

Public Support for Free Learning: A Policy Framework

The background of the slide is a historical painting of a harbor scene. In the foreground, numerous boats are docked or moving through the water, with figures visible on board. The middle ground shows a dense cluster of buildings along the waterfront. In the background, a large, prominent domed cathedral or church rises above the other structures. The overall style is that of a 19th-century painting, with a focus on architectural and maritime detail.

Stephen Downes
October 25, 2011

Open Learning

- Long associated with distance learning
 - correspondence schools – 1880sff
 - 1915, creation of the National University Extension Association(NUEA)
 - U.S. radio broadcasting licenses to 202 colleges, universities, and school boards – 1920s, 30s
 - 1926, historian J C Stobart wrote a memo advocating a 'wireless university' while at BBC

Open Institutions

- Open University opens in 1971
 - did not insist on prior educational qualifications
 - required students to take two foundation courses
- New York State's Empire State College
 - commenced operation in 1971
- Athabasca University (1970/72), Indira Gandhi National Open University (1985)

Open Learning (2)

- Over time – enhanced accessibility
 - distance learning
 - reduction of financial barriers
 - tuition reductions
 - subsidies
 - progressive pedagogies
 - Creation of distance learning pedagogies – Moore, Merrill, Gagne

Open Resources

- Project Gutenberg
- Open Archives Initiative
 - BOAI
 - DSpace
- Wikipedia
 - Curricki
 - Wikiversity
 - WikiEducator – Commonwealth of Learning

The OERu Logic Model



Students
awarded
credible degree or
credential



Participating
institutions grant
credit for
courses



Open assessment
from participating
institutions



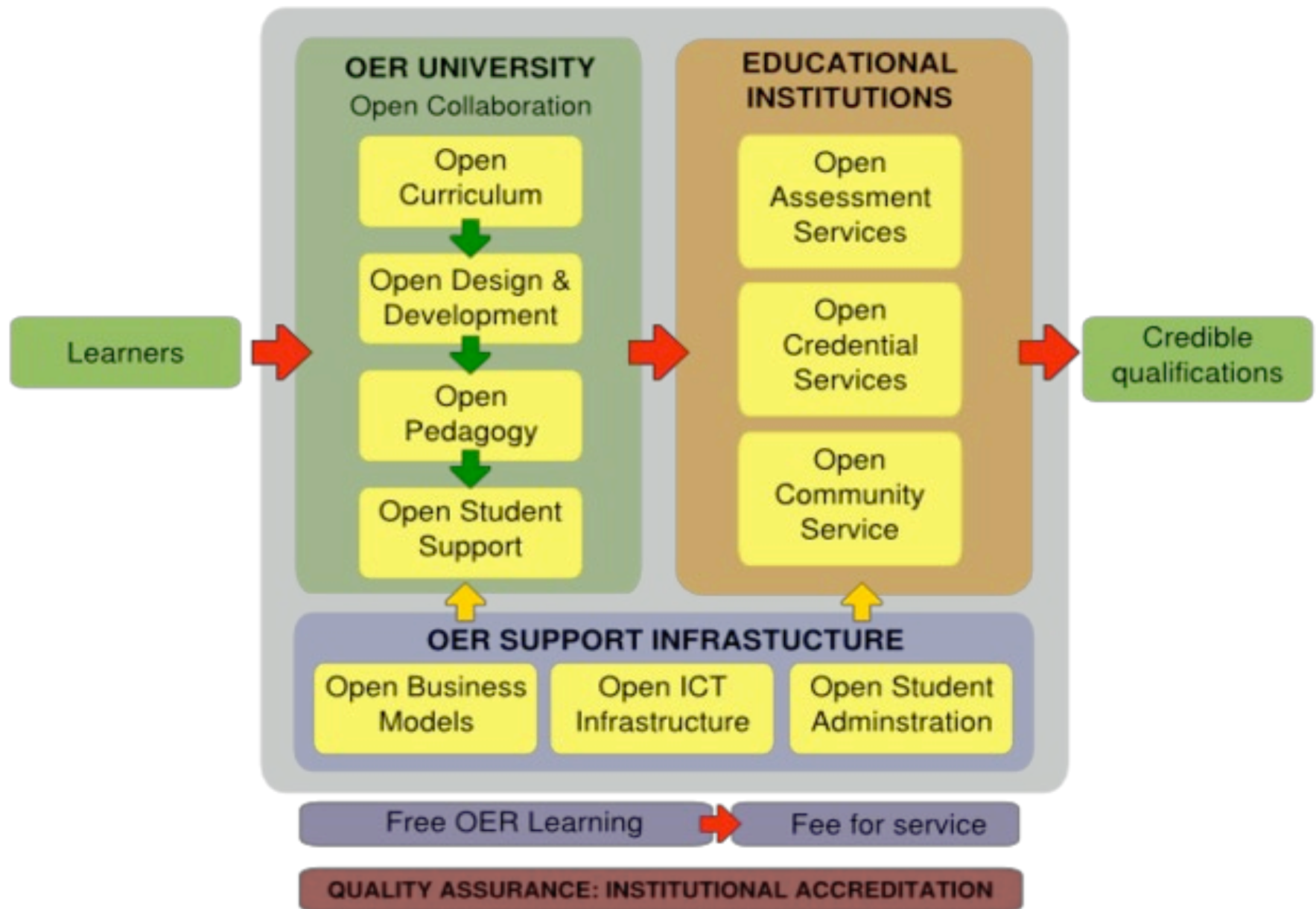
Open student
support via
"Academic Volunteers
International"



Learners
access courses
based solely
on OER



Taylor, J.C. 2007. Open courseware futures:
Creating a parallel universe. e-Journal of
Instructional Science and Technology (e-
JIST), Vol 10, No. 1. Online:
[http://www.ascilite.org.au/ajet/e-
jist/docs/vol10_no1/papers/full_papers/taylorj.htm](http://www.ascilite.org.au/ajet/e-jist/docs/vol10_no1/papers/full_papers/taylorj.htm)



