

# How to Organize a MOOC



**IV Innovar**  
para trascender  
Simposio de la COMINAIC



ANUIES

5, 6 y 7  
de septiembre

# Today

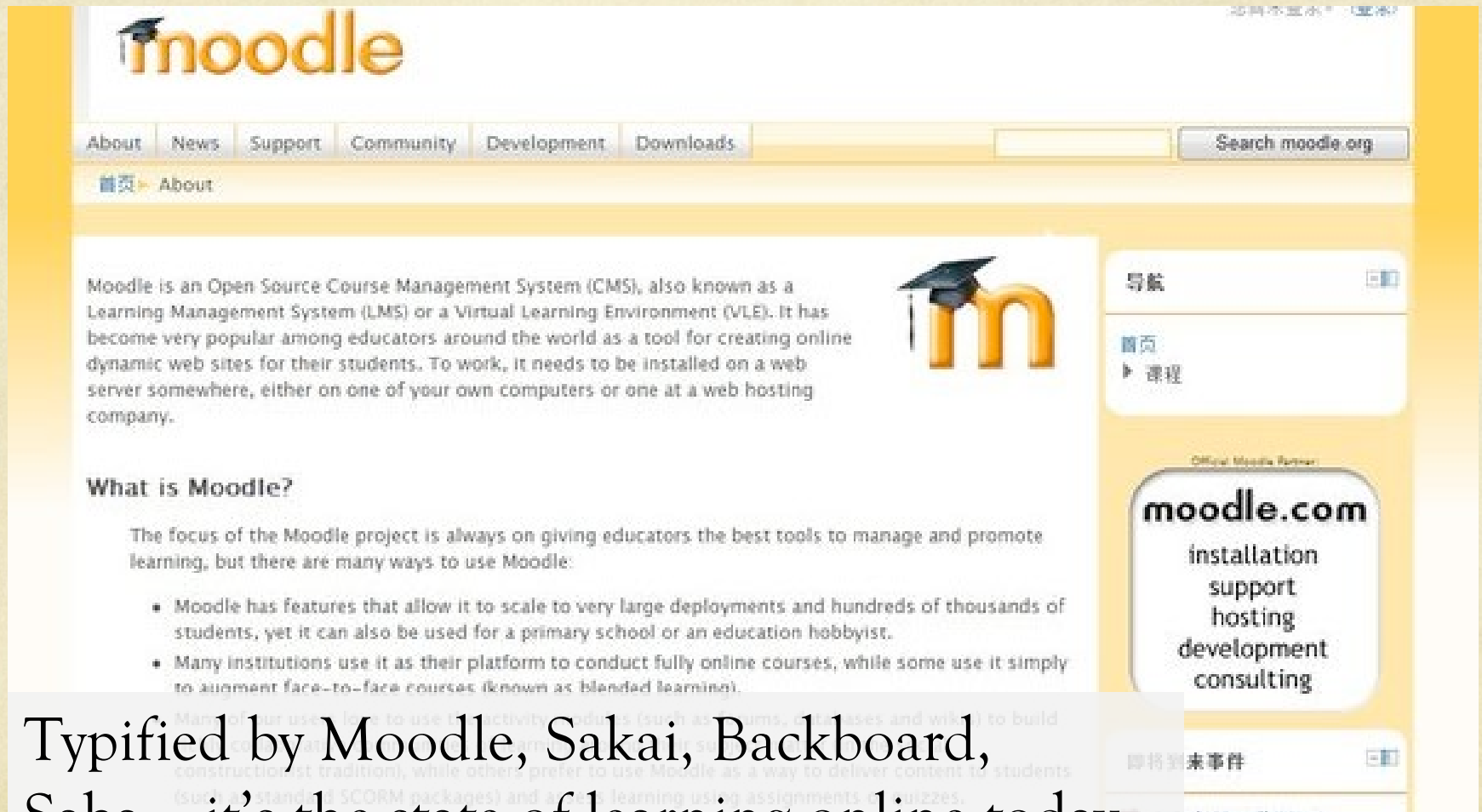
1. Connectivist Learning
2. The Language of Learning
3. Success Factors
4. Connectivist Pedagogy
5. Openness and Learning
6. The Role of the Educator



# 1. Connectivist Learning



# The LMS



Typified by Moodle, Sakai, Blackboard, Saba... it's the state of learning online today



# The LMS

You are not logged in. (Login)

Creative E-Learning:: College, Training and Research

Main menu

Contact us.

Site news

CICTR Home

Navigation

Home

Courses

Courses

Online (e-learning) Courses

Using Creative E-Learning as a student - FREE Course

Using Creative E-Learning as a Teacher

Drupal/Joomla/Moodle essentials to become a CMS Guru

Drupal: Advanced web administration and development

How to Plan and become successful in Overseas Study

Preparing for a research study (MPhil/PhD)

Basic Training

FREE computer & Internet Training & Browsing

English-Speaking, Writing, Reading & Listening with Grammar Essentials

Computer Essentials/Basic IT training

Skills Training

Hardware Engineering, Assembling Maintenance & Trouble Shooting

AutoCAD Essentials training course

Professional Training

Mobile technology, application development & programming

Foreign Trades Training

IELTS

Food & Hygiene training in Catering Industry [UK]

College Course

HSC-Arts and Humanities

HSC-Business studies

HSC-Science

Collapse all

Expand all

Creative College, Training and Research (CCTR) is a unique platform to bring success of education. Our College offer Educational degrees with professional training for careers in home and abroad. During the study, students can plan with the choices of working and/or studying in home or abroad. Our training modules are designed based on needs and trends of the industries.

Calendar

March 2011

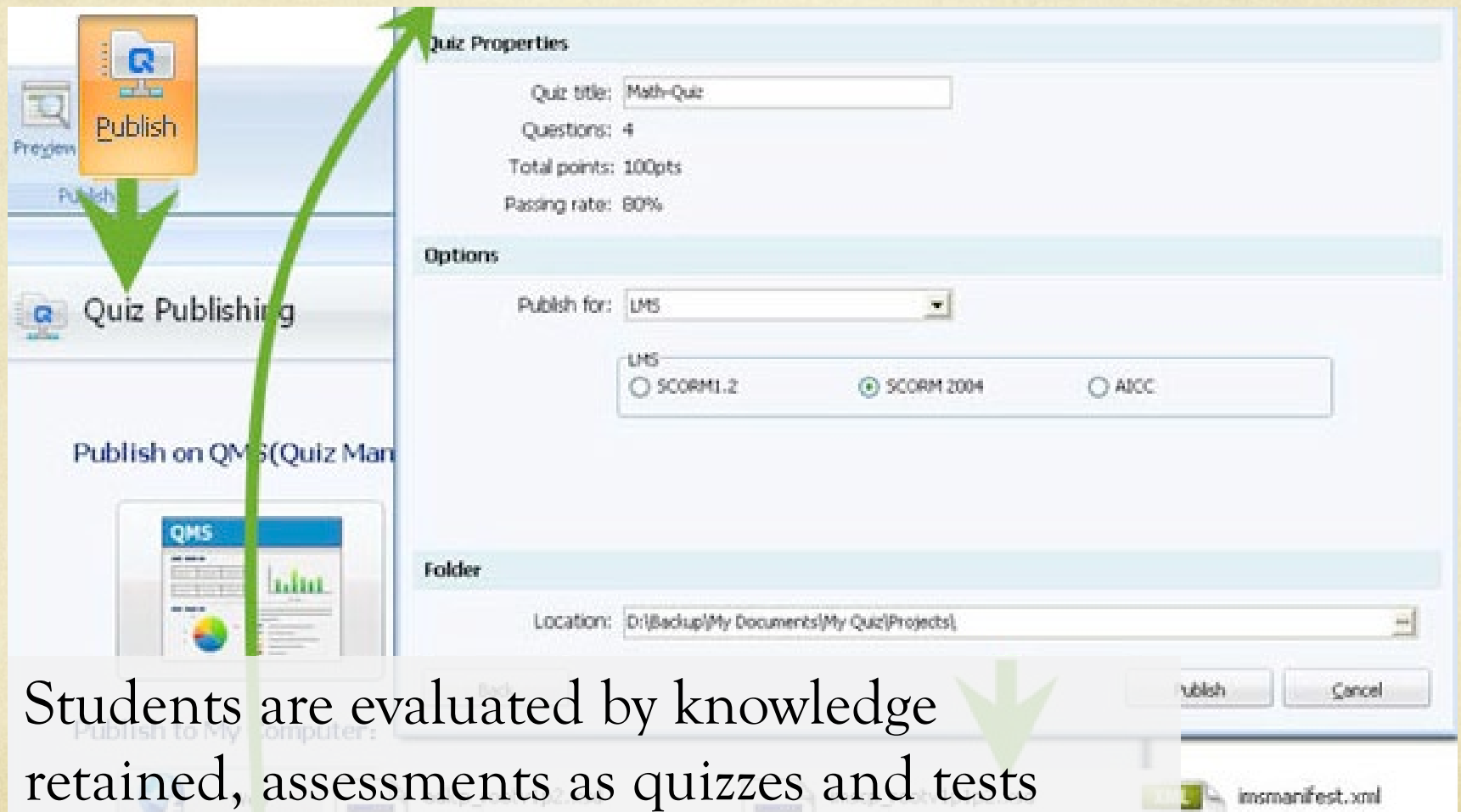
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Search courses:

Available courses

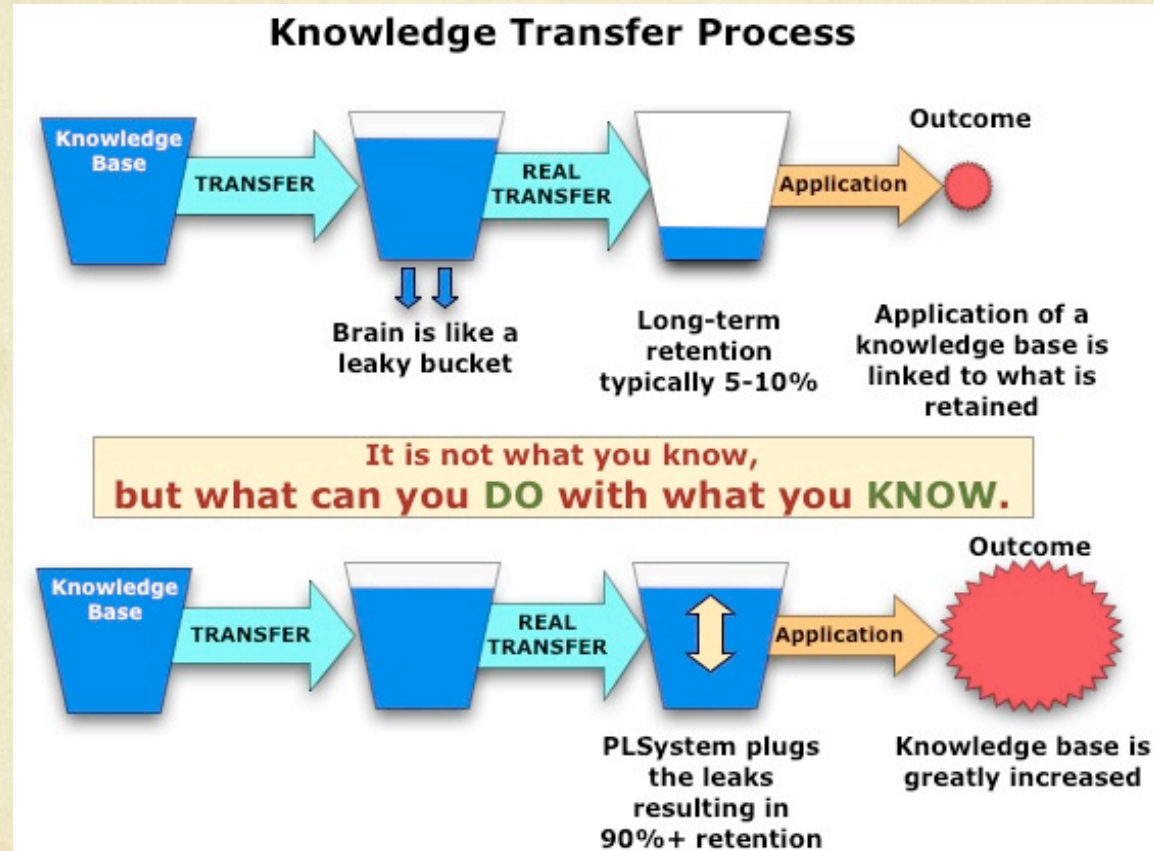
Courses are structured as though they were books, linear flows of information, content

