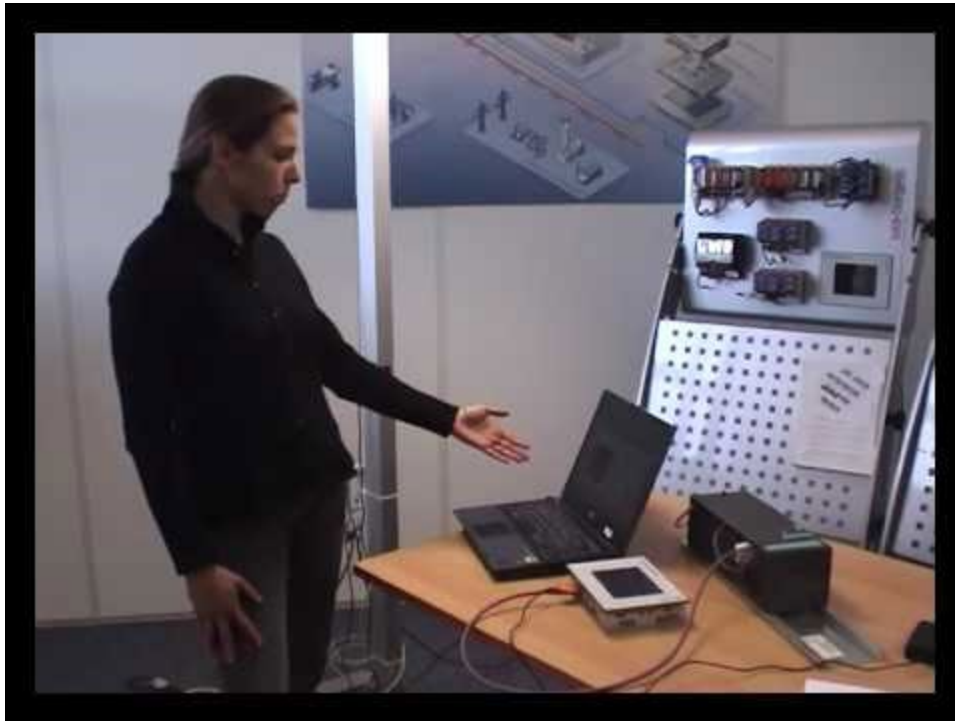




# Massive Open Online Support for Education

Stephen Downes

May 6, 2013



<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



# OLPC Canada Promo

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





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



इंदिरा गाँधी राष्ट्रीय मुक्त विश्वविद्यालय

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



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

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

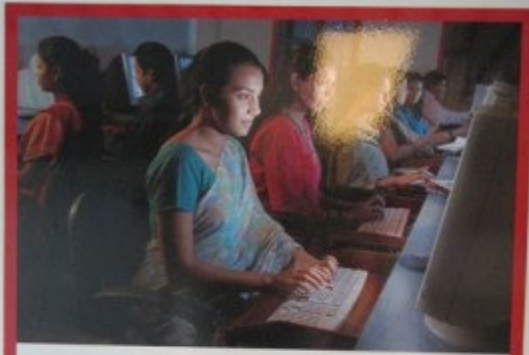


<http://www.athabascau.ca/>

# The Idea of Open Learning...



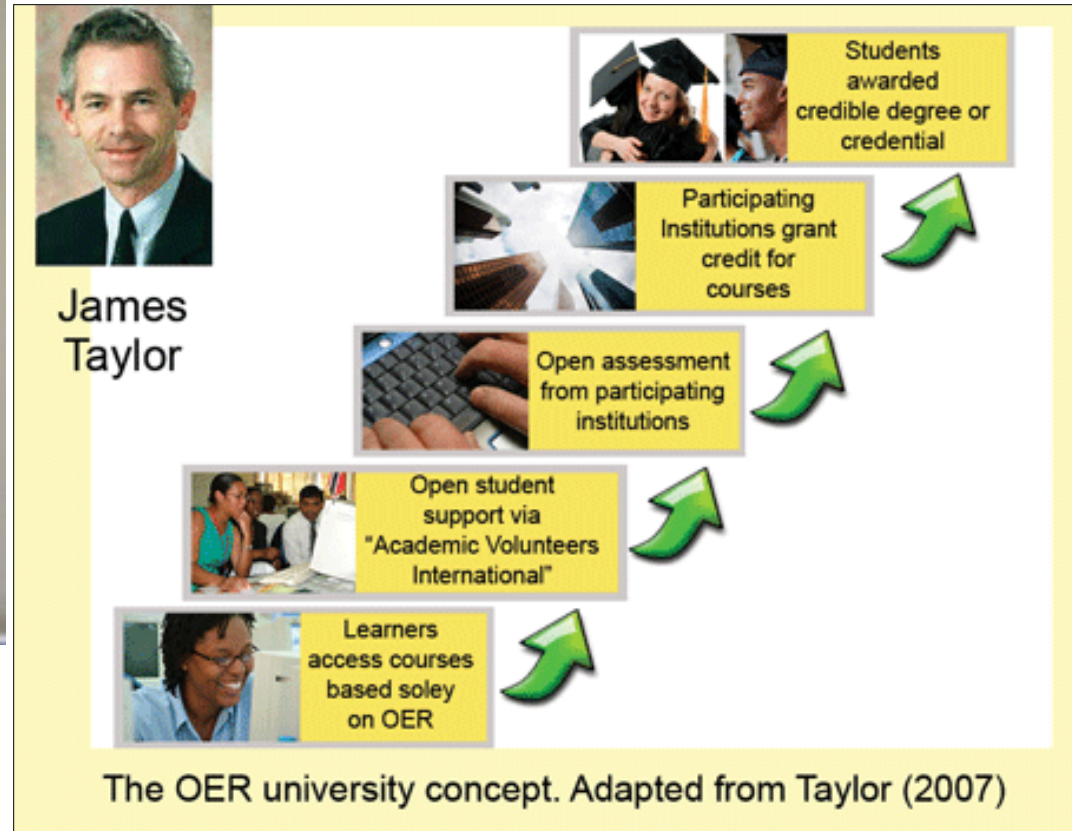
<http://www.col.org/blog/Lists/Posts/Post.aspx?ID=134>



