

# MOOCs in Context

## the re.mooc in Africa

Stephen Downes  
11 February 2013

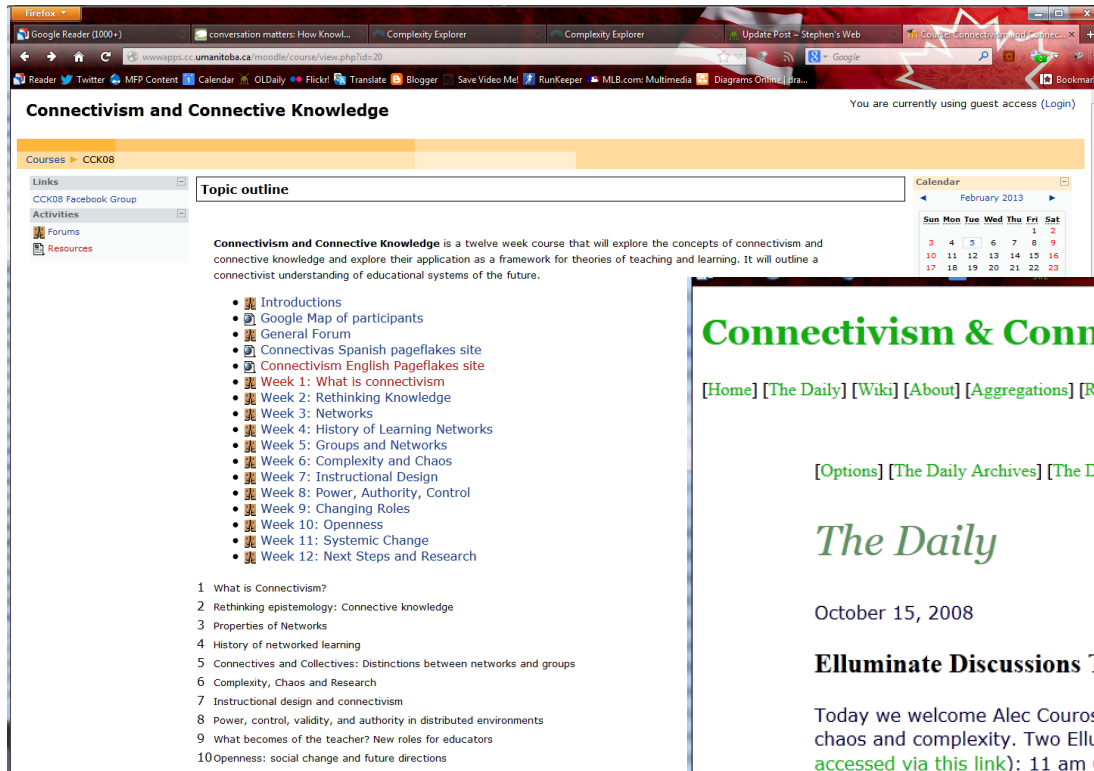
- address the intersection of Mobile devices + MOOCs
- and investigate how this combination can support and extend education in ways not possible before in Africa.
- focus is on the design and development of a “mobile app for re.mooc,” targeting the African after school student community in general, and local instructors in particular

# re.mooc

- Hacking the material coming from MOOCs and enabling a local instructor to create a different learning experience.
- In the context of the after school community, re.mooc means: to create a different schedule and re-announce a course using part of the material coming from several different MOOCs and integrate it with local sources, annotating and localizing the content, but also enriching it with sensor data coming from measurements on the field.

# CCK08

2300 students



The screenshot shows a Firefox browser window displaying the Moodle course page for CCK08. The page title is "Connectivism and Connective Knowledge". The left sidebar contains links to the CCK08 Facebook Group, Forums, and Resources. The main content area shows the "Topic outline" for the course, which is a twelve-week course exploring connectivism and connective knowledge. The outline lists 10 topics, including "What is Connectivism?", "Rethinking epistemology: Connective knowledge", "Properties of Networks", "History of networked learning", "Connectives and Collectives: Distinctions between networks and groups", "Complexity, Chaos and Research", "Instructional design and connectivism", "Power, control, validity, and authority in distributed environments", "What becomes of the teacher? New roles for educators", and "Openness: social change and future directions".