# The LMS

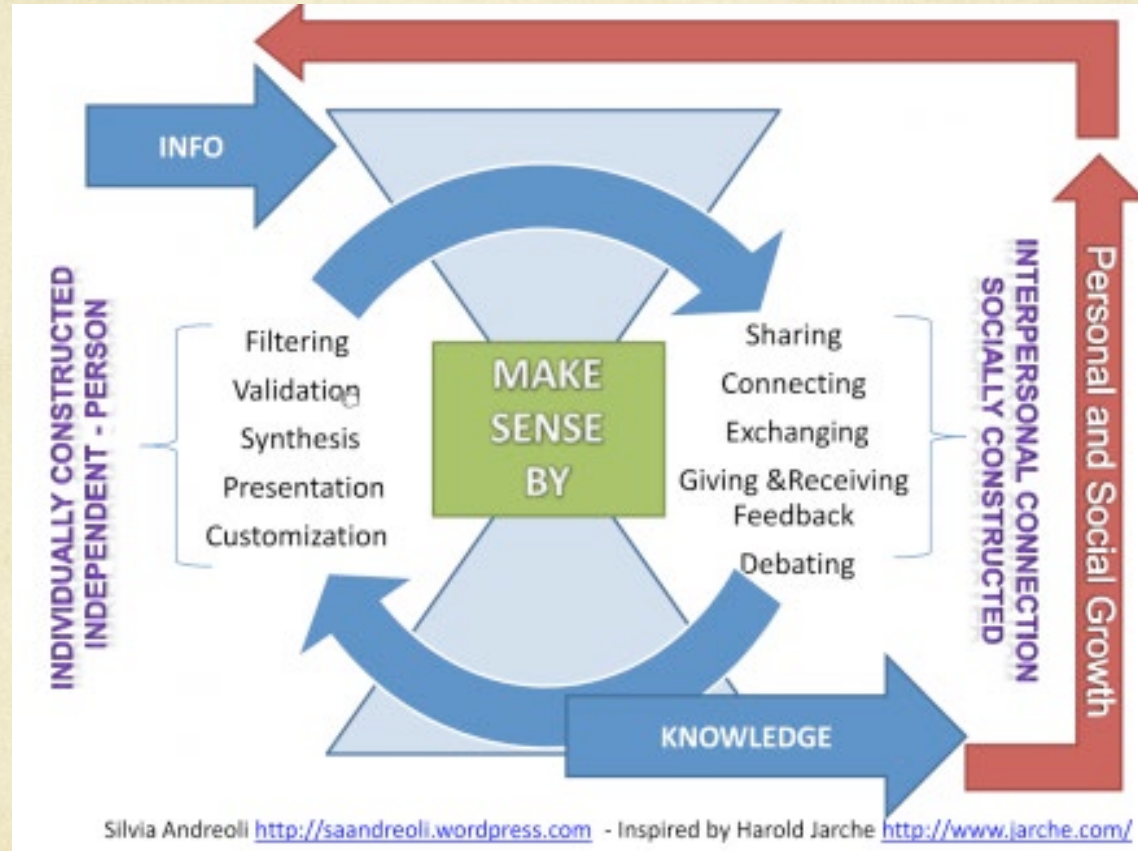




# Knowledge Transfer

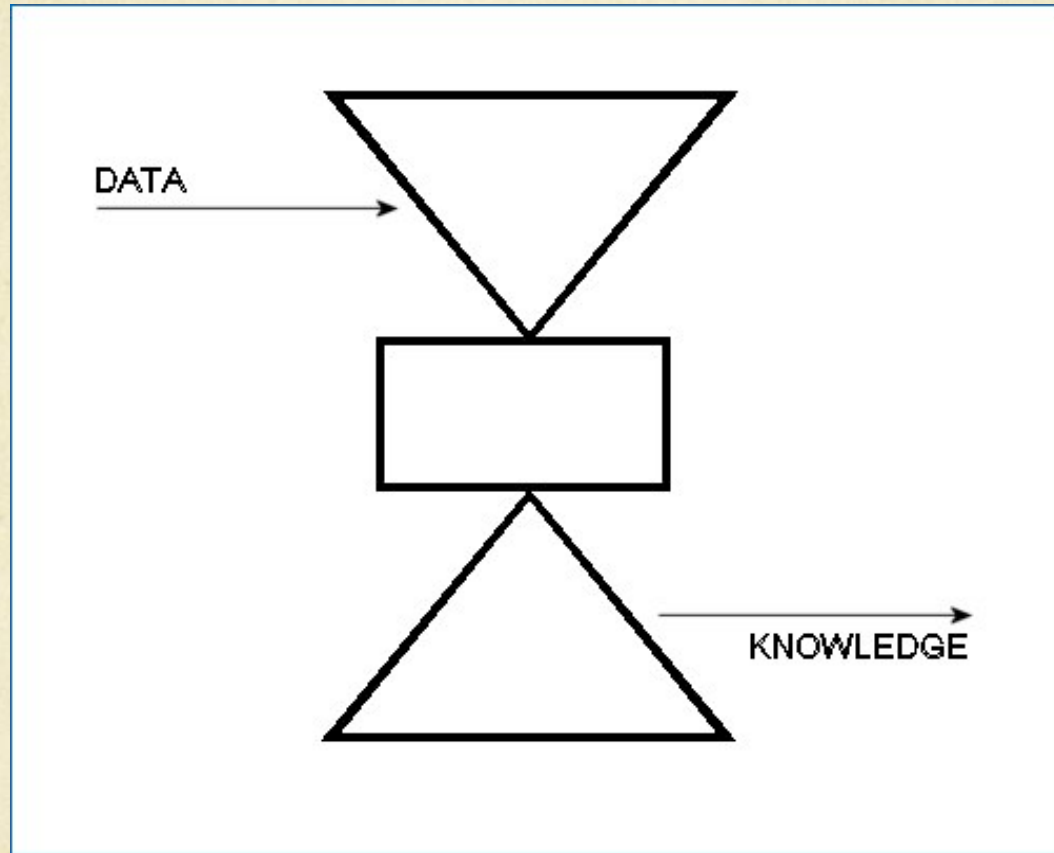


# The Induction Model

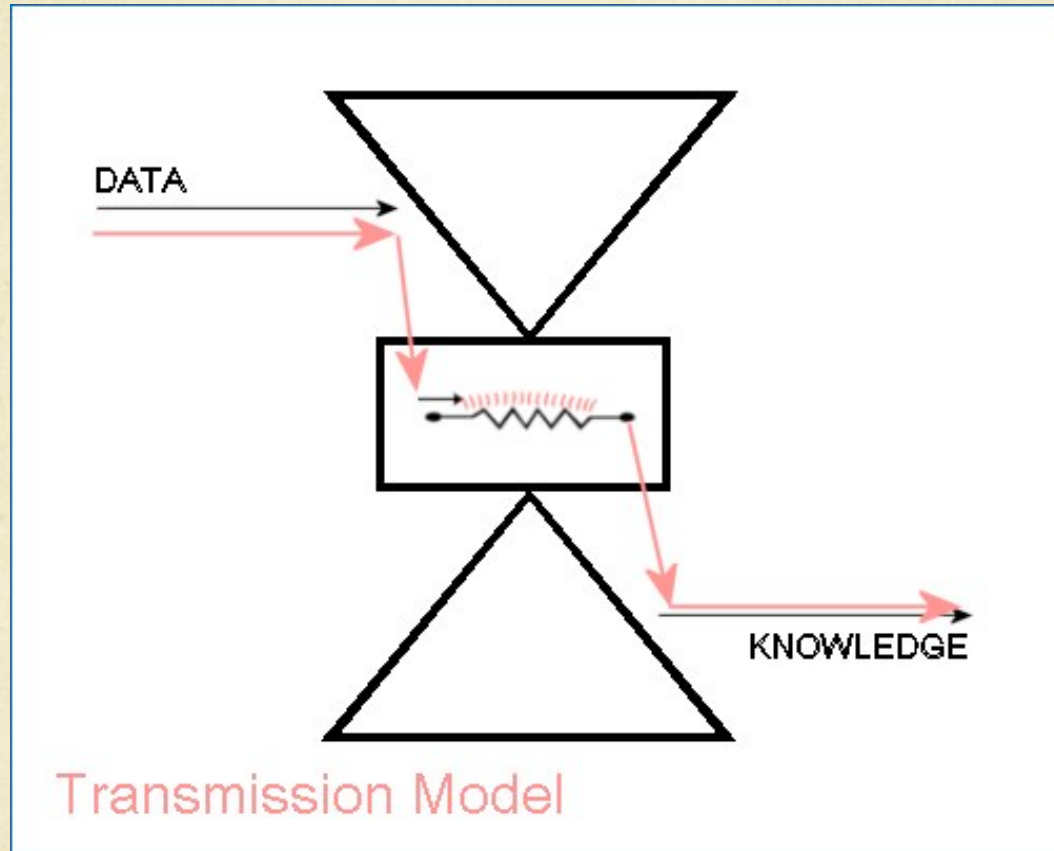




# The Induction Model

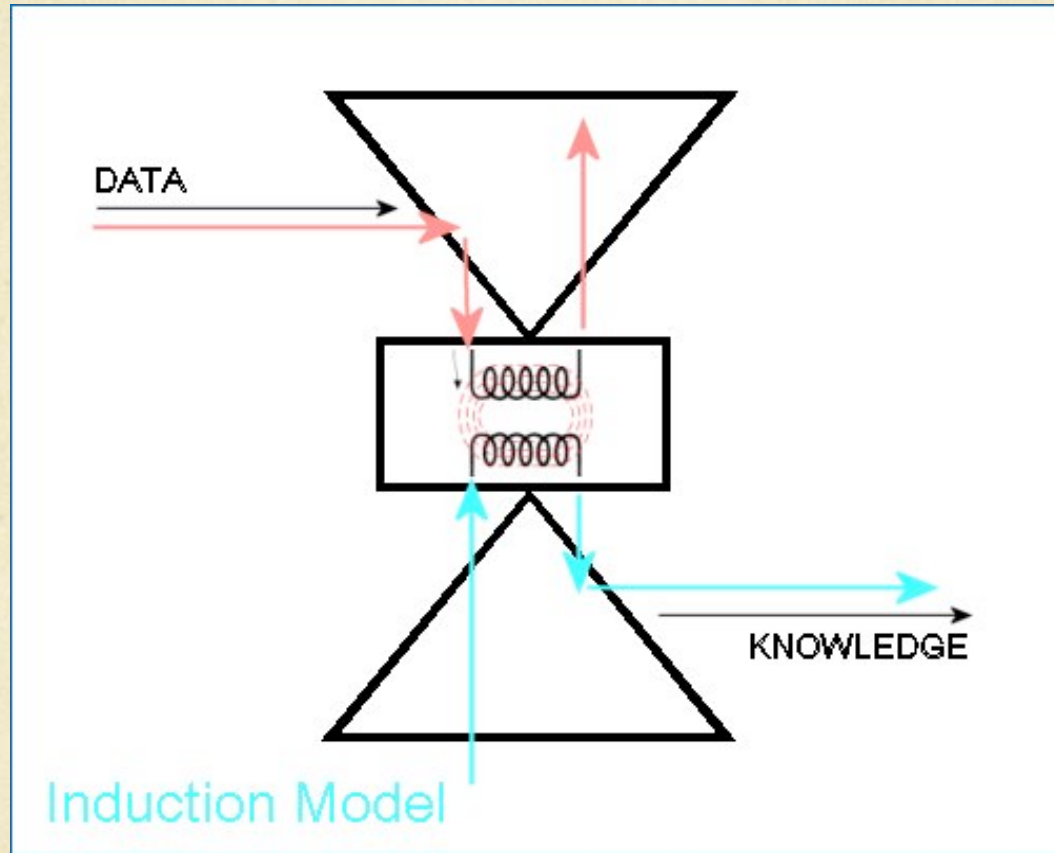


# The Induction Model

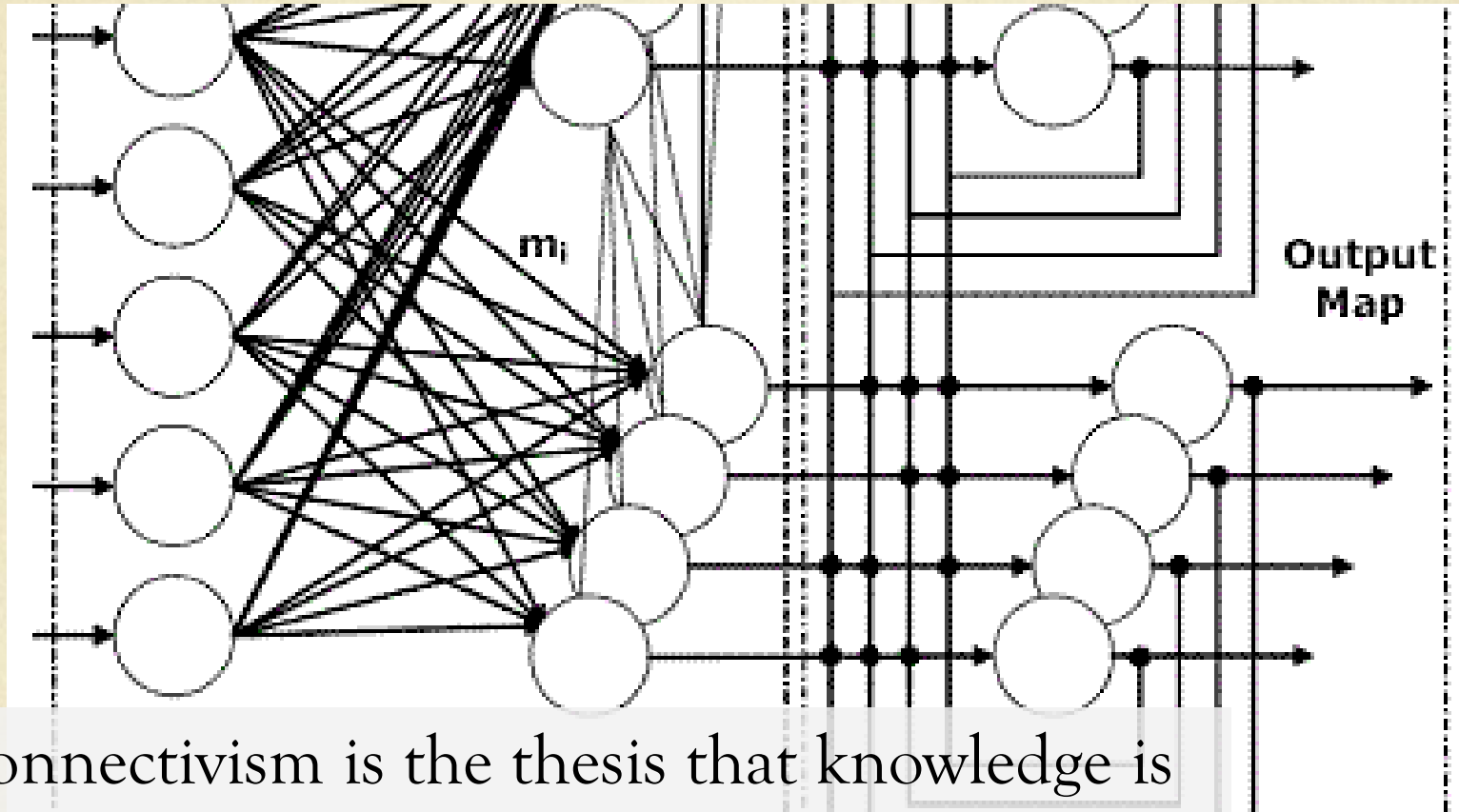




# The Induction Model



# Connectivism



Connectivism is the thesis that knowledge is formed through the creation of connections



# 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's not that there's nothing to learn, it's that it's *complex* and needs to be navigated...



# Connectivism



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



We develop our neural net by participation in the social net

That is also how we develop the social net



Learning is growth

<http://www.downes.ca/post/53527>

## Two kinds of knowledge

- personal knowledge
- social, or public knowledge

## Networks in general

## A common set of principles

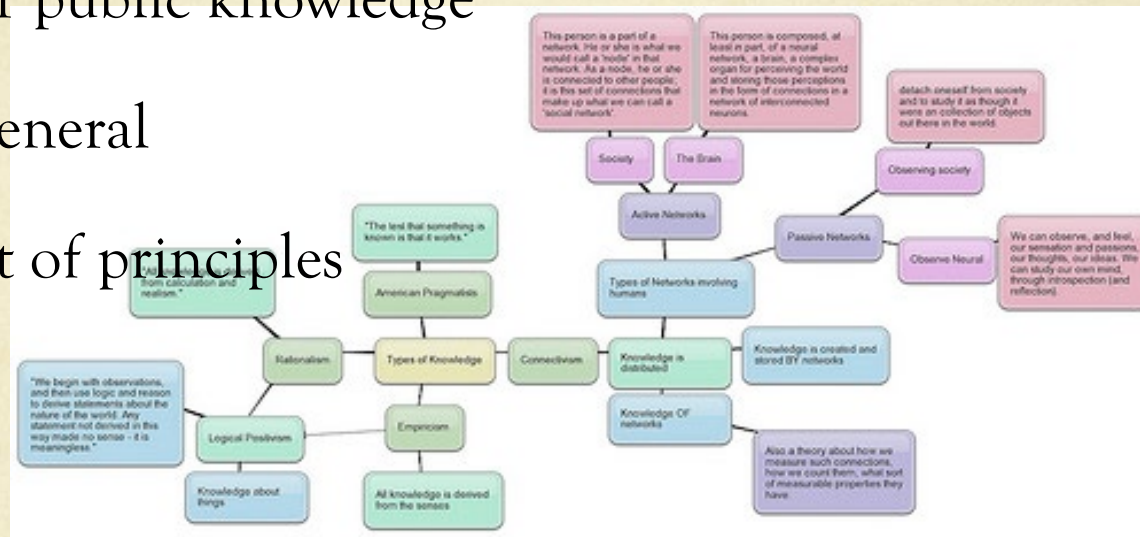


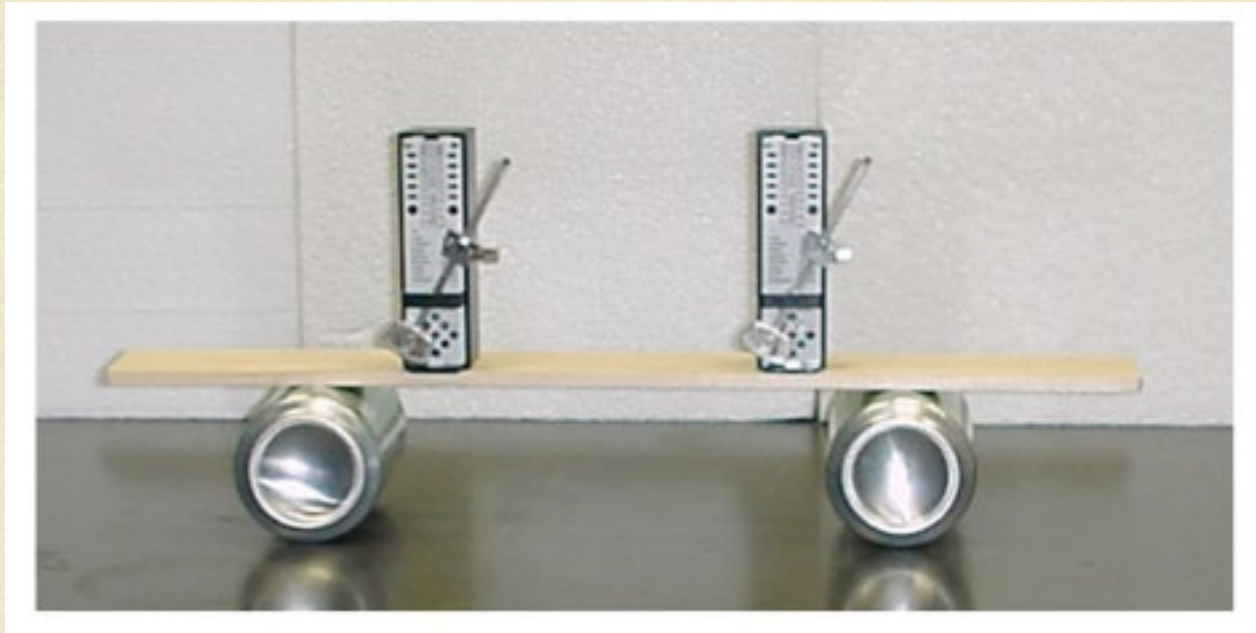
Image: <http://techticker.net/2008/09/16/types-of-knowledge/>

# Networks, Network Theory

<http://www.downes.ca/post/33034>



# Self Organization

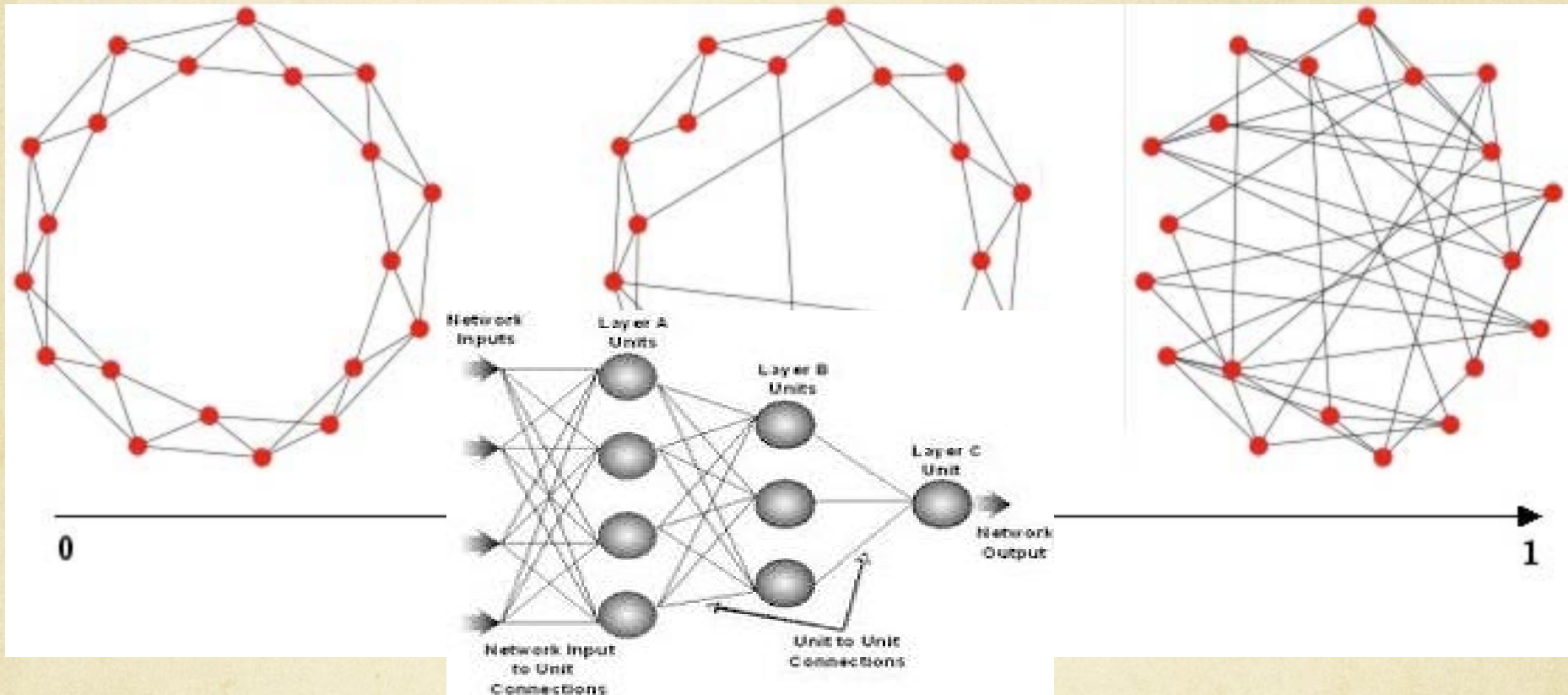


## Metronomes

<http://salt.uaa.alaska.edu/dept/metro.html>

<http://www.youtube.com/watch?v=W1TMZASCR-I>

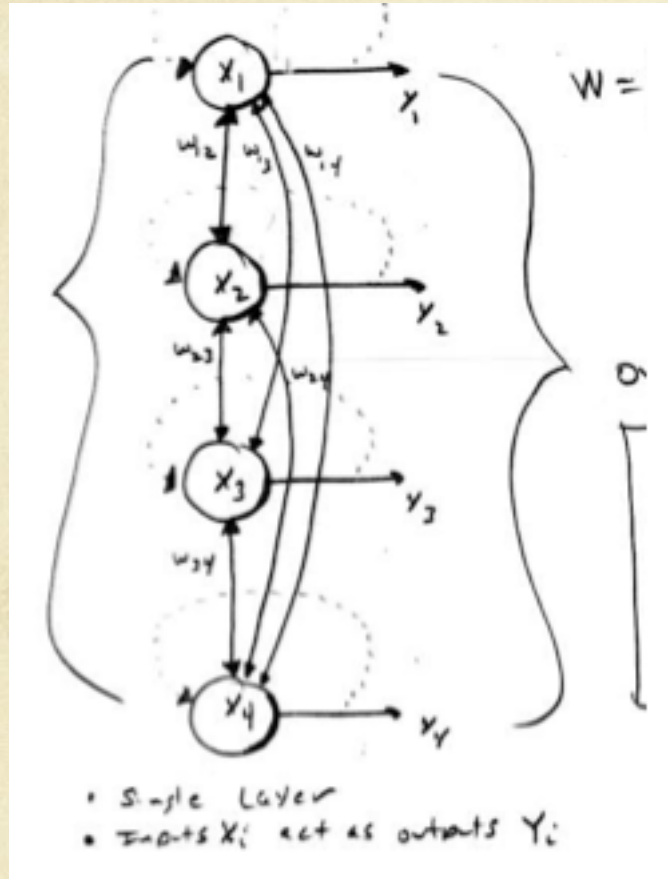
# Underlying Principles



# Graph Theory, Connectionism



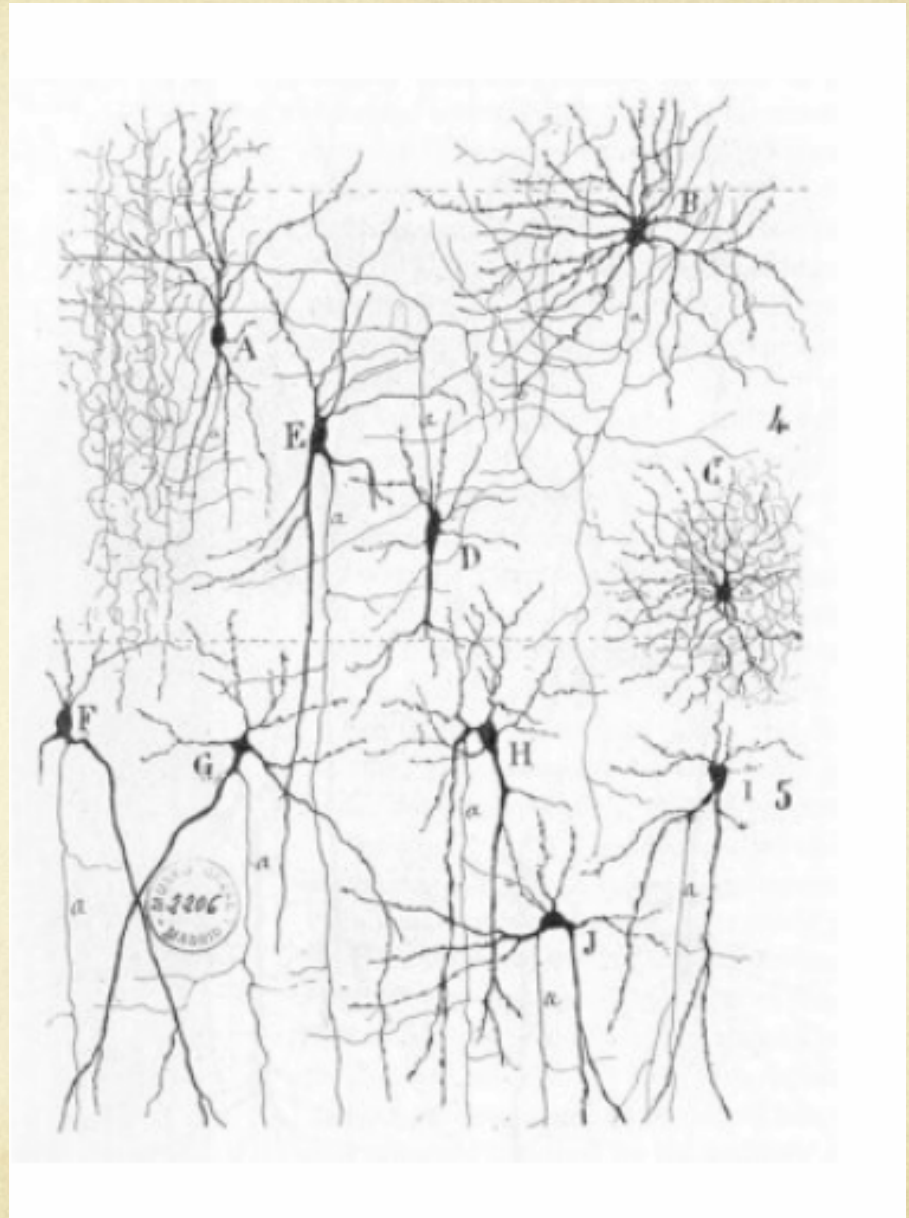
How networks learn = how networks form connections



- Similarity
  - Hebbian association
- Proximity
  - Hume - contiguity
- Feedback
  - Back Propagation
- Harmony
  - Boltzmann Mechanism