Criticism of the Logic Model

- Traditional Curricular based approach
 - a focus on articulation & credit transfer
 - closed federation of traditional institutes
- Tight link to traditional credentials
- The Black Box problem – ‘open’ this or that (eg. ‘open business model’) unstudied and undeveloped

Contrasts in Design

- Learning objectives
 - concrete and stated Learning Objectives vs. unstated and multiple objectives
- Organization of subject matter
 - knowledge of vs knowledge about
 - linear organization vs knowledge community

Contrast in Assessment

- Subject and content-focused assessment, vs. performance-based and networked-based
- Assessment against external criteria vs. self-assessment
- Assessment by-instructor vs. 3rd-party assessment

Free Learning

- Based on the principles of connectivist, or network, learning
- Network design principles: distributed, disintermediated, dynamic
- Design based on the ‘semantic principle’:
 - autonomy
 - diversity
 - openness
 - interactivity

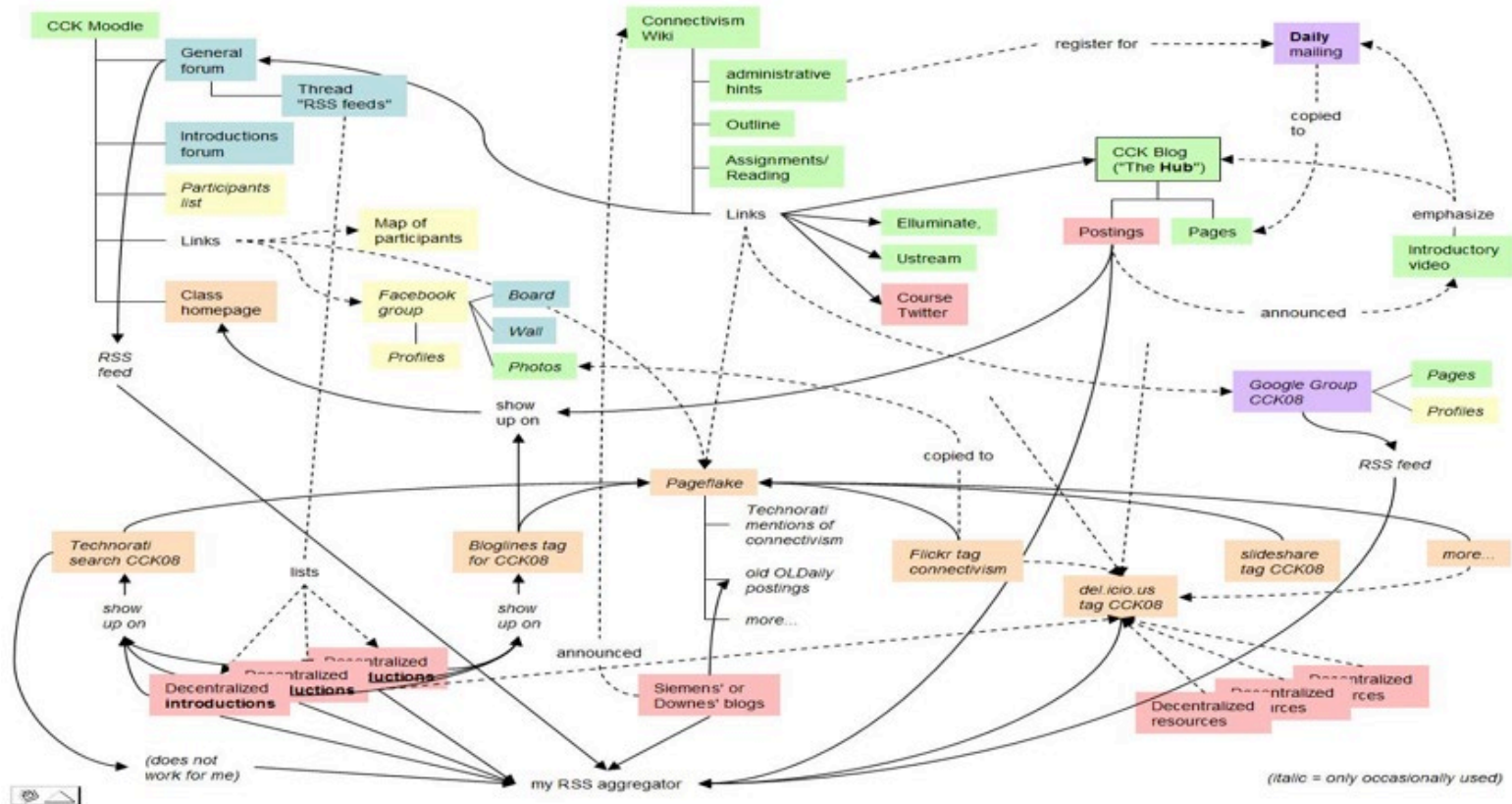
Connectivist Learning Design

- A non-curricular based approach
 - course content is the ‘McGuffin’ vs (Freire) the ‘banking system’
 - learning takes places through interaction and creativity
 - Seymour Papert – constructionism
 - Aggregate, remix, repurpose, feed forward
- Learning a matter of growth, not accumulation

But... why

- It's a formal recognition that people have different destinations, different tastes
- Based on an understanding that knowledge varies according to these
- Expresses the principle that networks – communities – are stronger with multiple diverse perspectives
- Knowledge learned is *better* – indeed, *known*

A Map of the Community



The MOOC Model

- MOOC: Massive Open Online Course
- There is no central core feature – no core content, group, etc
- Course design is a network, or a map, or a community
- Resources are distributed, and aggregated
- Participants are encouraged to create their own resources, communities, groups

