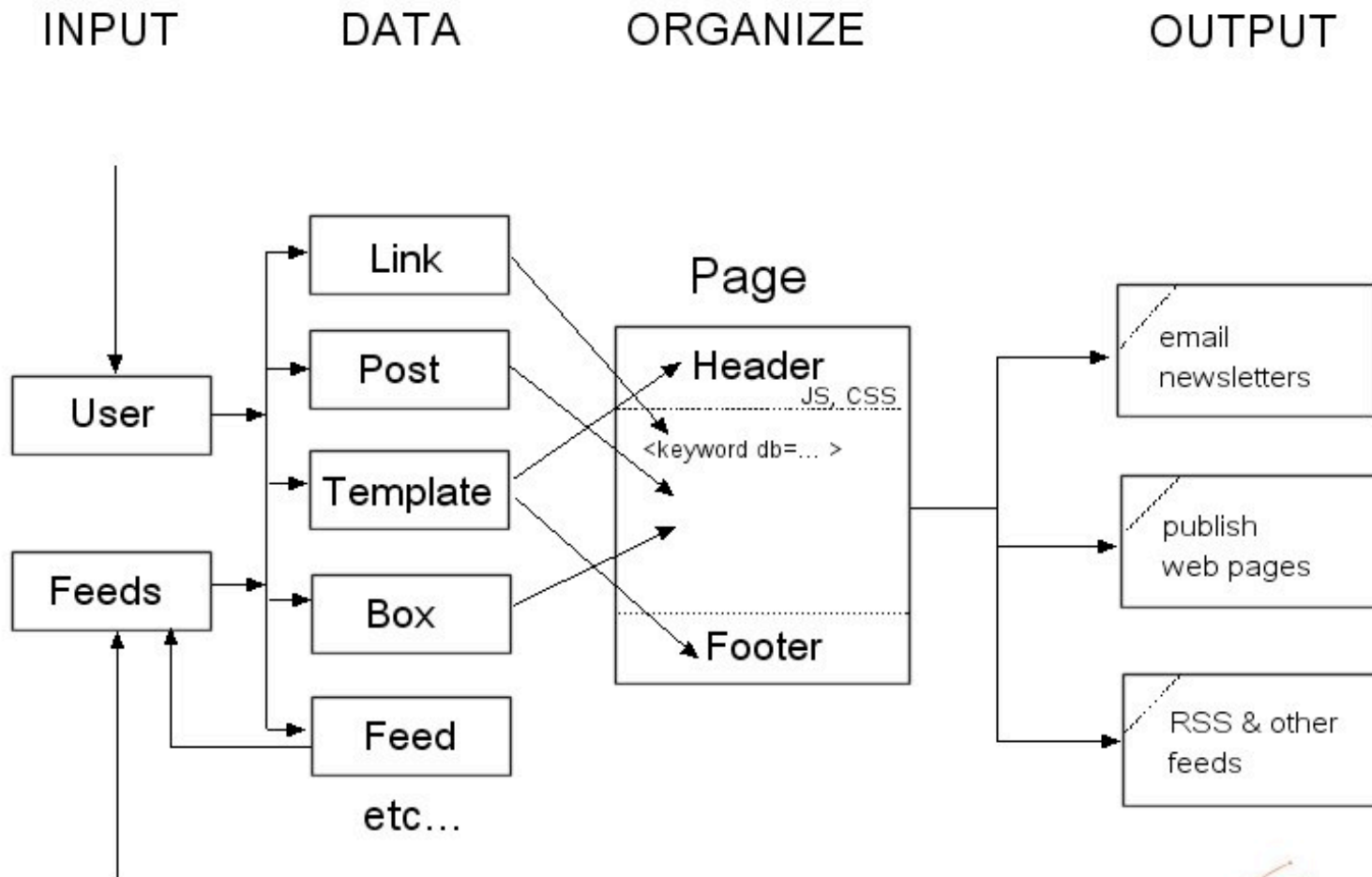
<http://www.mooc.ca>  
<http://cck11.mooc.ca>



<http://suifaijohnmak.wordpress.com/2011/03/10/cck11-how-to-explain-connectivism-mooc-and-plepln/>

# The Connectivism Courses

# gRSShopper



# Feeds

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### List feeds

Listing 0 to 1000 of 179 feeds

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- [\[Approve\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: [A Small World](#) (category)
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Creatorname	<input type="text" value="Gillian Palmer"/>
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Html	<input type="text" value="http://learningandqualifications.wordpress.com"/>
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Description	<input type="text" value="Lifelong Learning and Qualifications"/>



# Harvester

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### Operate Harvester

- Harvest Next In Queue
- Harvest Feed:
- Harvest URL:
- Harvest File:
- Harvest All

**Harvest Feed**

### View Harvest Results

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## Edit Post

*Full text of the link you are commenting on is located below the form*

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Author	<input type="text" value="keith.hamon"/>
Description	<input type="text" value="Enter your comment here"/>

# Newsletter

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Title	CCK11 Daily Newsletter		
Location	newsletter.htm		
Header	email_header	Footer	email_footer
Feed	http://cck11.mooc.ca/newsletter.xml		
Autopub	yes	Archive	yes
Sub	yes		
Days	Monday, Tuesday, Wednesday, Thursday, Friday		
Type	email		
<input type="radio"/> Publish to Twitter <input type="radio"/> Publish RSS <input type="button" value="Update Record"/>			
Code	<div style="margin:15px;">		

# Page Design Code

Publish to Twitter  Publish RSS  **Update Record**

## Code

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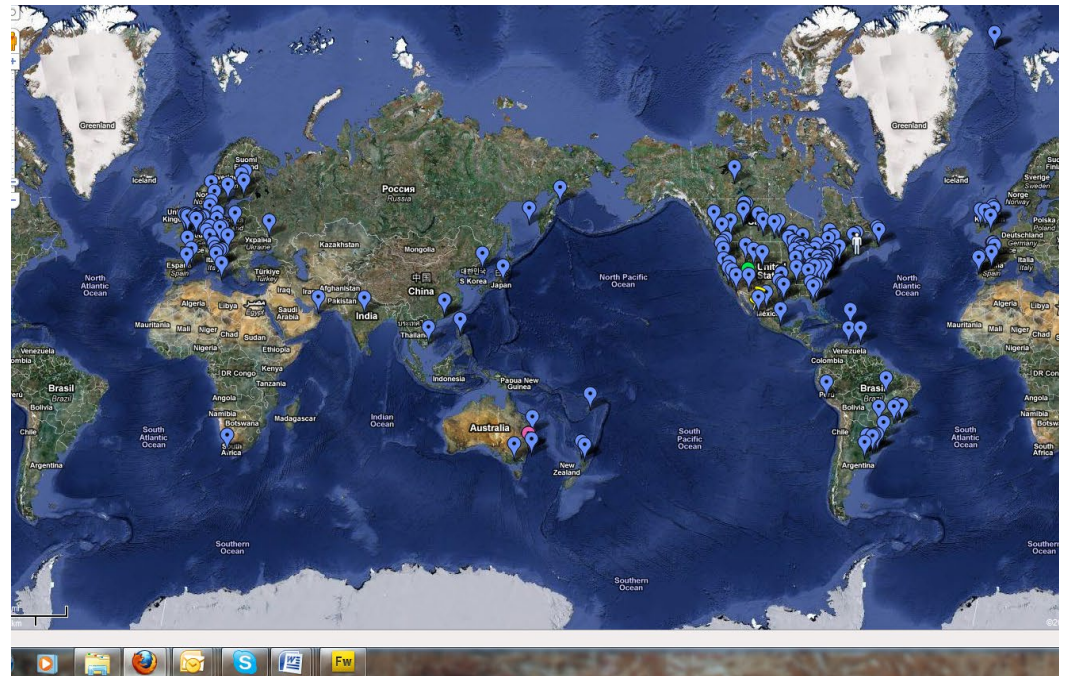
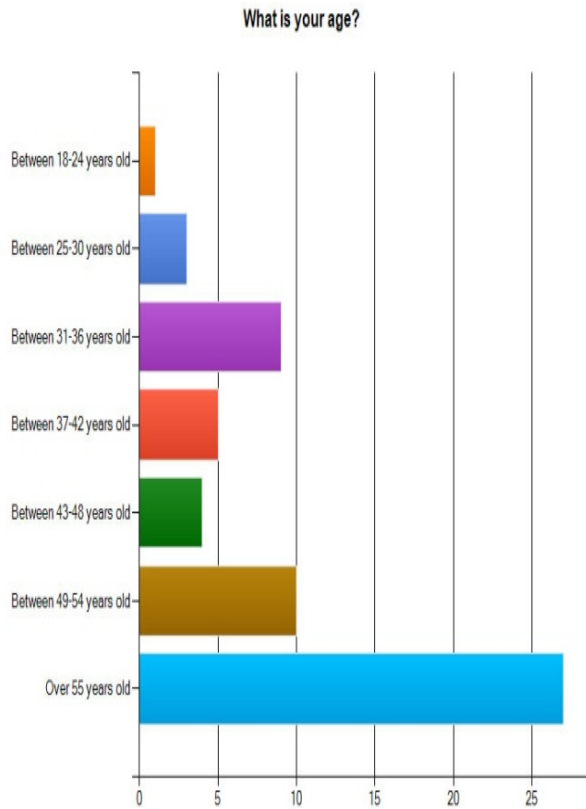
<h2>Participants' Blog Posts</h2>