**Connectivism and Connective Knowledge**

You are currently using guest access (Login)

Courses > CCK08

Links

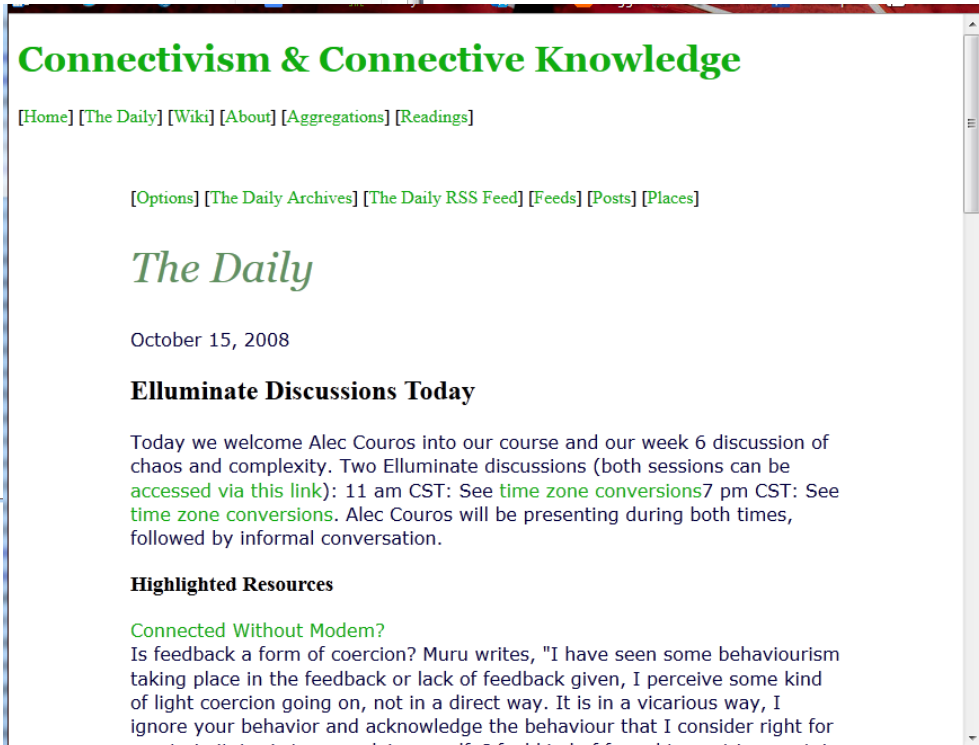
- CCK08 Facebook Group
- Activities
- Forums
- Resources

**Topic outline**

**Connectivism and Connective Knowledge** is a twelve week course that will explore the concepts of connectivism and connective knowledge and explore their application as a framework for theories of teaching and learning. It will outline a connectivist understanding of educational systems of the future.

- Introductions
- Google Map of participants
- General Forum
- Connectivas Spanish pageflakes site
- Connectivism English Pageflakes site
- Week 1: What is connectivism
- Week 2: Rethinking Knowledge
- Week 3: Networks
- Week 4: History of Learning Networks
- Week 5: Groups and Networks
- Week 6: Complexity and Chaos
- Week 7: Instructional Design
- Week 8: Power, Authority, Control
- Week 9: Changing Roles
- Week 10: Openness
- Week 11: Systemic Change
- Week 12: Next Steps and Research

- 1 What is Connectivism?
- 2 Rethinking epistemology: Connective knowledge
- 3 Properties of Networks
- 4 History of networked learning
- 5 Connectives and Collectives: Distinctions between networks and groups
- 6 Complexity, Chaos and Research
- 7 Instructional design and connectivism
- 8 Power, control, validity, and authority in distributed environments
- 9 What becomes of the teacher? New roles for educators
- 10 Openness: social change and future directions



The screenshot shows the "The Daily" page from the CCK08 course. The page title is "Connectivism & Connective Knowledge". The page contains links to [Home], [The Daily], [Wiki], [About], [Aggregations], and [Readings]. Below these links are links to [Options], [The Daily Archives], [The Daily RSS Feed], [Feeds], [Posts], and [Places]. The main content area is titled "The Daily" and dated "October 15, 2008". The text reads: "Elluminate Discussions Today. Today we welcome Alec Couros into our course and our week 6 discussion of chaos and complexity. Two Elluminate discussions (both sessions can be accessed via this link): 11 am CST: See time zone conversions 7 pm CST: See time zone conversions. Alec Couros will be presenting during both times, followed by informal conversation." Below this text is a section titled "Highlighted Resources" with the heading "Connected Without Modem?". The text reads: "Is feedback a form of coercion? Muru writes, 'I have seen some behaviourism taking place in the feedback or lack of feedback given, I perceive some kind of light coercion going on, not in a direct way. It is in a vicarious way, I ignore your behavior and acknowledge the behaviour that I consider right for'".

**Connectivism & Connective Knowledge**

[Home] [The Daily] [Wiki] [About] [Aggregations] [Readings]

[Options] [The Daily Archives] [The Daily RSS Feed] [Feeds] [Posts] [Places]

*The Daily*

October 15, 2008

**Elluminate Discussions Today**

Today we welcome Alec Couros into our course and our week 6 discussion of chaos and complexity. Two Elluminate discussions (both sessions can be accessed via this link): 11 am CST: See time zone conversions 7 pm CST: See time zone conversions. Alec Couros will be presenting during both times, followed by informal conversation.

