



Education as Platform

The MOOC Experience
and what we can do to
make it better

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EdgeX – New Delhi

March 12, 2012


1. A bit about MOOC Structure
2. Where MOOCs Fail
3. Reconceptualizing MOOCs
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1. A bit about MOOC Structure



The MOOC Experience

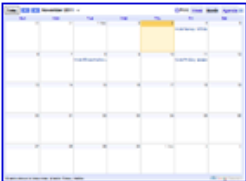


CHANGE.MOOC.CA

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Welcome to Change: Education, Learning, and Technology!

The Massive Open Online Course (MOOC) #change11


[\[To Register for this Course, Click Here!\]](#)

Being connected changes learning. When those connections are global, the experience of knowledge development is dramatically altered as well. Over the past four years, a growing number of educators have started experimenting with the teaching and learning process in order to answer critical questions: "How does learning change when formal boundaries are reduced? What is the future of learning? What role with educators play in this future? What types of institutions does society need to respond to hyper-growth of knowledge and rapid dissemination of information? How do the roles of learners and educators change when knowledge is ubiquitous?"


Experimenting with answers to these questions has produced what is now called "massive open online courses" or MOOCs. Three of us - George Siemens, Stephen Downes, and Dave Cormier - have had over 10,000 participants in the various courses we've run since 2008. The learning experience has been terrific. We've refined our pedagogical approaches, improved the software (well, actually, just Stephen did that), and developed a research agenda around learning in networks in open online courses.

We've always been a bit uncomfortable being the sole facilitators of open courses - knowledge, after all, is networked. To grow knowledge is to grow connectedness and diversity.


Change 2011 MOOC



[desn_innovation](#) Alternative Ways to Earn Your Degree: Discussing #OER #University w Rory McGreal [goo.gl/27VQO](#) #OERu #change11 #eci831 #cmc11 #ds106 about 1 hour ago · reply · retweet · favorite



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[suifajohnmak](#) RT @gsiemens: RT @ErikDuval: ... about 1 hour ago · reply · retweet · favorite

twitter Join the conversation

Open

COOLCast - w/ Dave Cormier on Rhizomatic

jefflebow 54 videos



livestream webcaster

oldaily 1

CHAT PROMOTE RECORD ACTIVITY SETTINGS

VIDEO

USB Video Class Video Aspect Ratio 4:3 Frame Rate 13

Quality LOW MED HIGH

AUDIO

Built-in Microphone Input Volume 50 VU Meter

Quality LOW MED HIGH

LIVESTREAM

GET HIGHER QUALITY Auto-live AUTO

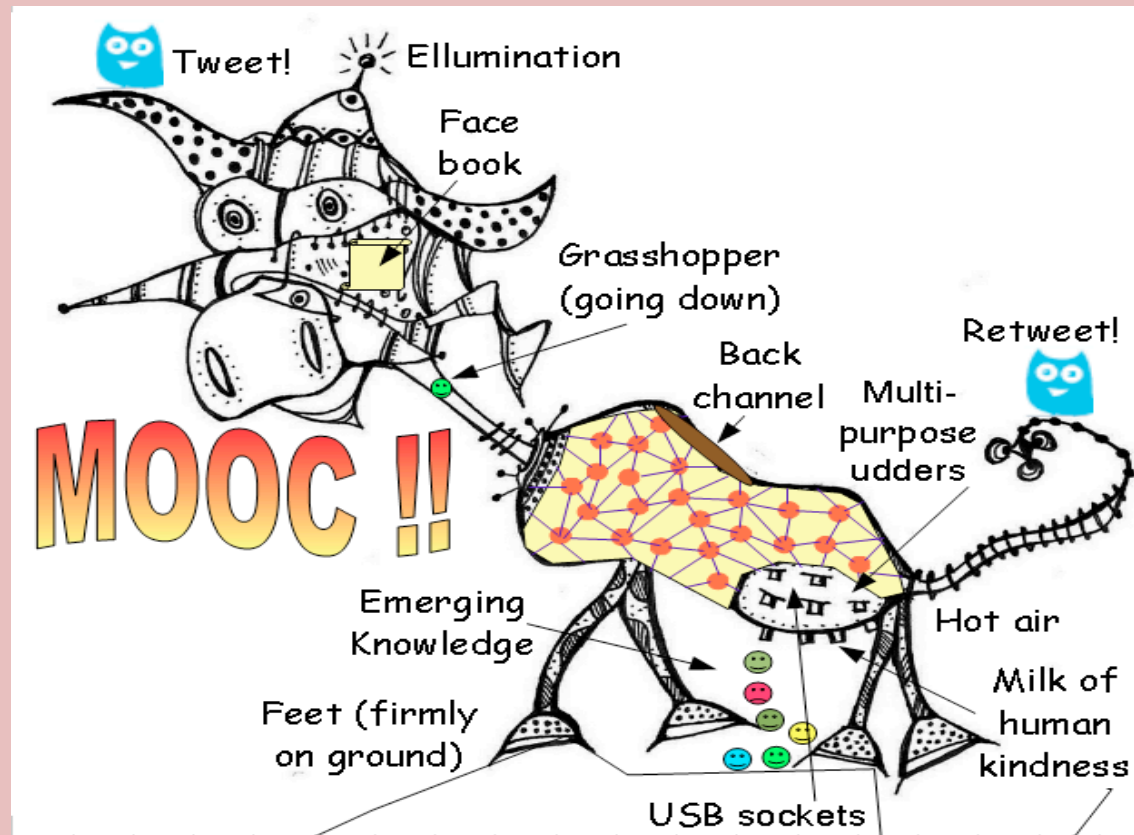
CONFIGURE CHANNEL Add to Auto-pilot MANUAL Add to VOD Library AUTO