<p>This is a list of the blog posts mentioning the CCK11 keyword or tag
harvested from the list of blogs submitted by participants. <br />[<a
href="http://cck11.mooc.ca/cgi-bin/page.cgi?action=viewer">Browse all Blog
Posts</a>]</p>

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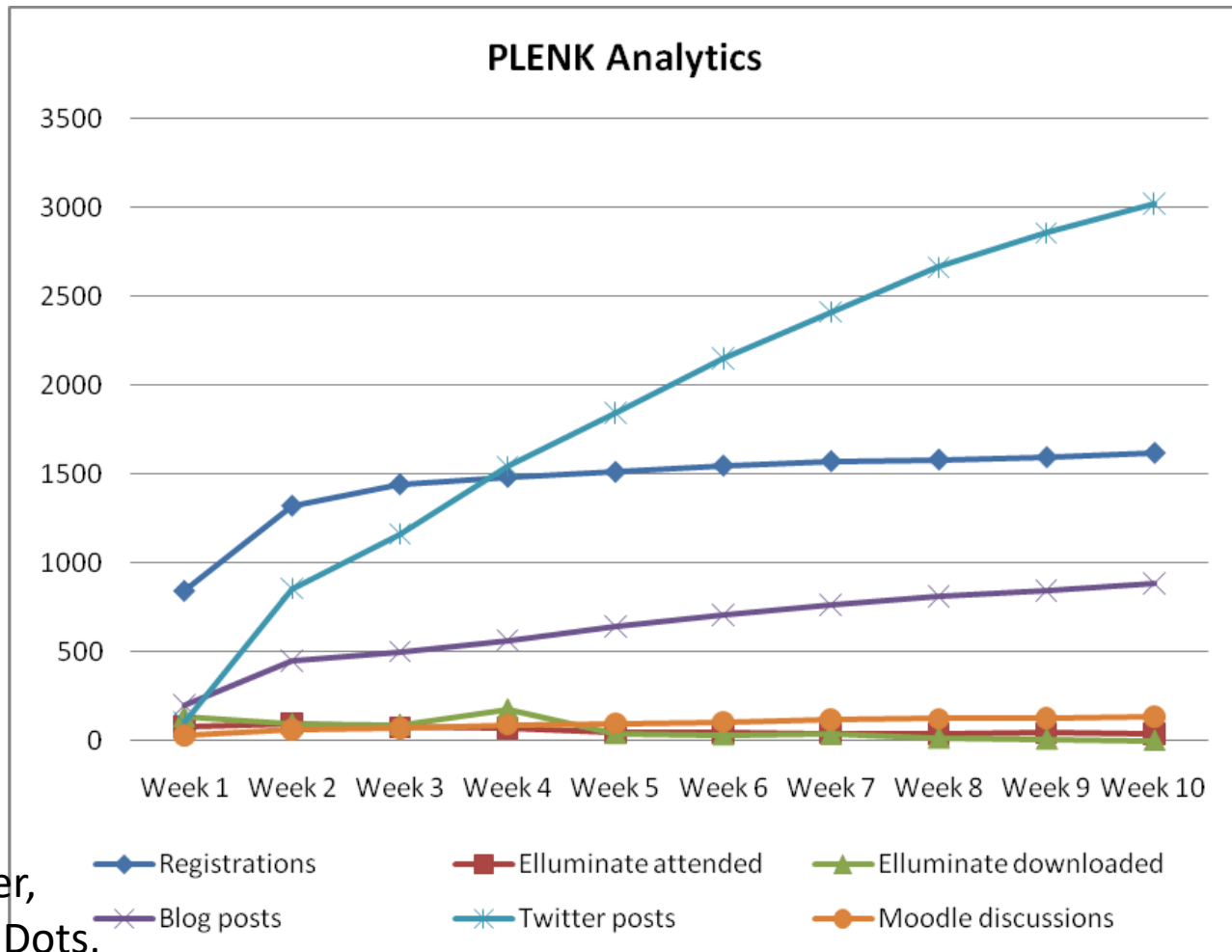
# Our Experience



administration adult architect assistant college community consultant **designer** developer  
 director director distance district e-school **education** elearning elementary engineer english facilitator  
 faculty higher independent instructional language learning **lecture** librarian manager math mentor network non-profit product  
 professional **researcher** retired rhetoric senior service **software** teacher teaching  
 technology trainer university web workshop writing-university