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



**James Taylor**

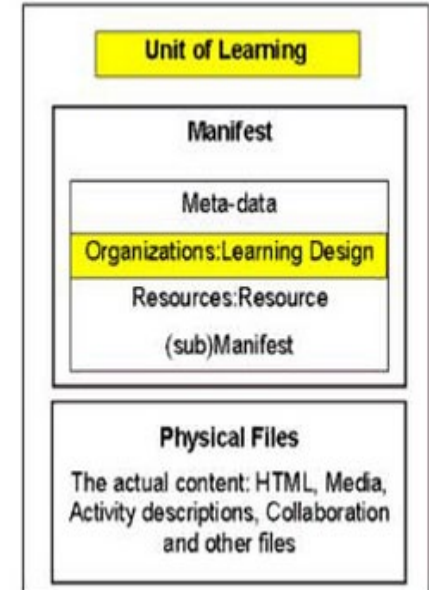
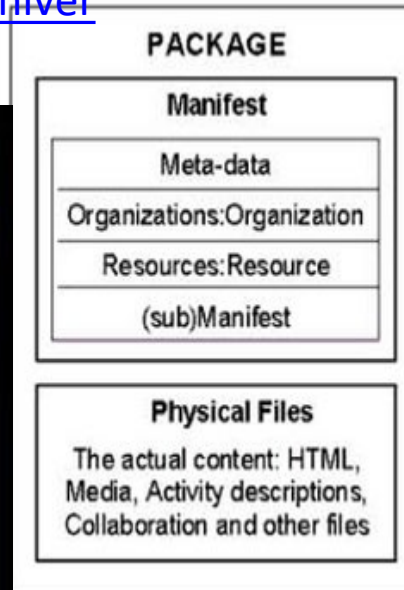