**Highlighted Resources**

**Connected Without Modem?**

Is feedback a form of coercion? Muru writes, "I have seen some behaviourism taking place in the feedback or lack of feedback given, I perceive some kind of light coercion going on, not in a direct way. It is in a vicarious way, I ignore your behavior and acknowledge the behaviour that I consider right for"

<http://www.wapps.cc.umanitoba.ca/moodle/course/view.php?id=20>

<http://connect.downes.ca/cgi-bin/archive.cgi?page=thedaily.htm>

# Other Courses



PLENK2010  
Personal Learning Environments  
Networks and Knowledge 2010

home discussion wiki the daily blog live sessions recordings about

**Schedule**

WEEK OF...  
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](#)

24TH OCTOBER 2010  
[PLE/N TOOLS](#)

31ST OCTOBER 2010  
[PERSONAL KNOWLEDGE](#)

Welcome to the Course

YOU ARE LOGGED IN AS [Name] [Logout]

SEE! I CAN PLENK, TOO!

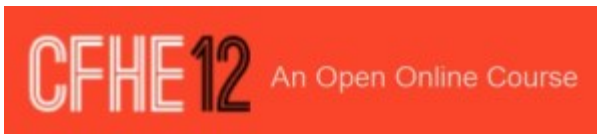
PLENK 2010

If you would like to register for PLENK2010 there's still time. [Click here to Register](#)

If you have subscribed to The Daily, then you will receive...

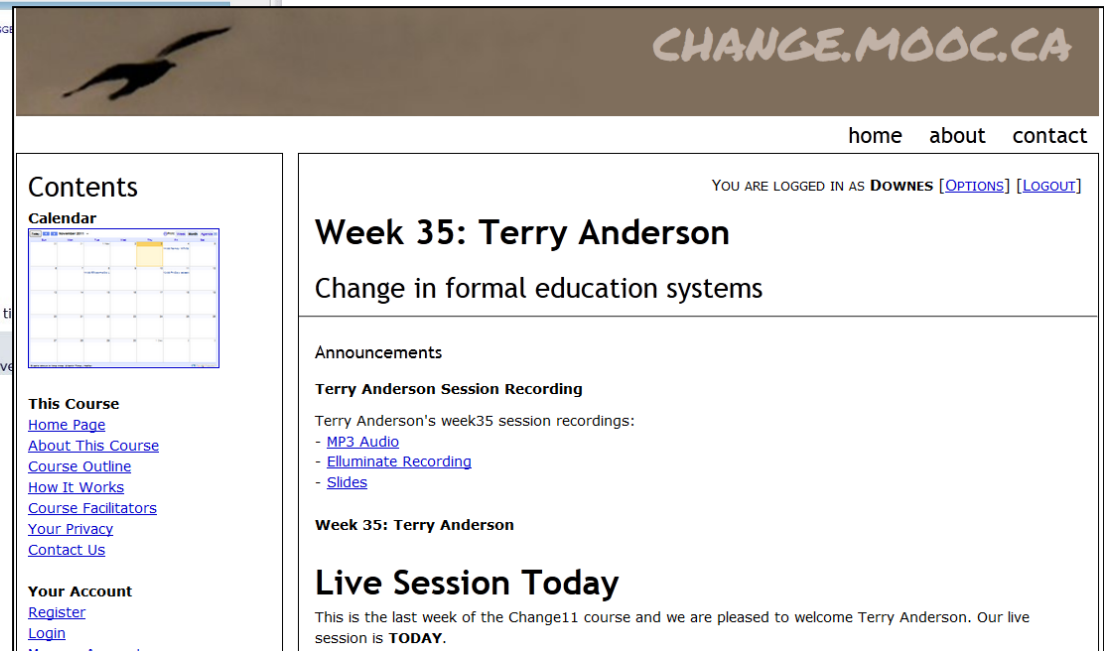
1800 students

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



3000 students

<http://edfuture.net/>



CHANGE.MOOC.CA

home about contact

YOU ARE LOGGED IN AS DOWNES [OPTIONS] [LOGOUT]

**Week 35: Terry Anderson**  
Change in formal education systems

**Announcements**

**Terry Anderson Session Recording**

Terry Anderson's week35 session recordings:

- [MP3 Audio](#)
- [Elluminate Recording](#)
- [Slides](#)

**Week 35: Terry Anderson**

**Live Session Today**

This is the last week of the Change11 course and we are pleased to welcome Terry Anderson. Our live session is **TODAY**.