OPEN STUDIO CHANNEL PAGE <http://www.livestream.cc> WATCH PLAYER EMBED `<iframe width="560" height="315" src="http://www.livestream.cc/watch/1234567890" frameborder="1">` COPY

0:00:12 / 1:14:30 CC 360p

Mix of levels – novice and experienced

The network structure



<http://cor-ar.blogspot.in/2012/03/two-distinct-course-formats-in-delivery.html>

Aggregation – bringing together



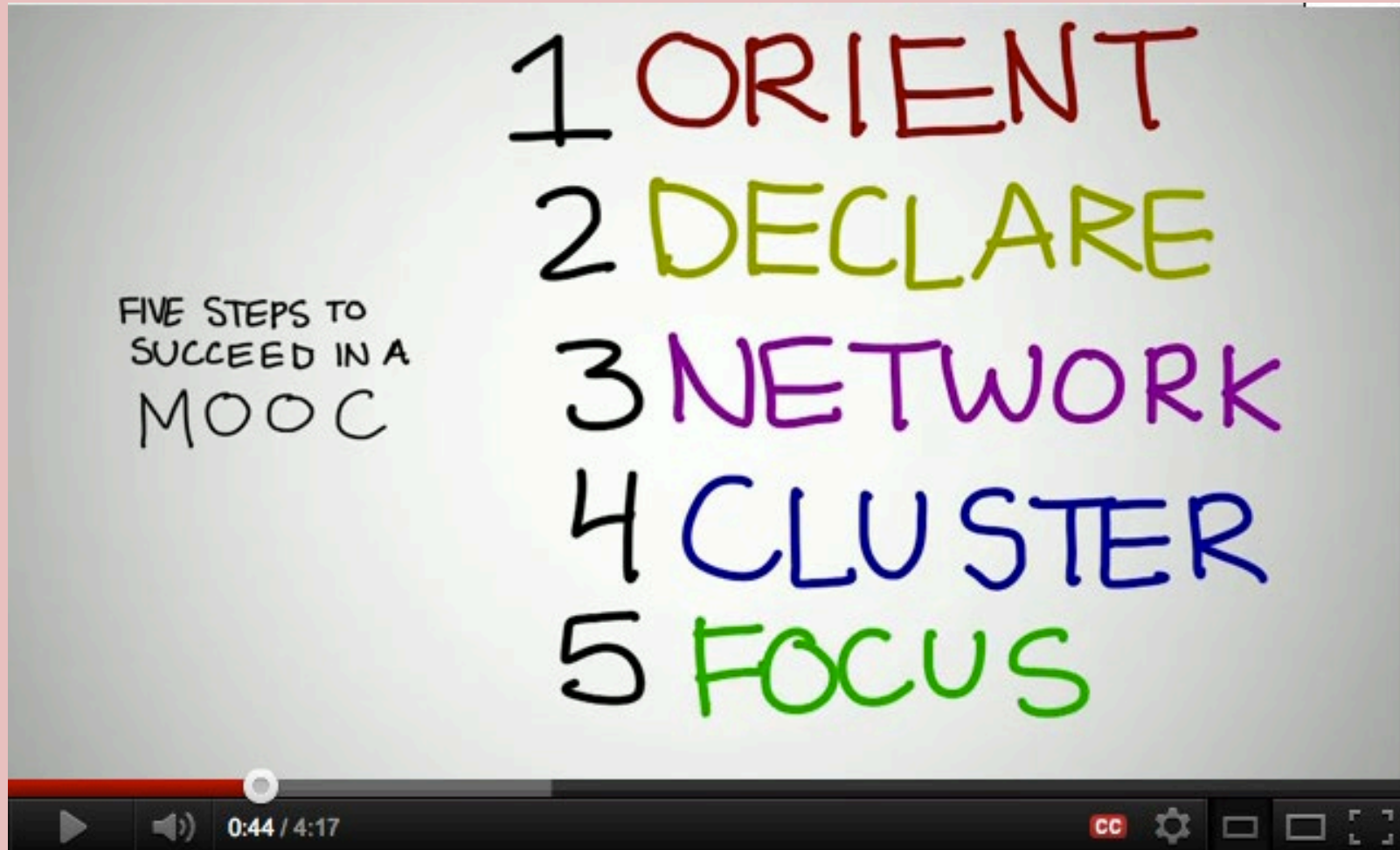
The abundance of content

- Some analogies:
 - following football – there are more games in the world than you could possibly watch
 - recipes – there is more food in the world than you could possibly eat, more ways of eating food than you could experience in a lifetime
 - places to visit – the world is vast, you cannot possibly see everything

Social versus Solo



Success in a MOOC



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

Self-Education

Bates: “They belong philosophically within the context of thinkers such as R. H. Tawney, Ivan Illich and Paulo Freire, who believed strongly in self-education, as part of their broader socialist views on equality, the need to open access to knowledge, and to educate the workers in order to break the existing hegemony, etc.”

