

Sustainability and MOOCs in Historical Perspective



Stephen Downes, Bogota, November 15, 2012

This Presentation

- <http://www.downes.ca/presentation/304>
- - slides
- - audio
- - video

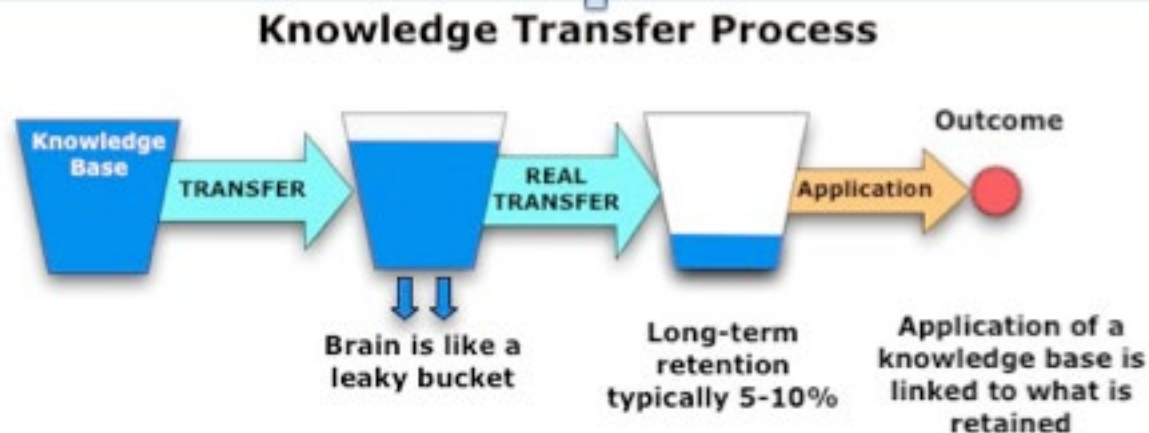


Online Learning: Two Origins

1. A basis in distance learning – managed learning, course packs, independent study
2. A basis in traditional classrooms – classes and cohorts, synchronous interaction, activities and projects

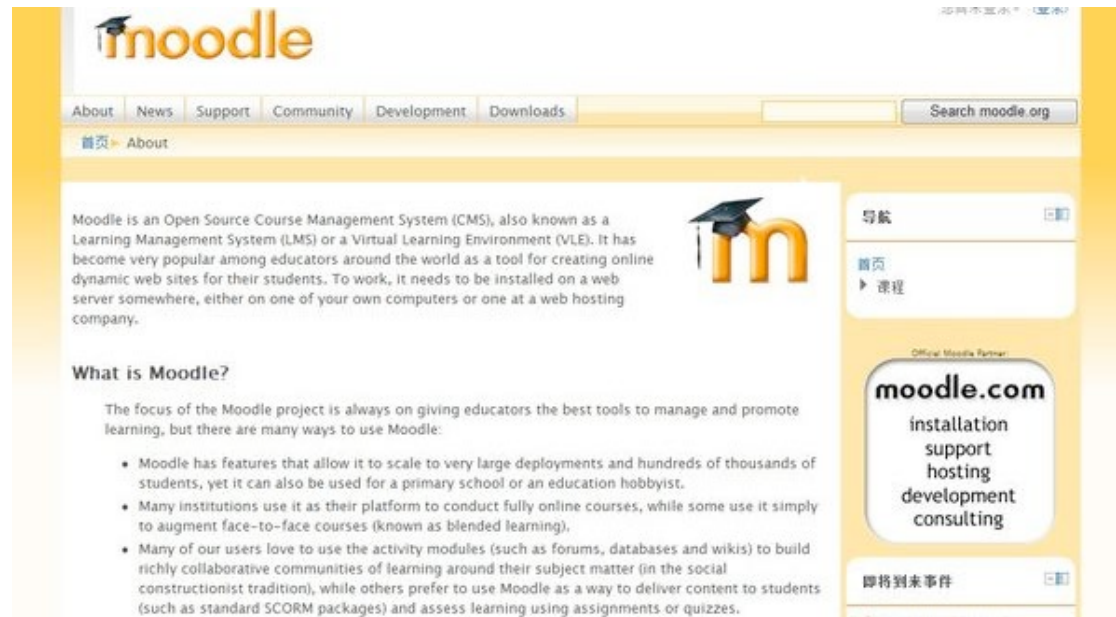
Pedagogies

- Transmission model – Moore’s ‘transactional distance’ - based in communications theory
- Constructivism – based on social interaction and negotiation of meaning; learners ‘construct’ their own knowledge



Learning Management Systems

- Blackboard, WebCT, Desire2Learn
- Moodle, Sakai
- Two models: hosted, installed