2010: Stephen Downes, Rita Kop

Critical Literacies & PLENK 2010

The screenshot shows the PLENK2010 website. The header features the title 'PLENK2010' in large white letters over a background image of a rocky beach with people in the distance. Below the title is the subtitle 'Personal Learning Environments Networks and Knowledge 2010'. A navigation bar contains links: 'home', 'discussion', 'wiki', 'the daily', 'blog', 'live sessions', 'recordings', and 'about'. On the left, a 'Schedule' section lists dates and topics: '12TH SEPTEMBER 2010 A TOUR OF PLEs AND PLNs', '19TH SEPTEMBER 2010 CONTRASTING PLEs WITH LMSs', '26TH SEPTEMBER 2010 THE NEXT/EXTENDED WEB', '3RD OCTOBER 2010 PLE/PLN AND LEARNING THEORIES', '10TH OCTOBER 2010 EVALUATING LEARNING IN PLE/NS', '17TH OCTOBER 2010 USING PLEs SUCCESSFULLY', and '24TH OCTOBER 2010'. The main content area is titled 'Welcome to the Course' and includes a login/register prompt: 'YOU ARE NOT LOGGED IN. [LOGIN] [REGISTER]'. Below this is a diagram titled 'PLENK 2010' showing a central 'PLENK 2010' box connected to various components: 'Your Blog', 'Your YouTube Page', 'Your Email', 'Your PLE/PLN', 'PLENK 2010', 'Personal Learning Environments', 'Micro Learning', 'The Daily', 'The Course', 'The Community', 'The Network', and 'The Knowledge'. A speech bubble from a person in the diagram says 'SEE! I CAN PLENK, TOO!'. At the bottom, a message states: 'If you would like to register for PLENK2010 there's still time to register. Click here to Register.'

PLENK 2010 involved a significant research effort

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

PLENK Analytics



Rita Kop

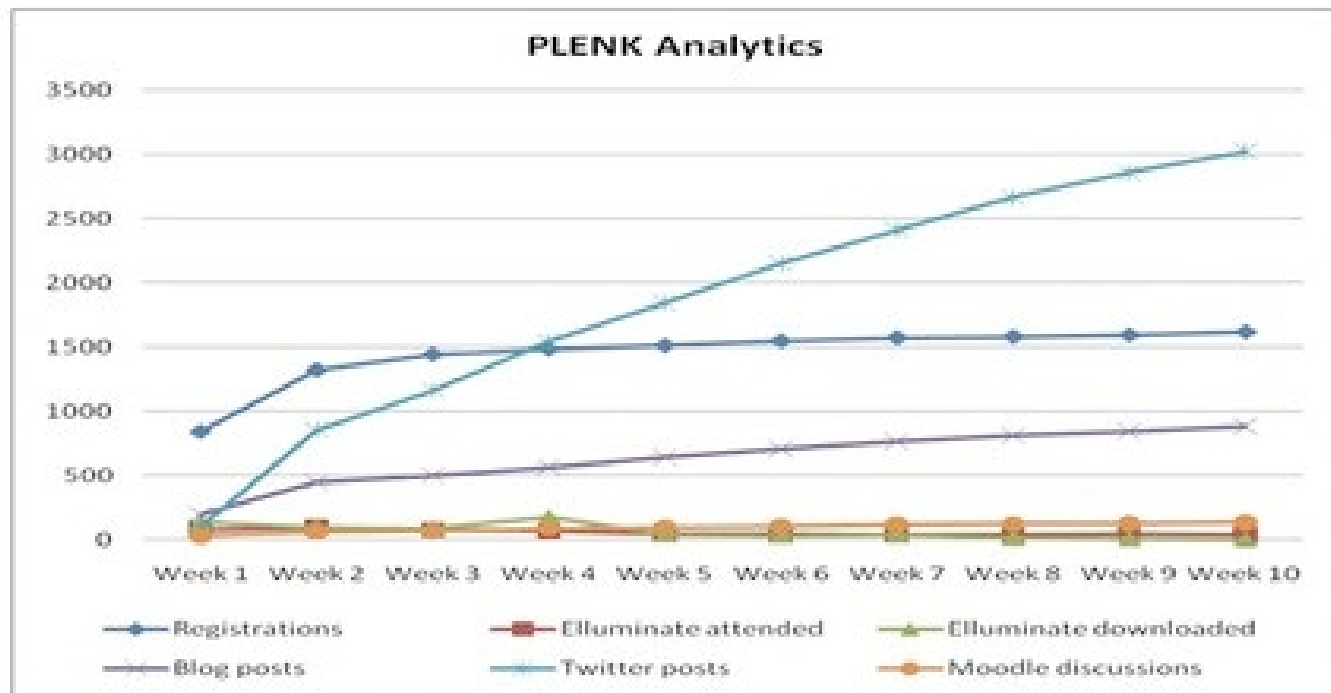


Chart 2. PLENK participation rates.