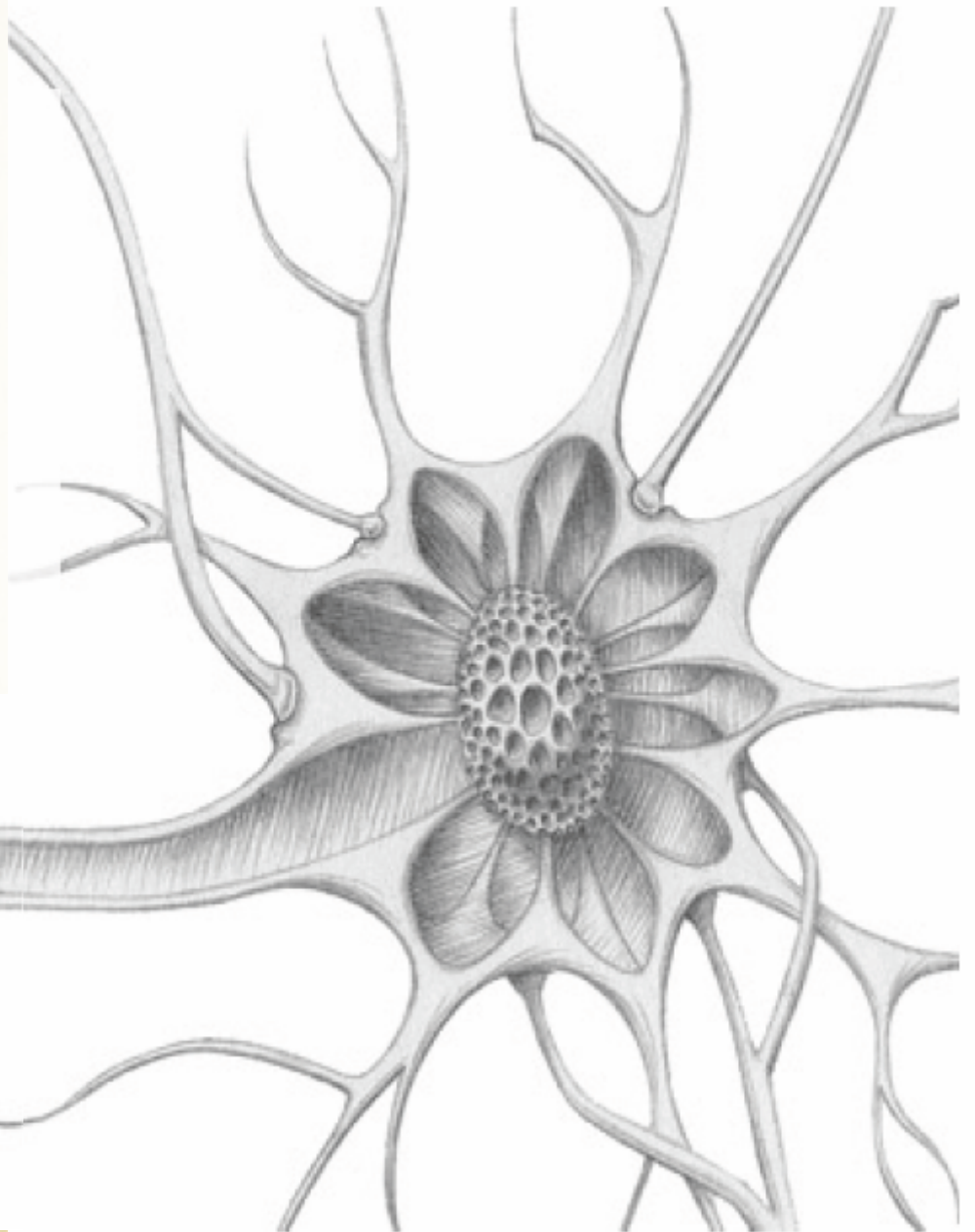
# Principles of Association

- Teachers are nodes, students are nodes
- Both teaching and learning consists of sending and receiving communications to other nodes





Aggregate  
Remix  
Repurpose  
Feed Forward



ARRFF



<http://www.youtube.com/watch?v=FPEuu5mpC4s>

- Aggregate – gather resources from wherever they may be
- Remix – mash up, put together, join
- Repurpose – localize, adapt, mark up, tag, review, lip dub
- Feed forward – as video, slides, graphics, text

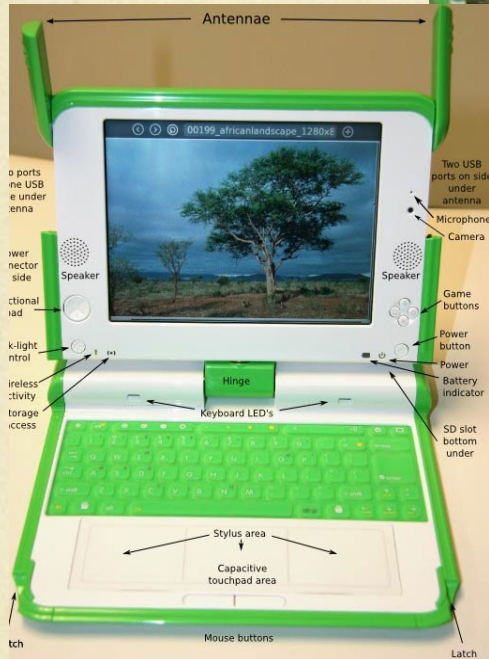


# Learning as Immersion



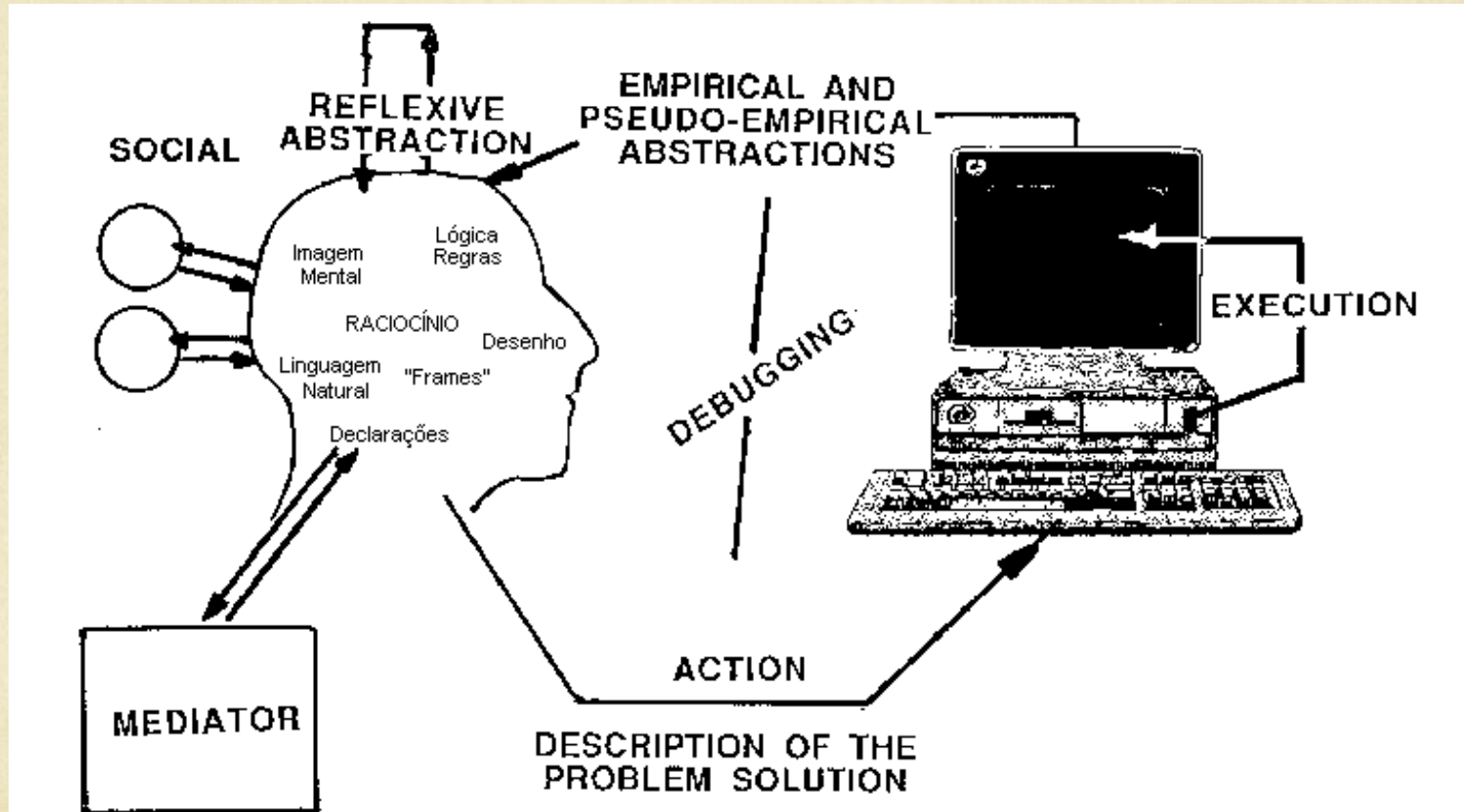


# Learning as Immersion





# Constructionism



## 2. The Language of Learning





# Speaking in LOLcats



# Speaking in LOLcats





# Speaking in LOLcats



# Languages of Learning



Body language...

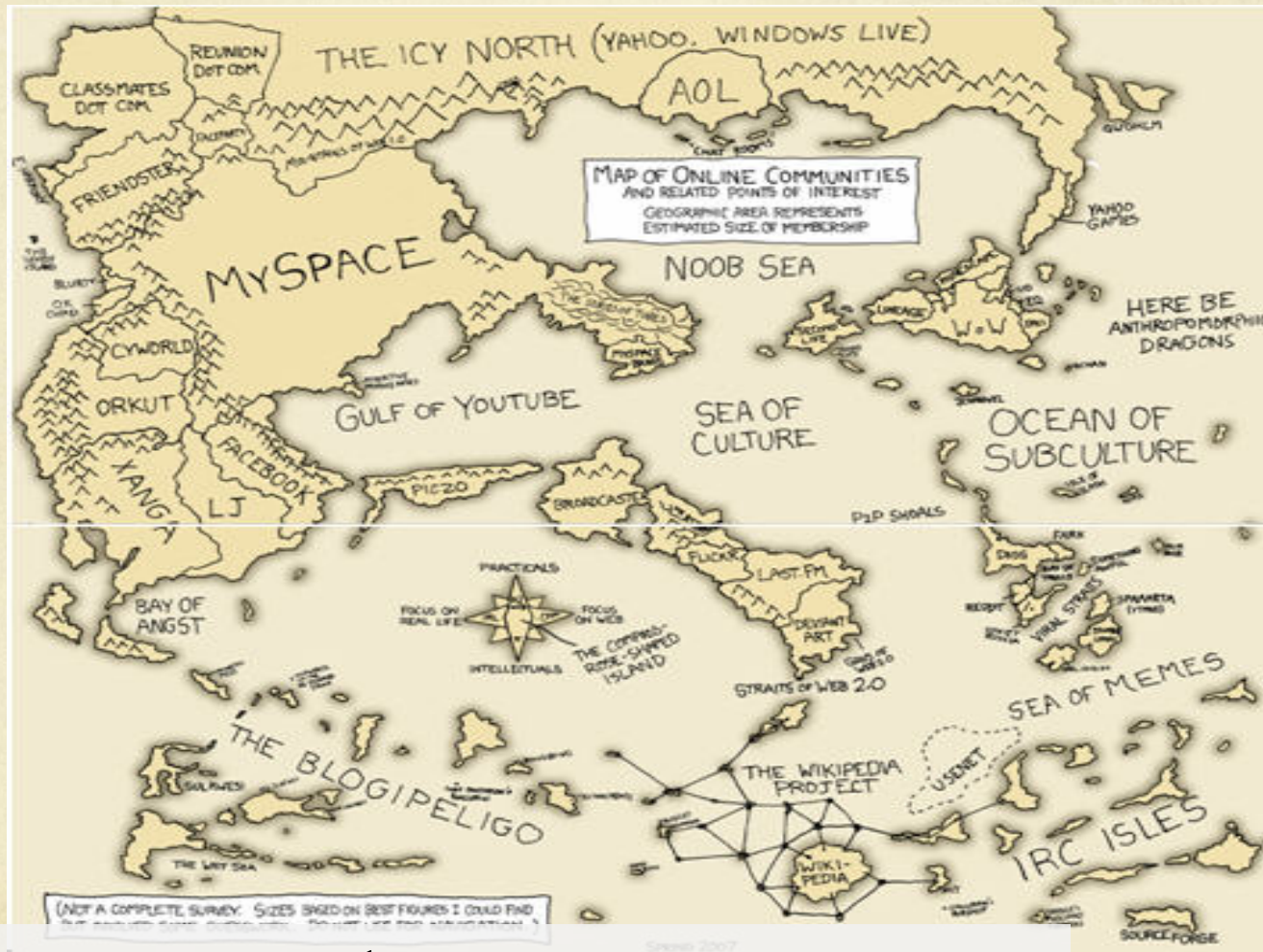


# Languages of Learning



Body language...  
Clothing, uniforms, flags, drapes...

# Languages of Learning



Maps, diagrams, graphics...

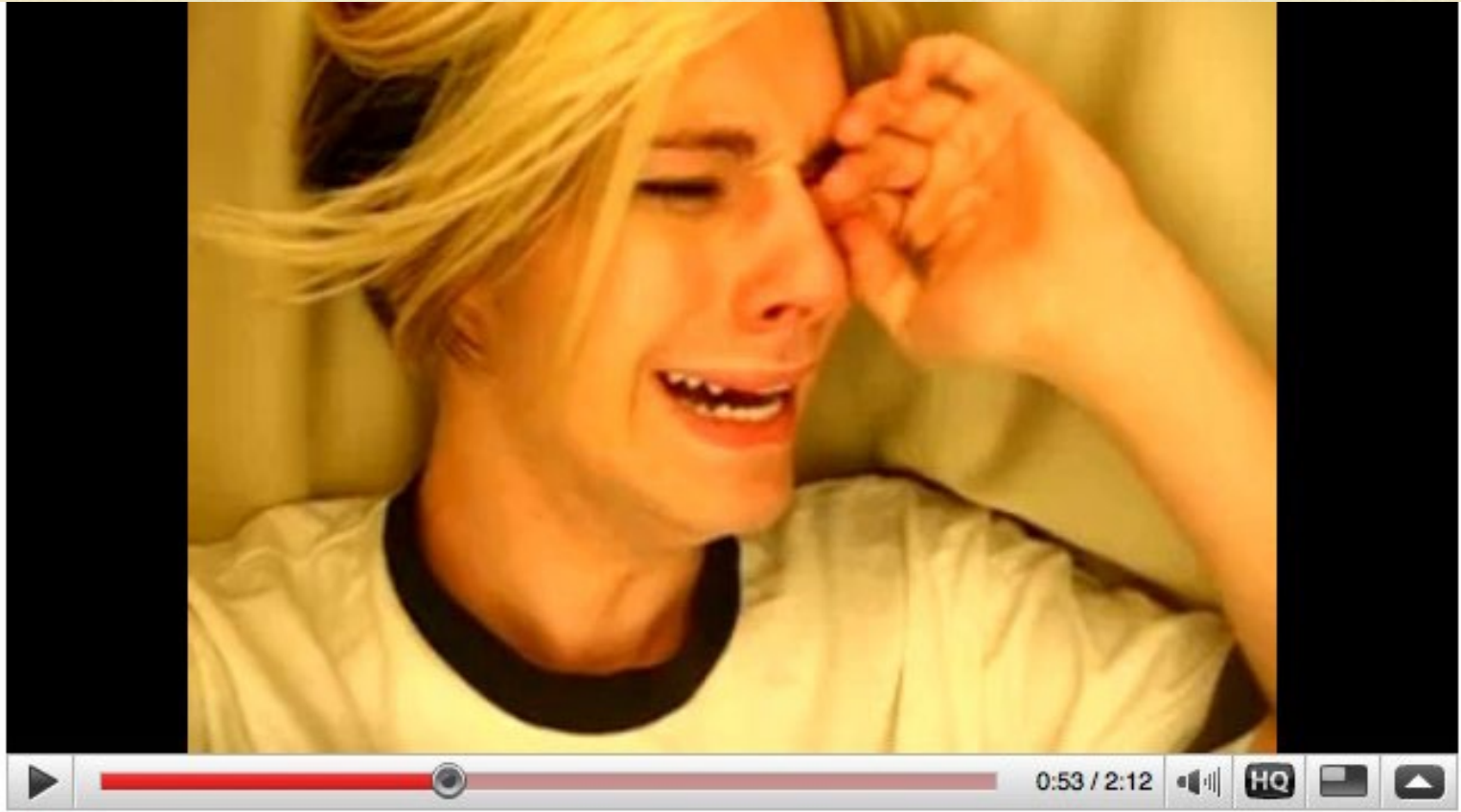


# Languages of Learning



Cave paintings...

# Old Media, New Media



Changing conceptions...



# Old Media, New Media

## Conceptions Like:

- messages have a sender and a receiver
- words get meaning from what they represent
- truth is based on the real world
- events have a cause, and causes can be known
- science is based on forming and testing hypotheses

These, taken together, constitute, a static, linear, coherent picture of the world, the world as though it were a book or library

# Educational Resources as *Language*, not Content

- We have to stop treating online resources – including educational materials - as though they were ‘content’
- The people who actually *use* them have moved far beyond that
- These artifacts constitute a new *language*; they are (if you will) the *words* is a large, complex, post-linguistic vocabulary
- That’s why they need to be open



# Understanding New Media

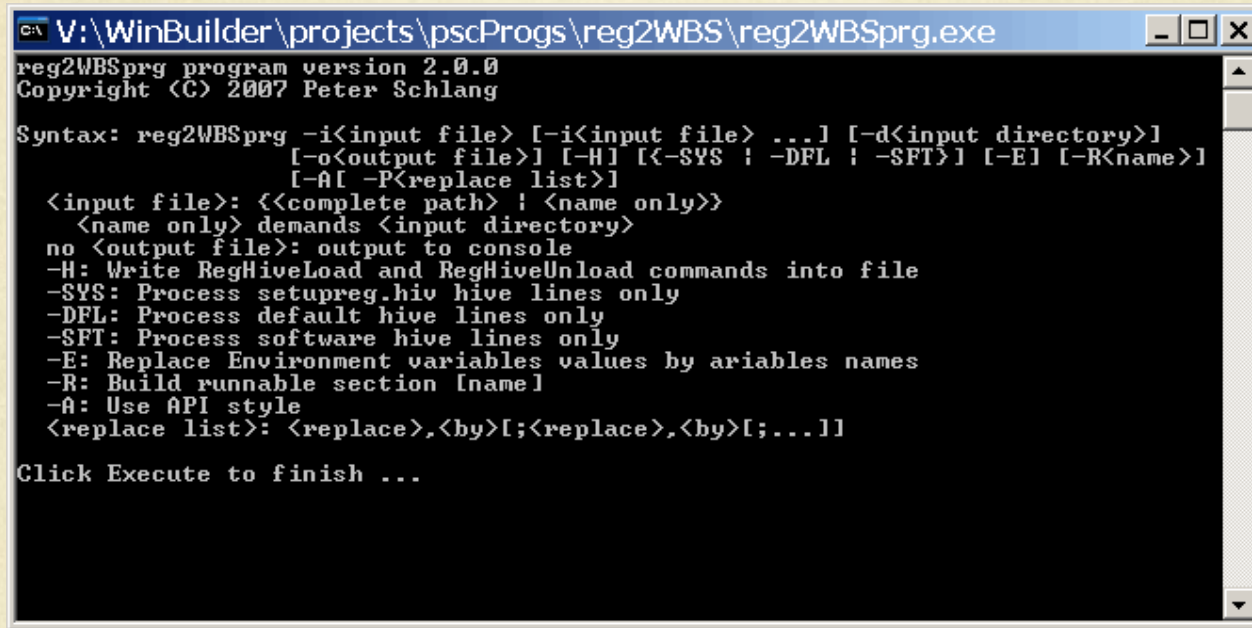
Morris, Derrida and a little Lao Tzu

Syntax	Cognition
Semantics	Context
Pragmatics	Change

We need this frame because if we aren't looking for these things, we just won't see them.

# Syntax

Not just rules and grammar



```
C:\V:\WinBuilder\projects\pscProgs\reg2WBS\reg2WBSprg.exe
reg2WBSprg program version 2.0.0
Copyright (C) 2007 Peter Schlang

Syntax: reg2WBSprg -i<input file> [-i<input file> ...] [-d<input directory>]
        [-o<output file>] [-H] [-SYS | -DFL | -SFT] [-E] [-R<name>]
        [-A] [-P<replace list>]
<input file>: <<complete path> | <name only>>
<name only> demands <input directory>
no <output file>: output to console
-H: Write RegHiveLoad and RegHiveUnload commands into file
-SYS: Process setupreg.hiv hive lines only
-DFL: Process default hive lines only
-SFT: Process software hive lines only
-E: Replace Environment variables values by ariables names
-R: Build runnable section [name]
-A: Use API style
<replace list>: <replace>,<by>[;<replace>,<by>[;...]]

Click Execute to finish ...
```

Forms: archetypes? Platonic ideals?