**Contents**

**Calendar**

**This Course**

- [Home Page](#)
- [About This Course](#)
- [Course Outline](#)
- [How It Works](#)
- [Course Facilitators](#)
- [Your Privacy](#)
- [Contact Us](#)

**Your Account**

- [Register](#)
- [Login](#)
- [Manage Account](#)

2800 students

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

# cMOOC vs xMOOC

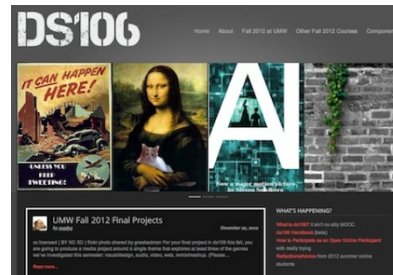


networks

tasks

content

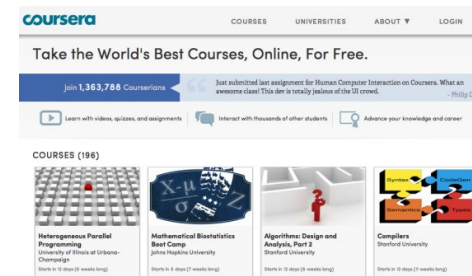
c



<http://ds106.us/history/>



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



<https://www.coursera.org/>

<http://lisahistory.net/wordpress/2012/08/three-kinds-of-moocs/>

UDACITY  
coursera

KHAN  
ACADEMY

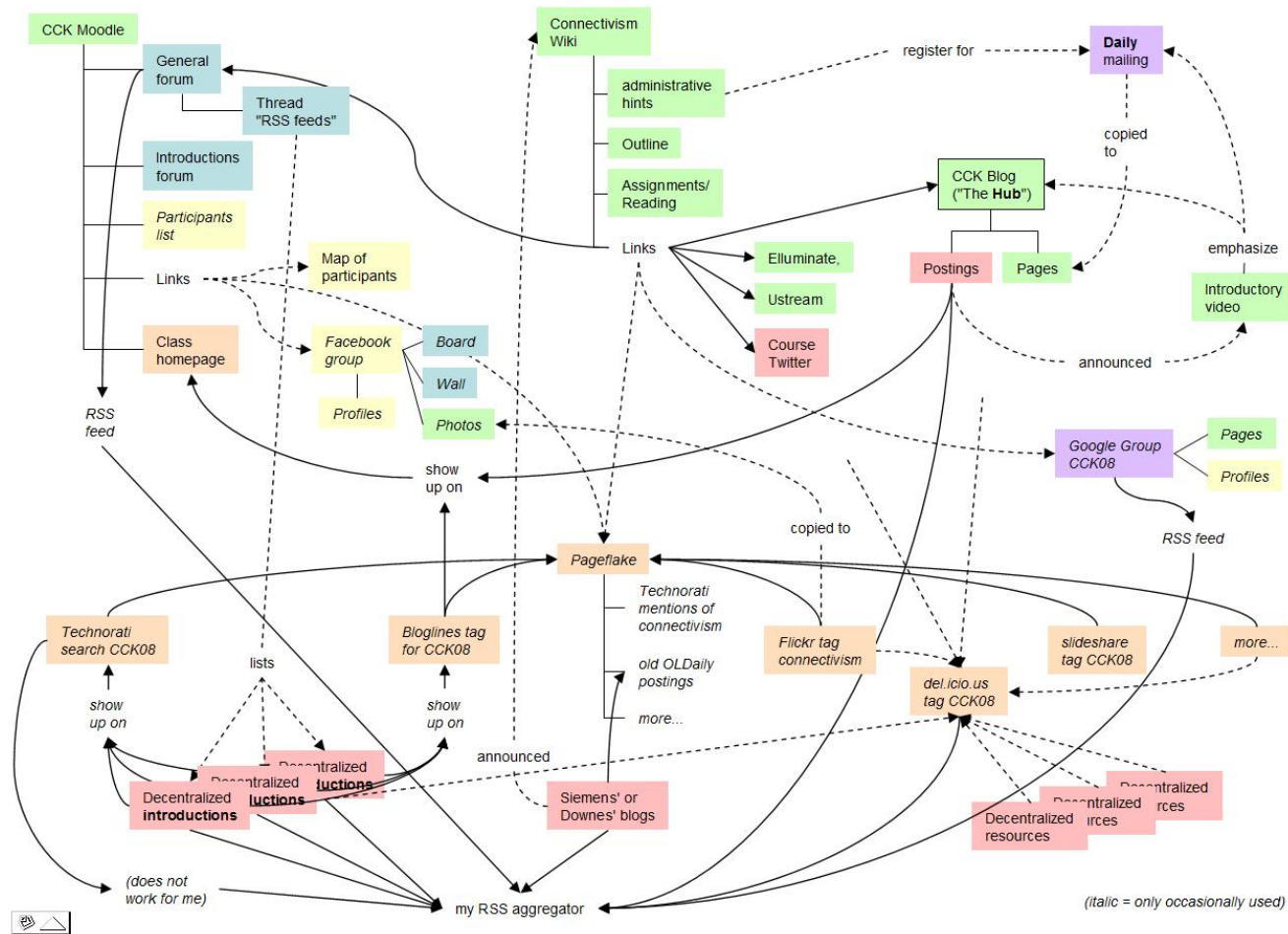
udemy

USO

edX

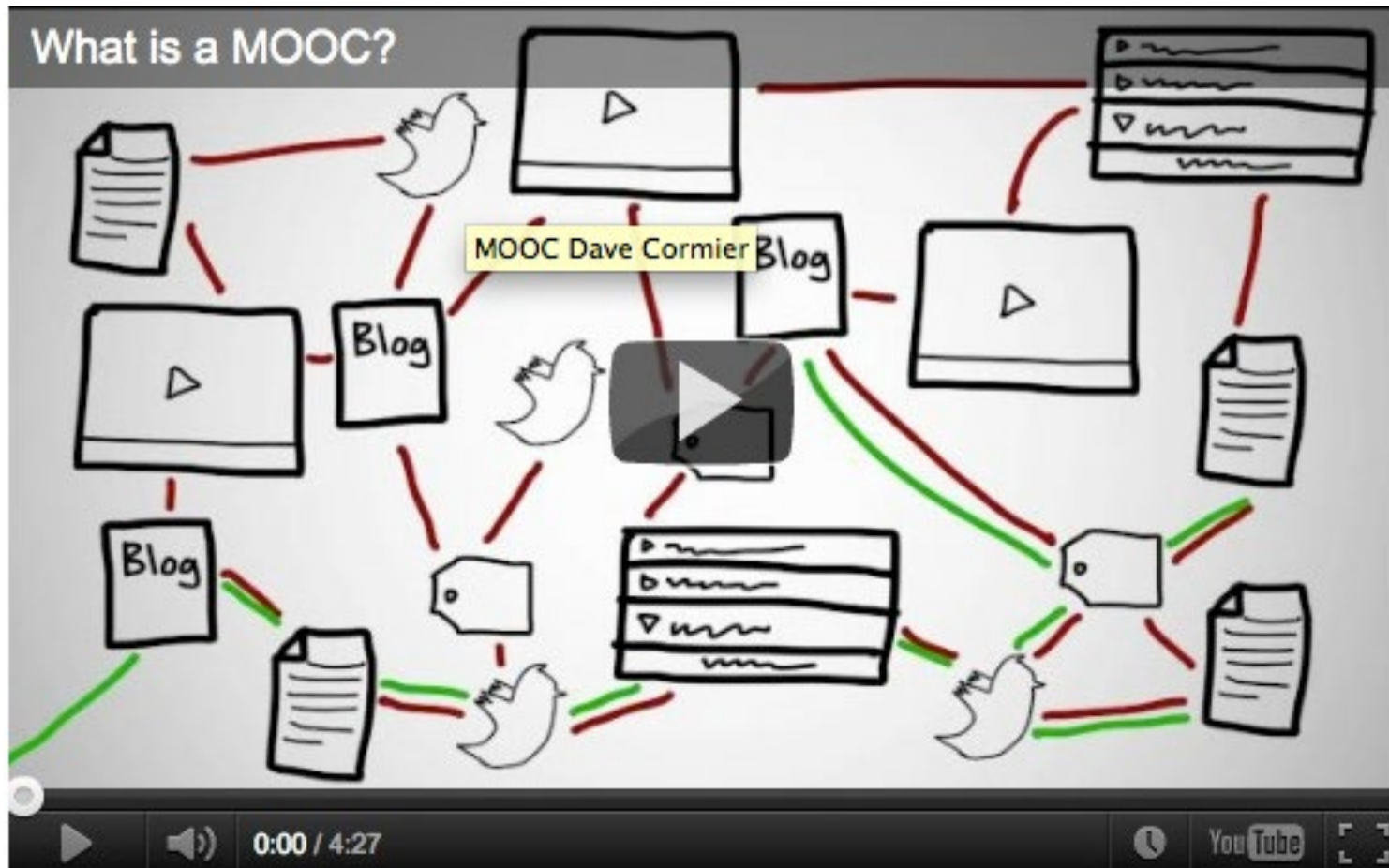


# Connectivist MOOCs





# How to Learn in a cMOOC

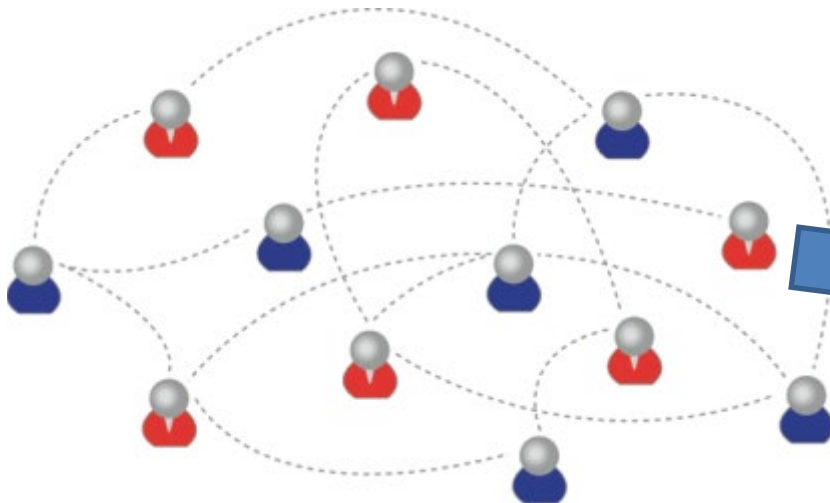


un processus d'immersion dans  
une communauté sachant



# How to Create a cMOOC

- It's like creating a network
- Don't centralize
- Concentrate on the creation of links



We use social networks...