<http://www.col.org/blog/Lists/Posts/Post.aspx?ID=130>

# Phases of Openness?

# Phase 1

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



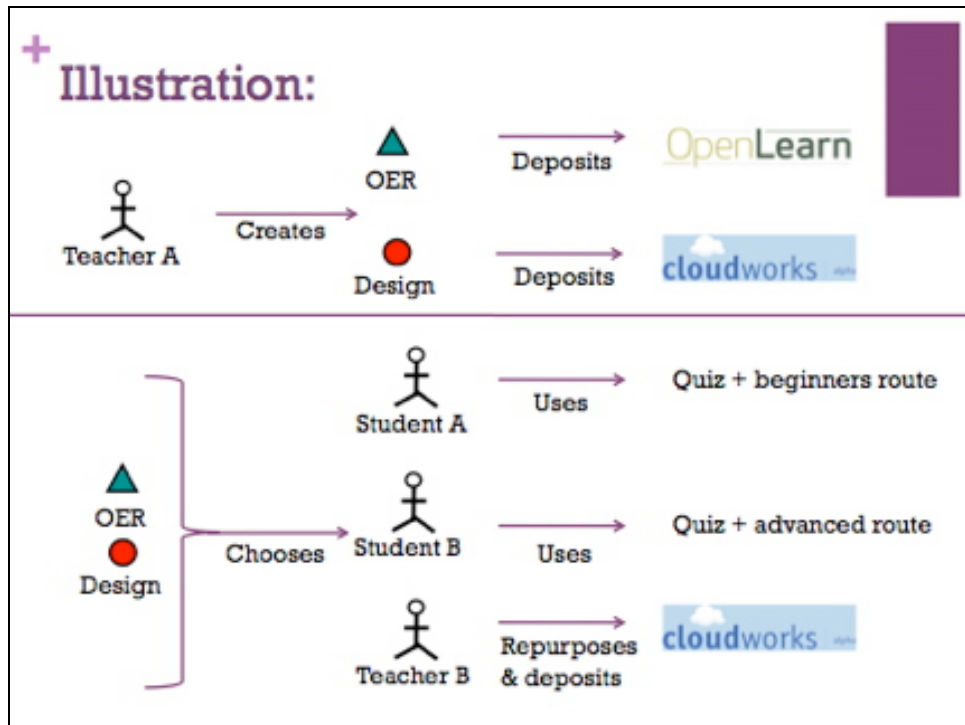
<http://www.imsglobal.org/metadata/>

[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

## Phase 2



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

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

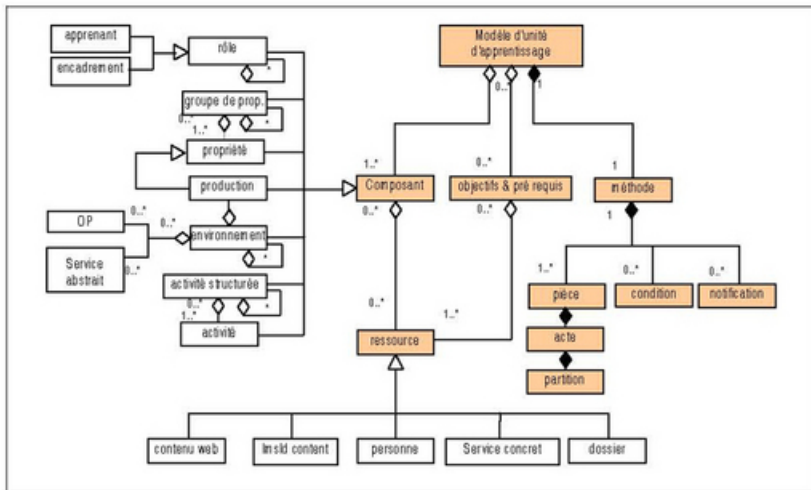
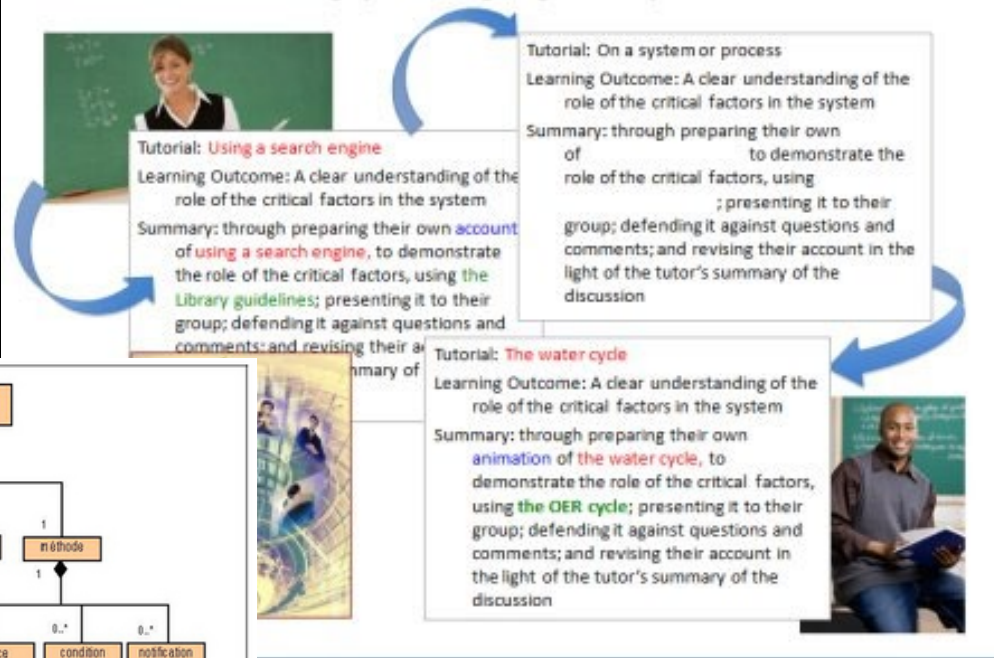
...the Open Educational Practices movement, developed by Germany's [Ulf-Daniel Ehlers](#) and the UK's [Gráinne Conole](#)...