Rules: grammar = logical syntax

Operations: procedures, motor skills

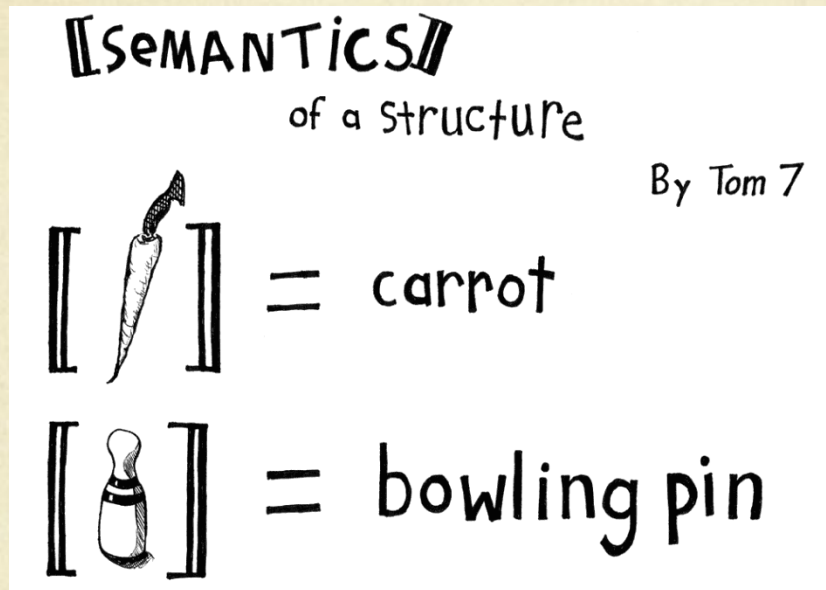
Patterns: regularities, substitutivity (eggcorns, tropes)

Similarities: Tversky - properties, etc



# Semantics

theories of truth / meaning / purpose / goal



<http://www.cs.cmu.edu/~tom7/csnotes/fall02/semantics.gif>

- Sense and reference (connotation and denotation)
- Interpretation (Eg. In probability, Carnap - logical space; Reichenbach - frequency; Ramsey - wagering / strength of belief)
- Forms of association: Hebbian, contiguity, back-prop, Boltzmann
- Decisions and decision theory: voting / consensus / emergence

# Pragmatics

use, actions, impact

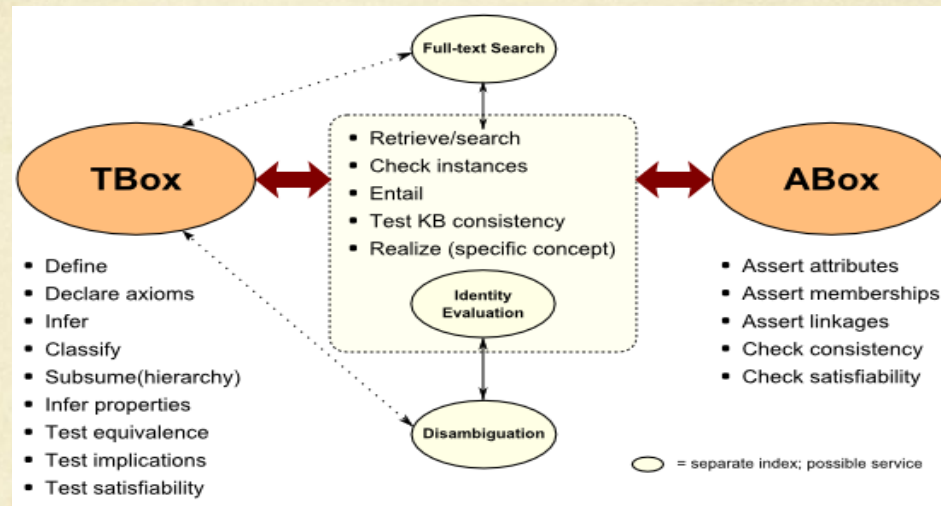


- Speech acts (J.L. Austin, Searle) assertives, directives, commissives, expressives, declarations (but also - harmful acts, harassment, etc)
- Interrogation (Heidegger) and presupposition
- Meaning (Wittgenstein - meaning is use)



# Cognition

## reasoning, inference and explanation



<http://www.mkbergman.com/category/description-logics/>

- description - X (definite description, allegory, metaphor)
- definition - X is Y (ostensive, lexical, logical (necess. & suff conds), family resemblance - but also, identity, personal identity, etc)
- argument - X therefore Y - inductive, deductive, abductive (but also: modal, probability (Bayesian), deontic (obligations), doxastic (belief), etc.)
- explanation - X because of Y (causal, statistical, chaotic/emergent)

# Context placement, environment

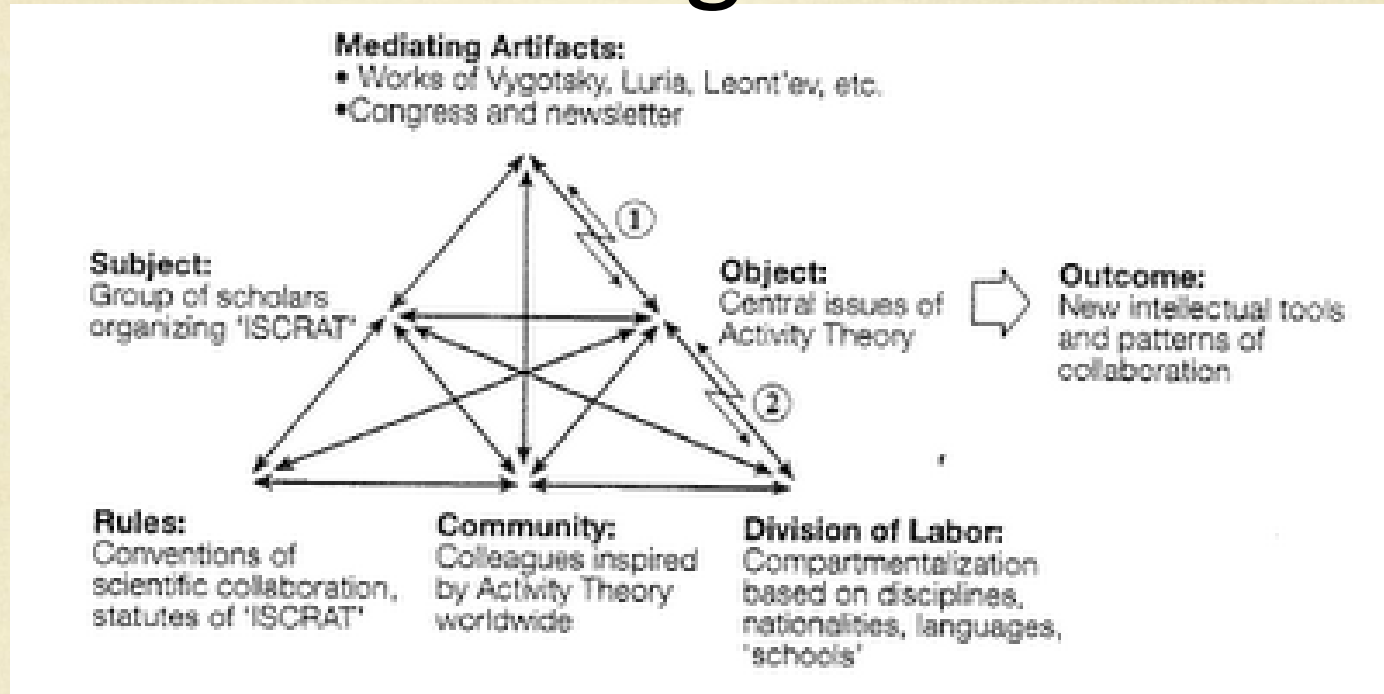


<http://www.occasionbasedmarketing.com/what-it-is>

- explanation (Hanson, van Fraassen, Heidegger)
- meaning (Quine); tense - range of possibilities
- vocabulary (Derrida); ontologies, logical space
- Frames (Lakoff) and worldviews



# Change



- relation and connection: I Ching, logical relation
- flow: Hegel - historicity, directionality; McLuhan - 4 things
- progression / logic -- games, for example: quiz&points, branch-and-tree, database
- scheduling - timetabling - events; activity theory / LaaN

# 21<sup>st</sup> Century ~~Skills~~ Languages



[http://spotlight.macfound.org/btr/entry/new\\_media\\_literacies/](http://spotlight.macfound.org/btr/entry/new_media_literacies/)

The 'skills' described by Jenkins and others  
*performance, simulation, appropriation, etc* -  
are actually *languages* and should be  
understood in terms of these six dimensions



# 21<sup>st</sup> Century Languages

## 21<sup>st</sup> Century Language

Languages Elements	Performance	Simulation	Appropriation
Syntax			
Semantics			
Pragmatics			
Cognition			
Context			
Change			

# Example: Performance - Syntax

<div>Languages</div> <div>Elements</div>	<b>Performance</b> (the ability to adopt alternative identities for the purpose of improvisation and discovery)(subcategories?)
<b>Syntax:</b> <ul style="list-style-type: none"><li>- Forms</li><li>- Rules</li><li>- Operations</li><li>- Patterns</li><li>- Similarities</li></ul>	<ul style="list-style-type: none"><li>- Presentation acting, method acting</li><li>- “Know your lines” etc <a href="http://filmtvcareers.about.com/od/gettingthejob/a/GJ_Actor_Tips.htm">http://filmtvcareers.about.com/od/gettingthejob/a/GJ_Actor_Tips.htm</a></li><li>- Stanislavski’s system (etc...)  <a href="http://en.wikipedia.org/wiki/St%C3%A1nislavsk%C3%BDs_system">http://en.wikipedia.org/wiki/St%C3%A1nislavsk%C3%BDs_system</a></li><li>- Ritual Performance (etc.)  <a href="http://www.let.rug.nl/koster/papers/JHP.Koster2.Edit.pdf">http://www.let.rug.nl/koster/papers/JHP.Koster2.Edit.pdf</a></li><li>- Comparing Tales (etc.)  <a href="http://artsedge.kennedy-center.org/content/2343/">http://artsedge.kennedy-center.org/content/2343/</a></li></ul>



### 3. Success Factors



# Assessment and Analytics

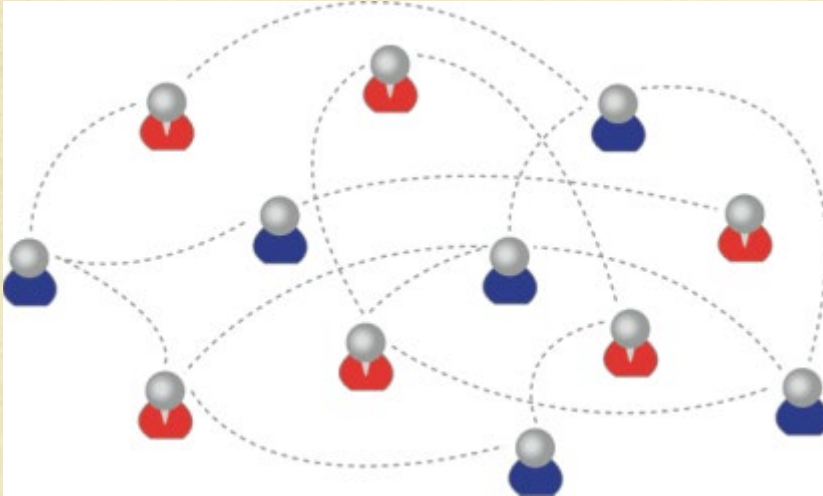
It makes no sense to rely on quizzes and tests



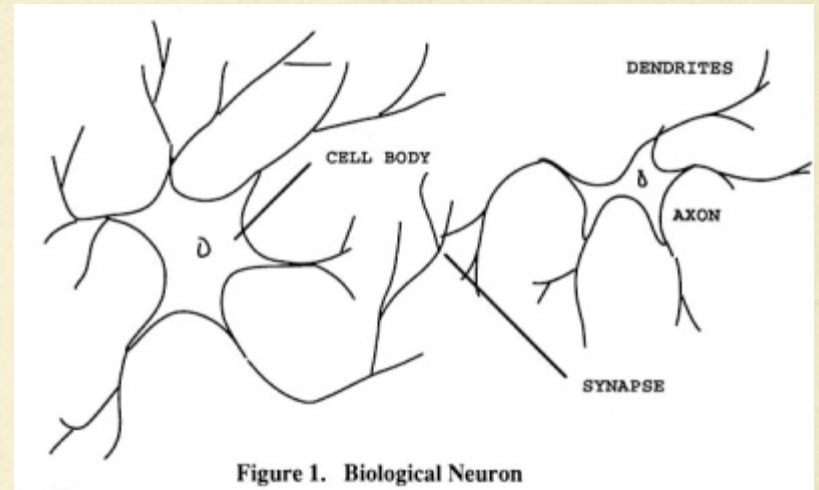
- Big Data, Web of Data, Semantic Web, RSS, Geo, FOAF...
- Mash-ups, APIs, the Cloud, Social Network



# Personal Knowledge



We are using one of these



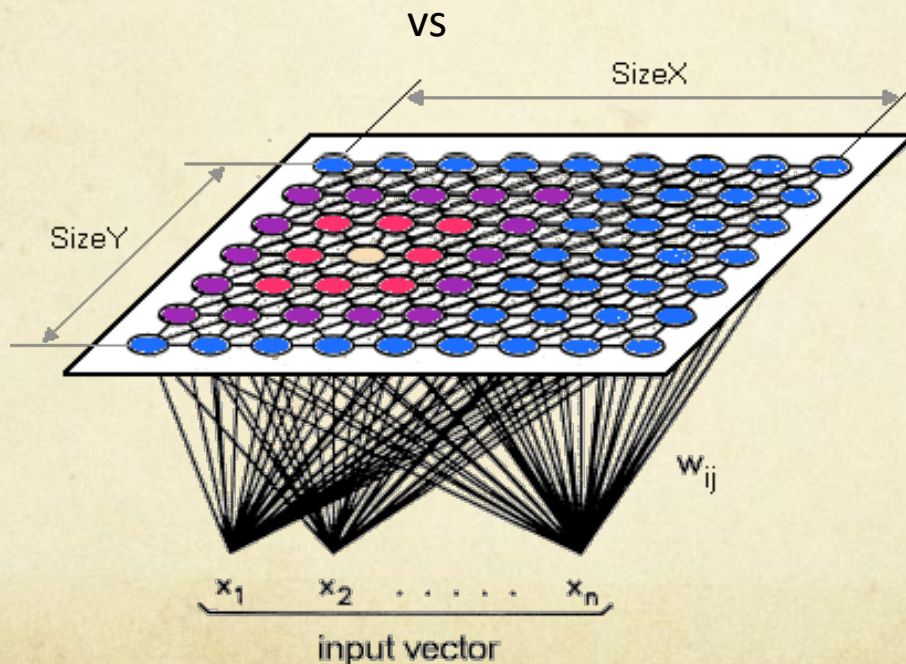
To create one of these

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

# Learning Outcomes

Simple vs complex – text vs network

“Paris is the capital of France”





# Learning Outcomes

It is the difference between:

- ‘Knowing’ that ‘Paris is the capital of France’ or even some sort of ‘knowing how’ (these are *external* definitions of this knowledge) and
- What it *feels like* to have geographical knowledge; what it *feels like* to be a speaker of a language

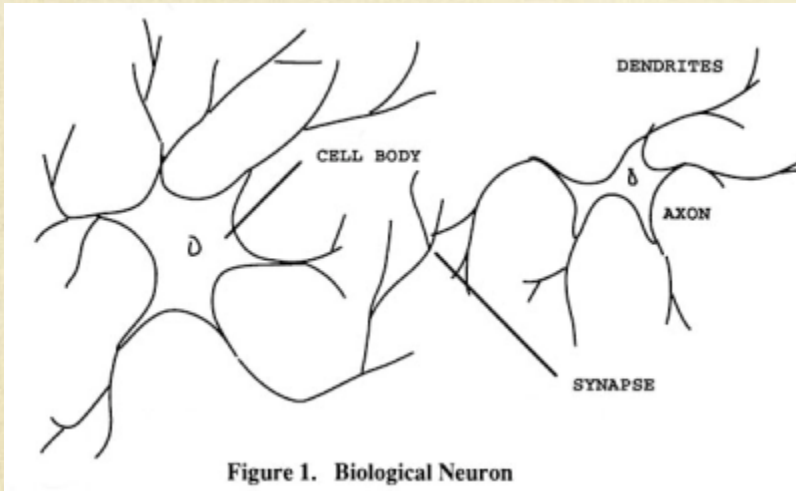
Learning a discipline is a *total state* and not a collection of specific states

# Learning Outcomes

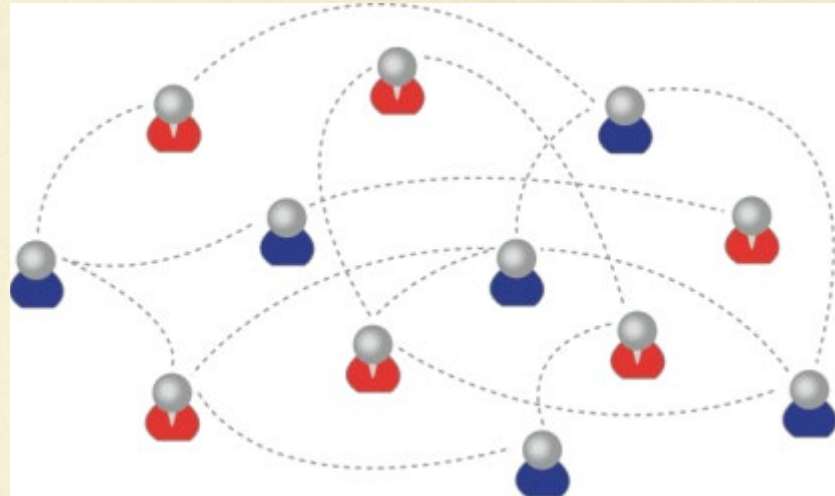
- Learning a discipline is a *total state* and not a collection of specific states
- It is obtained through *immersion* in an environment rather than acquisition of particular entities
- It is expressed functionally (can you perform 'as a geographer'?) rather than cognitively (can you state 'geography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



# Learning Outcomes



We recognize this



By performance in this

There are not specific bits of knowledge or competencies,  
but rather, personal capacities

(more on this later)

# Success Factors

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

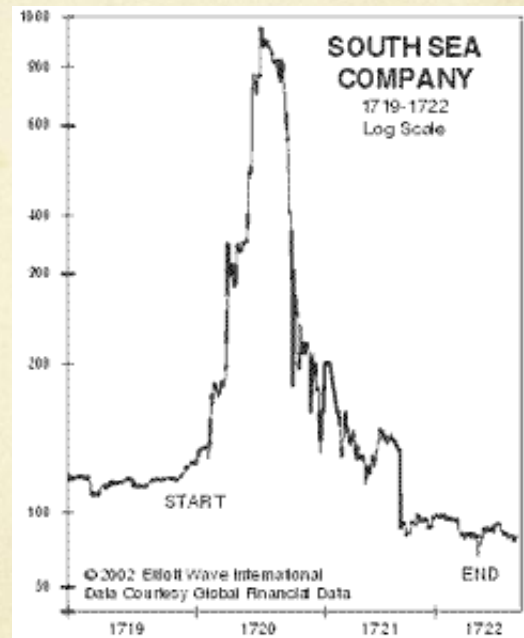




Quality of network learning =

Retained and expanded capacity to form connections

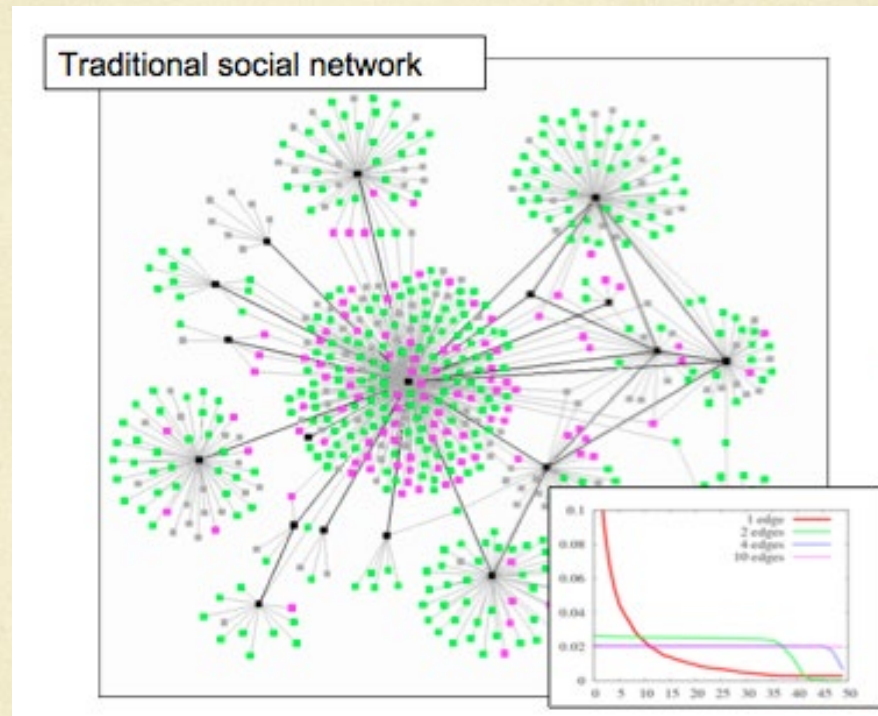
Cascade phenomena (diseases, propaganda) = network death