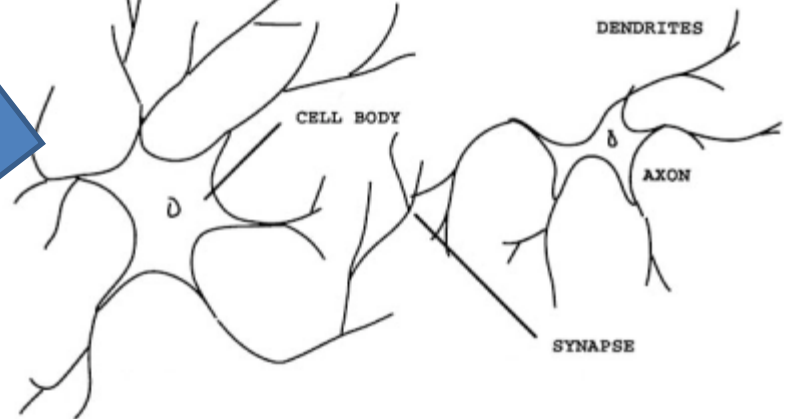
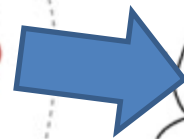


Figure 1. Biological Neuron

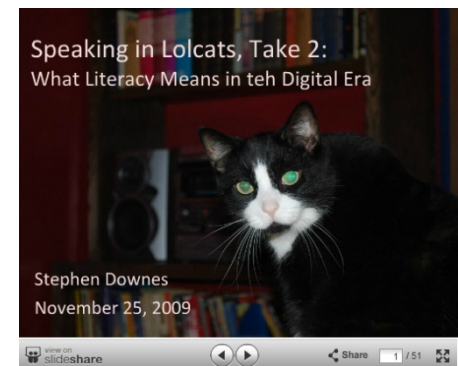
... to create personal knowledge

# Why Open Educational Resources?



Learning activities are essentially conversations

OERs are the *words* used in those conversations



<http://www.downes.ca/presentation/233>

# Success Factors

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



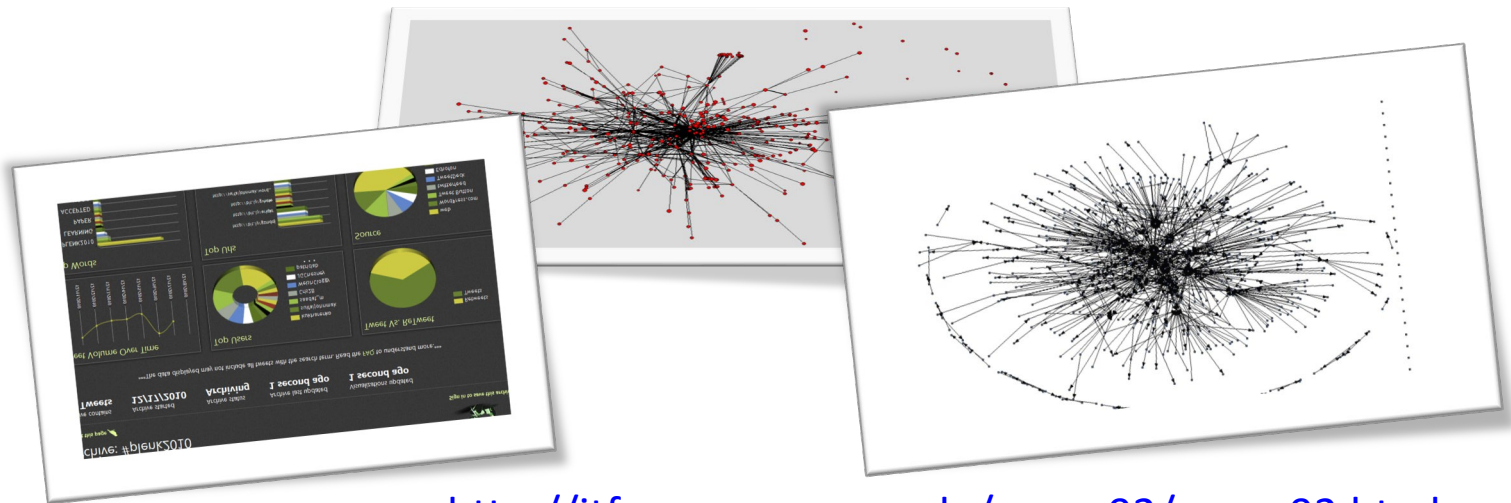
# Network Democracy



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

# The Semantic Condition

- Autonomy, diversity, openness, interactivity
- These conditions are the conditions for a constructive dialogue...
- And are thus the design principles for a MOOC