Supporting ongoing MOOC participation

<http://www.irrodl.org/index.php/irrodl/article/view/882>

Critical Literacies

A frame for understanding new media
Morris, Derrida and a little Lao Tzu

Syntax	Cognition
Semantics	Context
Pragmatics	Change



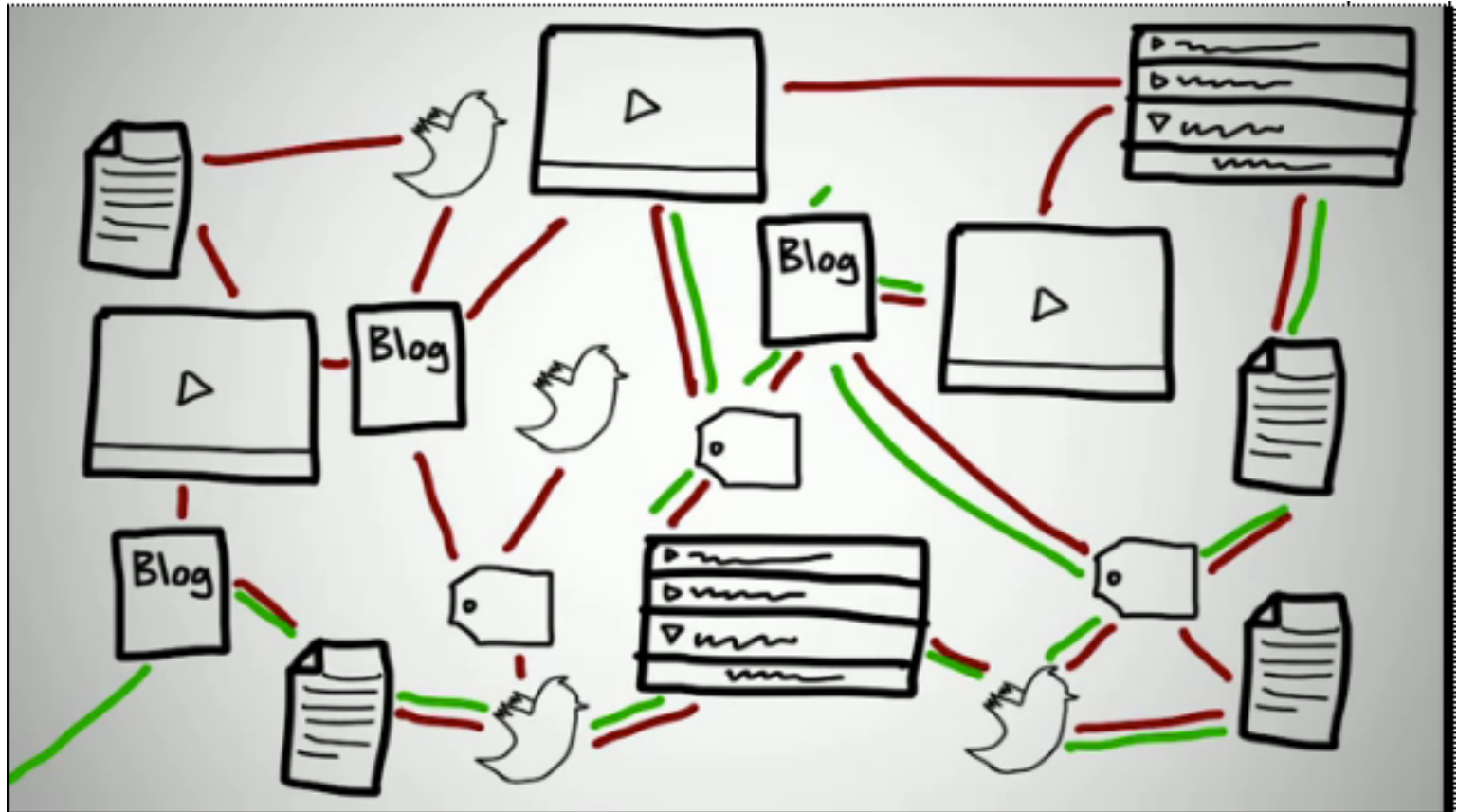
Understanding how we use artifacts to
communicate in online and other learning
networks