# Cascade Phenomena

Centralized, based on influence, trust

Characterized by power law, viral propagation, hierarchy



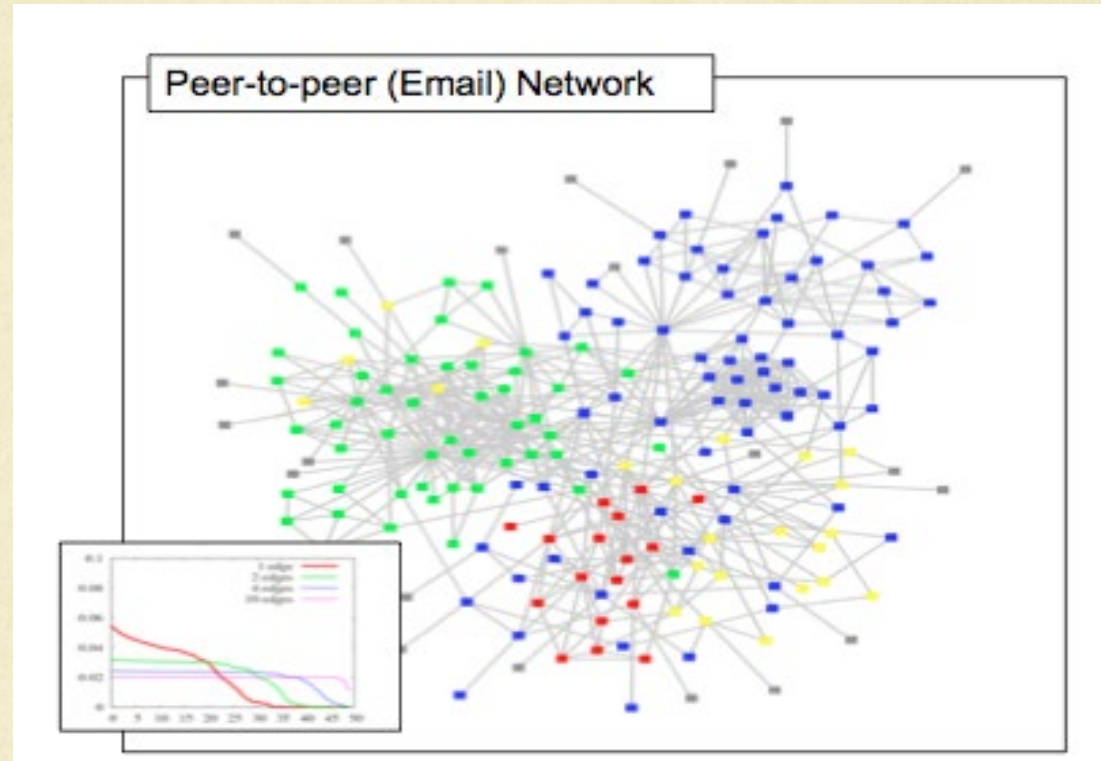
## Network Structure - Tree



Distributed, discussion based

Balanced, democratic

Stable



# Network Structure - Mesh

<http://www.daniel-lemire.com/fr/abstracts/DIVERSITY2008.html>  
[blog/using-email-to-uncover-hidden-social-networks/](http://www.daniel-lemire.com/fr/abstracts/DIVERSITY2008.html#blog/using-email-to-uncover-hidden-social-networks/)

When networks are not limited by physical constraints

They tend toward network death



Image: <http://limitedfun.wordpress.com/category/photography/page/6/>

# The Limits of Scale Free

<http://www.downes.ca/post/48579>



Decentralize

Distribute

Disintermediate

Disaggregate

Dis-integrate

Democratize

(The Semantic Principle)

Dynamize

Desegregate



# Stable (Self-Organizing) Networks

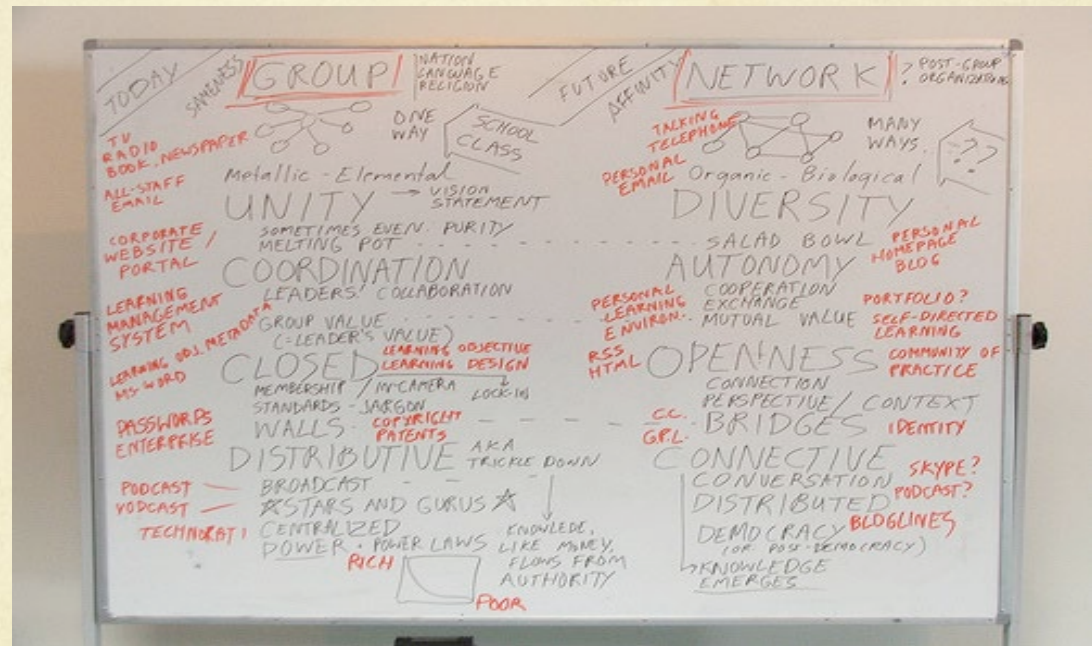


Autonomy – individual values, not collective (or corporate) values

Diversity – each person has a distinct perspective

Openness – there are fluid boundaries, no ownership or walls

Interaction – the knowledge is the network, not in the individual



Fernando Flores

Pluralistic Networks

# The Semantic Principle

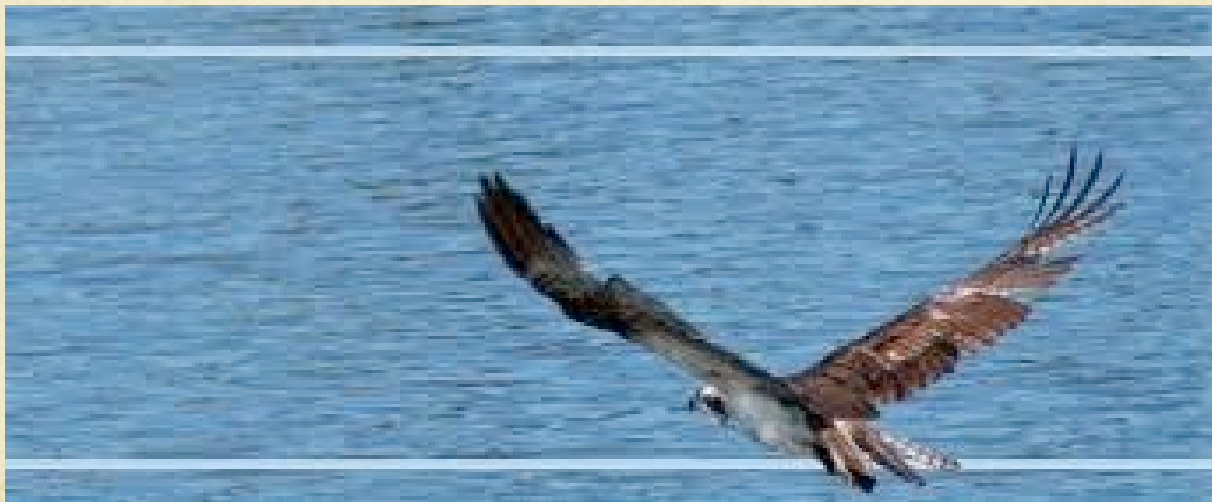
[http://www.flickr.com/photos/stephen\\_downes/252157734/](http://www.flickr.com/photos/stephen_downes/252157734/)



These values are not just abstract

They represent a shift in business values from ownership and control to stewardship, agility and stability

They should inform everything from management practices to software purchases



# Impact

<http://www.downes.ca/post/38502>

# Network Democracy



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





# 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

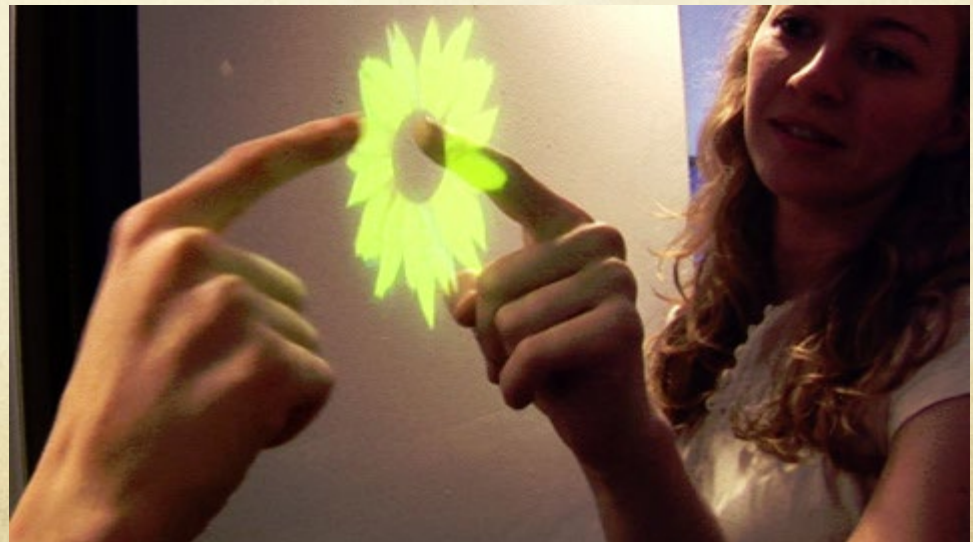
- The simple cloning of entities does not allow for progress or development
- Each individual entity must manage its own growth in its own way





# 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



# Connectivist Pedagogy

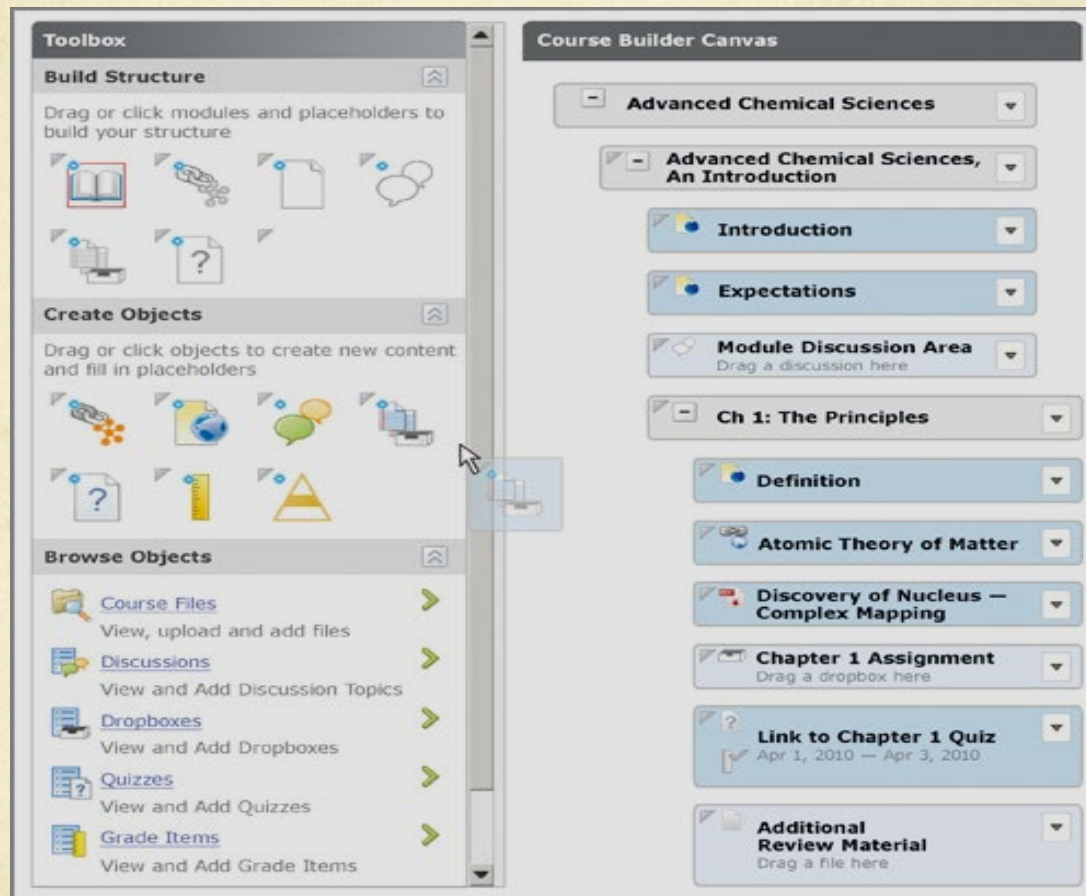




# Synergic3



# Instructional Design





# 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

OLDaily

[\[SEARCH\]](#) [\[ABOUT\]](#) [\[ARCHIVES\]](#) [\[OPTIONS\]](#)

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 Jасhik, Inside Higher Ed](#), June 23, 2009. [\[Link\]](#)  
[Tags: [Books](#), [Marketing](#), [Academia](#)] [\[Previous\]](#)[\[Next\]](#) [\[Edit\]](#) [\[Delete\]](#)[\[Spam\]](#)

## *Comments*

### *Comment*

You are logged in as [Guest](#)

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

SQL query:

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



# Aggregating

Mail Calendar Documents Web Reader more ▾

Google reader  All items Search

Add a subscription

Home  
All items  
Starred items ☆  
Your stuff  
Shared items  
Notes  
Trends   
Browse for stuff

People you follow (17)  
1 new follower [View](#)

Explore  
Subscriptions

- me-and-mine (84)
  - Connectivism & Connec... (1)
  - downes - Google Blog ... (14)
  - Downes - Twitter Search (61)
  - IceRocket blog search... (1)
  - Stephen's Web ~ by St... (1)
  - Stephen's Web ~ OLDaily (5)
  - Stephen's Web ~ Threads (1)
- media (48)
  - CJR (6)
  - Inside The CBC .com (1)
  - J-Source - Articles (10)
  - Lost Remote (2)
  - MediaShift Idea Lab (1)

Manage subscriptions »

Stephen's Web ~ by Stephen Downes ~ OLDaily RSS 0.91 »

Show: 1 new item - all items Mark all as read Refresh Feed settings...