Kop and Fournier,  
 Connecting the Dots,  
 CIDER, 2011

# Our Experience

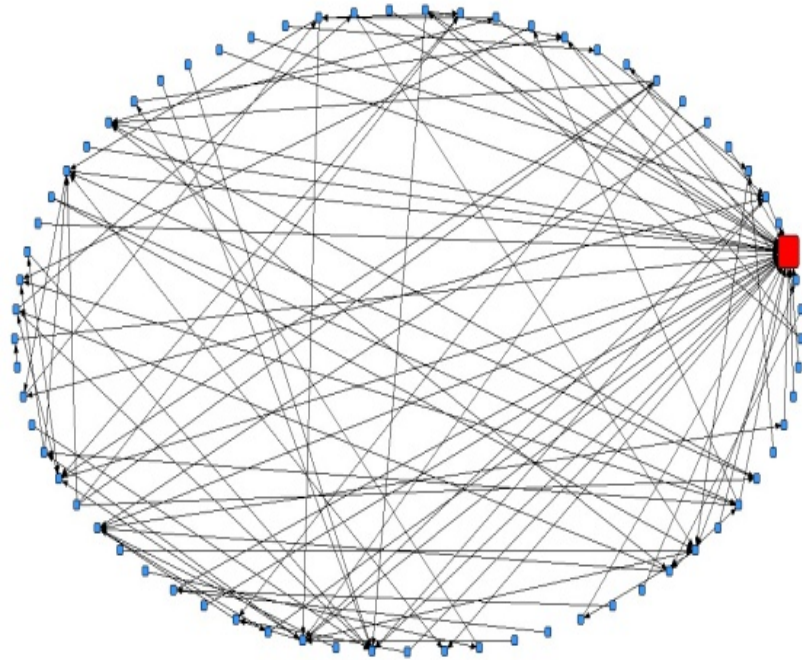


Kop and Fournier,  
Connecting the Dots,  
CIDR, 2011

PLENK participation rates

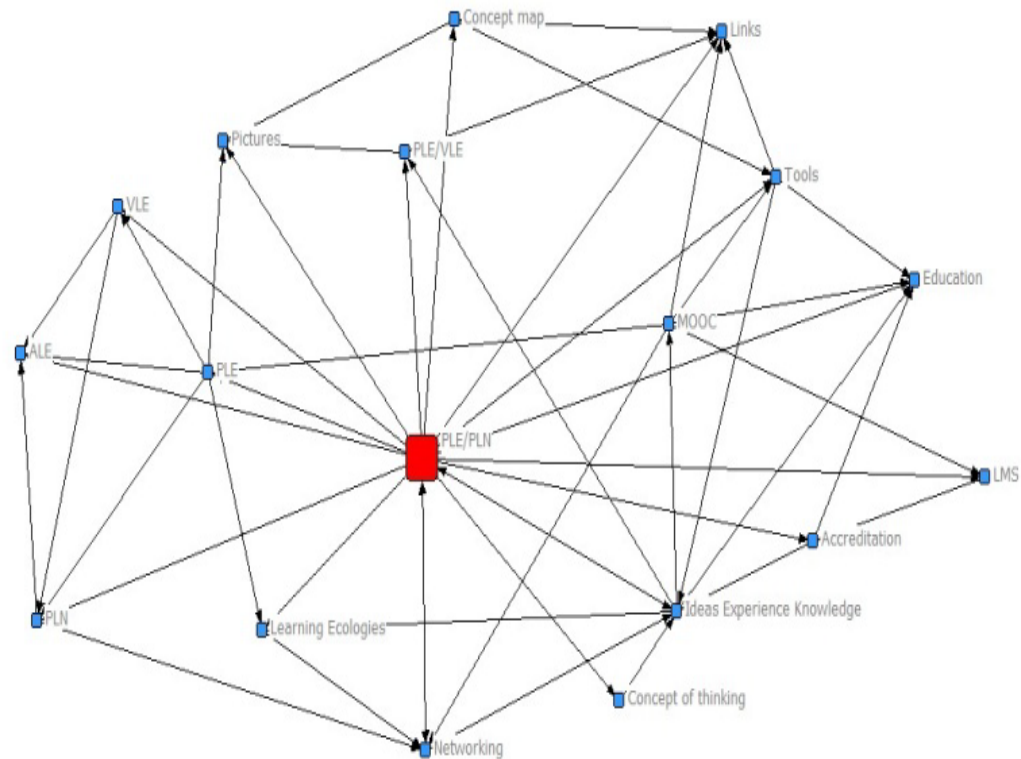


# Our Experience



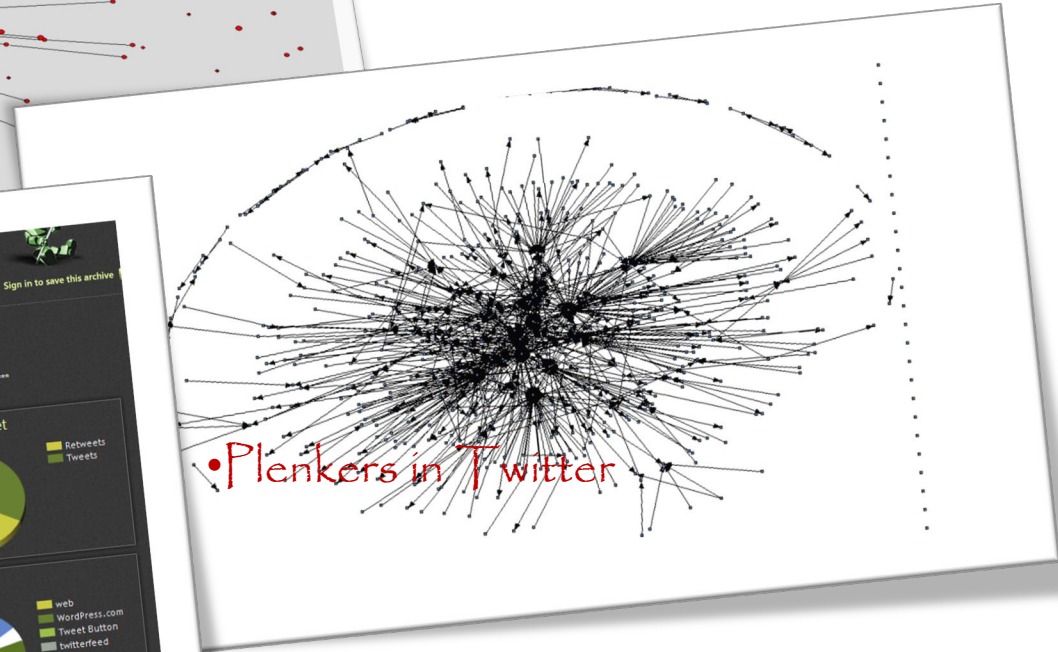
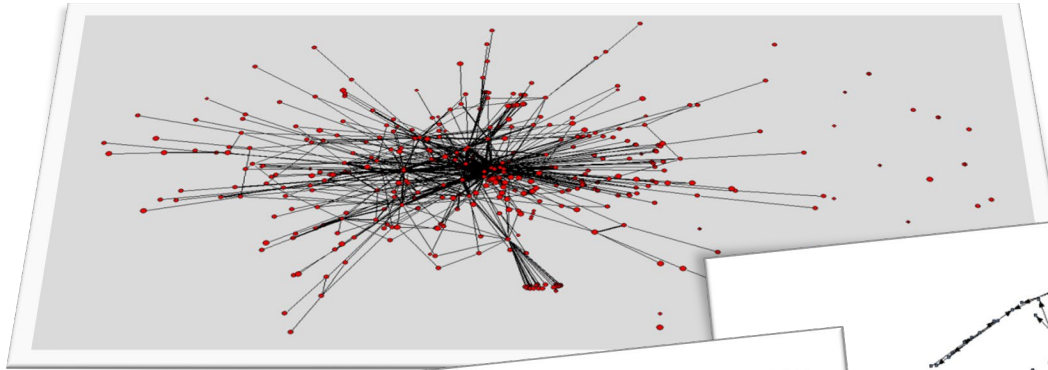
The complex network a facilitator's post generated

Kop and Fournier,  
Connecting the Dots,  
CIDER, 2011



Relationships between topics in a discussion in week 1

# Our Experience



Tweets for a week: Tweets, retweets, replies

Kop and Fournier,  
Connecting the Dots,  
CIDR, 2011





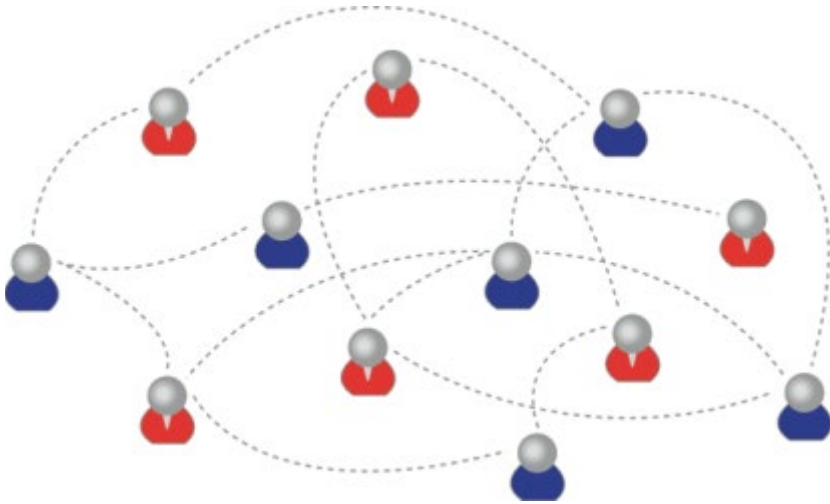
# Assessment and Analytics

It makes no sense to rely on quizzes and tests



- Big Data, Web of Data, Semantic Web, RSS, Geo, FOAF...
- Mash-ups, APIs, the Cloud, Social Network