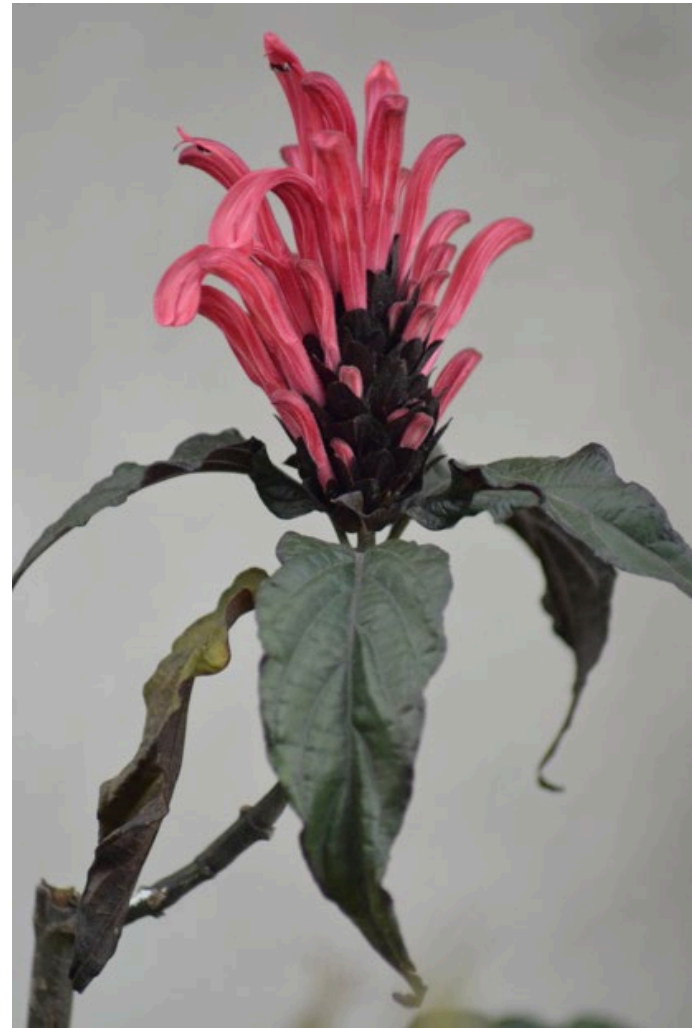


Conferencing

- Mailing lists and early massive email classes (listserv, majordomo)
- Conferencing systems and discussion boards (First Class)
- Instant messaging and SMS (ICQ, sms)

Learning Objects

- IMS LOM
- Content Packaging
- Learning Design
- Interoperability
- SCORM



Repository Networks

- National projects – EdNA, Edusource, Globe
- Open Content – OAI, DSpace



GLOBE <http://globe-info.org/>

Learning Communities

- Wenger – Communities of Practice
- Portal sites
- Online Communities – Net.Gain



OLDaily



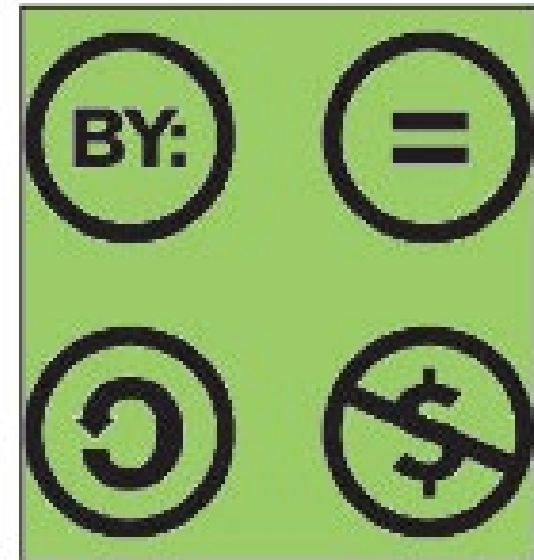
PEGGA_{sus}

Open Educational Resources

- Open Content – David Wiley
- Open Licensing – Creative Commons



<http://blogs.cron.com>



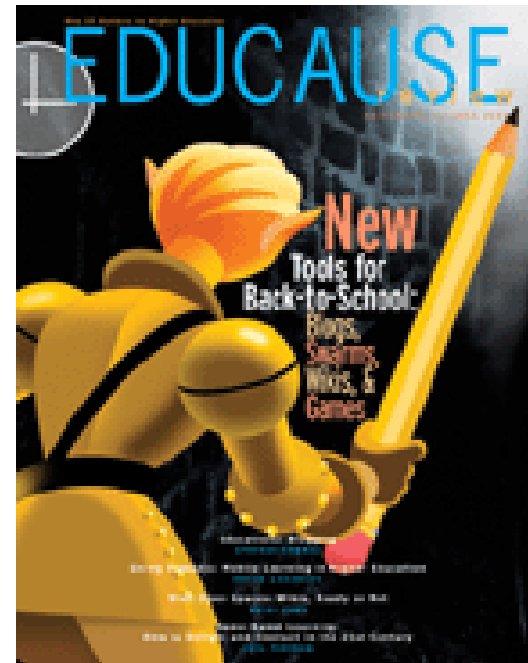
Models of Sustainability

- Author-pay models
- Foundation models
- Public service models
- Community models