<http://www.downes.ca/presentation/232>

2011: Year of the MOOC



Connectivism & Connective Knowledge



CCK11: How to Learn in a MOOC

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

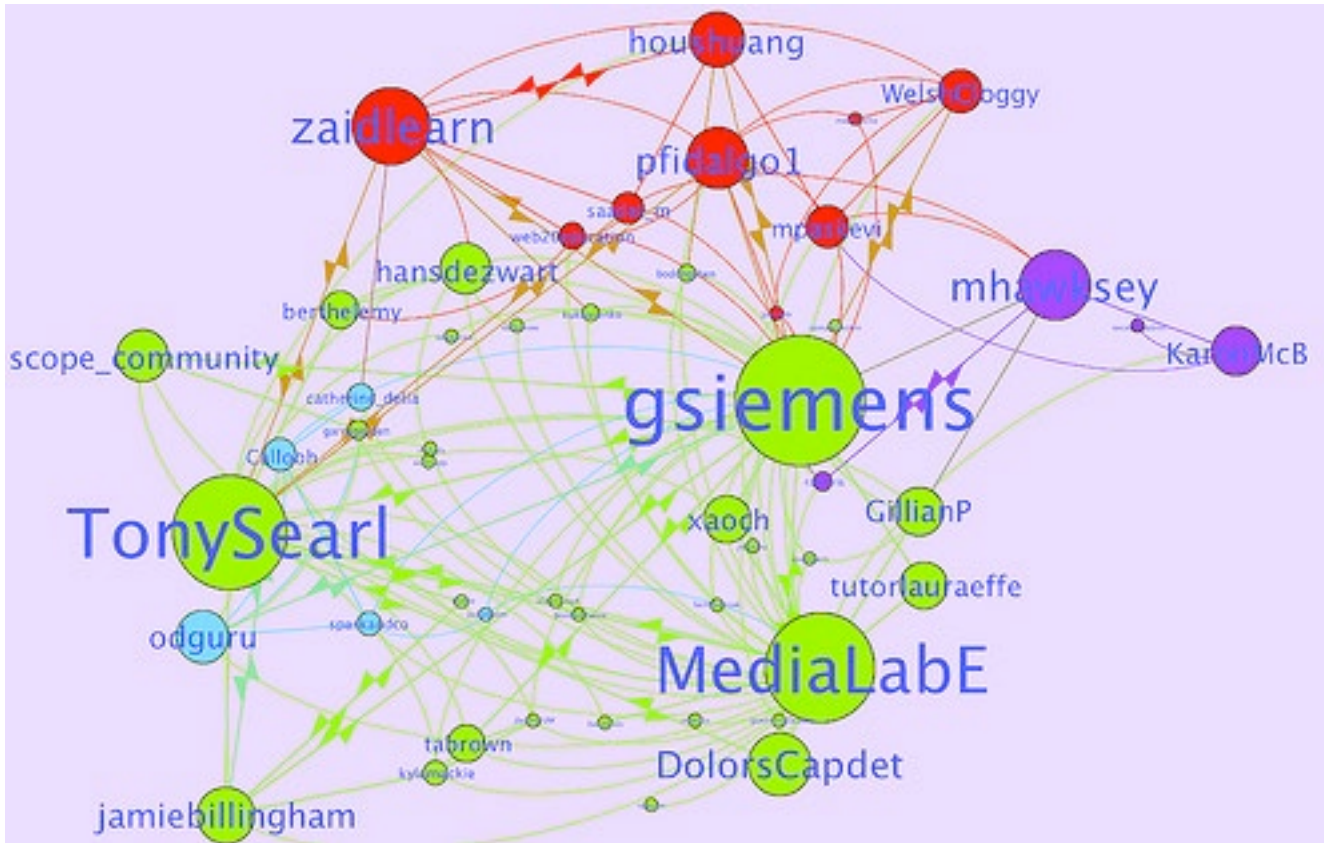
How to be Successful in a MOOC



Dave Cormier

<http://www.youtube.com/watch?v=r8avYQ5ZqM0>

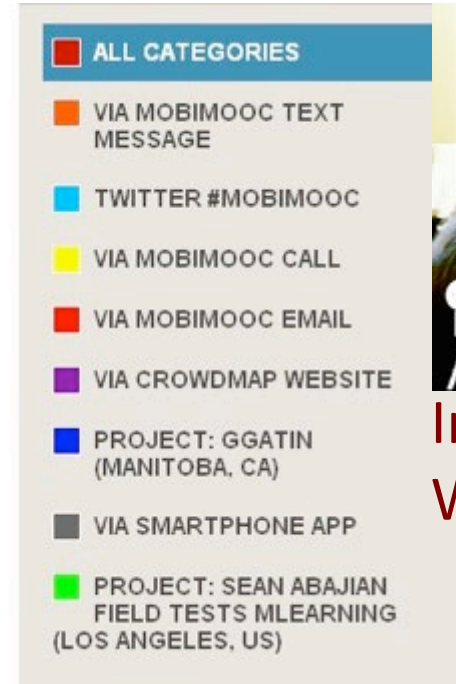
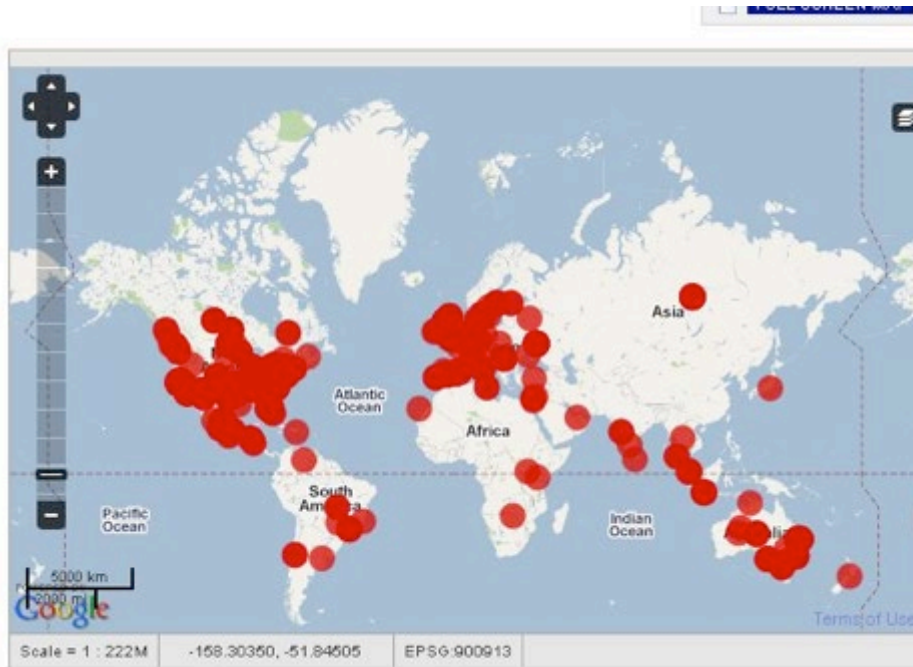
Learning Analytics



LAK11: How to measure success in a MOOC

<http://scope.bccampus.ca/course/view.php?id=365>

MobiMOOC

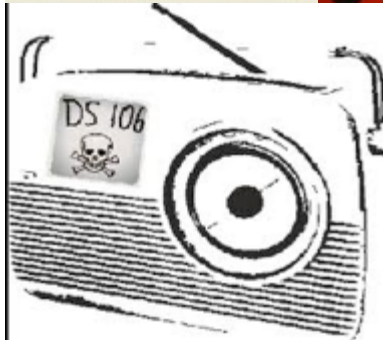


Inge de Waard

Supporting Mobile Learning Technology

<http://mobimooc.wikispaces.com/>

The madness and mayhem of DS106



Jim Groom

DS = Digital Storytelling

DS106 redefined activities and participation

<http://ds106.us/>


eduMOOC

University of Illinois Springfield

A-Z Index | Search UIS

Welcome to the
University of Illinois Springfield


At the time of an event, click the
play button for the live webcast.


PLAY

UNIVERSITY OF ILLINOIS
SPRINGFIELD

00:00 00:00
▶ PLAY FULLSCREEN MUTE

eduMOOC
Online Learning Today...and
Tomorrow

 Join the conversation

Use the #edumoooc8
hash when you tweet
your comments:

46

Join the Twitter Back Channel.
(Twitter account needed. [Login](#)
info requested on next screen.)