<http://www.tonybates.ca/2012/03/03/more-reflections-on-moocs-and-mitx/>

Knowledge as Grown

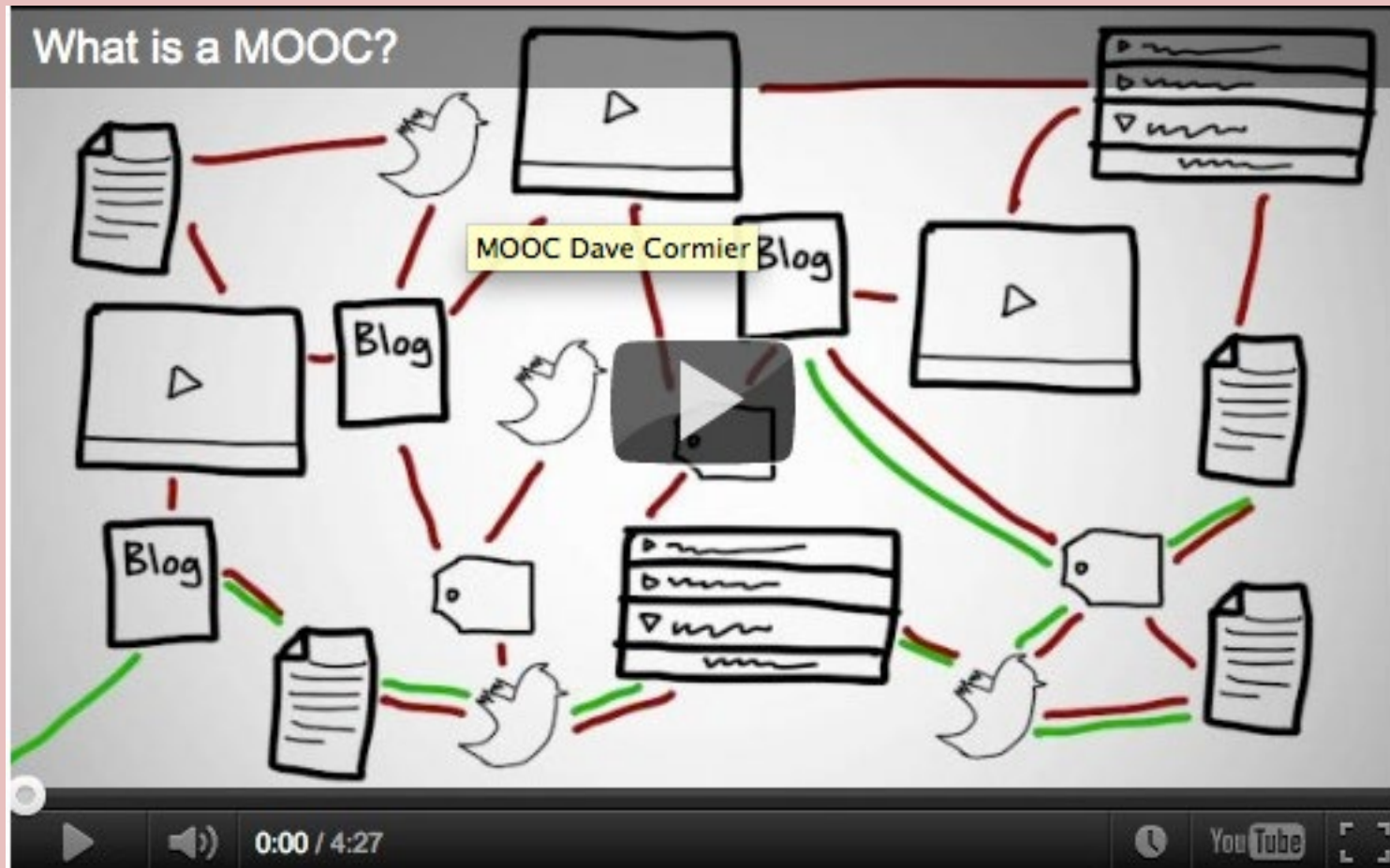
There is a contrast between knowledge as something that is acquired, ingested, retained, remembered, and knowledge that is something that is grown as a response to experience rather than as a representation of it



2. Where MOOCs Fail



The Bootstrap Problem



<http://www.tonybates.ca/2012/03/03/more-reflections-on-moocs-and-mitx/>

Navigation



Size versus Connectedness



Lisa Chamberlin and Tracy Parish

<http://elearnmag.acm.org/featured.cfm?aid=2016017>

Elitism



Effectiveness



- What is learning if it isn't learning content?
How can we assess it, credentialize it?