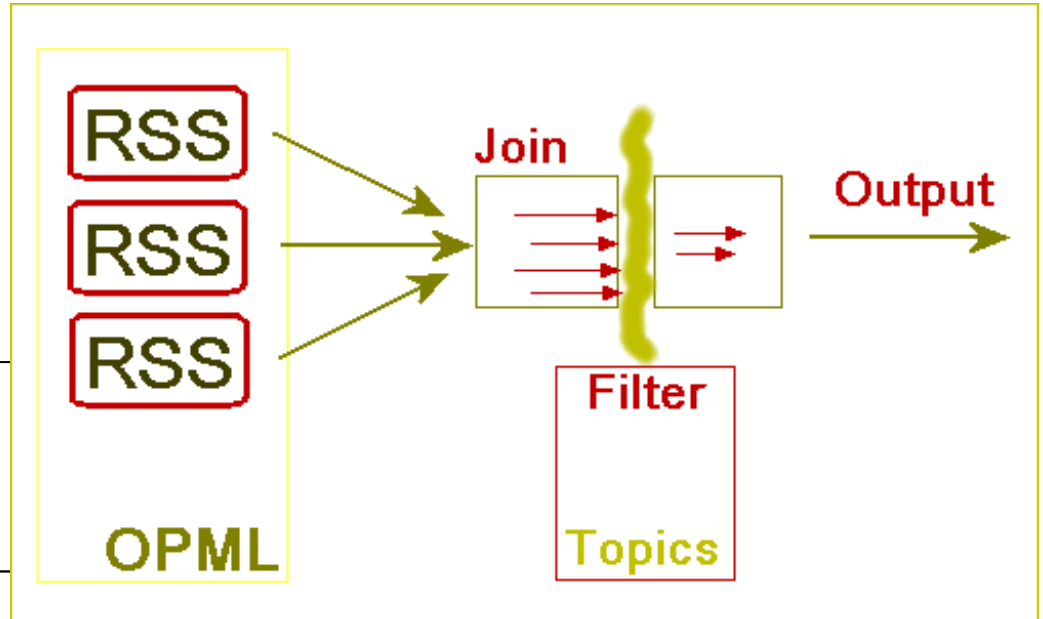


E-Learning 2.0

- Blogging and RSS
- Social networks
- Personal learning networks (= personal communities)
- The web as platform
 - web of data
 - websites as applications



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)

Harvesting <http://www.downes.ca/news/OLDaily.xml>
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>

Connectivism

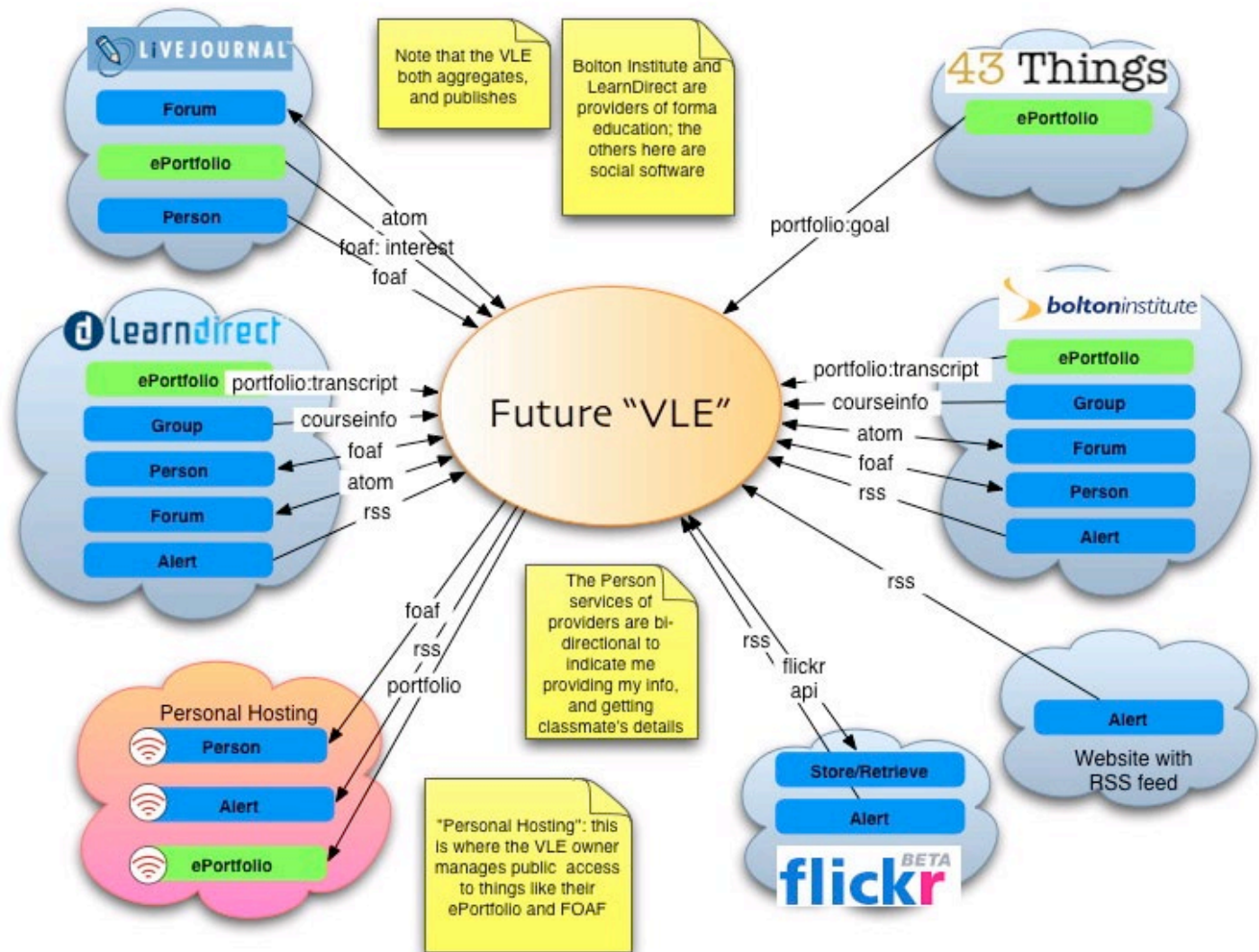
- The idea of learning in a network
- Siemens – Connectivism as a pedagogy - “I store my knowledge in my friends” – learning is knowing how to create and traverse networks
- Downes – knowledge is a network state; learning is to create a network