★ Canadian Students on the Fight for Fair Copyright ©

1 tweets  
retweet

The Fight for Fair Copyright



YouTube

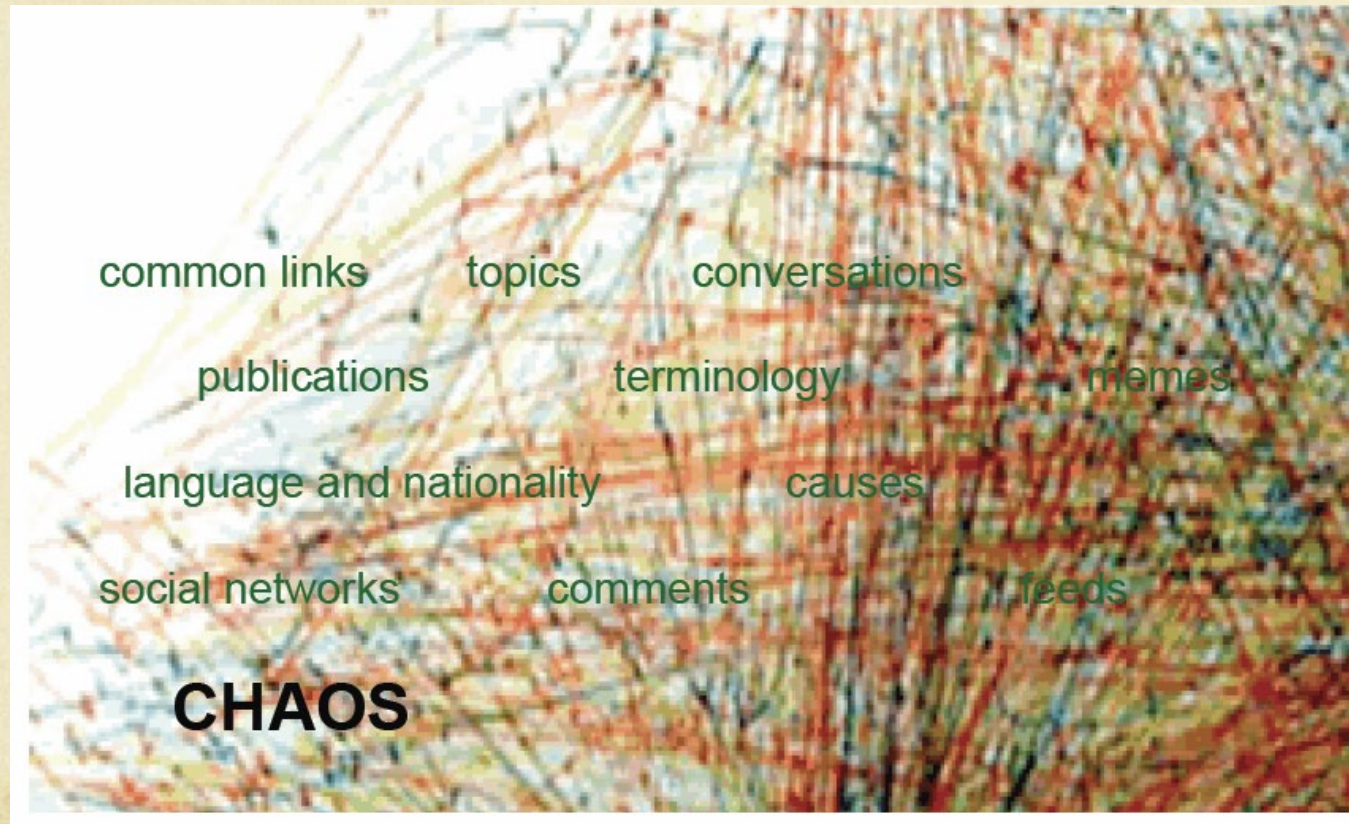
0:00 / 2:14

Popout

Previous item Next item

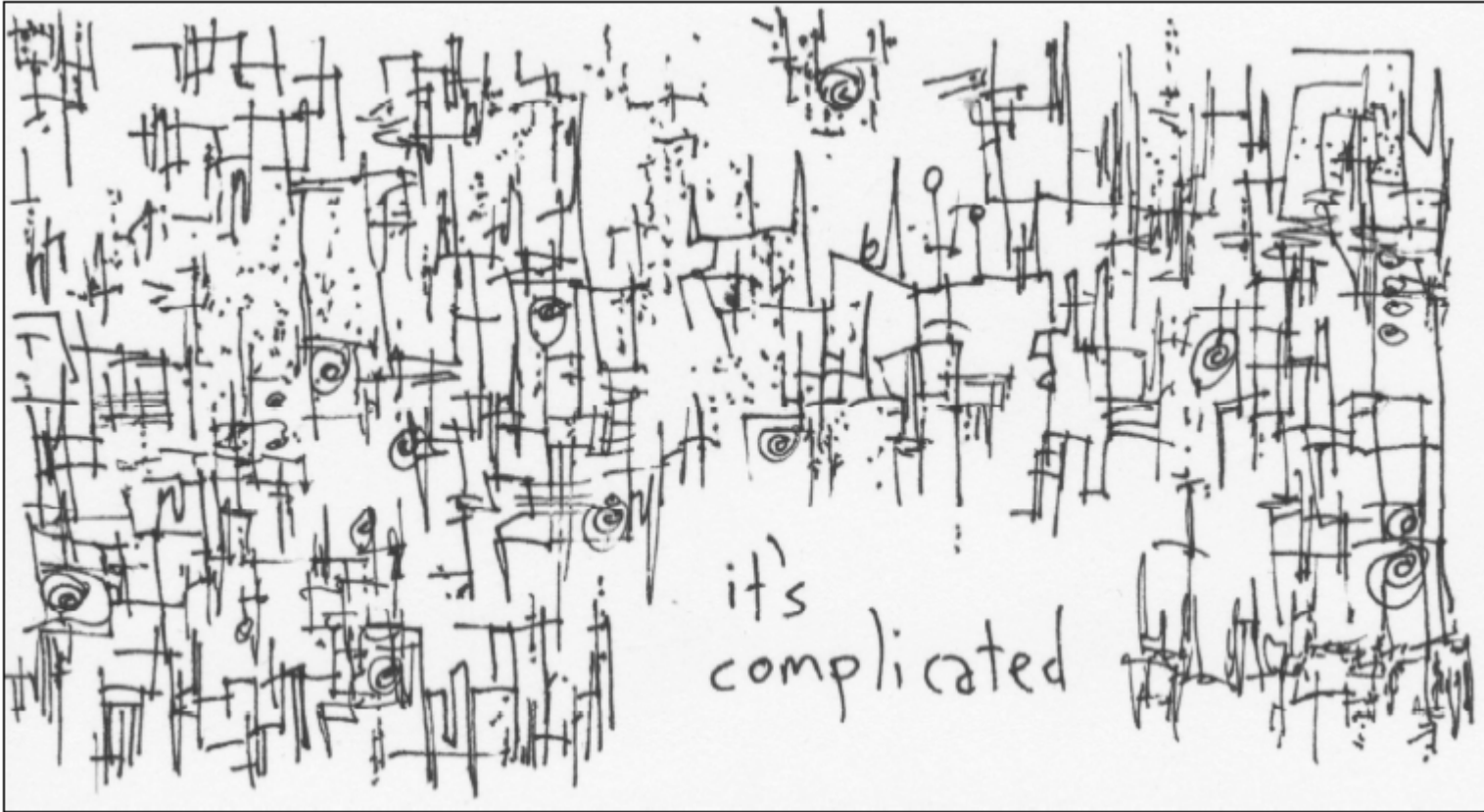
<http://www.google.com/reader/>

# What 17,000 posts looks like

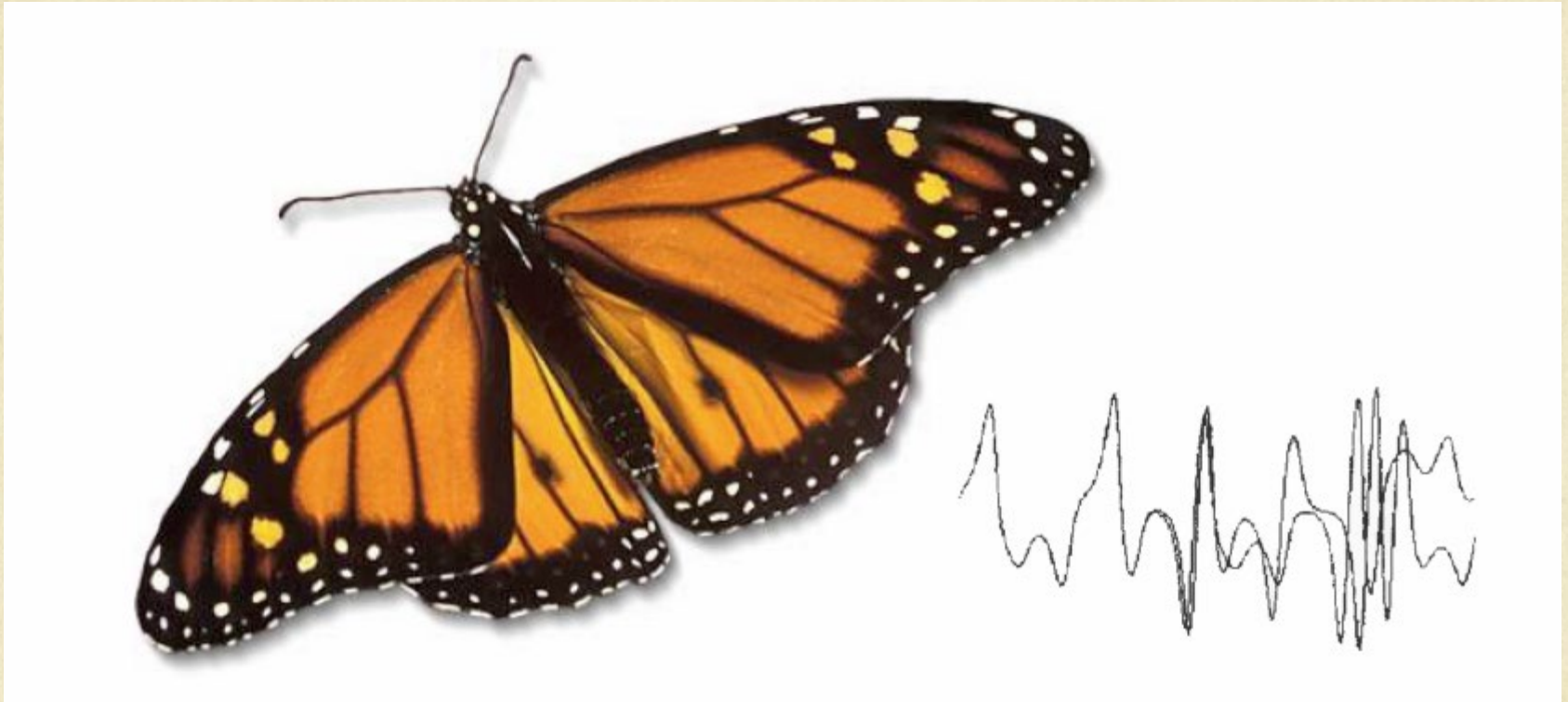




# Complicated, Complex



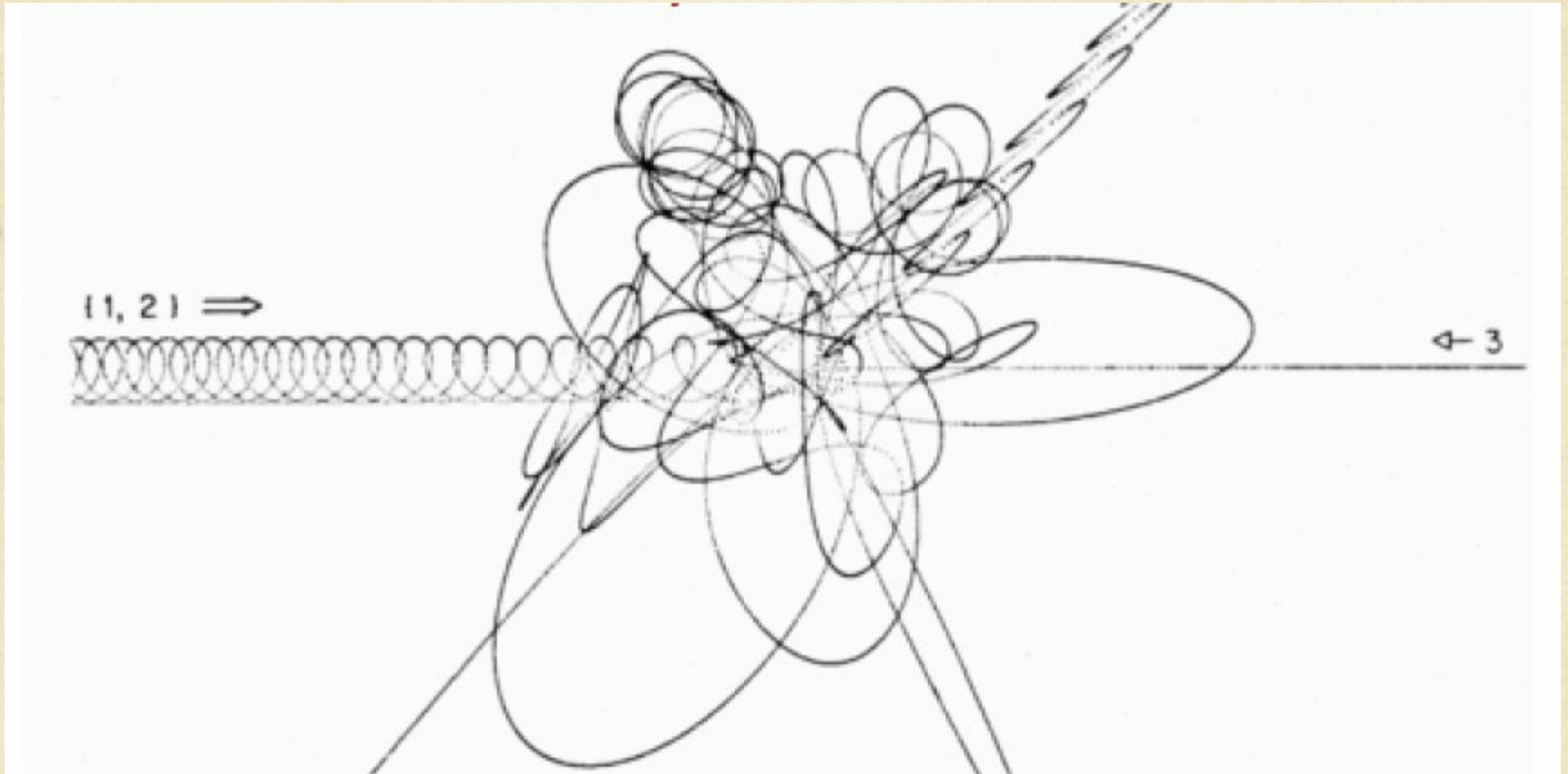
# The Butterfly Principle



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.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

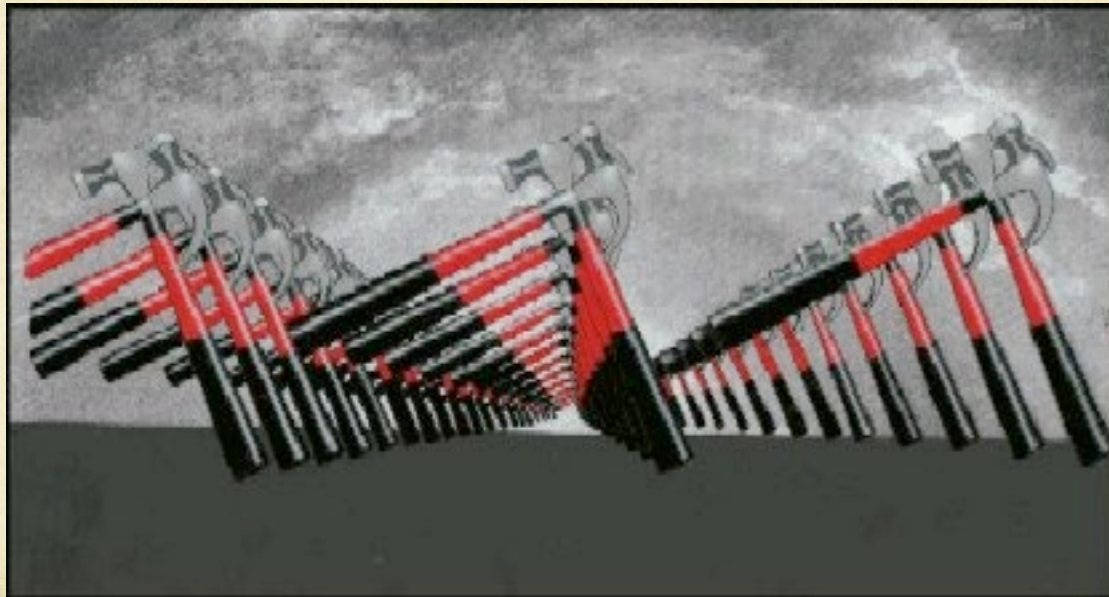


# How The Connectivist Course Works

- 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.





# Elements of Connectivist Pedagogy

- 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





# 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:

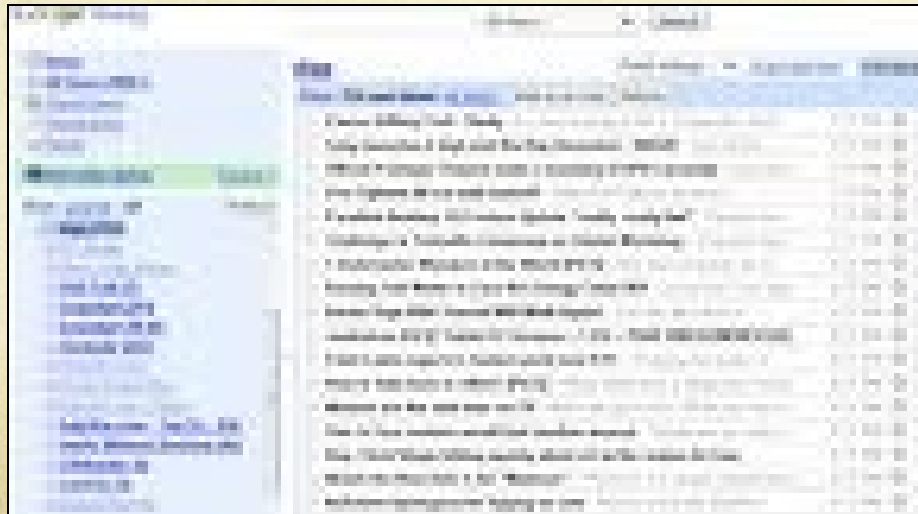
“... learners should get what they want, when they want it, and where they want it “

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



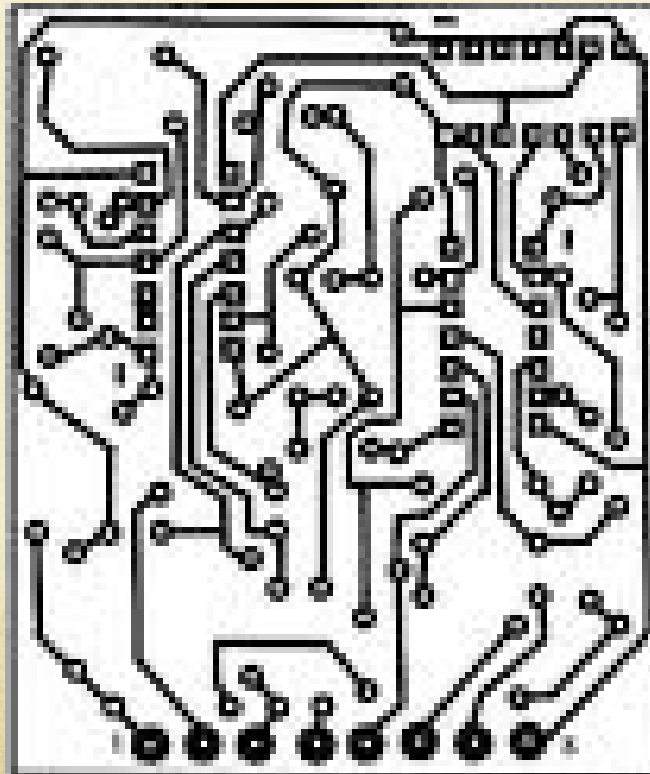
# Getting What You Want

- Step One: maximize your sources – today's best bet is RSS – go to <http://www.google.com/reader> , set up an account, and search for topics of interest



# 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

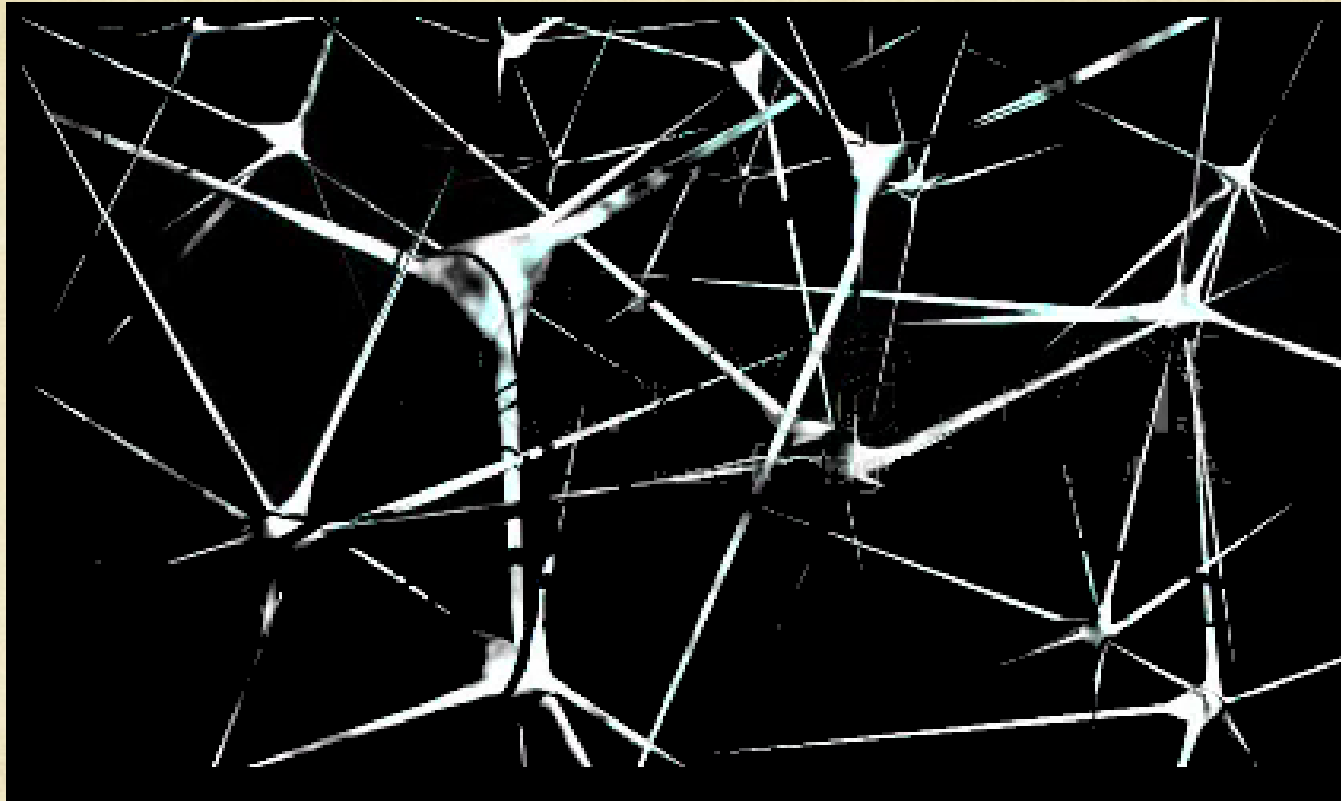
- Demand access



# 4. Openness







<http://www.clipcanvas.com/video-footage/gfx-graphics-neural-network-human-7728.html>

- Learning and cognition happen in a network
- Networks need to be open in order to function

## The Argument in One Slide



<http://www.youtube.com/watch?v=9sJUDx7iEJw>

- Freedom to run, to read, to share, to modify
- Perspectives on freedom, as holder, as searcher

Openness?





- Openness – standards, software, systems
- Openness – educational resources, courses, assessment

## Openness in Education



<http://vimeo.com/17570724>

<http://www.adlnet.gov/>

- Learning Object Metadata <http://ltsc.ieee.org/wg12/> <http://www.imsglobal.org/metadata/> SCORM
- Learning Design, Common Cartridge, Tools Interop

# Open Standards



an online **Course**

# Management System



<http://www.youtube.com/watch?v=WvClv5KCbeE&fmt=22>

- Moodle <http://moodle.org/>
- Sakai, Elgg, Atutor, LAMS <http://www.schoolforge.net/>

## Open Source Software



<http://www.youtube.com/watch?v=hw5k98GV7po>

- Projects: OCW, Khan, MERLOT

[http://www.oergrapevine.org/OER\\_projects](http://www.oergrapevine.org/OER_projects)

<http://wiki.oercommons.org/mediawiki/index.php/Projects>

- Licensing: GFDL; CC by, SA, NC, ND

<http://creativecommons.org/>

# Open Educational Resources

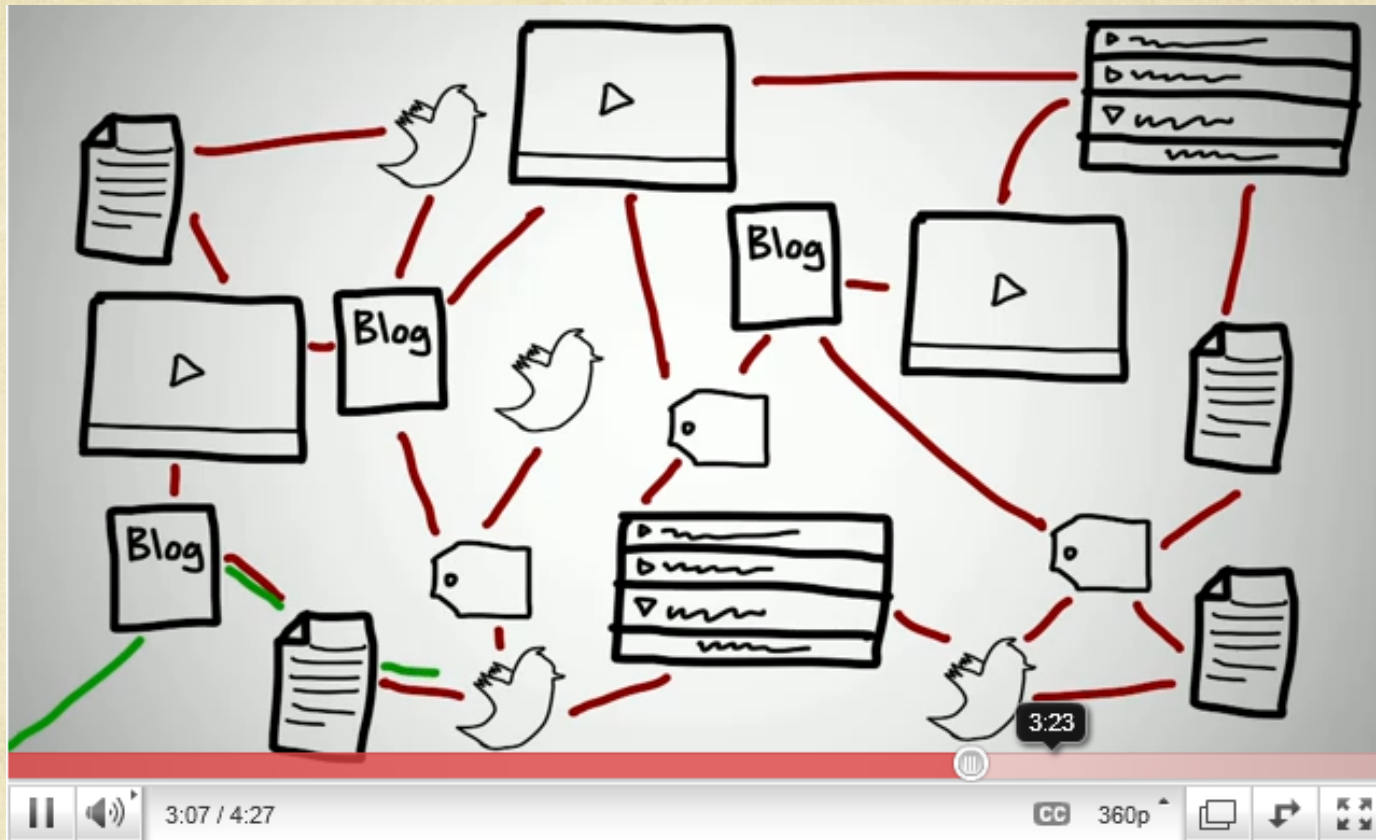




<http://www.youtube.com/watch?v=zDZFcdGpL4U>

- Models: Endowment, Membership, Donations...  
<http://ijello.org/Volume3/IJKLOv3p029-044Downes.pdf>
- Issues: Lock-in, high-bar, flooding, conversion  
<http://www.downes.ca/post/7804>