3. Reconceptualizing MOOCs



Open

- everybody can participate – but more importantly, there are many ways to participate
 - ‘open’ means being able to watch
 - ‘open’ means being able to participate at your own level
 - ‘open’ means participating publicly, so others can watch

Online

- means that it is connective, interactive
- You can't put a MOOC on a DVD
- The MOOC is the *process*
- It is a process that is greatly aided by being online
 - many tasks are automated, scaffolded
 - much greater communicative capacity
 - more access to data, calculations

Connective

- To the extent that a MOOC is about content, the MOOC fails
 - it's like confusing the learning of a game, or the playing of a game with memorizing the rules of a game
 - it's like confusing enjoying food and knowing how to cook with the memorization of recipes
 - it's like confusing the experience of travel with knowing where things are on a map

Restating the Problem

- our MOOCs are insufficiently connective, and tend to slip toward an emphasis on content
 - the form of connectivity – online conversation – is at once too simplistic and too complex
 - looking for other ways to connect – eg., artwork (a la ds106) or activities/projects (but these have been *very* poorly defined in our courses)

Rediscovering Process

- As we fail to provide process, the courses revert to their old ways
 - people think the course is about the content
 - they gravitate toward dependence on the leadership, and away from personal participation
- It's not that we don't scaffold enough, it's that there are not opportunities for participants to 'play'

MOOC, Meet Game

- The MOOCs we have offered have been very high level, involving professional presentations and conversations – but what would a MOOC look like for a 10-year old?
- My answer: it would look like a game

4. Chess Net



Searching for Chess Net - 1

Click and Compete!



Player rating: 800
Available for: Dumbler

Your turn
Player rating: 660
Available for: create

Sign out: Play as guest

Log Out

Free Download



Chess.net for Windows
version 2.5.4, 3.76 MB

Download

Search

Type and press Enter

Chess.net

<http://www.chess.net>

Searching for Chess Net - 2



Chess World

<http://www.chessworld.net/>

Searching for Chess Net - 3

Net-Chess Home

Join
Yes it's free

Account
Join
Login
My Profile
RSS Feeds
Logout

Chat
General Forum
Contact A Player

Play
Start A Game
My Games
All My Games
Play the Server
View High Games
Download Games

Help
FAQ

Net-Chess.Com

Developed and administered by Greg Miller
[\[Exeter Chess Club Coaching Page\]](#) [\[Mluka's Chess Ladder\]](#) [\[Chess Is Fun\]](#) [\[Chess-Teams\]](#)

Check the [Forum](#) for the latest news.

You're not logged in. If you're not a member yet, please click [here](#) for step by step instructions for registering. If you are a member, use this form to login:

Remember Password: ☐

Username:
Password:

If, after you login, you get this same page again, press your browser's refresh button.

Welcome to Net-Chess. This site allows people from all over the world to find an opponent and play chess through a rich web based interface. All of the games here are correspondence chess games, and have strict user selectable time controls. This way you can find an opponent who will play at the same speed you like to play at. Everything on the site is free, if you'd like to play, click the "Join" link in the upper left corner of this page.

Announcements	
Round 1 of the Net-Chess 2012 Open has started	02/05/2012 10:40am
David S White wins the 2011 Net-Chess Open!	01/30/2012 10:41pm
Registration for the 2012 tournament is open	11/14/2011 06:44pm
Net-Chess 2011 Open round 3 restarted.	10/17/2011 09:41am
2011 Net-Chess Open Round 3 will start on Oct 9	09/28/2011 09:42am
Last Forum Post : 03/11/2012 12:49pm by lamachessstudent	

03/10/2012
Top Move Players
187: mduerr
185: rhand
147: vhlts
142: jupiter
122: islanderfan
95: burrange
92: averoes
78: chessclub
76: peonconorejas
75: amikhlin

Standard Ladder:
1. patrikstorm
2. ggreenhalf
3. iozeph
4. mluka
5. kbowie
6. senna
7. cmarcolino
8. jromero
9. cnita
10. rhand

Pyramid Ladder:
1. cnita
2. energy
3. sbelanoff
2. senna
3. cmarcolino
3. thorr
3. roadrunner
3. patrikstorm
3. jromero
3. fgoethals
3. ajochem
3. mi