Informal Learning

- Learning as Self-Directed
- Learning 'Camps' – eg Educamp Colombia



Personal Learning Environment



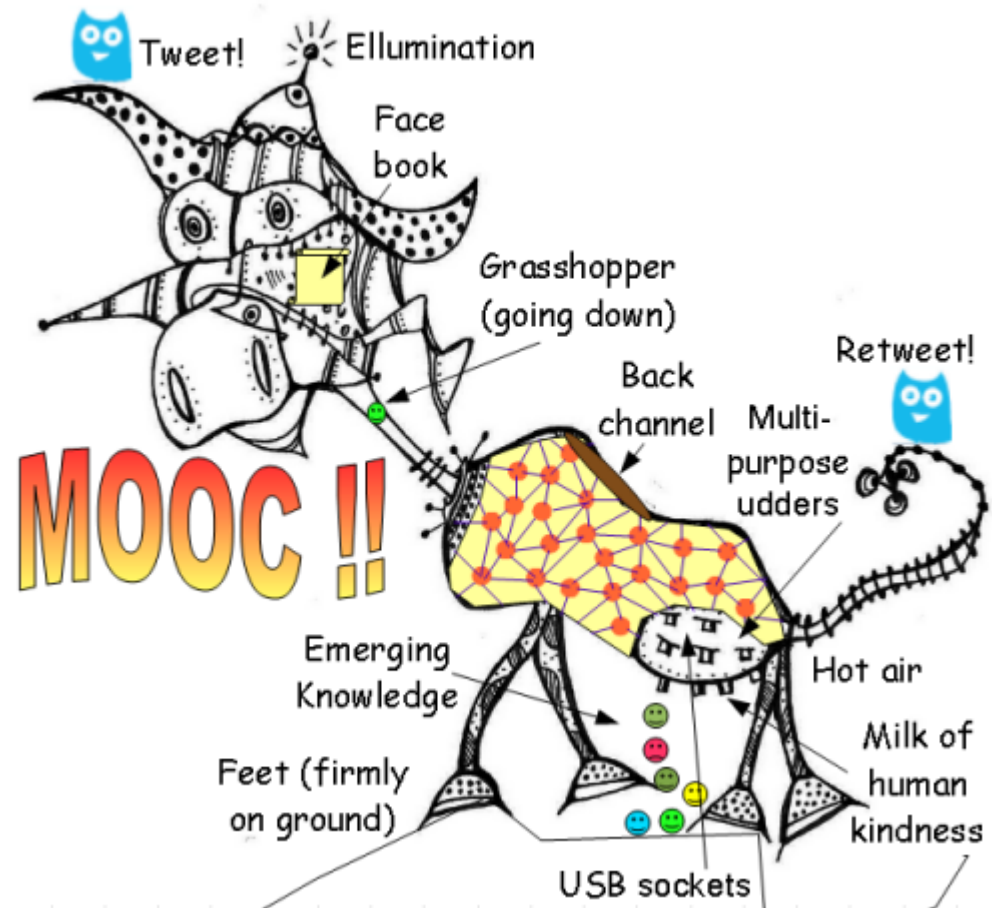
Open Courses

- OpenCourseware
 - MIT OCW, Rice Connexions, OpenLearn
 - WikiEducator, Curricki, Wikiversity
- Wiley Wiki
- Open Courses – Alec Couros