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

# Learning Design & Open Practices



## Sharing pedagogical patterns




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

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





# Learning Design & Patterns

## Phase 3



**Phonemic Awareness Assessment**

Phonemic Awareness

CORRECT (Y)

INCORRECT (N)

List  
1

HEC ASSESSMENT - Student

RESTART (R)

STOP (S)

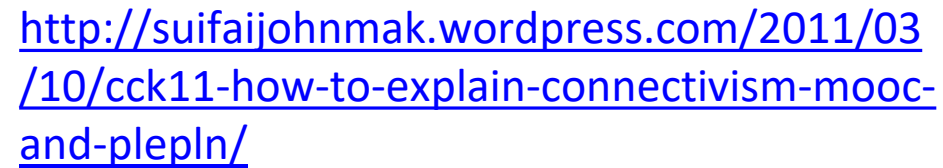


<http://www.brainbench.com/>

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

# Open Assessment?

<http://cck11.mooc.ca>



# The MOOC...



# What are MOOCs

- **Massive** – by design
- **Open** – gratis and libre
- **Online** – vs. blended and wrapped
- **Courses** – vs. communities, websites, video collections, etc

<http://mooc.ca>

# CCK08

2300 students

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

## 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!

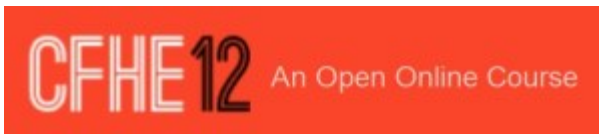
PLENK 2010

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...