# Learning Outcomes



We are using one of these

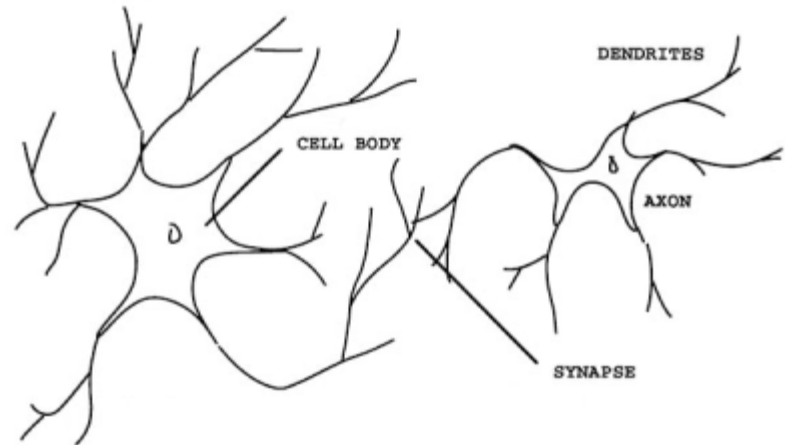


Figure 1. Biological Neuron

To create one of these

Personal knowledge consists of *neural* connections, not facts and data



# Learning Outcomes

- Learning a discipline is a *total state* and not a collection of specific states
- It is obtained through *immersion* in an environment rather than acquisition of particular entities
- It is expressed functionally (can you perform ‘as a geographer’ ?) rather than cognitively (can you state ‘geography facts’ or do ‘geography tasks’ ?)

# Learning Outcomes

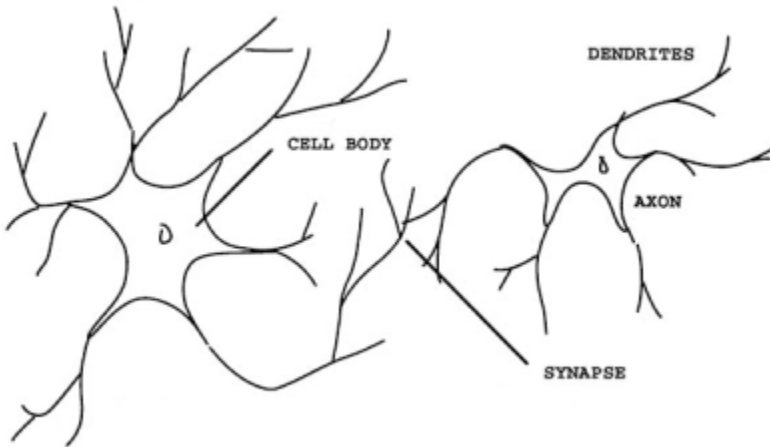
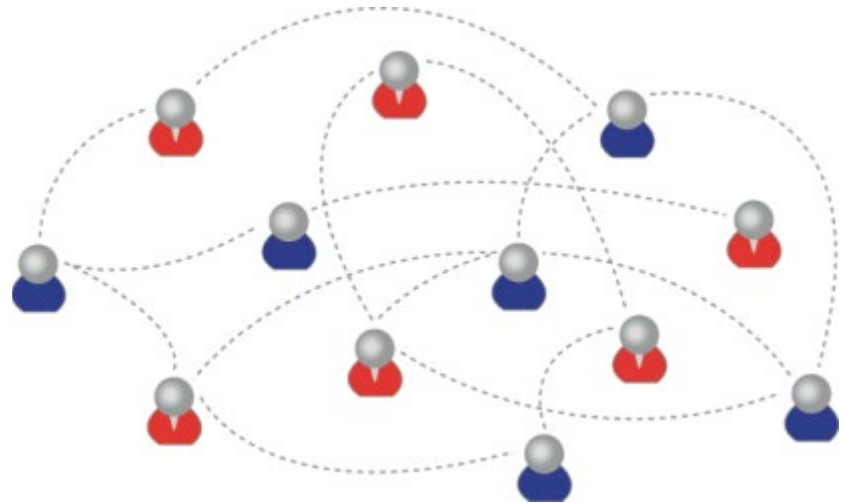


Figure 1. Biological Neuron

We recognize this



By performance in this

There are not specific bits of knowledge or competencies, but rather, personal capacities  
(more on this later)

# The PLE

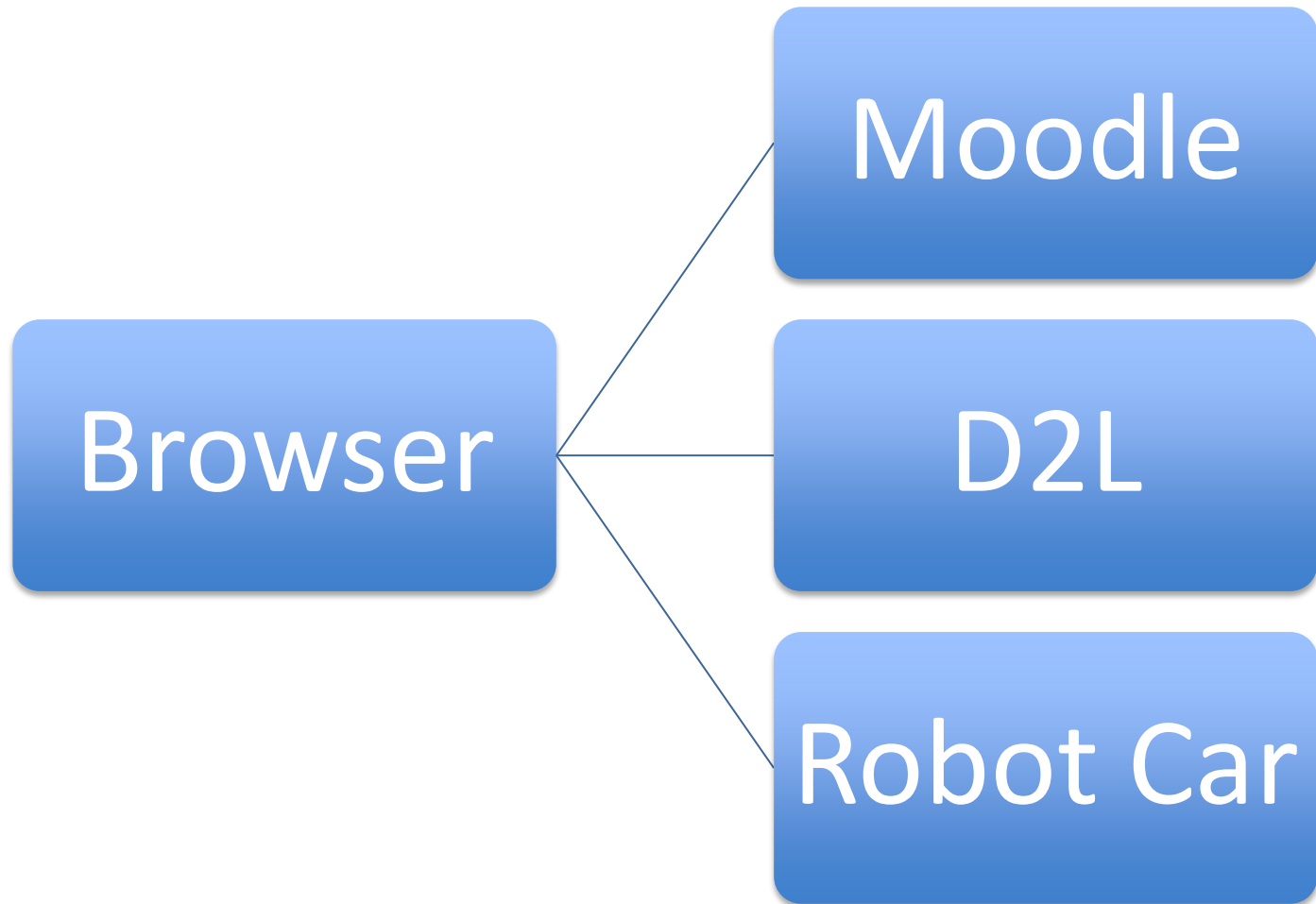
Martin: The PLE is just the device I am using...