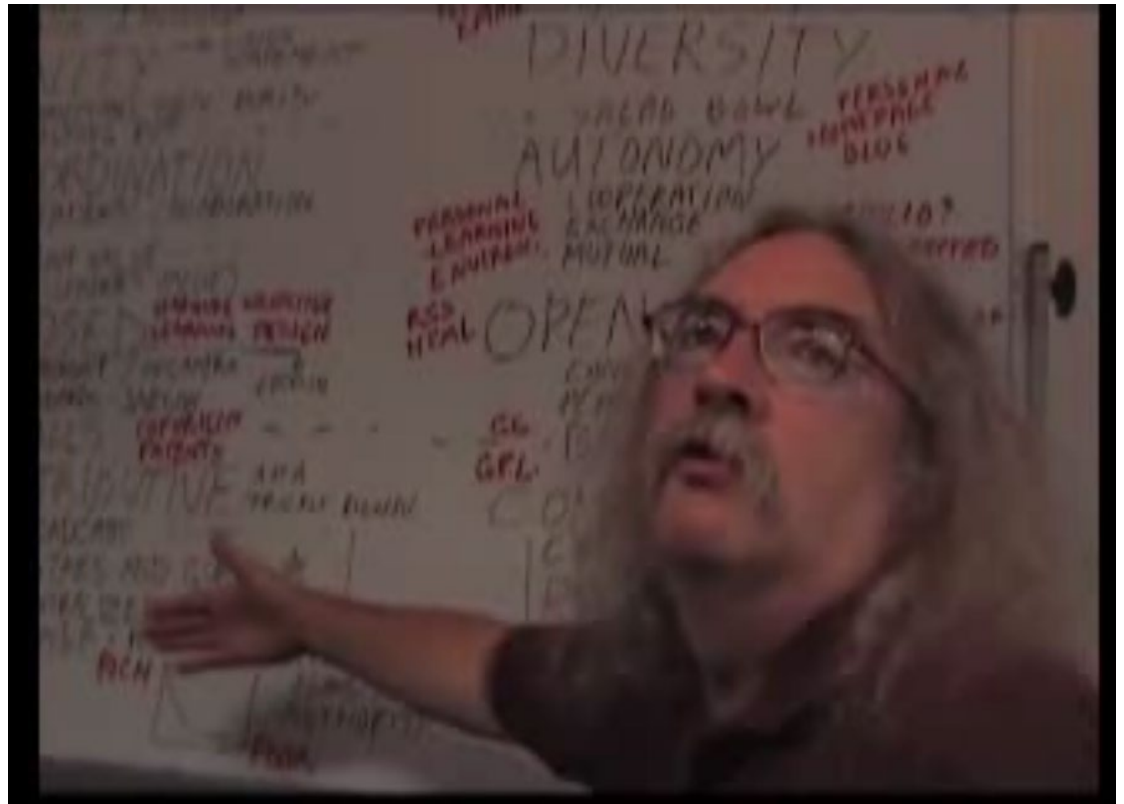
Massive Open Online Course

- Combines the idea of open courses and e-learning 2.0
- First MOOC:
 - CCK08, 2008