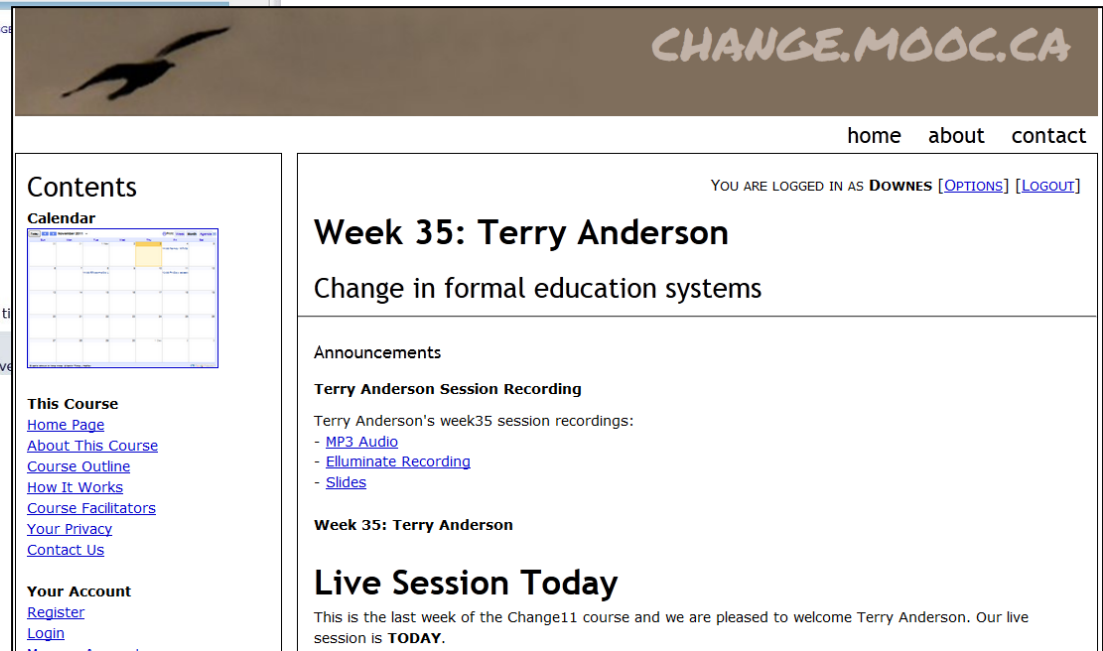
1800 students

<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

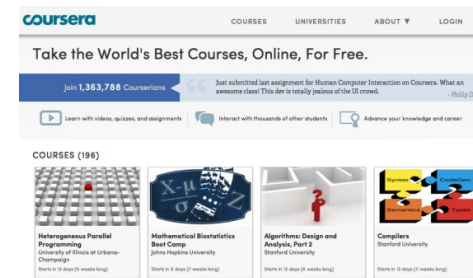
c



<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

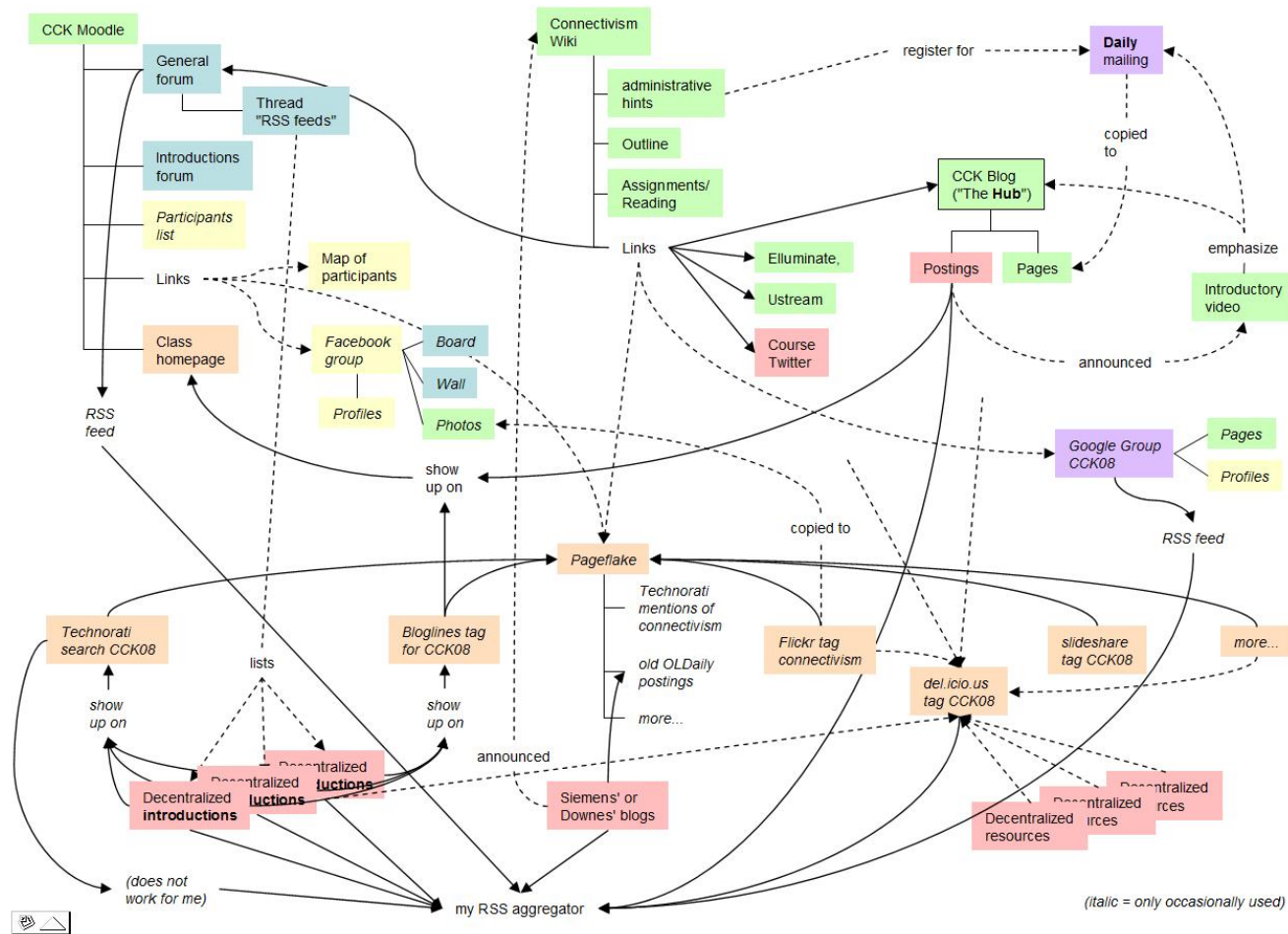
KHAN  
ACADEMY

udemy