Tweet

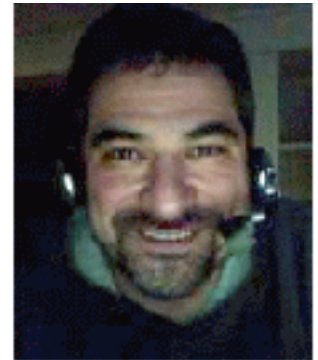
Copyright © University of Illinois Springfield

UIS Live Home Page

Large, well publicized, but not very interactive

<http://sites.google.com/site/edumoooc/>

eduMOOC underground



Jeff
Lebow

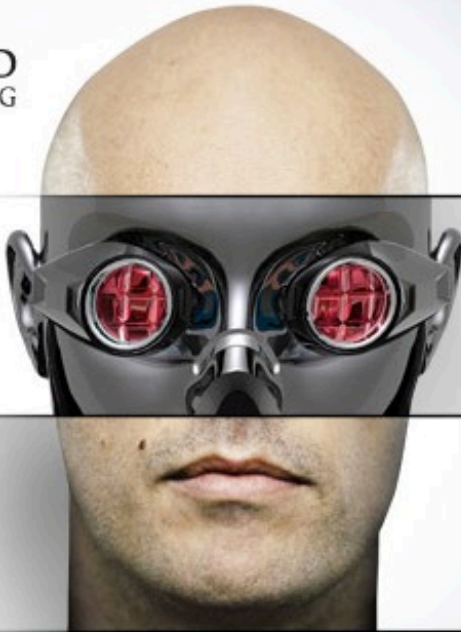
Jeff Lebow, Google+ hangout, and Livestream:
Taking something ordinary, and making it something
special – YOU make the MOOC

<http://www.livestream.com/jefflebow/>

AI-Class: Redefining Massive



Oct. 10 ~ DEC. 16, 2011



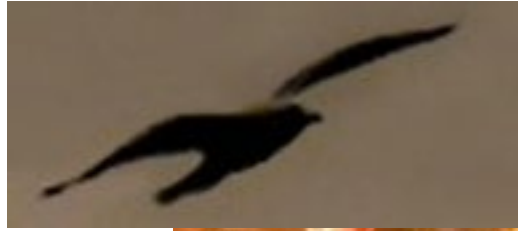
INTRODUCTION TO

Artificial Intelligence

In partnership with the Stanford University School of Engineering.
You can join this online worldwide class this fall.

More than 100,000 people signed up for pre-registration

<http://www.ai-class.com/>



Change 2011



Downes, Cormier and Siemens try again

Image: <http://steve-wheeler.blogspot.com/2011/04/running-mooc.html>
<http://change.mooc.ca>

New Roles for Government

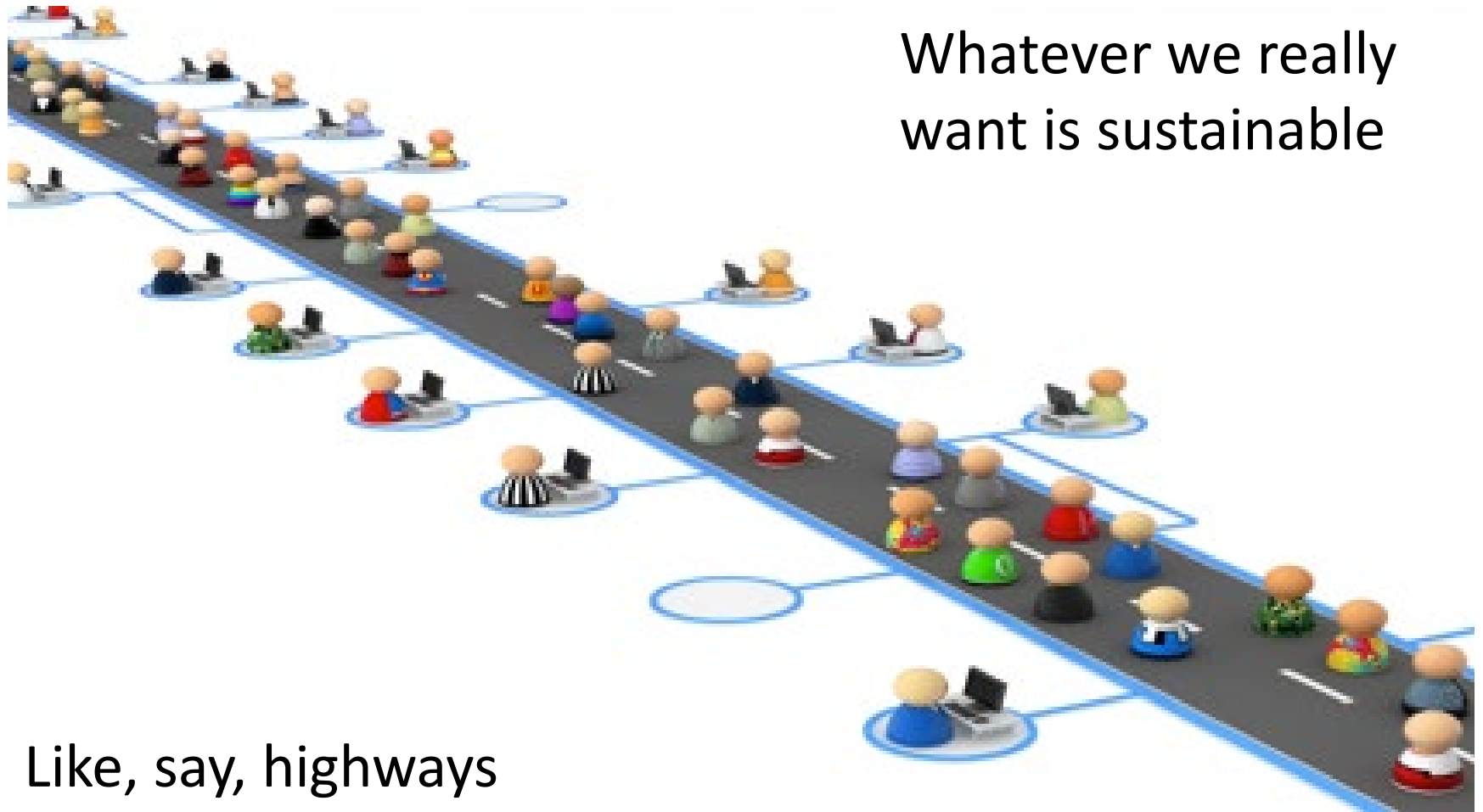
- Communications and Education Infrastructure
- Support for Open Educational Resources
- Support for Free Learning
- Management of assessments and credentialing