Semantic Principle

- Autonomy
- Diversity
- Openness
- Interactivity



Diversity

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



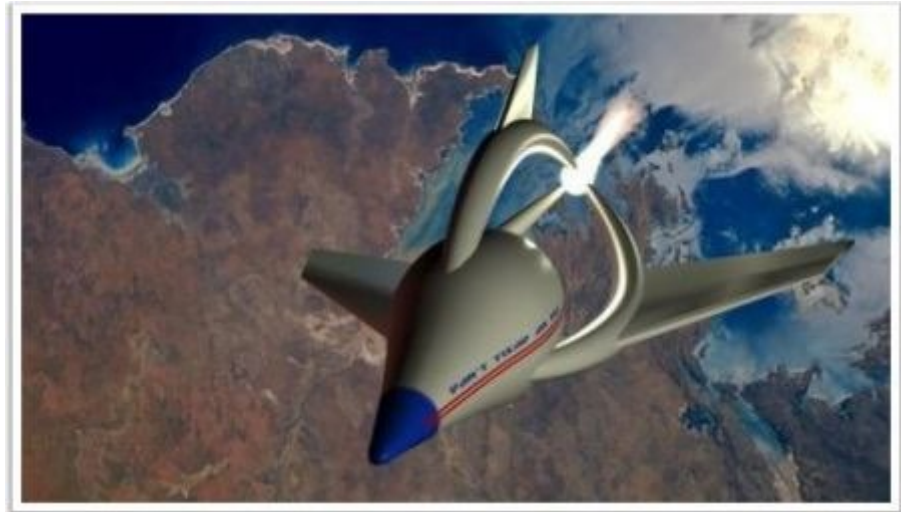
Openness

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



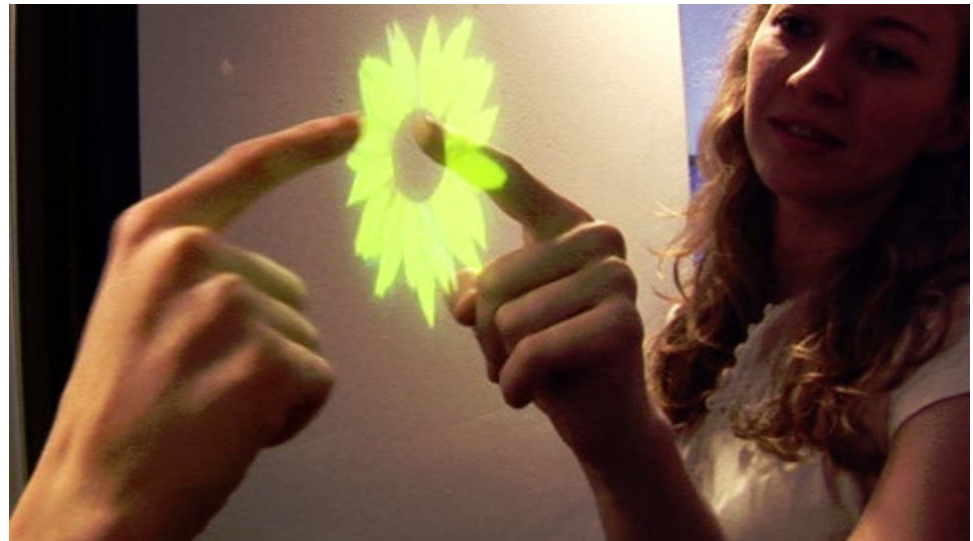
Autonomy

- 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

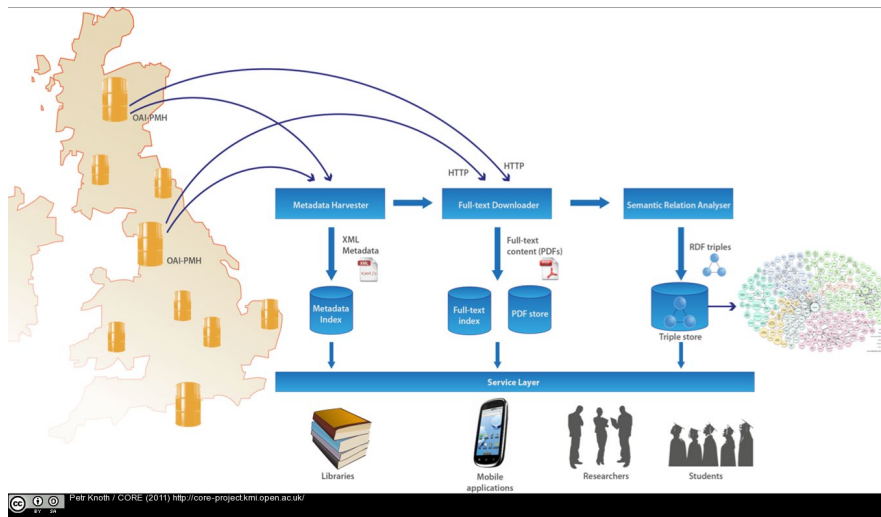


MOOC Pedagogy

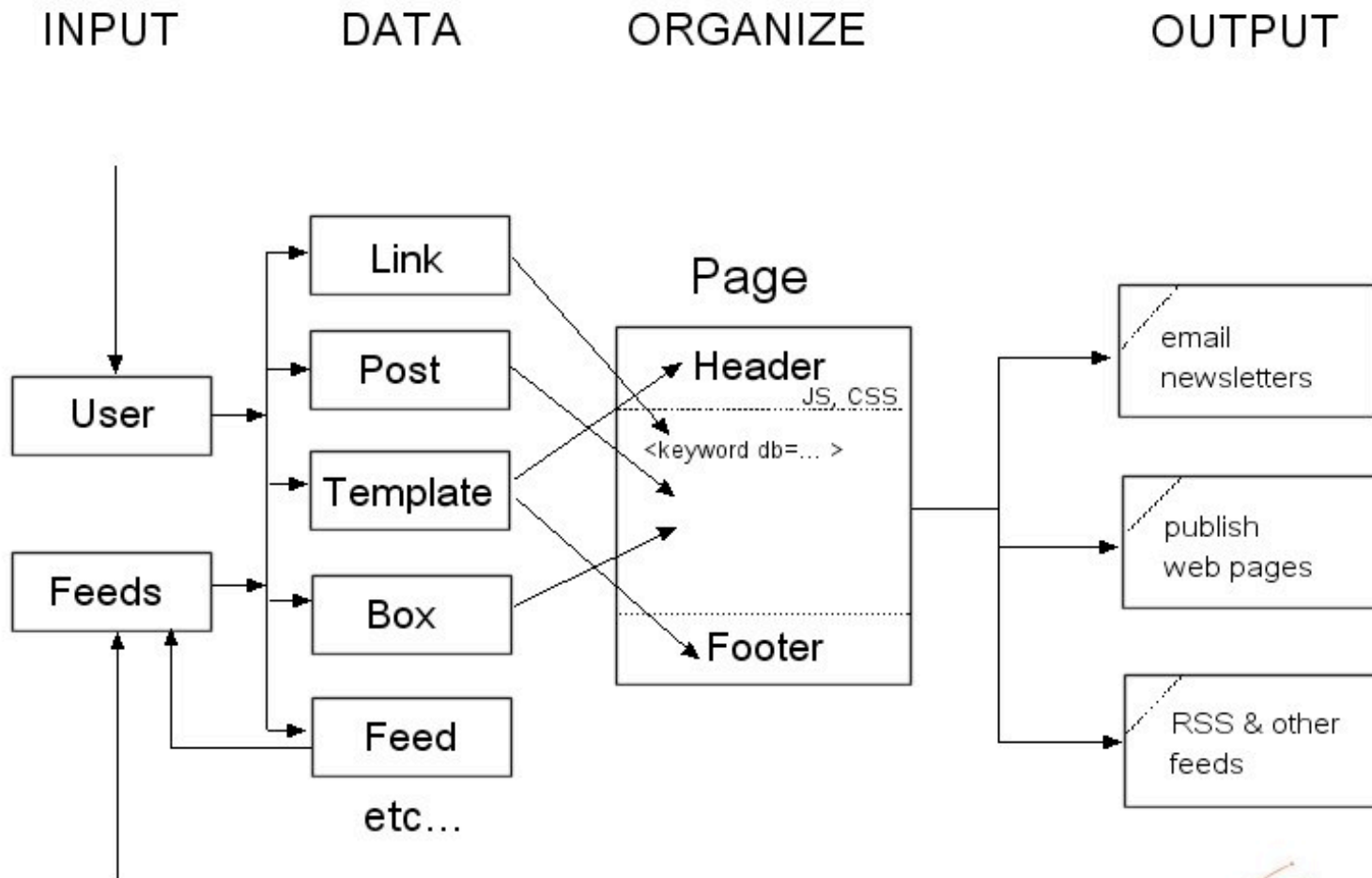
- Self-directed / informal learning
- Process more important than content
- Emphasis on finding resources, selecting resources
- Communication based on many points of view