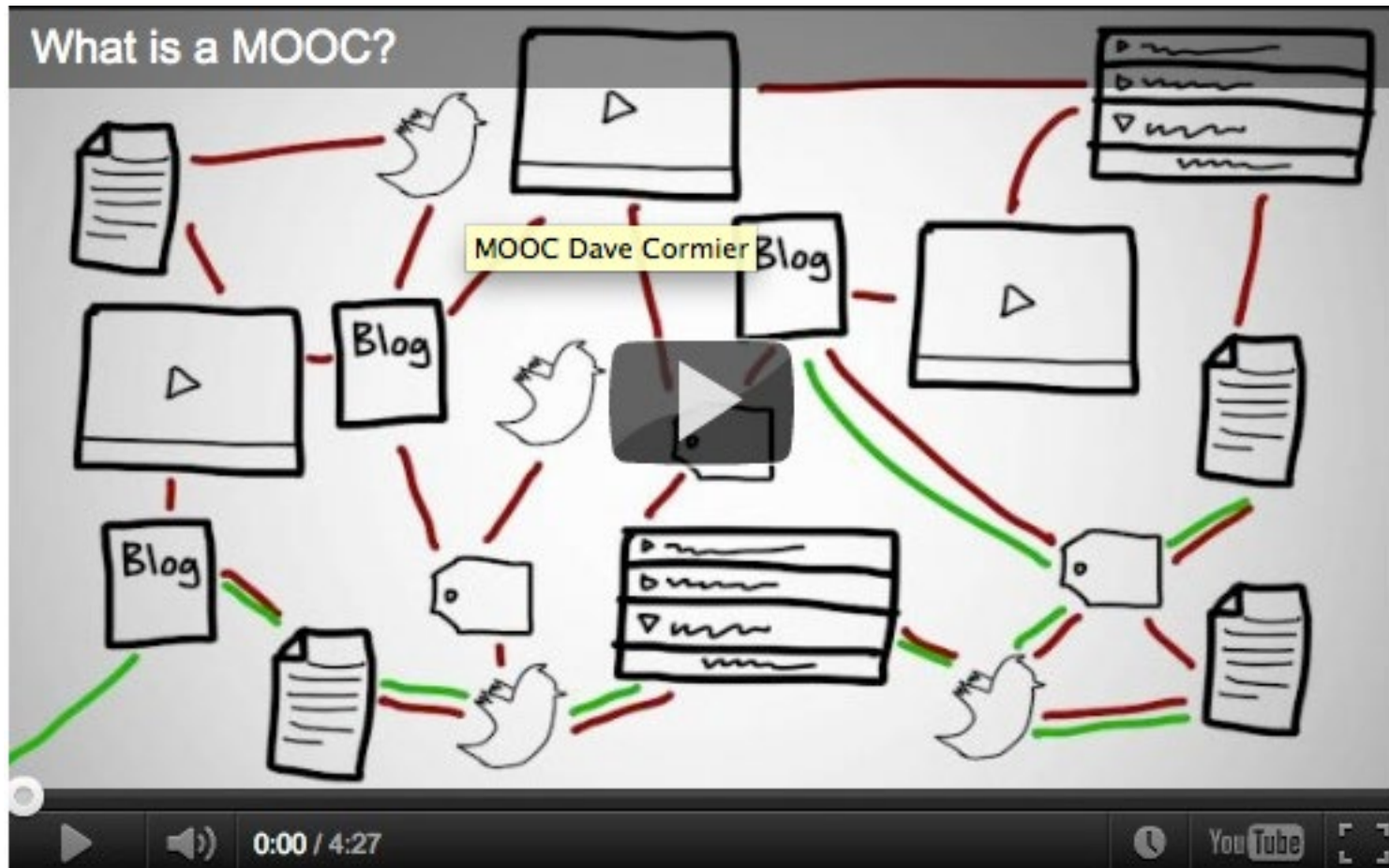
USO

edX

# Connectivist MOOCs



# How to Learn in a cMOOC

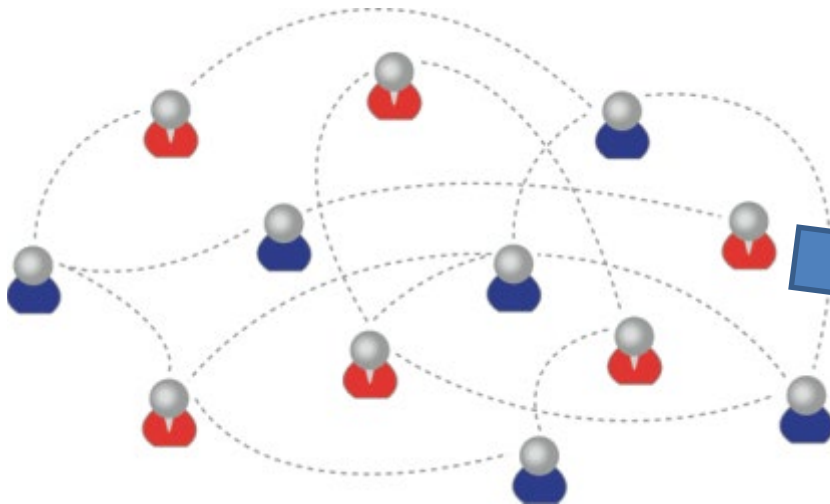


A process of immersion into a knowing community



# How to Create a cMOOC

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



We use social networks...