<http://itforum.coe.uga.edu/paper92/paper92.html>



# Diversity

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





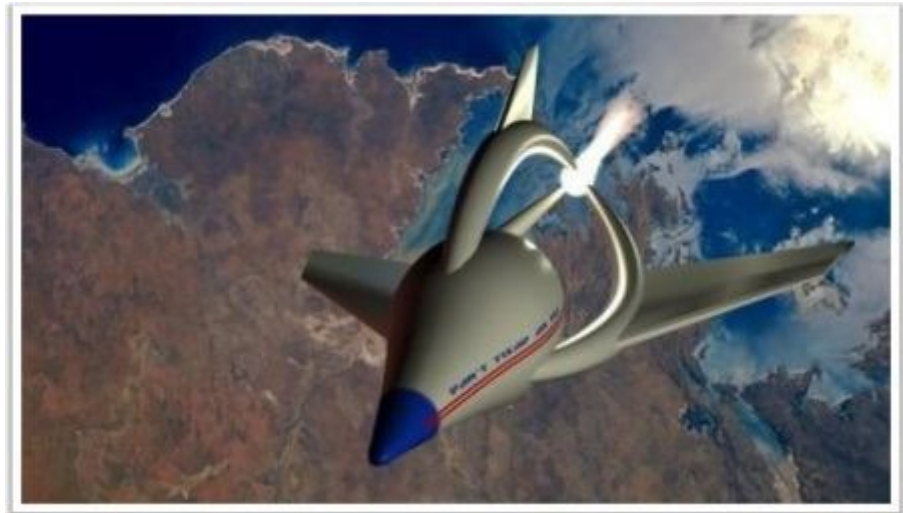
# Openness

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



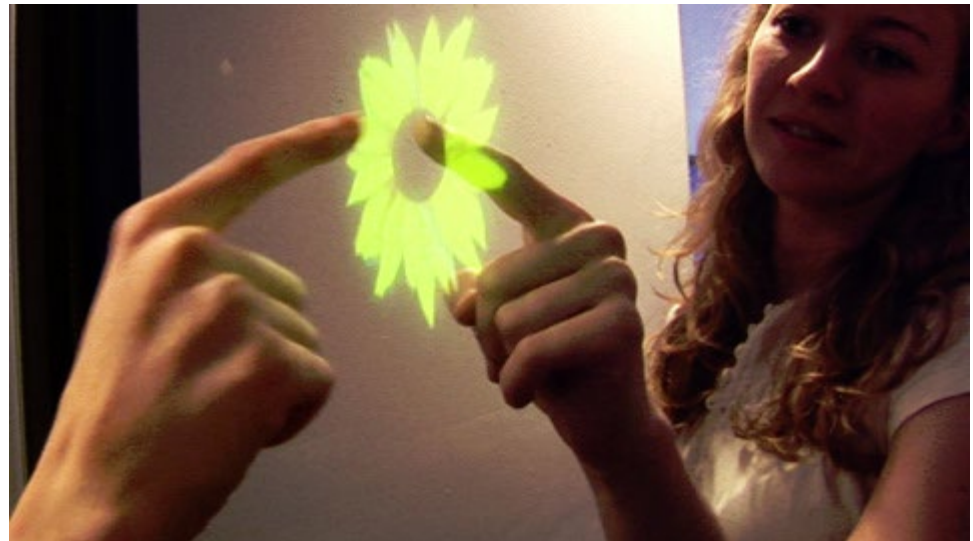
# Autonomy

- 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



# How to Evaluate Learning

- Learning is not possession of a collection of facts, it's the expression of a capacity
- Learning is recognized by a community of experts in a network

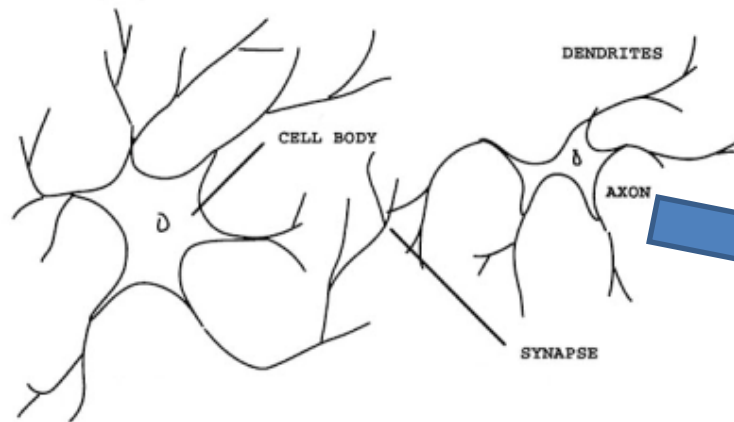
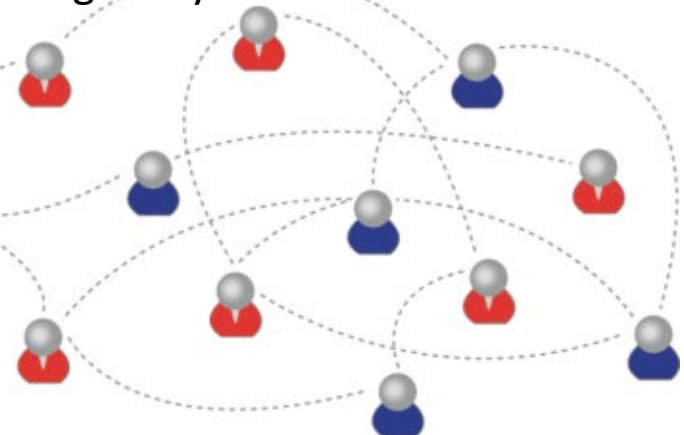