## Sustainability Issues



<http://www.youtube.com/watch?v=eW3gMGqcZQc>

- MOOC: Massive Open Online Course
- Network Design, Community Based

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

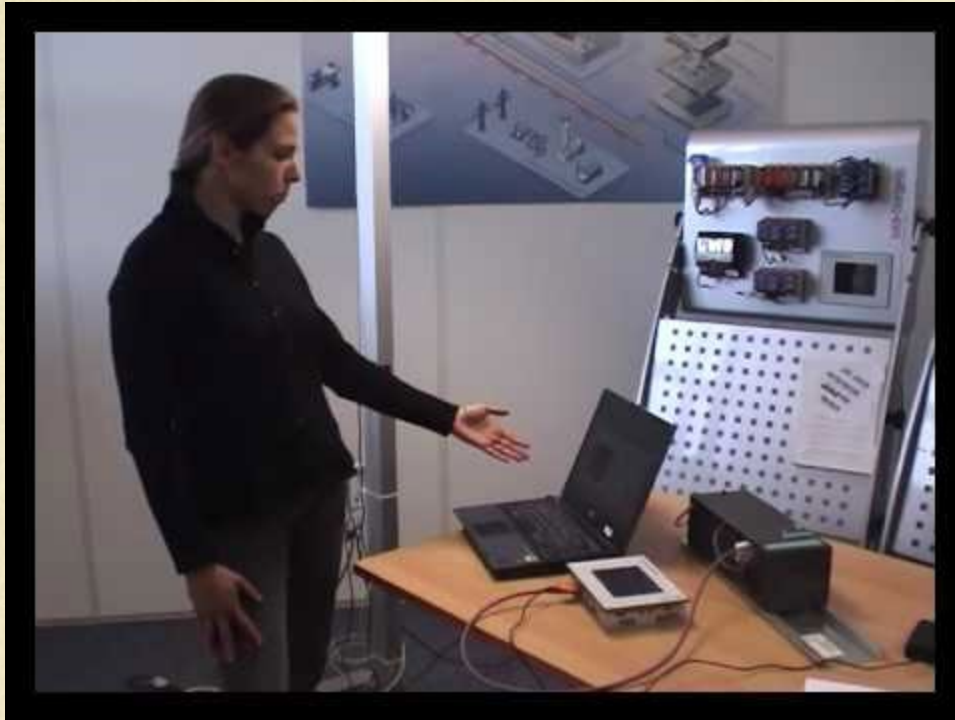
# Open Courses





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

## The Open Learning Ecosystem



<http://www.support.psi.net/support/common/routers/nethopper/index.html>

# Have Network, Will Travel

1996



2006



<http://one.laptop.org/>

# One Laptop Per Child





2016?



<http://www.downes.ca/post/55228>

“That's 40,000 books already delivered...”



*"It is a press, certainly, but a press from which shall flow in inexhaustible streams...Through it, God will spread His Word. A spring of truth shall flow from it: like a new star it shall scatter the darkness of ignorance, and cause a light heretofore unknown to shine amongst men"*



**“A spring of truth shall flow from  
it”**





Revai Meeks, 6, and Easton Meeks, 3, read with their mother Erika Lee at the Belleville Public Library Jan. 20, 2011

Brampton Library tested an Early Literacy Workstation at its South Fletcher's Branch for a two-week period earlier this month. 2007

<http://www.thebramptonnews.com/articles/1524/1/Early-Literacy-Workstation-Fun-for-Kids/Page1.html>

•Consonants:

ㄱ	ㄴ	ㄷ	ㄹ	ㅁ	ㅂ	ㅅ	ㅇ	ㅈ
\k, g\	\n\	\t, d\	\r, l\	\m\	\p, b\	\s, sh\	\ng\	\ch, j\
kiyok	niun	tikut	riul	mium	piup	siot	iung	chiut

ㅊ	ㅋ	ㅌ	ㅍ	ㅎ
\ch\	\k\	\t\	\p, f\	\h\
ch'iut	k'ruk	t'iut	p'iup	hiut

•Vowels

ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ
\a\	\ya\	\eo\	\yeo\	\o\	\yo\	\u\	\yu\	\eu\	\ee\



<http://www.qnetnews.ca/?p=5159>

# Language, literacy, libraries



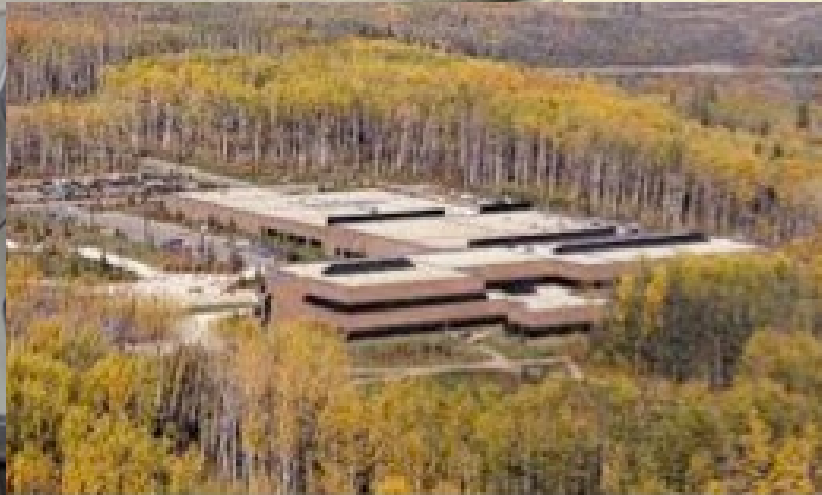


<http://www.ignou.ac.in/>



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

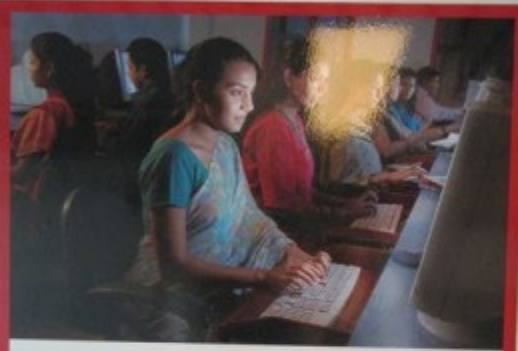
<http://www.open.edu.au/>



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

# The Idea of Open Learning...

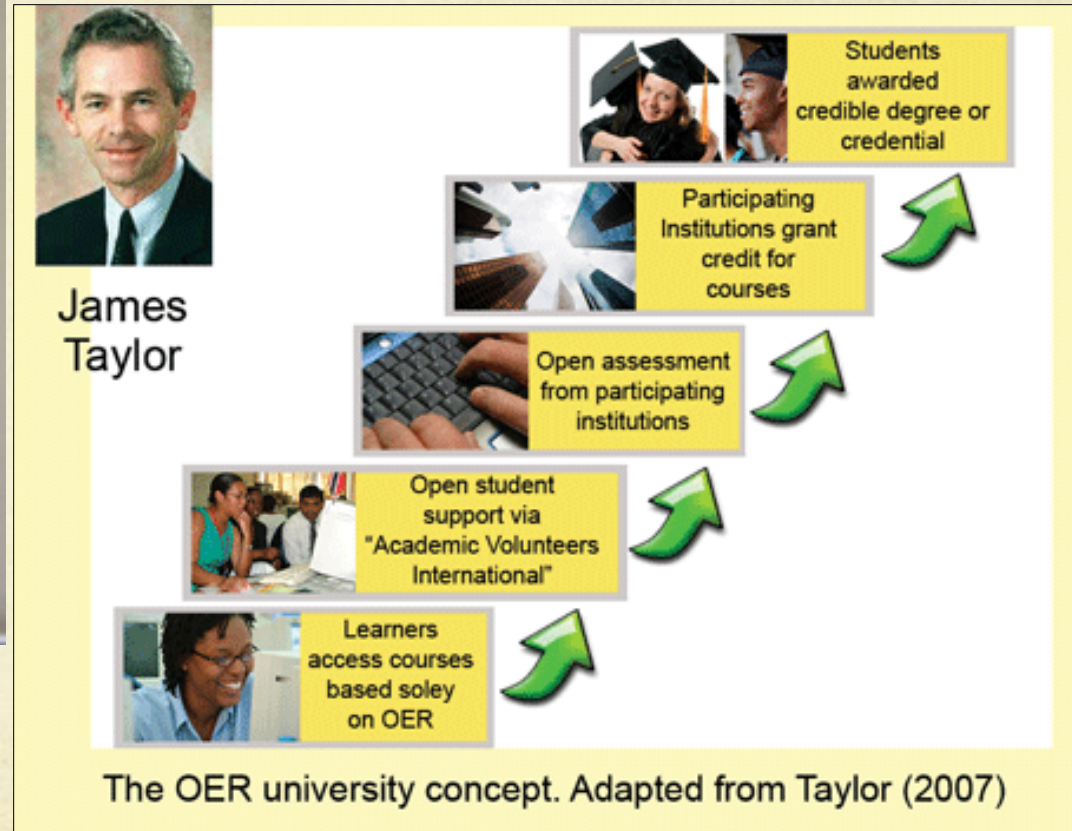
<http://www.col.org/blog/Lists/Posts/Post.aspx?ID=134>



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



**James Taylor**



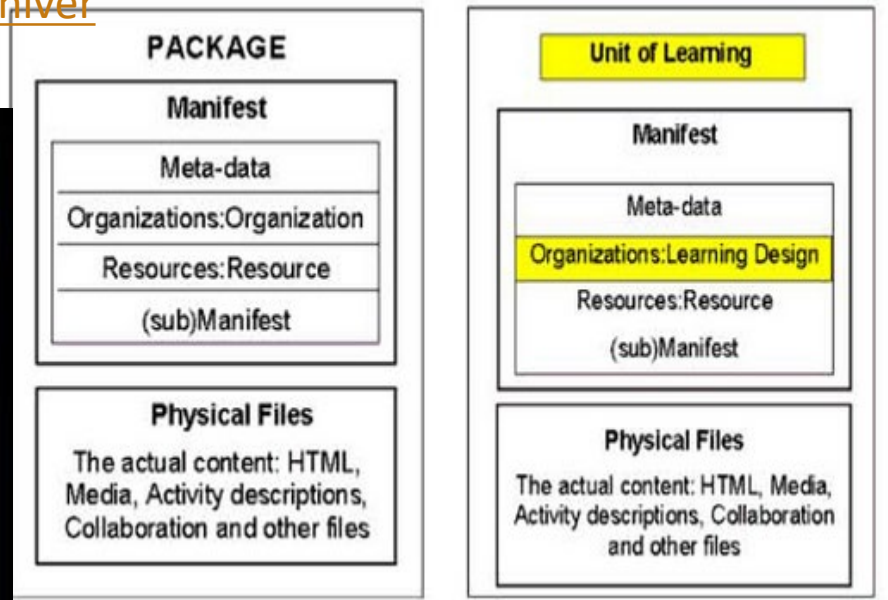
<http://www.col.org/blog/Lists/Posts/Post.aspx?ID=130>

# Phases of Openness?



# Phase 1

<http://zaidlearn.blogspot.com/2008/06/university-learning-ocw-oer-free.html>



<http://www.imsglobal.org/metadata/>

[http://ltsc.ieee.org/wg12/files/LOM\\_1484\\_12\\_1\\_v1\\_Final\\_Draft.pdf](http://ltsc.ieee.org/wg12/files/LOM_1484_12_1_v1_Final_Draft.pdf)

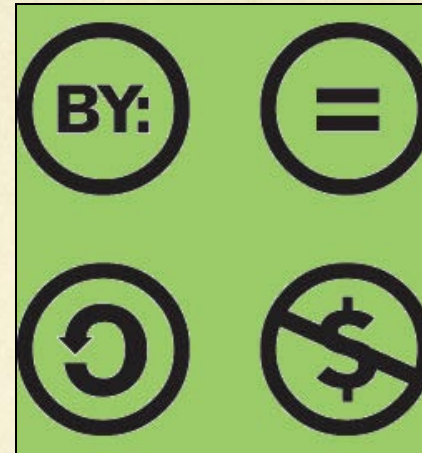
<http://creativecommons.org/>

# Open Educational Resources

# Open Educational Resources



<http://blogs.cron.com>



The idea is to create a mid-range of licenses between Copyright and public domain - “some rights reserved”

<http://creativecommons.org/>

○ Creative Commons



# OpenEducational Resources

## Conditions:

- attributions of authors
- changes must be logged
- share-alike
- unmodified sections
- no proprietary formats or DRM



○ GNU Free Documentation License

<http://www.gnu.org/copyleft/fdl.html>

# Open Educational Resources

## ○ Open Publication

License <http://opencontent.org/openpu>

- Attribution
- Notification of modifications
- No-derivatives clause allowed



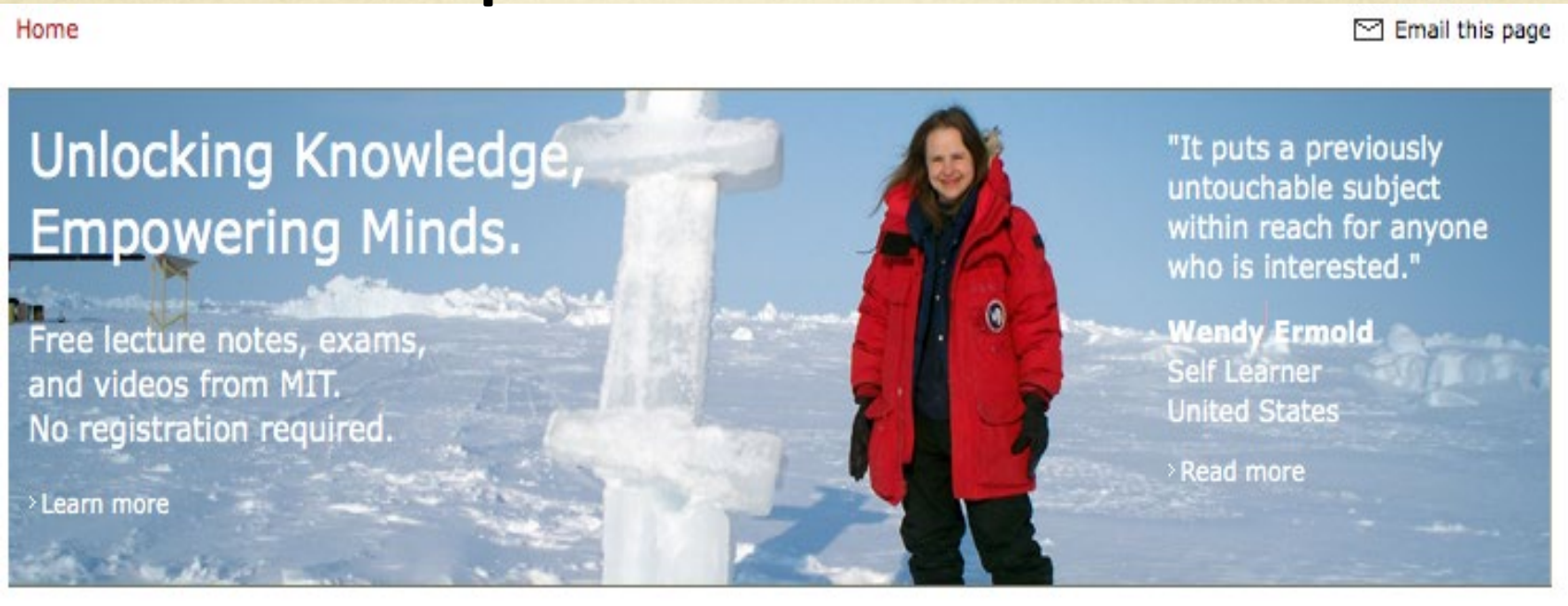
**()PENC()NTENT**

David Wiley

<http://opencontent.org/blog/>



# Open Courseware



Home ✉ Email this page

## Unlocking Knowledge, Empowering Minds.

Free lecture notes, exams,  
and videos from MIT.  
No registration required.

> Learn more

"It puts a previously  
untouchable subject  
within reach for anyone  
who is interested."

**Wendy Ermold**  
Self Learner  
United States

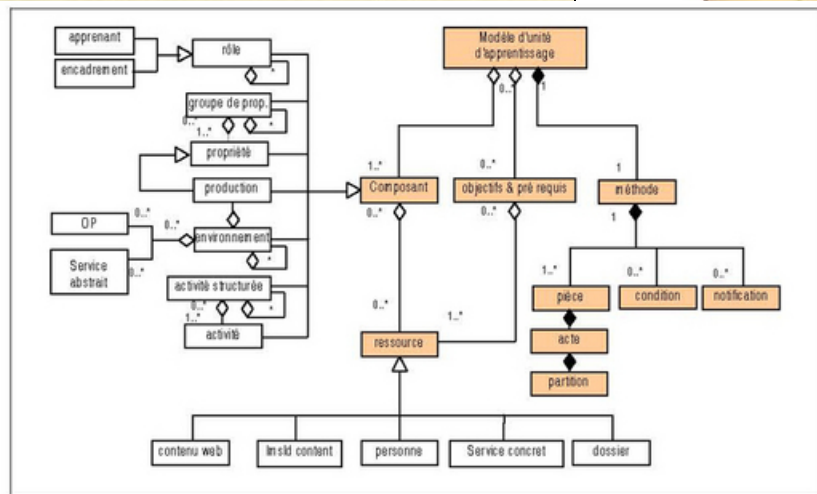
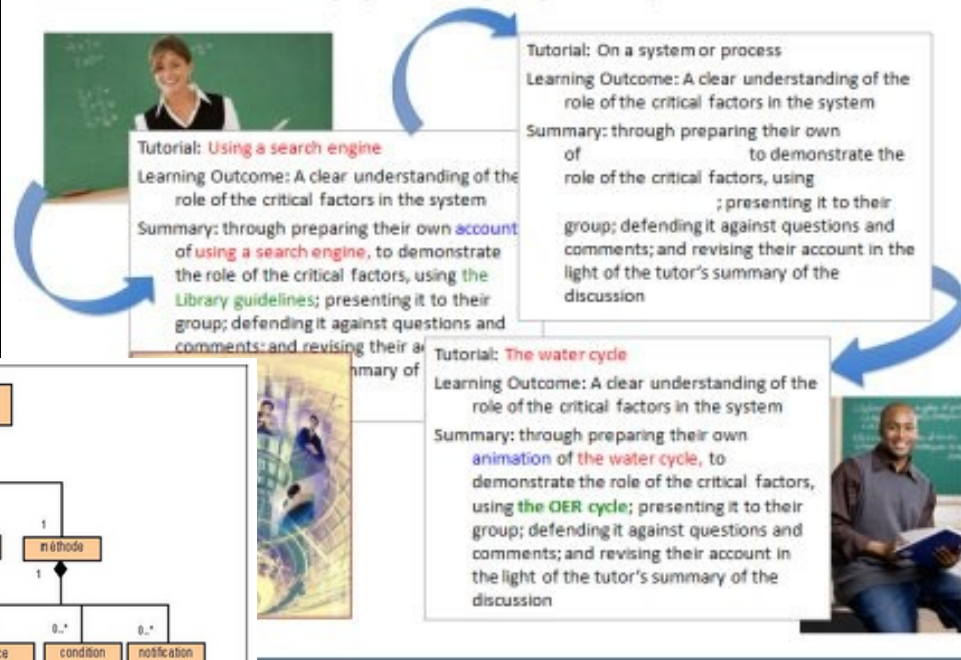
> Read more

MIT OpenCourseWare

<http://ocw.mit.edu>

- \* OCW is not an MIT education.
- \* OCW does not grant degrees or certificates.
- \* OCW does not provide access to MIT faculty.
- \* Materials may not reflect entire content of the course.