# The Challenge

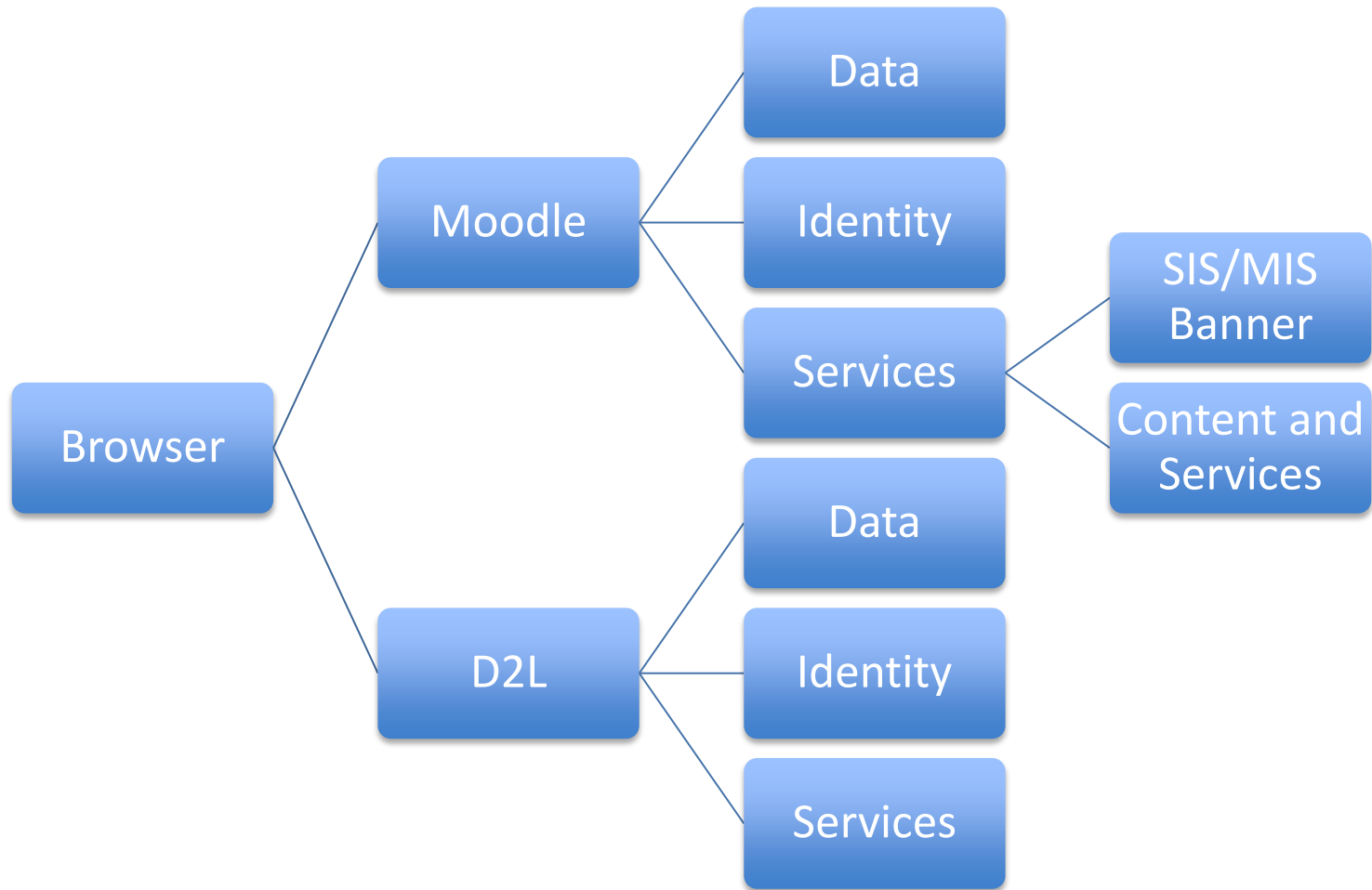
- How can an educational application support, integrate within, and measure the *total state*?
- How can the learner maintain his/her identity and integrity from environment to environment?