MOOC Technology

- Formal and Informal Repositories
 - Khan Academy
 - SWORD (UK) deposit protocol, CORE (connecting)
- Social networks and syndication



gRSShopper



Dimensions of Openness

- Open Content / Resources
- Open Teaching / Open Classes
- Open Assessment



Follow-up MOOCs

- CCK09 – students return, become teachers
- ds106 – emphasis on projects and creativity
- Critical Literacies – emphasis on basic skills needed



Commercial MOOCs

- Stanford AI course – 160,000 registrations
- Commercial Spin-offs: Coursera, Udacity
 - Based on Khan Academy, Traditional LMS Model
 - Companies are essentially commercial course repositories, Will be fee-based



A World of MOOCs

www.mooc.ca

CFHE12 An Open Online Course

Course Topics / Learning Outcomes /

Current/Future State of Higher Education.
An Open Online Course.

Welcome to CFHE12

STARTS OCTOBER 8, 2012

In countries around the world, the transition to knowledge and service economies occurring rapidly.

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Open Learning Design Studio (OLDS) - Massive Open Online Course (MOOC)

project will design, deliver and evaluate an 8-10 week Open Learning Design Studio MOOC (Massive Open Online Course) focusing on the theme of curriculum design with OERs, to be held in early 2013.

Open to individual educators from across the UK HE, FE, and community and skills sectors, the MOOC will aim: to increase the uptake of OERs through embedding the use of curriculum design tools, practices and approaches in individual practice and design team culture; to empower practitioners to become change agents in their local contexts; and to produce a collection of CC-licensed OER resources for wider use after the MOOC ends. Weekly activities will feature a range of presenters with a focus on foregrounding successful JISC and HEA funded UK

Summary

Start date
1 May 2012

End date
30 April 2013

Funding programme
[e-Learning programme](#)

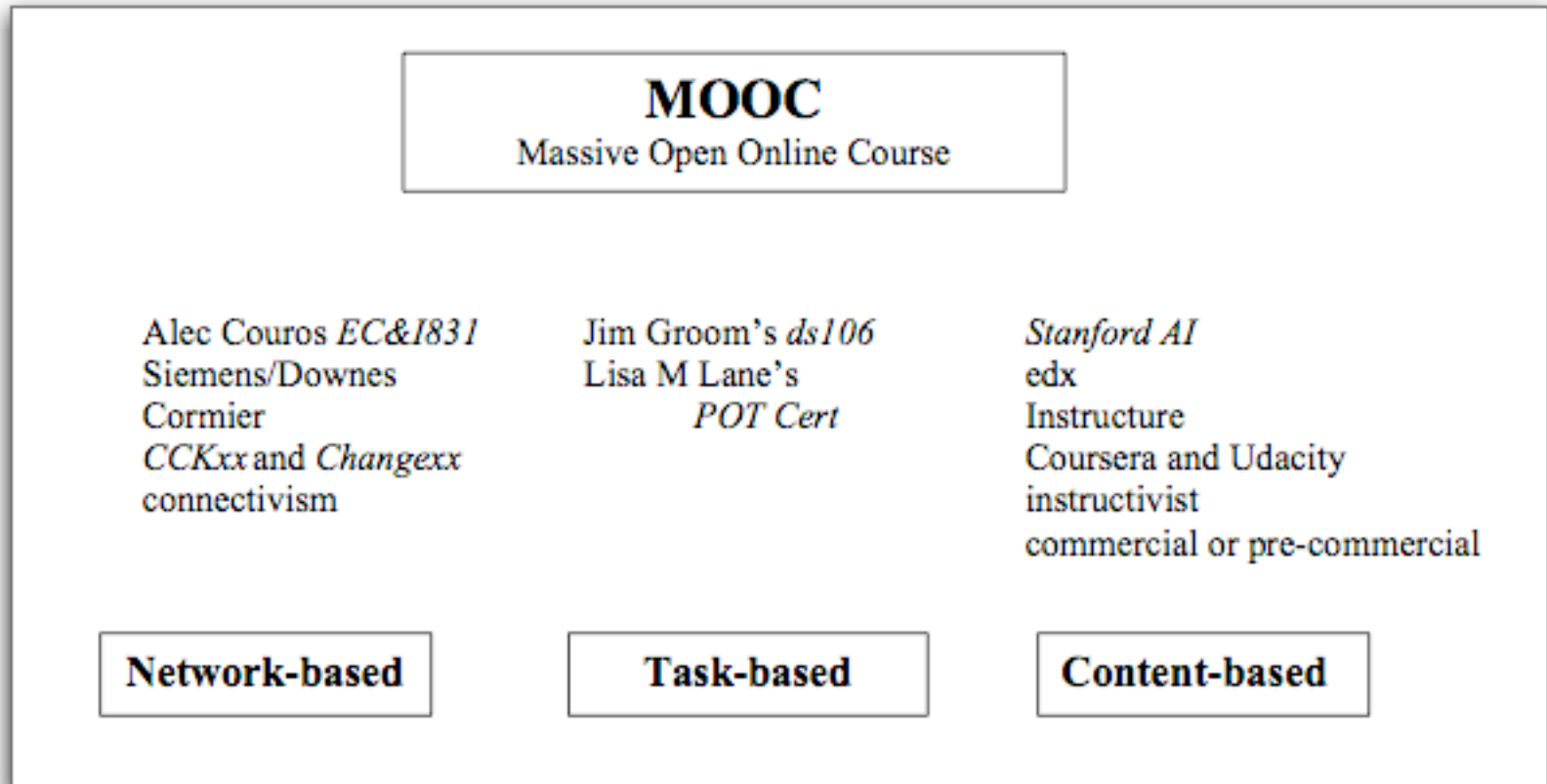
Strand
[JISC e-Learning Embedding Benefits Programme](#)