Net-Chess.Com

<http://net-chess.com>

Searching for Chess Net - 4



BabasChess - The Free Internet Chess Client

<http://www.babaschess.net/>

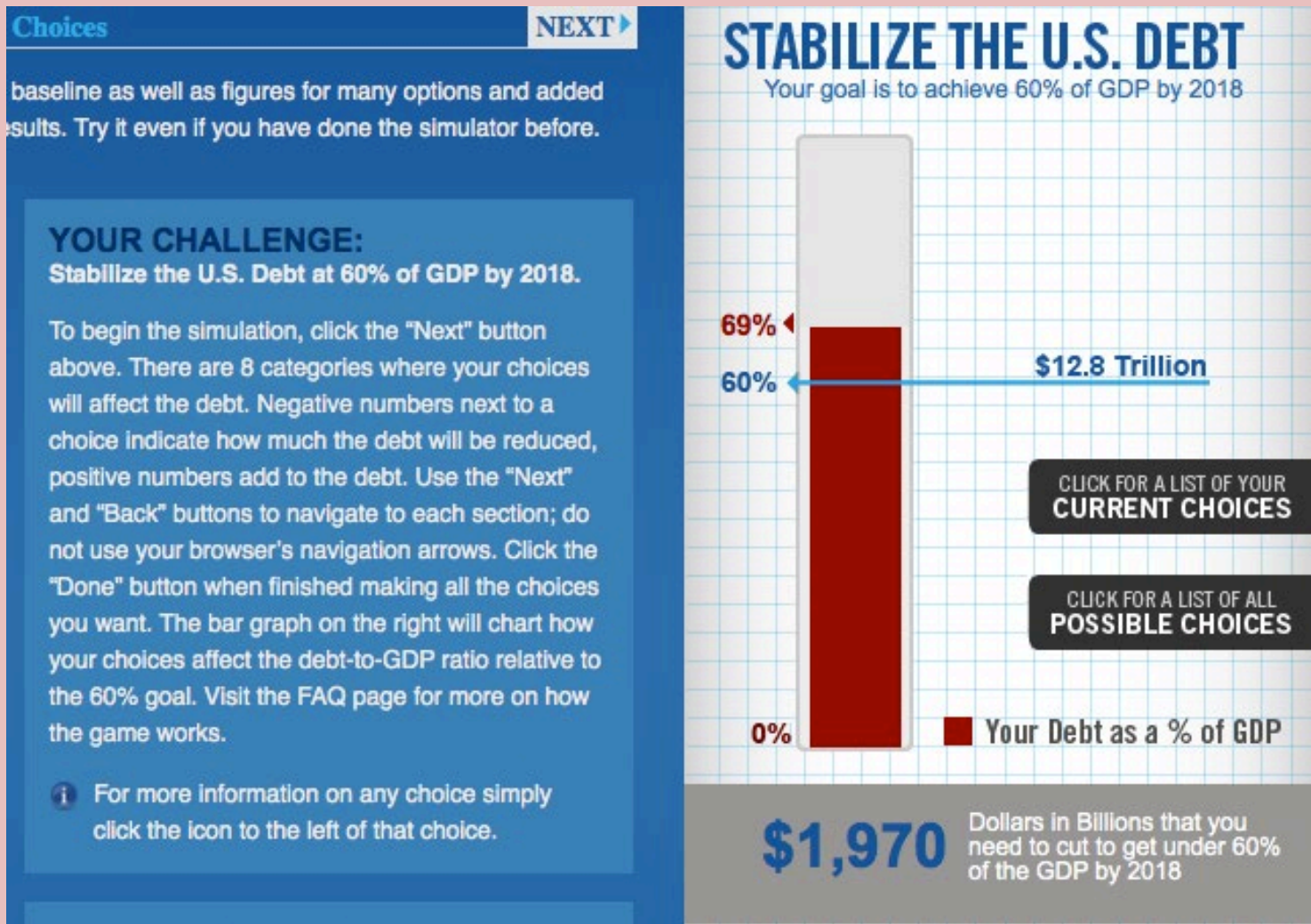
Searching for Chess Net - 5

- European Chess Union
- <http://europechess.net/>
- “introduction of the programme ‘Chess in School’ in the educational systems of the European Union”

5. The Budget Game



Budget Simulators



<http://crfb.org/stabilizethedebt/>

Meeting the Challenge

Budget Simulator

http://www.budgetsimulator.com

Google

This is how you are spending this year's budget...

Budget Simulator

Total Spend **£373.8m**

Under Budget **-0.1%**

Council Tax Decrease

You have decreased spending. Council tax would decrease by the

BUILT FOR GOV

Northamptonshire County Council

Clicking a budget area will give you a brief description, then click on the arrows to allocate more or less money to that area, hit the 'consequences' button.

For one budget area, you have to either increase or decrease council taxes.

only, but helps us understand how you are doing each other.

-5% 0% 5% 10% 15% 20% 25%

Meeting the Challenge

Welcome to the Gloucestershire County Council Budget Simulator

Now it's your turn to help balance our books.

On the next page is a list of our key services. Clicking on the service name will give you a brief description, then click on the arrows to allocate more or less of the budget to that service.

Once you are happy with your budget, hit the consequences button. Remember if you decide to increase spending on a service you will have to cut another service to reach your budget. Keep your eye on the budget bar at the top of the page to see how you are doing. You will need to find total savings of at least 50% before you can submit your budget.