# The Network in the LMS

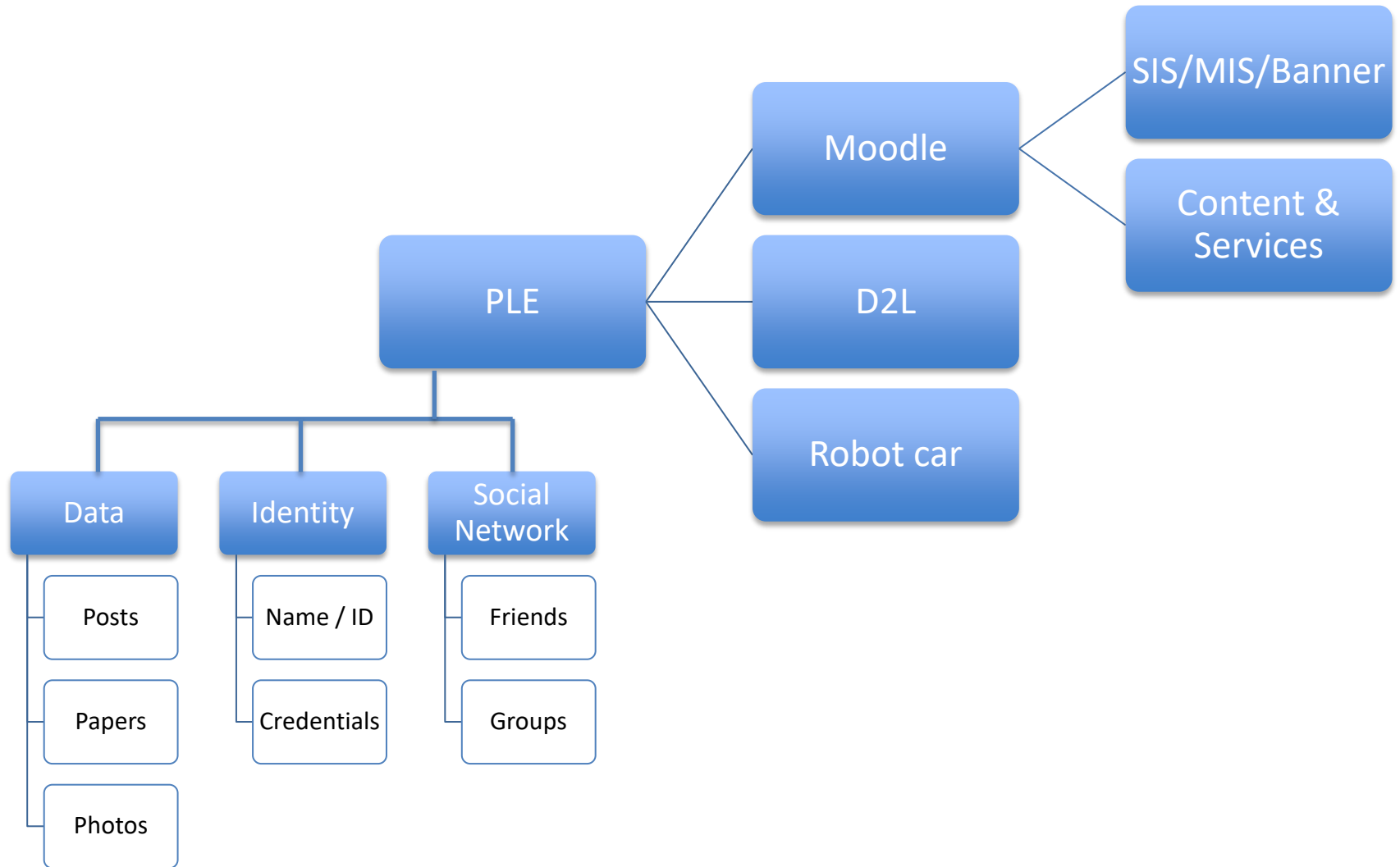




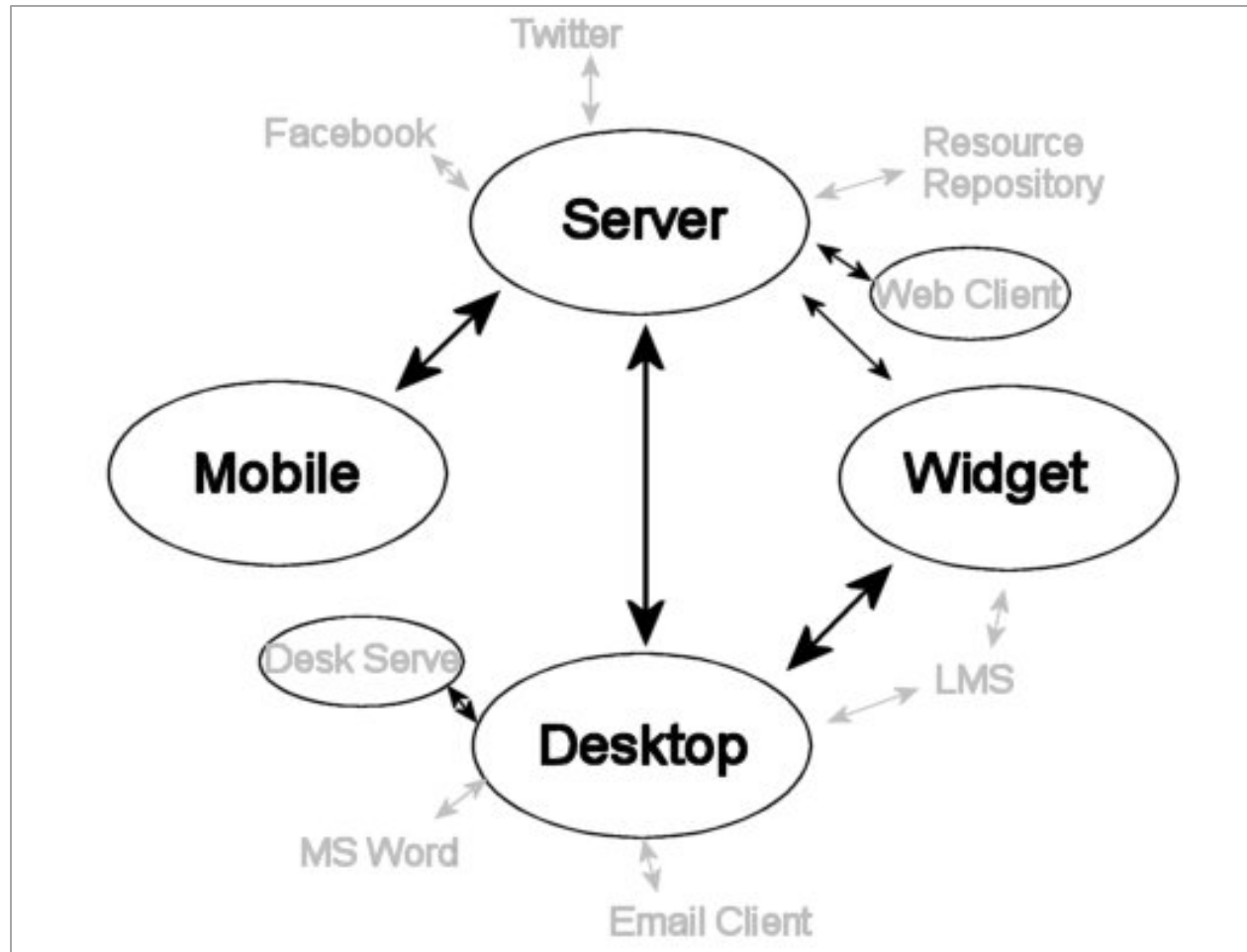
# The Network in the LMS



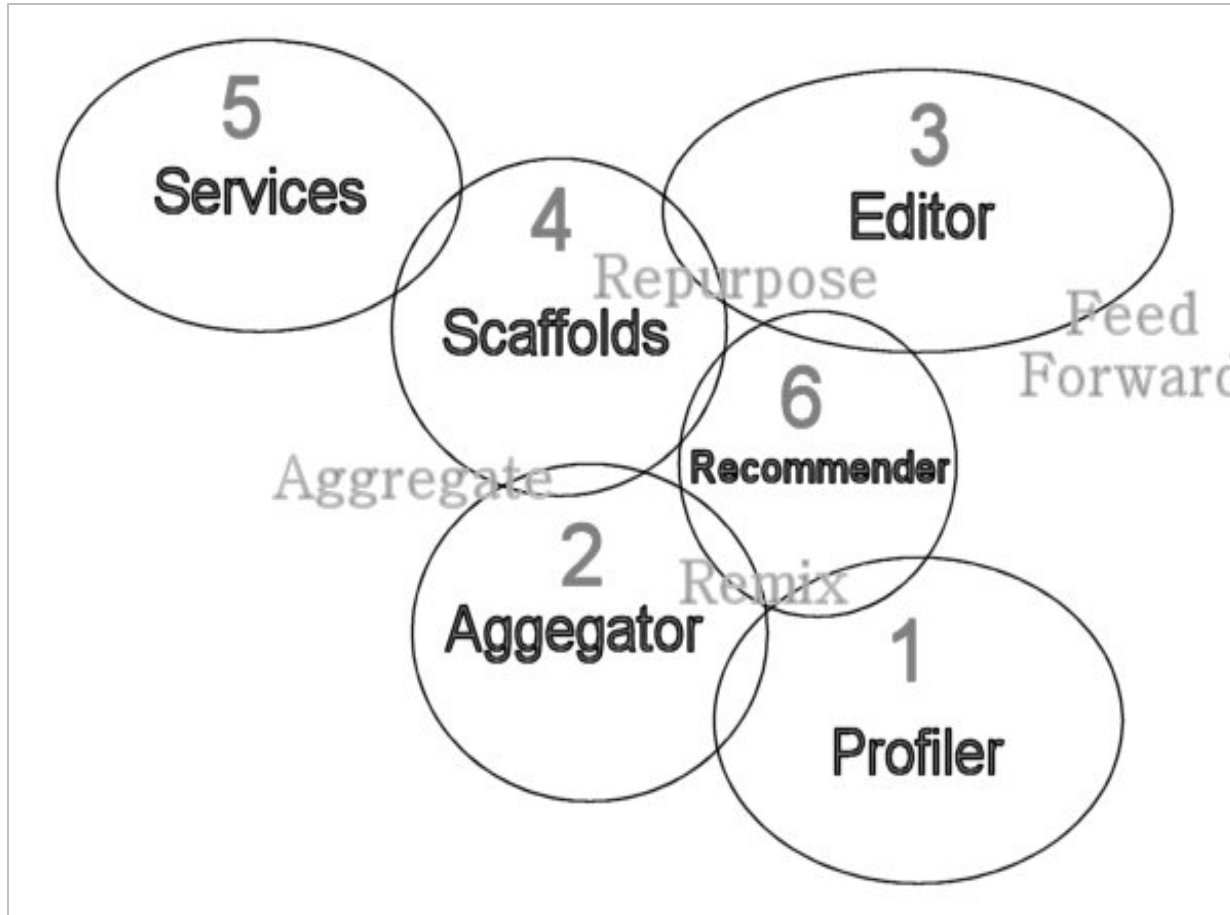
# The PLE in the Network



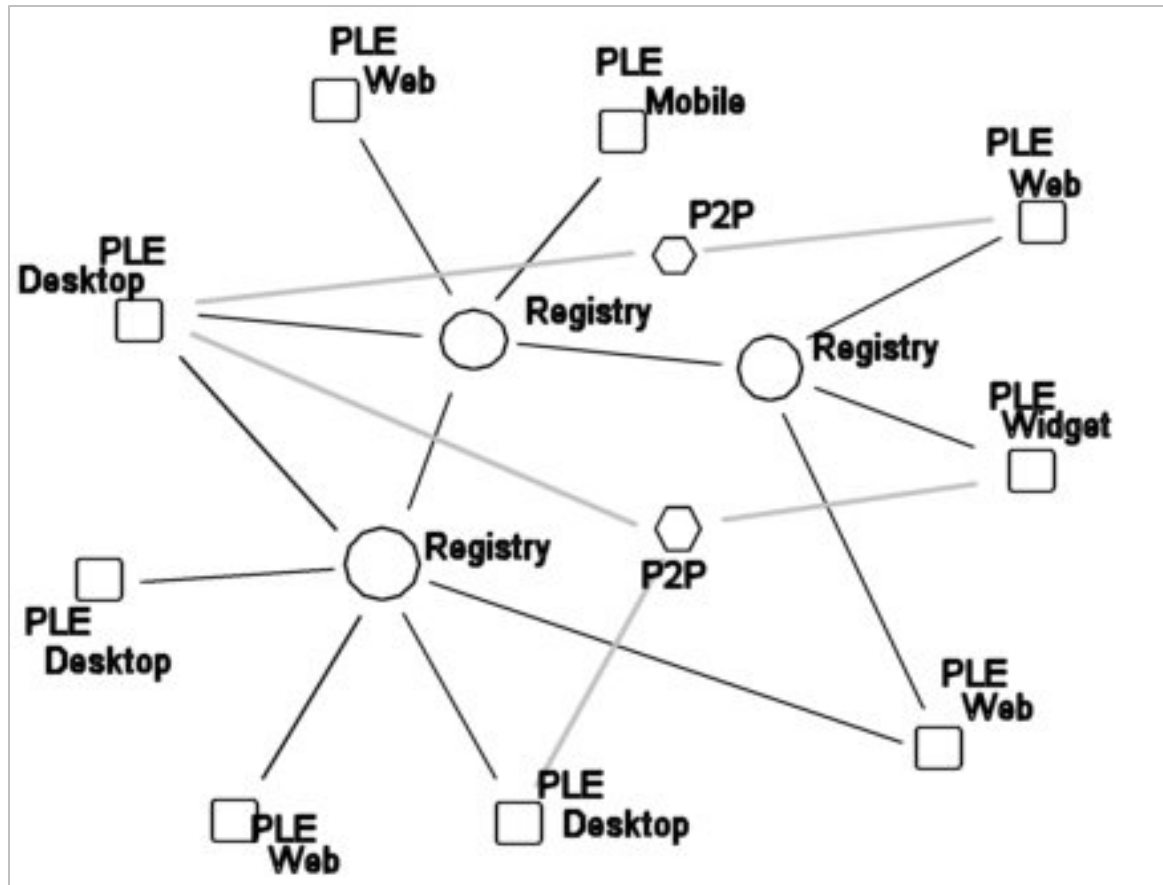
# Plearn Components



# Plearn Functionality

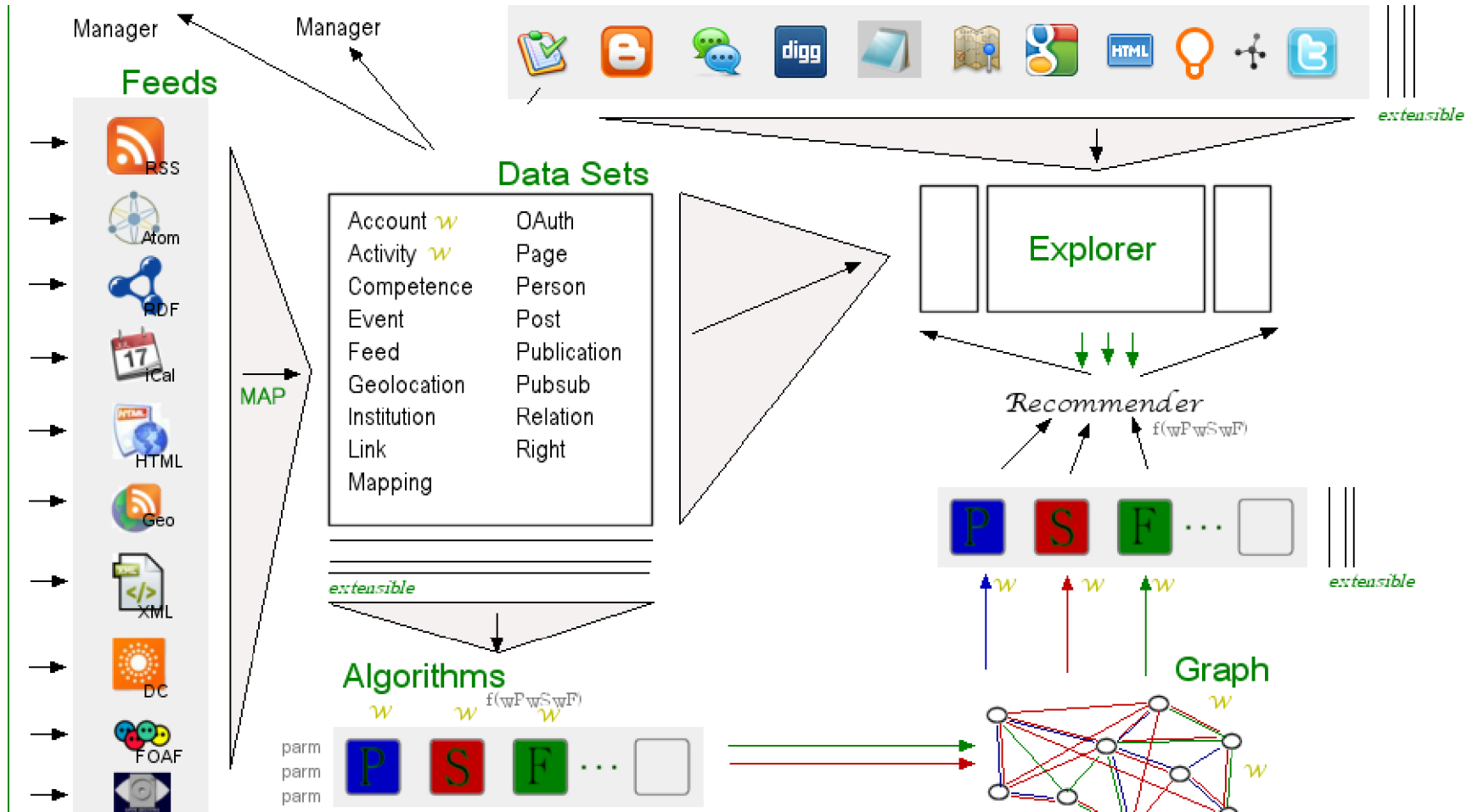


# Plearn Network





# Plearn Rollup



# Plearn Panes

The screenshot displays the Plearn web interface with several panes:

- Top Left Pane:** Shows the Plearn logo and a list of subscriptions including cyberculture (26), Creative Commons Blog (1), Gearlog (1), Jezebel (11), Joho the Blog (1), kotke.org (2), Lolcats 'n' Funny Pic... (2), MakeUseOf.com (2), Mashable! (2), Perisphere (1), and Techdix (2).
- Top Center Pane:** Titled "Edit Windows", it contains a toolbar with icons for window management: a single window, overlapping windows, a window with a shadow, a window with a drop shadow, a window with a border, a window with a grid pattern, a window with a downward arrow, a window with a leftward arrow, a window with a rightward arrow, and a right-pointing arrow.
- Top Right Pane:** Shows the Plearn logo and a weather widget for Montreal, CAN, indicating a temperature of -18°.