The Digital Infrastructure

- Public high-speed backbone networks
 - used not only for education but for other public services: police, fire and emergency, hospital, municipalities, etc.
- Local Access
 - eg. CAP Centres
- Legal Framework
 - policy on digital rights and copyright
 - net neutrality and similar regulations

A Note on Sustainability

Whatever we really
want is sustainable



Like, say, highways

Sustaining Infrastructure

- Support for existing programs and services
 - cost reductions in communications overhead
 - improved efficiency of public service delivery
- Overhead on entertainment and commercial infrastructure
 - similar to broadcast 'CanCon' requirements

Open Educational Resources

- Traditional Resources
 - Already developed and paid for by government
 - Open access initiatives
- Public Policy Resources
 - design to serve a public end or objective
 - focus on basic literacies & community empowerment

Sustaining OERs

- Redirection of existing resource allocations
 - eg. OA mandates for grants and programs
 - community outreach for existing agencies
 - eg, NASA
- Support for community-based OER process
 - integration of OER development and use within publicly supported curricula
 - use of OERs in public services and programs

- Stephen Downes, Models for sustainable Open Educational Resources, ij klo.org/Volume3/IJKLOv3p029-044Downes.pdf <http://www.downes.ca/presentation/76>

- OER Help with Keynote Slides, OER-Forum <http://lists.esn.org.za/pipermail/oer-forum/2011-October/thread.html>

Software and Service Support

- Software and environment support
 - eg. Public Knowledge Project,
 - Open Journal Systems, Moodle, et
- Service networks and support
 - JISC / CETIS, EdNA, etc.
 - Common Services - eFramework

Sustaining Support Systems

- Development and systems research support
- Public adoption of open licensing
 - FLOSS
 - GNU/GPL, BSD, etc
 - Creative Commons
 - directs resources toward multi-sector development
- Community service requirement for commercially sourced software

Assessment and Credentialing

- Major policy initiatives
 - separation of delivery and assessment
 - an end to Digital Diploma Mills
 - management of credentialing by professional associations under a regulatory framework
 - development of community-based assessment metrics and infrastructure
 - move away from simple testing, toward authentic community engagement and referrals

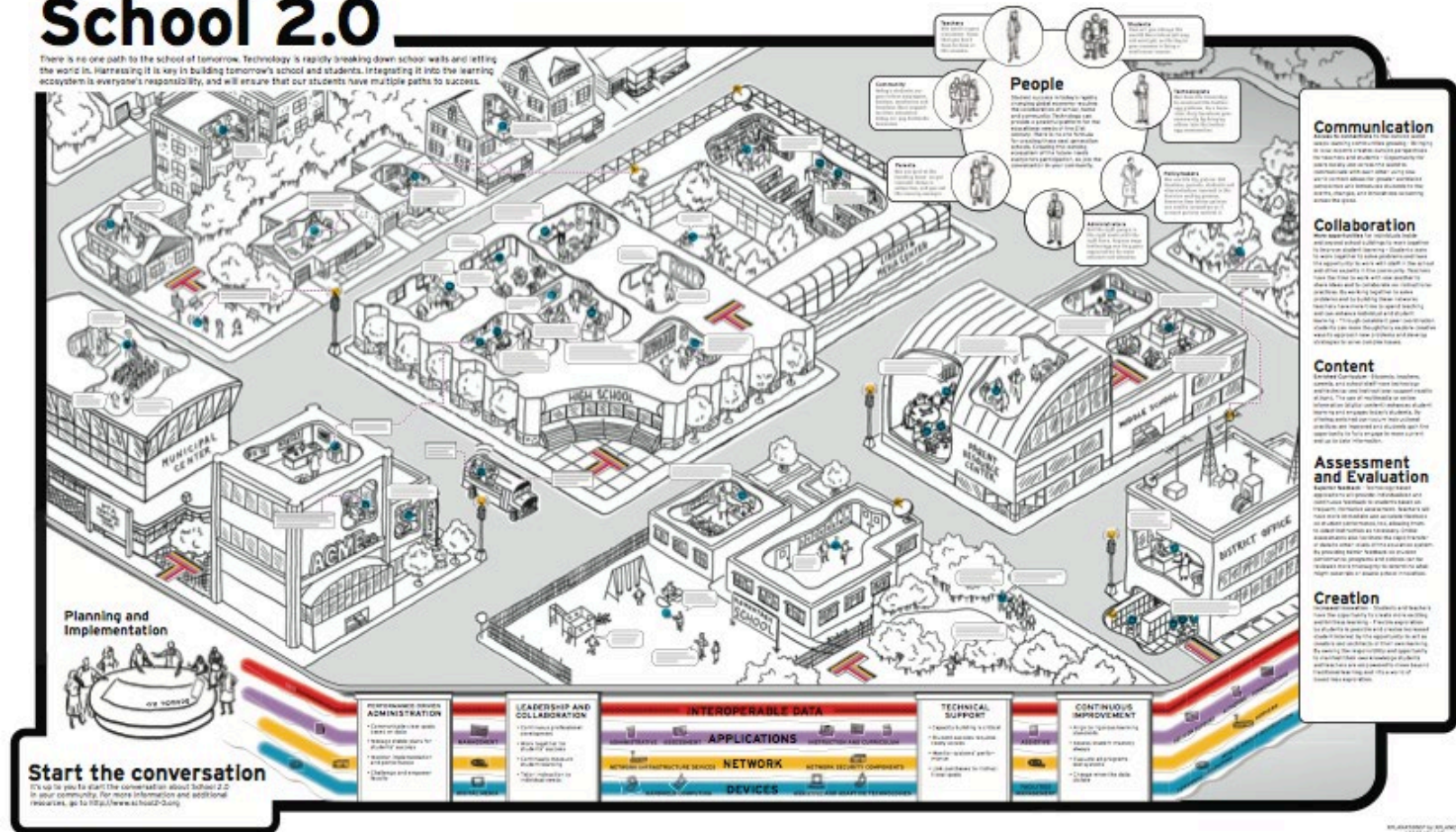
Assessment and Credentialing (2)