Figure 1. Biological Neuron

Learning analytics



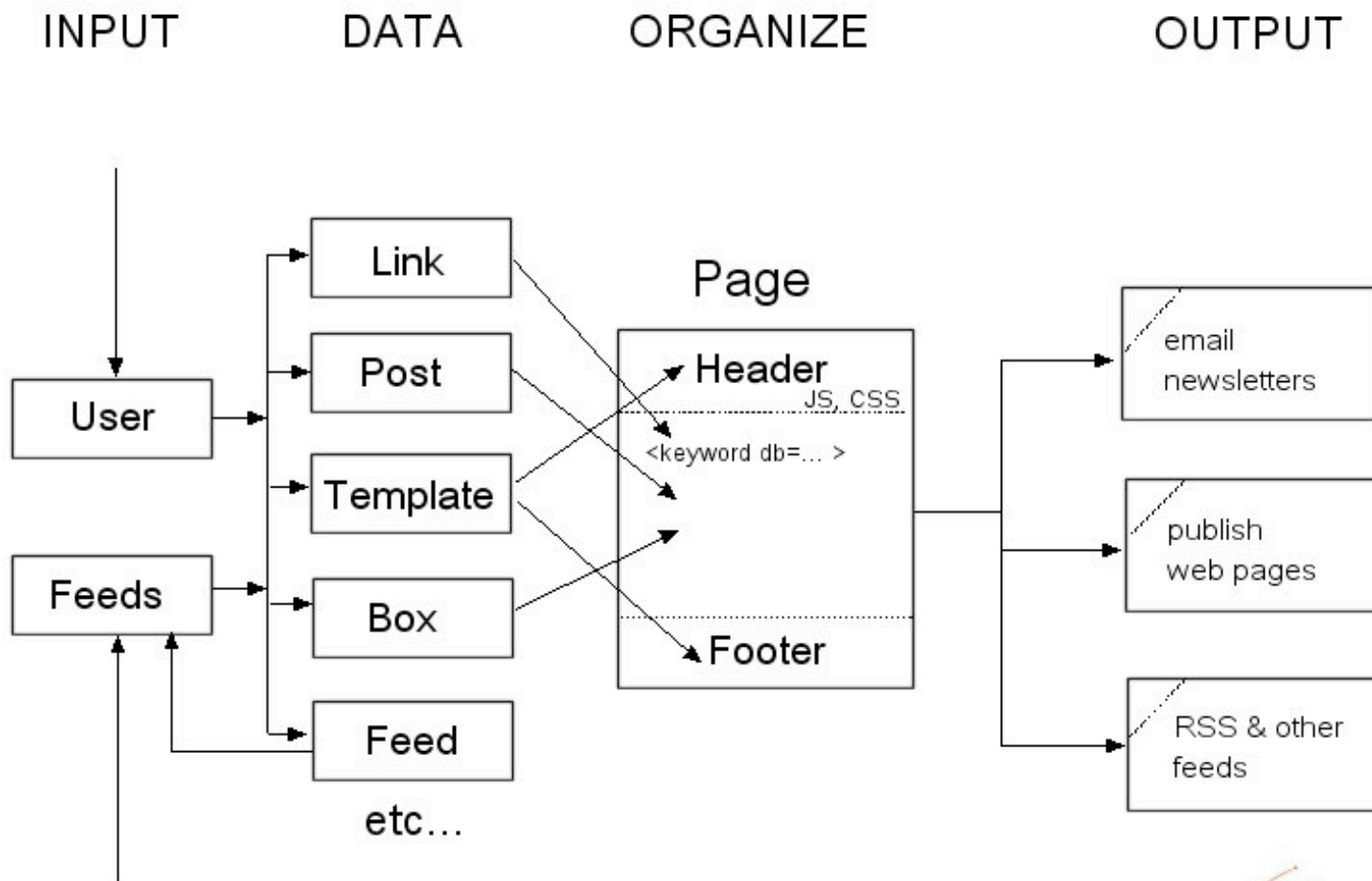
We recognize our understandings...

...by the way we use them in our social network

# Aggregated Conversations



# gRSShopper



<http://grssshopper.downes.ca>





<http://www.downes.ca>