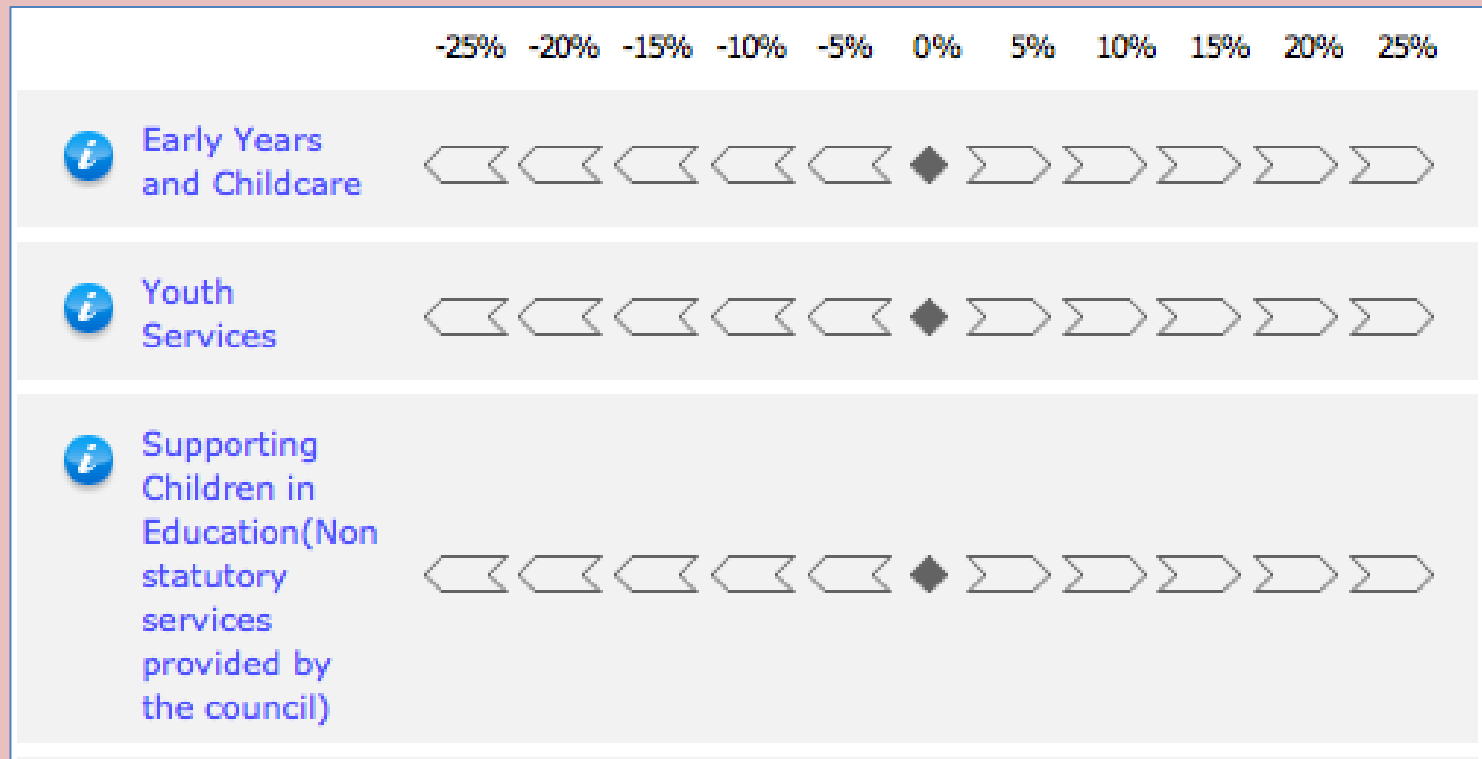
All this process is for simulation purposes only to help us understand broadly how you want to allocate resources relative to each other.

We suggest you bear in mind the three Meeting the Challenge principles when making your budget decisions:

Gloucestershire

<http://www.budgetsimulator.com/info/>

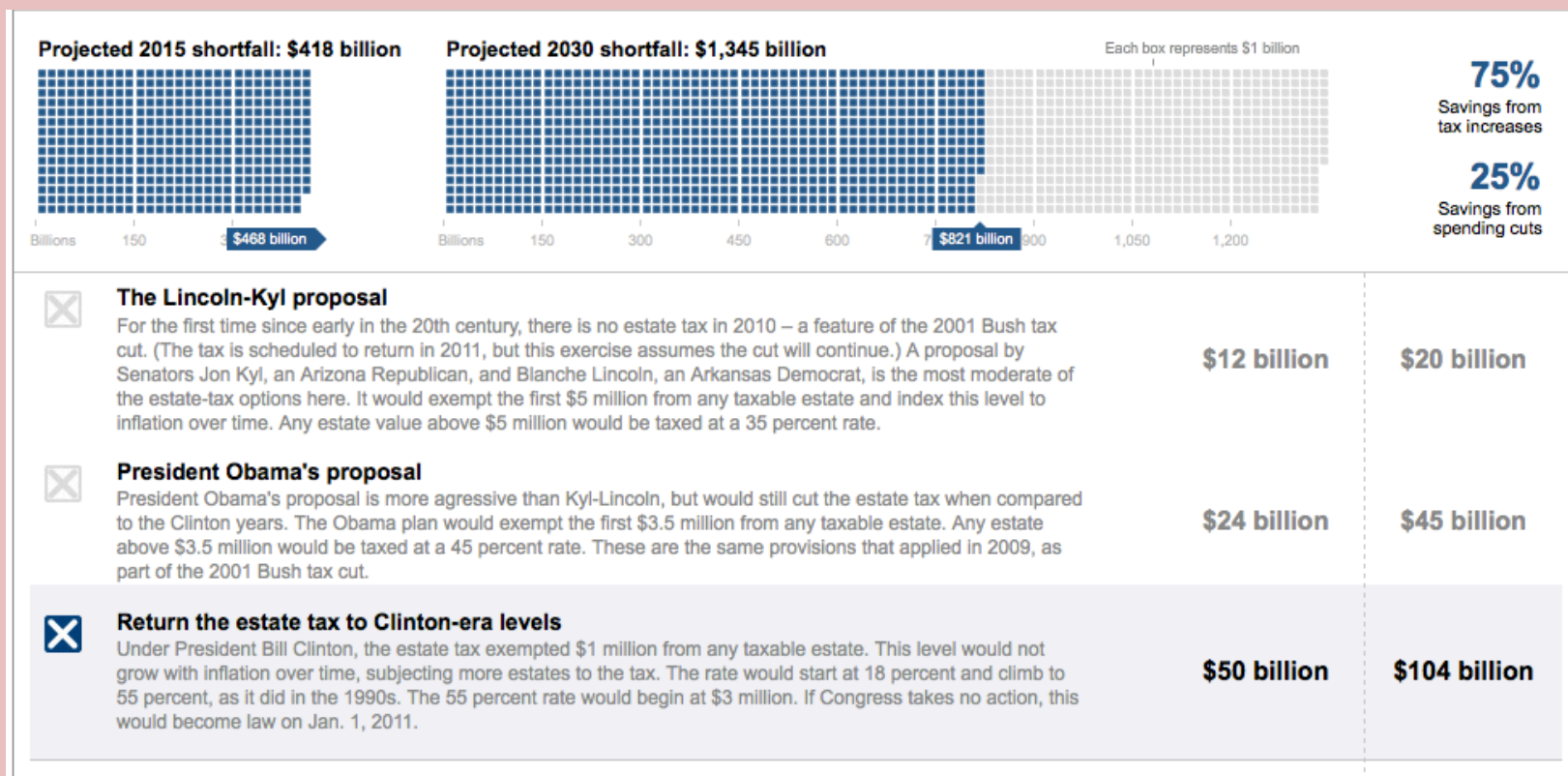
Fixed and Opaque



Budget Simulator

<http://www.budgetsimulator.com/brightonandhove>

NY Times 'Solve the Deficit'



<http://www.nytimes.com/interactive/2010/11/13/weekinreview/deficits-graphic.html>

What's Wrong With The Simulators

- they try to 'teach' – but instead become propaganda
- they reduce complex problems to simple fixes