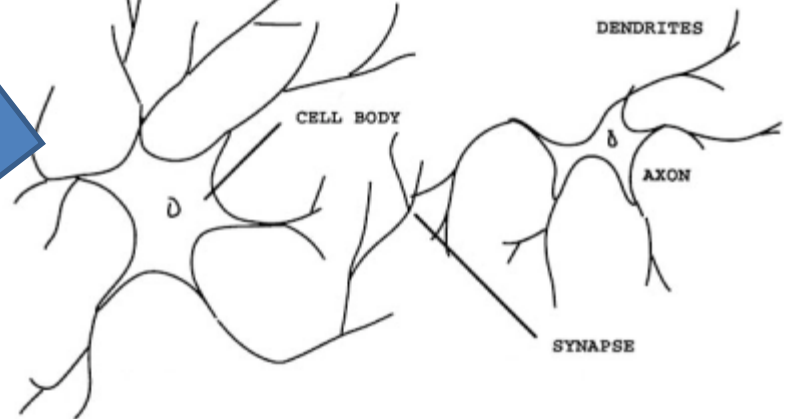


Figure 1. Biological Neuron

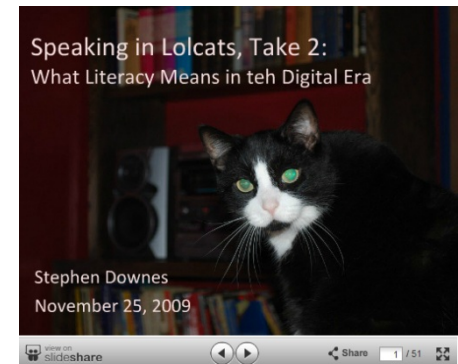
... to create personal knowledge

# Why Open Educational Resources?



Learning activities are essentially conversations

OERs are the *words* used in those conversations



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

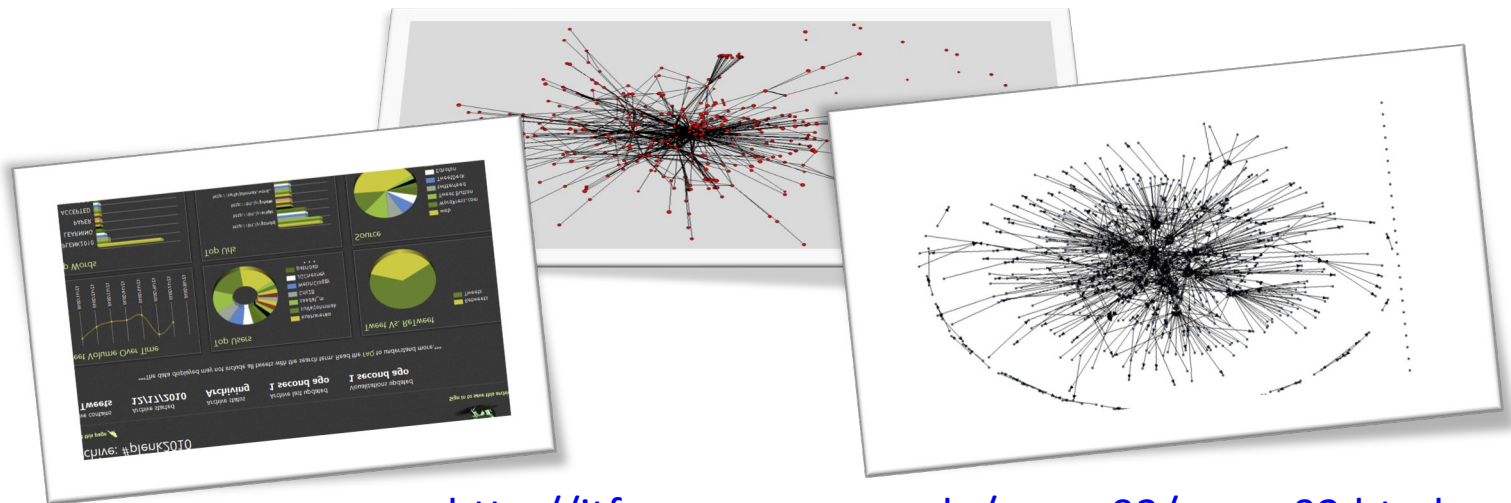
# Success Factors

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



# 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>



# 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

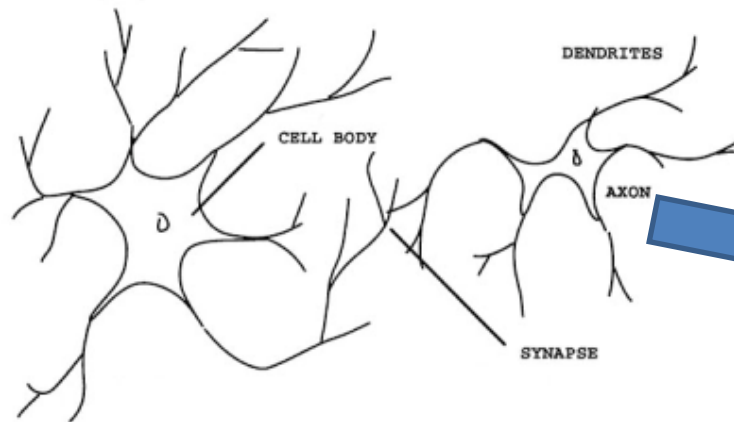
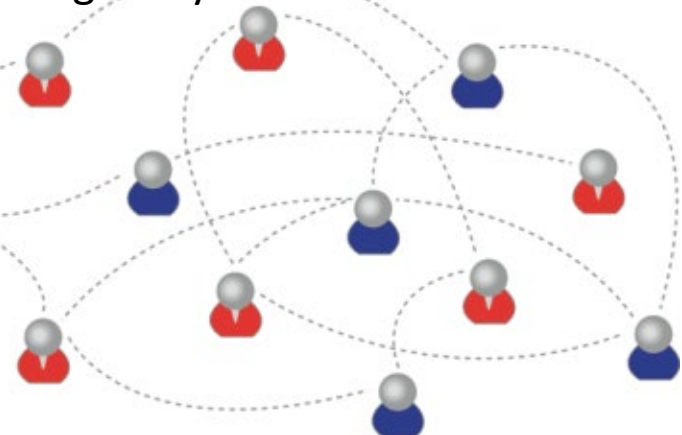