Project website

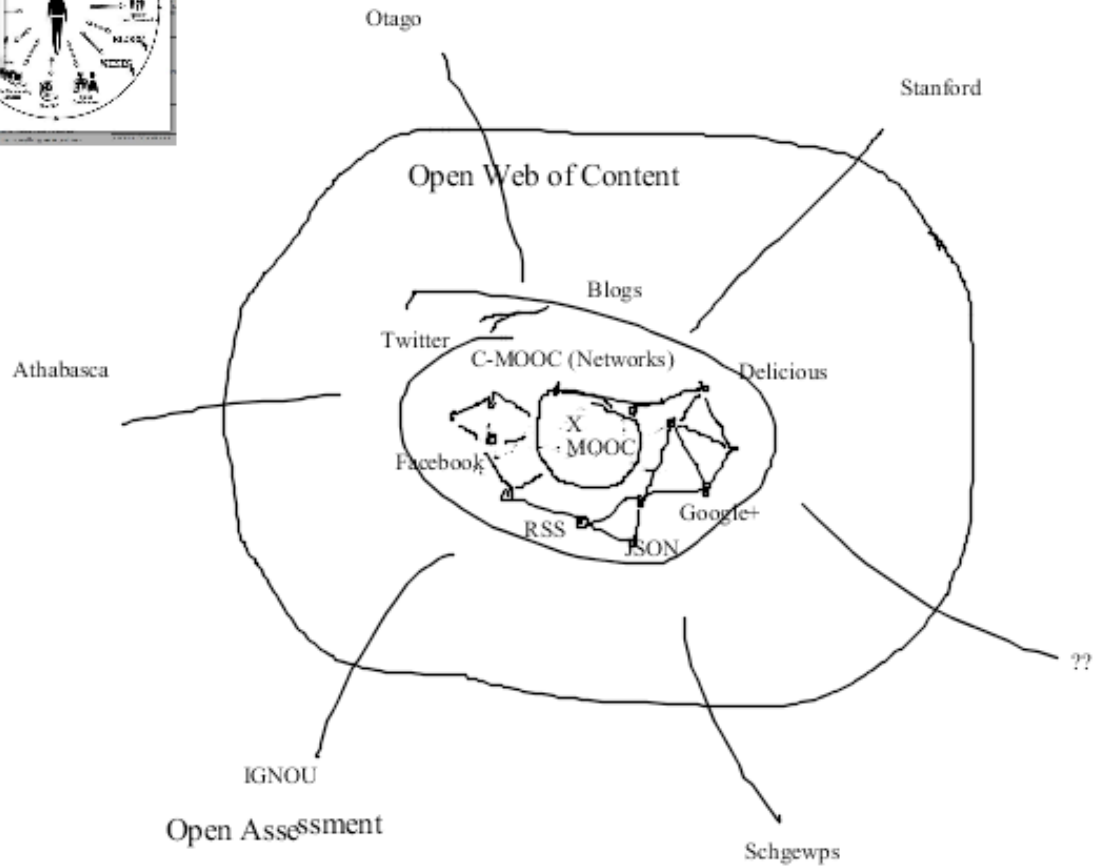
Lead institutions
The Open University

Partner institutions
University of Leicester
Goldsmiths University

Types of MOOCs



cMOOC vs xMOOC



For xMOOC to be truly viable, it will inevitably have to move in the direction of cMOOC.

Soon: Open Educational Apps

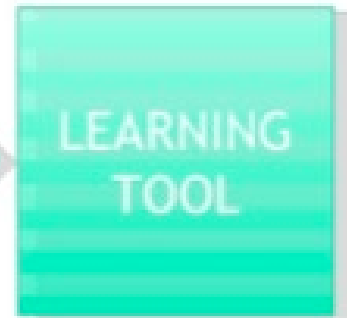
- Based on the 'App Store' model
- Publishers will distribute commercial educational apps
- Supported in MOOCs using IMS Learning Technology Interaction (LTI)
- Open app market will emerge



...
?????



Open Educational App



PHP
Java
App Engine
Wookie...

MOOC

Course as Network

- Near Future – consortia combining to form a single course
- Far Future – no central ‘home’ for a course; course is a common resource accessed by institutions

Assessment Models

- Near Future: open courses, commercialized assessment
 - testing centres – eg. Brainbench
 - badges, open and closed
- Far future: community assessment, assessment as reputation
 - simplistic model: Klout, LinkedIn endorsements
 - long-term: data analysis (big data)

Sustainability

- Public (government) support – basic infrastructure, ‘core’ or critical content
- Community infrastructure – communities of practice, shared courses
- Specialized commercial content (+ body of open educational resources)
- Commercialized assessment (paid for by employers)

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