- Bottom Left Pane:** A list of recent posts with titles and timestamps, such as "Lay...", "Drive...", "Ro...", "Buy American deal", "Blogger who targets", "Girl killed in ski mishap", "Blizzard hits eastern", "Labrador gets new", "First Nations University", "U of C offends Chinese", and "Gluten hosts concern".
- Bottom Center Pane:** The main editing area, titled "Compose", with tabs for "Preview", "Edit HTML", and "Compose". It features a rich text editor with a toolbar and the following text:

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

*1. Is the issue that LMS's 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 constructivist handling an adult audience I'm concerned about things that matter to them.*

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.

Don't LMSs in some ways end up being out of date technology (see the Google update from the...)

Post Options Labels:  Show all

**PUBLISH POST** **SAVE AS DRAFT**

[Return to list of posts](#)

it might help, a bit.
- Bottom Right Pane:** A sidebar with the Plearn logo and a list of social media sharing options: Blogger, Delicious, Digg, Facebook, FeedBurner, Instapaper, MySpace, Ping.fm, Posterous, Reddit, StumbleUpon, Tumblr, and Twitter.
- Bottom Bar:** A status bar showing "28 years later" and options for "Rename" and "Change Intere...".

# Success Factors

- What sort of decentralized network will best support learning-as-growth?

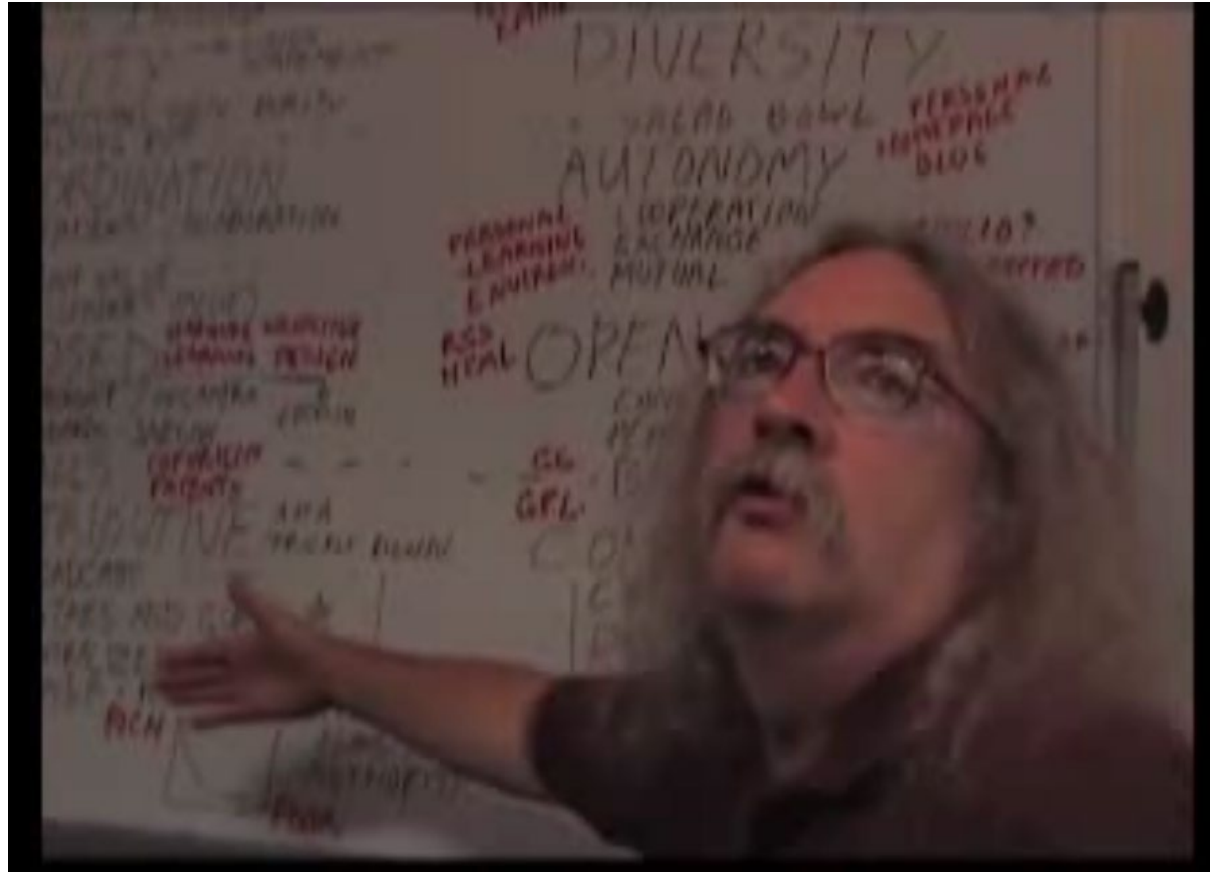


# Network Democracy



Image: <http://www.iiav.nl/eazines/web/WomenLearningPartnership/2007/No17/learningpartnership/programfocus-print=1.htm>

# Network Democracy



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



# Diversity

- You need a mixture of materials – you cannot grow organically from carbon alone, or water alone



# Openness

- Closed systems become stagnant
- Raw materials are depleted
- The system becomes clogged with the 'creative product' of its members



# Autonomy

- The simple cloning of entities does not allow for progress or development
- Each individual entity must manage its own growth in its own way



# Interactivity

- A system cannot grow unless its parts interact – flowers need bees, cows need grain, beavers need trees
- Growth is created not by accumulation but by *flow*, by constant activation and interaction





<http://www.youtube.com/watch?v=X0il0pgTUx0>

- <http://www.downes.ca>
- Free Learning

# Stephen Downes