## Sharing pedagogical patterns



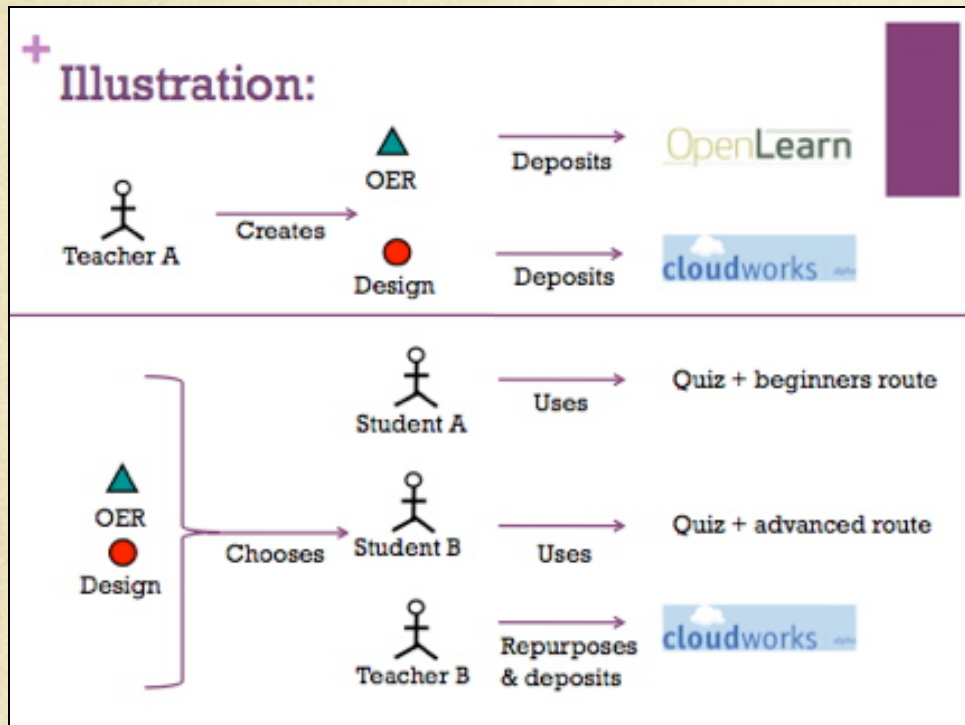
<http://repository.alt.ac.uk/883/>

<http://www.imslobal.org/learningdesign/>

# Learning Design & Patterns



## Phase 2



<http://www.educause.edu/Resources/BeyondOERShiftingFocustoOpenEd/224619>

<http://opal.innovationpros.net/news/launch-of-tools-to-enable-open-educational-practices/>

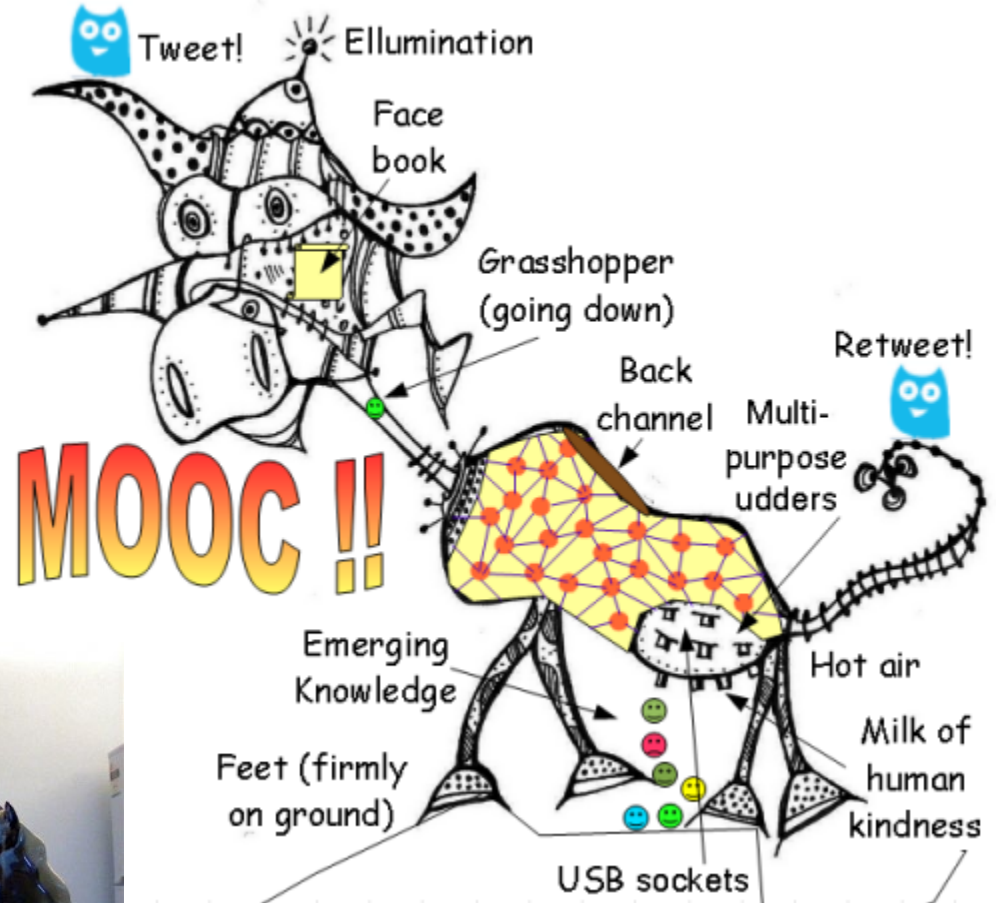
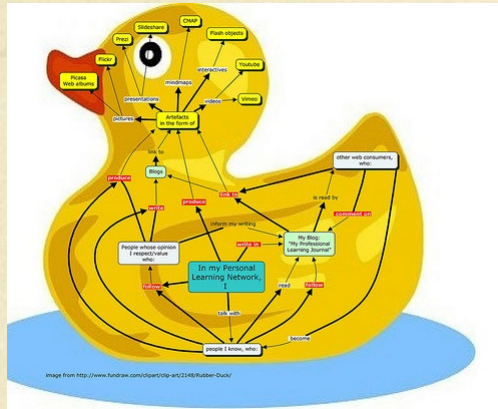
...the Open Educational Practices movement, developed by Germany's [Ulf-Daniel Ehlers](#) and the UK's [Gráinne Conole](#)...

<http://e4innovation.com/?p=373>

# Learning Design & Open Practices

<http://www.mooc.ca>

<http://cck11.mooc.ca>



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

# The MOOC...

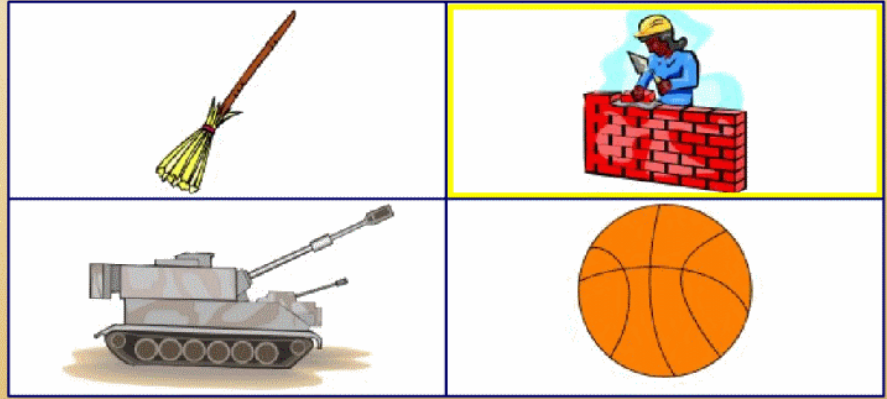


## Phase 3



## Phonemic Awareness Assessment

### Phonemic Awareness



CORRECT (Y)

INCORRECT (N)

List  
1

HEC ASSESSMENT - Student

RESTART (R)

STOP (S)

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

<http://www.aspirationtech.org/events/p2pu/openassessment/2010>

# Open Assessment?



# 5. The Role of the Educator





## Review of The Connectivist Approach:

- emphasizes open learning and learner autonomy
- argues that course content is merely a tool employed to support learning, rather than the object of learning- - promotes a pedagogy of learning by engagement and activity within an authentic learning community
- fosters a wider and often undefined set of competencies associated with a
- exercises in activities requiring those competencies
- grows knowledge rather than to transfer or construct knowledge through cognitive processes

### Major Underlying Theme:

- the role of the educator will change dramatically
- not a 'sage on the stage'
- neither merely that of the 'guide by the side'
- students need to be able to look to prototypes on which to model their own work
- the instructor, therefore, is required to take an active role in the disciplinary or professional community, demonstrating tactics and techniques, and modeling the approach, language and world view of a successful practitioner.

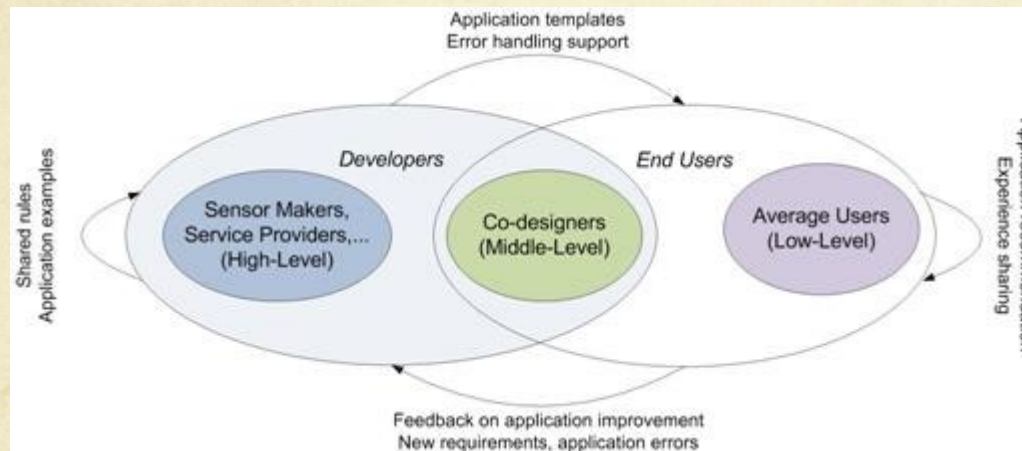


## Some Examples

- Free Video Lectures <http://freevideolectures.com/>
- Roots and Shoots  
<http://www.rootsandshoots.org/campaigns>
- Challenge Based Learning <http://ali.apple.com/cbl/>
- Serialized Courses <http://course.downes.ca>

# The Educator as Practitioner

- Danielle - <http://daniteachtech.wordpress.com/2010/11/14/being-a-techie-role-model/>
- “They are just children that copy what adults do.



<http://www.downes.ca/post/54167/rd>



experimenting with producing

inquisitive

getting excited about new stuff

# The Learner

has to be engaged

collaborator

playing

analyzing

a sponge

What is it?

Explorers

someone who acquires knowledge ar

Someone who wants to know

absorbing

making connections

building memories Not worried about failure

Listening

Transparency

A smart person

Facilitator

Examples

students

Parents

Tutors and Professors

teachers

partner

knowledge sharing

learning about learning:

meta-learning

A life-long inquiry

connecting

Who Does It?

Everyone

Students are learners but also teachers

those who are engaged

asking more questions than finding answers

It Takes a Whole Village to  
Raise a Child



Someone who loves stuff  
Bag of tricks

# The Collector

stacks of magazine pages



Someone who loves learning/knowing  
finding stuff to respond to students' interests  
Gladwell's "Maven"

What is it? **archiving**  
aggregator of how you / we know  
finding good stuff & sorting it out  
memories

Sharing

Delicious

Trading cards

ideas  
A intelligent analyzer and aggregator

tangible knowl<sup>e</sup>

resources

making sense

historian

Examples

My son

Me

librarian

the internet

aggregator teacher

Learner My father

scientist

learners

the 3 PhD in my Family

synthesize what we collect

sift and sort what is meaningful

Everyone

curator

preservationists

elders

journaling

a connected learner

repurpose our collections for learning



# The Curator

making connections

helping others find your collections & benefit

Someone who shares what they collect

custodian

What is it?

a guide

caretaker

facilitator

Organizer

creator of meaning

guardian

aggregating a

Someone who  
organizer of stuff  
puts their collection

into a form for others to

guardian of knowledge

expert knower

Examples

librarian again collection

wordnetweb.princeton.edu

an actual curator

A Mentor

Someone who surfs the web effectively

the gurú

a source who helps learning

people with passion

Conessure experts

teachers

where stuff is - where to  
go to get it

synthesize in a disciplined way

instructional designer



Image: <http://www.indiaifa.org/stafftrust/article.asp?id=171>

Paulo Coelho

Paulo COELHO

conjuror  
making connections

Hates science but wants results...

# The Alchemist

Philosophers

combinings things holistic practitioner

to make new

create

Understanding what goes together

Gold Maker

Someone who makes magic with what they collect

mixing the right ingresients  
materials

Create meaning

turning the ordinary into gold

riveting presenter

Inspiring Students

remix, mod

mashups

Stephen downes

making something different from the raw

mashup

risk taking

d

adapt/ synthesize in a  
meaningful, personal

Who Does It?

students without fear

blending

way  
taking something a kids

Good teachers

learners

the maker

says that is way off base

mashups

and making it relevant

Everybody has some ingredient to realize the perfect recipe

<http://thealchemist.wordpress.com/2010/05/29/an-etiology-of-angelic-vision-article-on-john-dee-and-edward-kelly-in-aries/>

Girl Talk (the mashup artist)

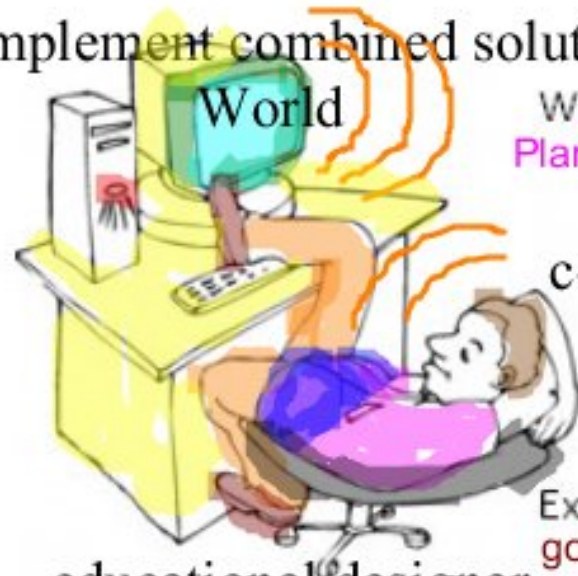






creator of applications

# The Programmer



creating a framework

analytical  
Listing commands

Process

What is it?  
Planning for teaching

Key resource to translate needs to online solutions  
coder/decoder

smart person

Seeing world through  
ones' fingers...

Examples  
curriculum development  
good professional development

sequential scaffold...building scaffolds

PLC

"given enough eyeballs, all bugs are shallow"

anyone who is developing course materials

computer science people  
Authors writers and publishers

logician /magician

year plans

educational designer  
designer

assessment for learning

Who Does It?

Microsoft tries to be the planner  
left brain thinker

it's not a bug, it's a feature

Image: <http://www.supercoloring.com/pages/lazy-programmer/>

Software Company, Developpers, OPenSource Community

persuasion!

positive energy  
authentic

gift of the gab

If you build it they will come

# The Salesperson

change agent

positive outlook

Selling information

charmer

A big talker who will not do the project

What is it?  
GOING...  
GOING...

"leader"

talkative  
awareness

Publishers...

advocate

not believe in their  
products!!

motivates buy in

champion of a cause, product or idea

Examples

teachers

selling tech to the higher-ups

lecturing

Propaganda

Online Elearning Journal

People sell links on Twitter  
to their followers

and sell tech to parents

Changing minds of those who are set on one idea

motivator

advertising  
Leading

researcher

Principal sells to staff  
leading the learning / modelling

Who Does It?

innovators

teachers who gives breath

Administration Teachers

Hey, sometimes, the  
teacher has to sell the  
students on the curriculum!  
enthusiasts

Political left-wingers who have too much to say

and sometimes we have to sell curr  
leaders

Some Elearning gurus





# The Convener

Network builder

bring people together  
a space builder

Volunteers!

What is it? collector of people

committees

Mickie Rooney: Let's put on  
a show! motivator

organizer

A huge part of life in rural Saskatchewan!

learning DJ



Examples professional development

creating a blog

Facilitators  
teachers

community organizers  
or create a wiki

meet me online

mentors

txt messaging for charity

Who Does It?

project participants - even kids  
teachers

network weaver

people with vision

coaches

Stephen

Alec

leaders

IT people

people with passion

Image: <http://www.coneinc.com/content2028>

Administration Collaboration builders

bringing groups or things together for the common good

# The Coordinator

Connector

integrator

stage manager  
production manager

facilitator

logistician



What is it?

organizer  
scheduling, setting expectations

liaison

i reminds me of people  
responsible about logistics

A strong manager

negotiator

Program Manager or Project Manager  
Alec Couros

Assistant director  
following up  
problem solver

Examples

teachers

time management

Parent

Who Does It?

Administrator

MOOCs

Consultant

coach

have communication skills

Me, I coordinate everything for everyone (weddings, parties, students...)

the SRC advisor

leadership role

IT Manager

Image: <http://www.primopix.com/biography.shtml>



Envisioner

Final Project

figuring out the  
best way to get  
everything out there!

# The Designer !

Planning things to engage others  
pedagogy

Creativity

What is it?

The eyes of any organization

Creator

instructional designer

making good spaces

the top of Bloom's Taxonomy

planning learning environments

imaginative

the one who makes it attractive

beautician?

learner

Examples

talking

NOT PowerPoint !

tour guide

the learning group

Curriculum makers

OER

Creating learning environments

participatory design

Students constructing their own knowledge

user-centered design

Requirements+WireFrames+Branding

Who Does It?

anyone

students

may not be  
intelligent

mc

and me

teacher

A Professional Designer who understand

Image: <http://illustration-design.blogspot.com/2008/12/caricatures-of-design-forum.html>

solving problems

"The Designer" from the Matrix (movie)

users



educators

The person who create synergy and chemistry in the group

# The Coach

advanced learner

leg-up person  
constructive critique

provides the game plan  
someone who raises the bar and helps to

What is it?  
A leader  
someone who  
get there

mentor

facilitator

motivator

leader

collaboartive team builder

supporter

some one who coaches

challenges people to do their best

guide

provides encouragement

Examples  
counselor

Guidance counselor The Best team player

someone you respect

seeing strengths in others and building  
on them

Facilitating student learning

provides challenges

the most experienced learner in the room identifies strengths

Who Does It? I don't want to be a coach

Student services team peers

Alec is demonstrating retired hockey players  
cheer-leader!

Core leader I want to

"lead learner"

work<sup>s</sup> out the game plan

New teachers... lol  
and experienced teachers.

Image: <http://printables.kaboose.com/soccer-cartoon.html>

But mostly new... lol

Someone who is willing to work with you to fix mistakes and make it better





HA!

Main element in a washing mashine

The one who can wake up our Universities

thinks outside the box

# The Agitator

risk taker

Change agent

The ones who create the Revolution

questioner/catalyst

willing to try something new, even if it fails

What is it? makes you see a different point of view

Devil's advocate

A connectivist

one who sees beyond what already exists

pushing buttons

pot stirrer

Question Authority

pushing limits

shaking people up

devil's advocate

disrupting beliefs



**CHANGE**

spark

Examples

push the students into their area of discomfort

Students pushing teachers

push the parents into their area of discomfort

or teachers too

Technology

holding people accountable

challenging the status quo

Innovator

create new meaning out of old A good teacher who is ready to reinvent the recipe

Who Does It?

The one kid in the room we all know

critics

Lisa (oh thank you)

the guy at sasquatch fest

anyone modeling something different

Are there ever enough questions?

me

People who are ready to take risks

people who are tired of the status quo

Me.

and... "But what if...?"

**WHY?**

the one who keeps asking

WHY? or HOW?

Who is responsible?

even after getting the answer...

**WHY?**



the one who moves the conversation forward  
makes space, makes space comfortable, makes space accessible and open  
Supporter

# The Facilitator

makes the process easier Show some good options for direction to take



What is it? helper curator

techie

*keeps it on track and keeps it going*

asks the right questions

*coordinator mentor*

keeps students moving on

I like the last syllable of  
this word

hungry?  
one who opens doors

Examples

Teacher

Catalyst

Alec, Stephen,

technical services

mediator

mediation

understands process and how to keep people on task

A non-biased viewpoint guiding the conversation

tech catalyst teacher

Who Does It?  
my brothers and mom  
my mom

primary teachers!!!

the person who makes it possible for the students to do the learning

Parents

really good scout leaders

the one who can see how to make everyone win



logician/magician

magician

# Tech Support

power brokers facilitators for access to tools

Key persons in any program

What is it?

the go-to people Protects computers from people

vodafone customer service

*problem solver*

An advanced learner

connectors...plugger-inners

Examples

Teacher

dream makers

students helping the teacher

my students, thank goodness!

Who Does It?

NO ONE :-)  
definitely not me

heroes

me

me

not enough people

Wordpress support crew - they are awesome!



trained people

Image: [http://www.iroller.com/mert/entry/a\\_day\\_of\\_a\\_software](http://www.iroller.com/mert/entry/a_day_of_a_software)