Figure 1. Biological Neuron

Learning analytics



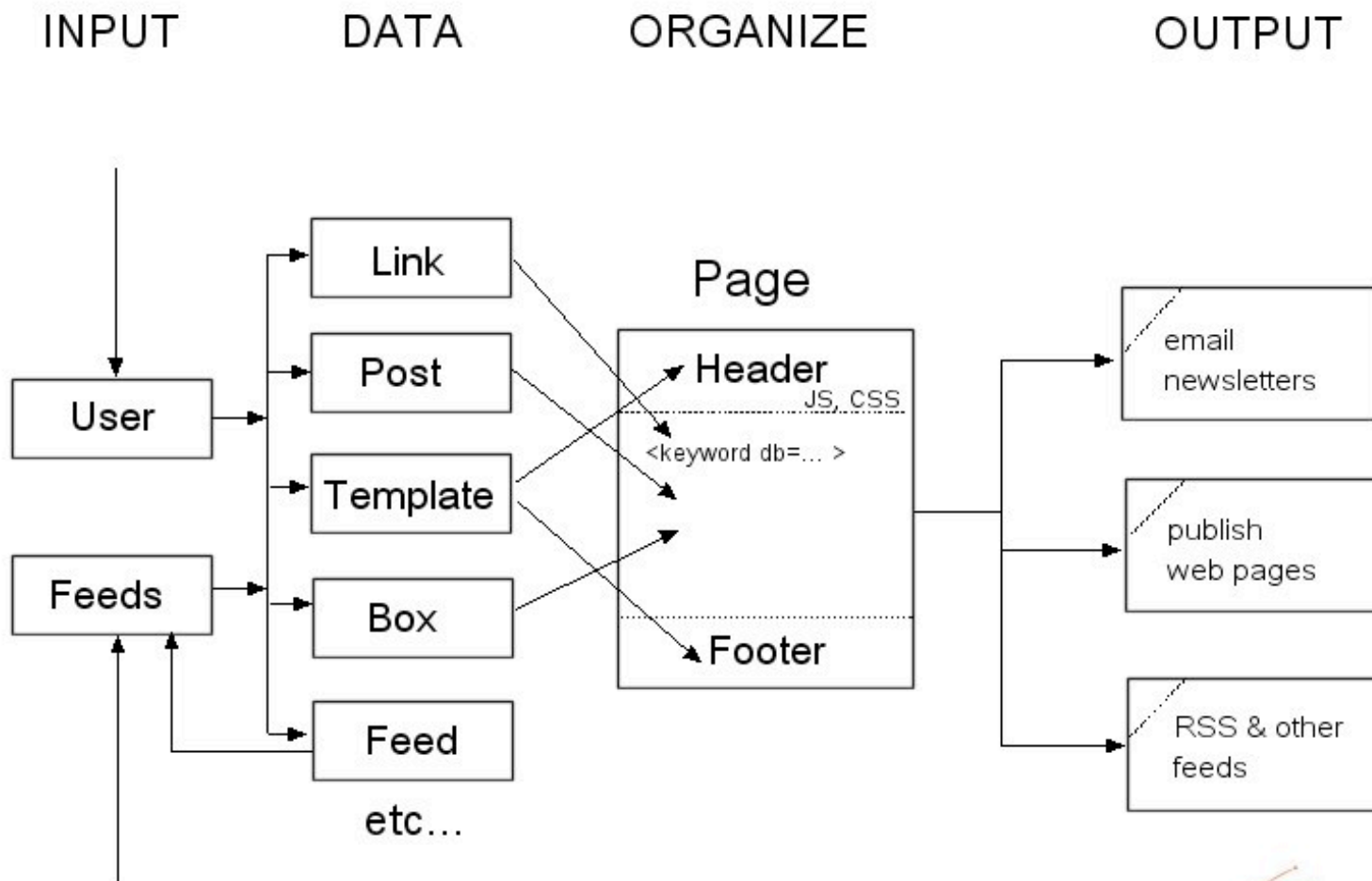
We recognize our understandings...

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

# Aggregated Conversations



# gRSShopper



<http://grssshopper.downes.ca>



<http://www.downes.ca>