6. The Education Platform

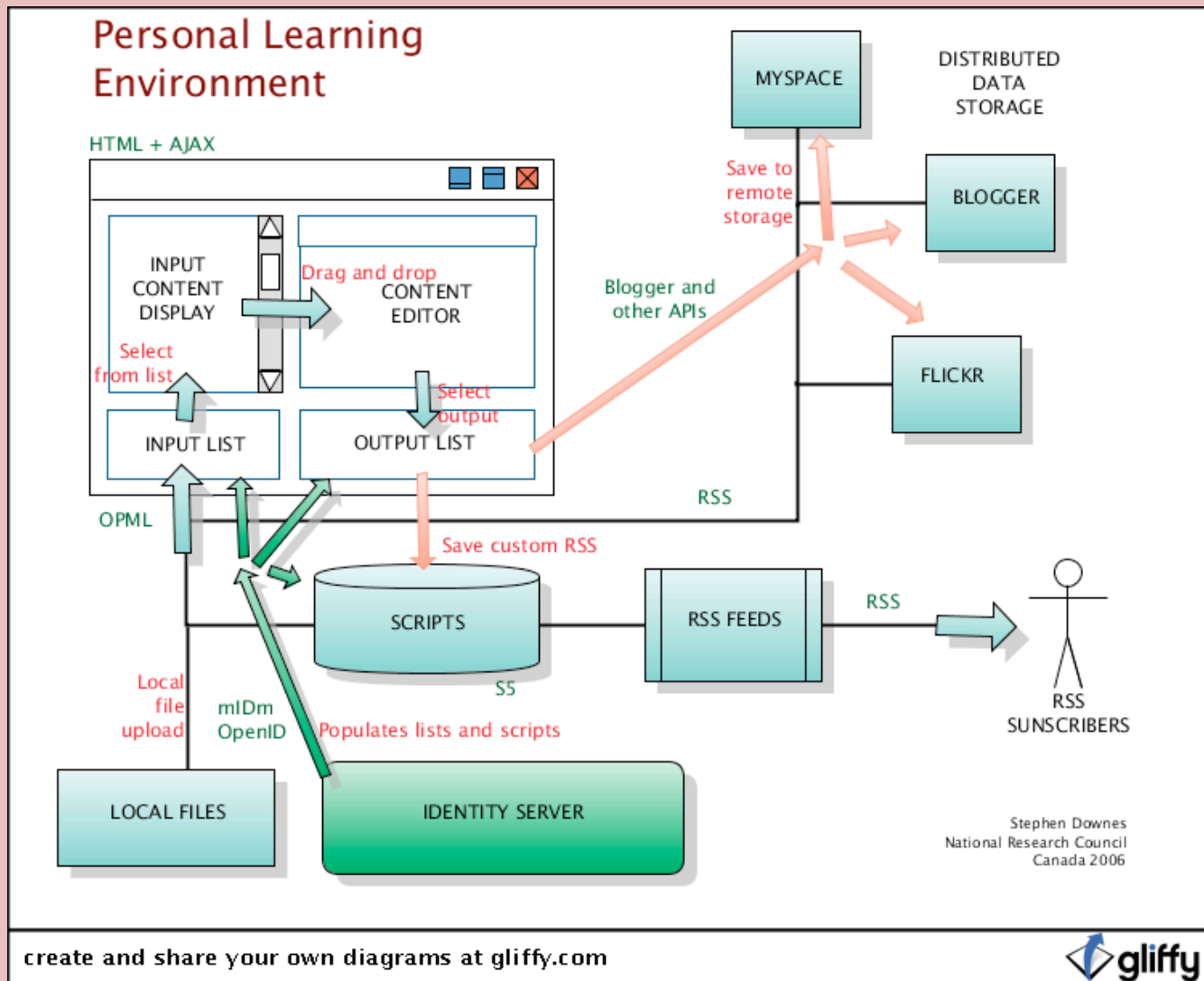


Critiquing the games



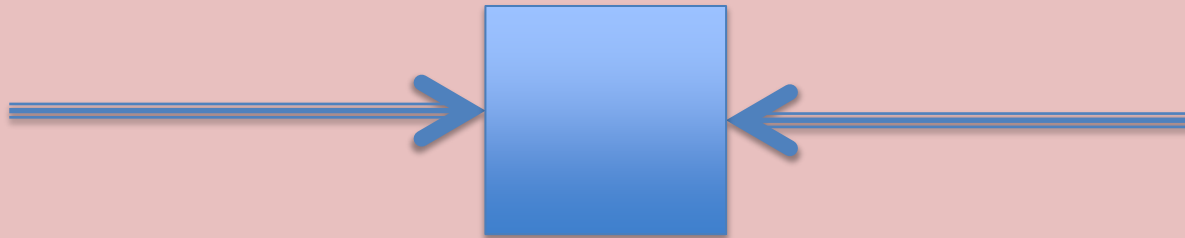
<http://www.downes.ca/post/57523>

Revisiting the PLE



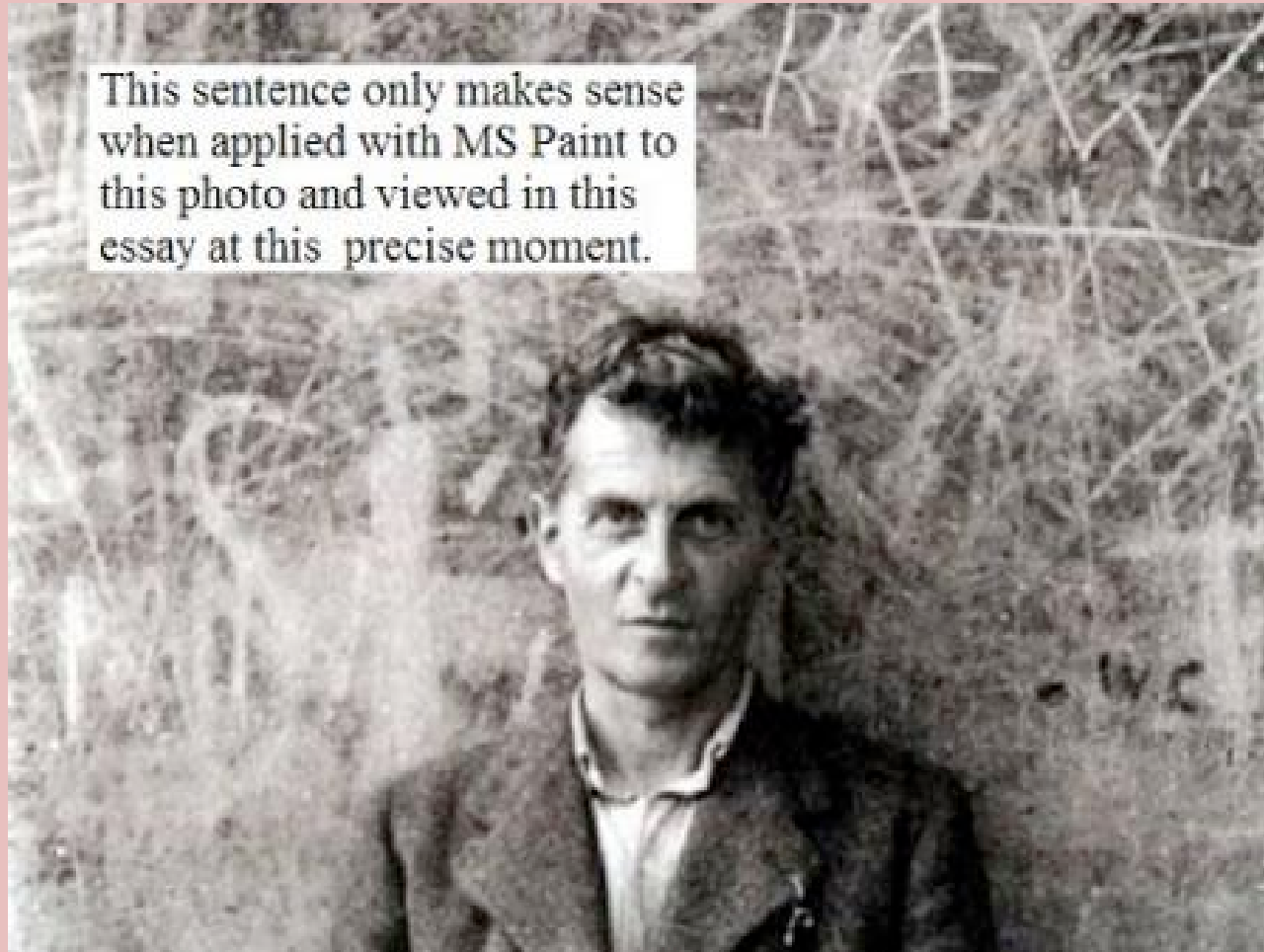
The Connectors

- Things – events, games, arenas, etc., to ‘connect’ individuals with each other
 - either as plug-ins on individual PLEs, or
 - as third-party services, like scrabble.net



Conversation?
Chess game?
Simulation?

Language Games



<http://www.popmatters.com/pm/post/65550-games-as-language-systems>

Ladders, Vectors, Networks

- Chess and other person-to-person games rank people in 'ladders' (people want to rank schools this way too)
- One way to think of a network is as a multidimensional ladder
- Ranking is therefore 'position' in a network

The Paucity of Badges



The Emptiness of Analytics





<http://www.downes.ca>