- Support for Personal Learning
 - provision of personal learning environments and frameworks
 - promote lifelong learning
 - link to skills database, corporate training registries
 - direct support for employment and funding
 - personal portfolios and credential banks
 - voluntary, self-managed
 - optional identity frameworks

The Old School 2.0

School 2.0

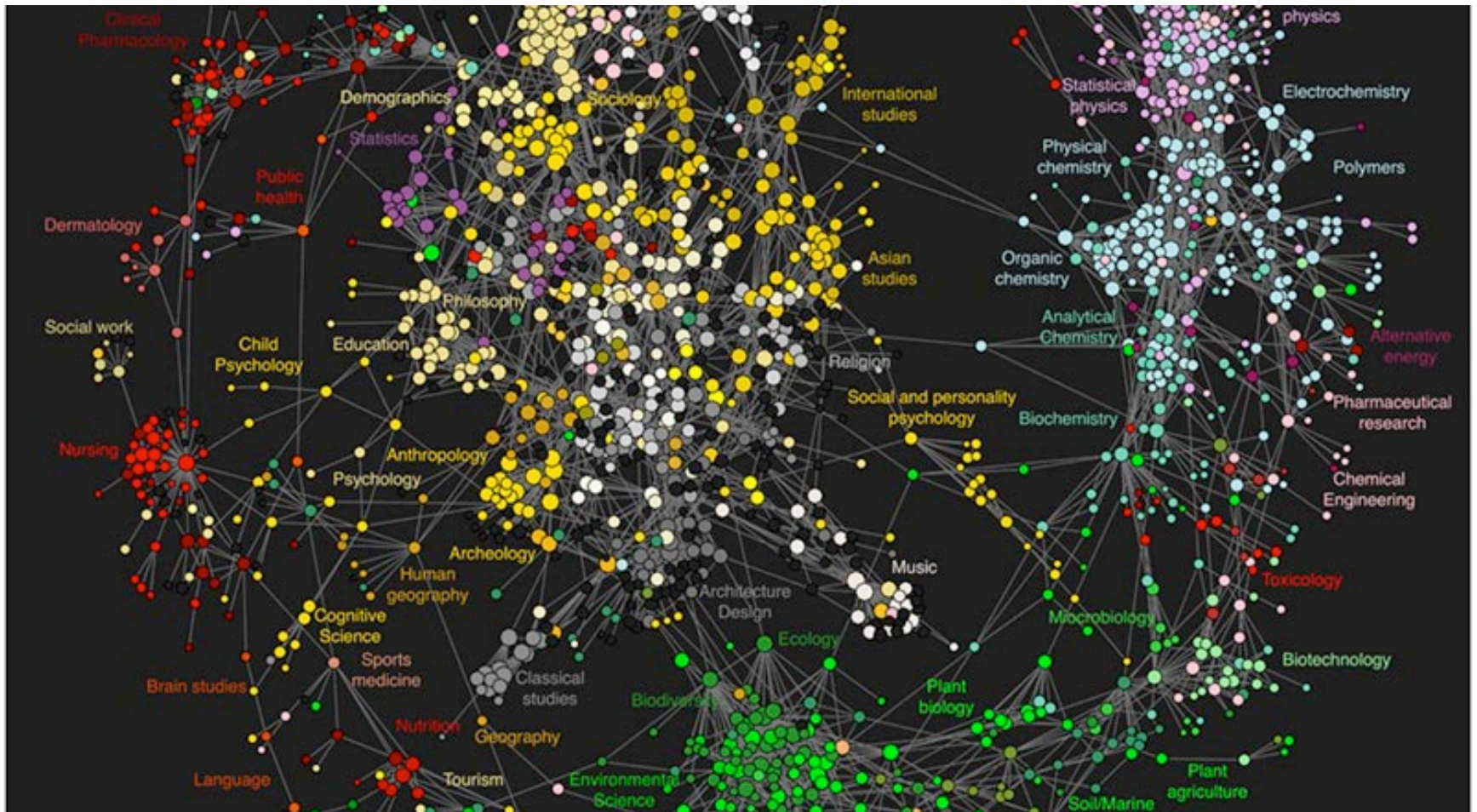
There is no one path to the school of tomorrow. Technology is rapidly breaking down school walls and letting the world in. Harnessing it is key in building tomorrow's school and students. Integrating it into the learning ecosystem is everyone's responsibility, and will ensure that our students have multiple paths to success.



New Models for Schools



New Roles for Research



Community = Interactions

- Not 'spreading the word'
- Not 'amplification'
- But rather, the creation of our own society, together
 - emergent from the free actions of each of us
 - not based on the ideas of one (or a small number) of individuals

Open Communities are Free



Dave Pollard, the Metamovement <http://howtosavetheworld.ca/2011/10/20/the-metamovement-moving-beyond-marches-and-people-in-the-street/>



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