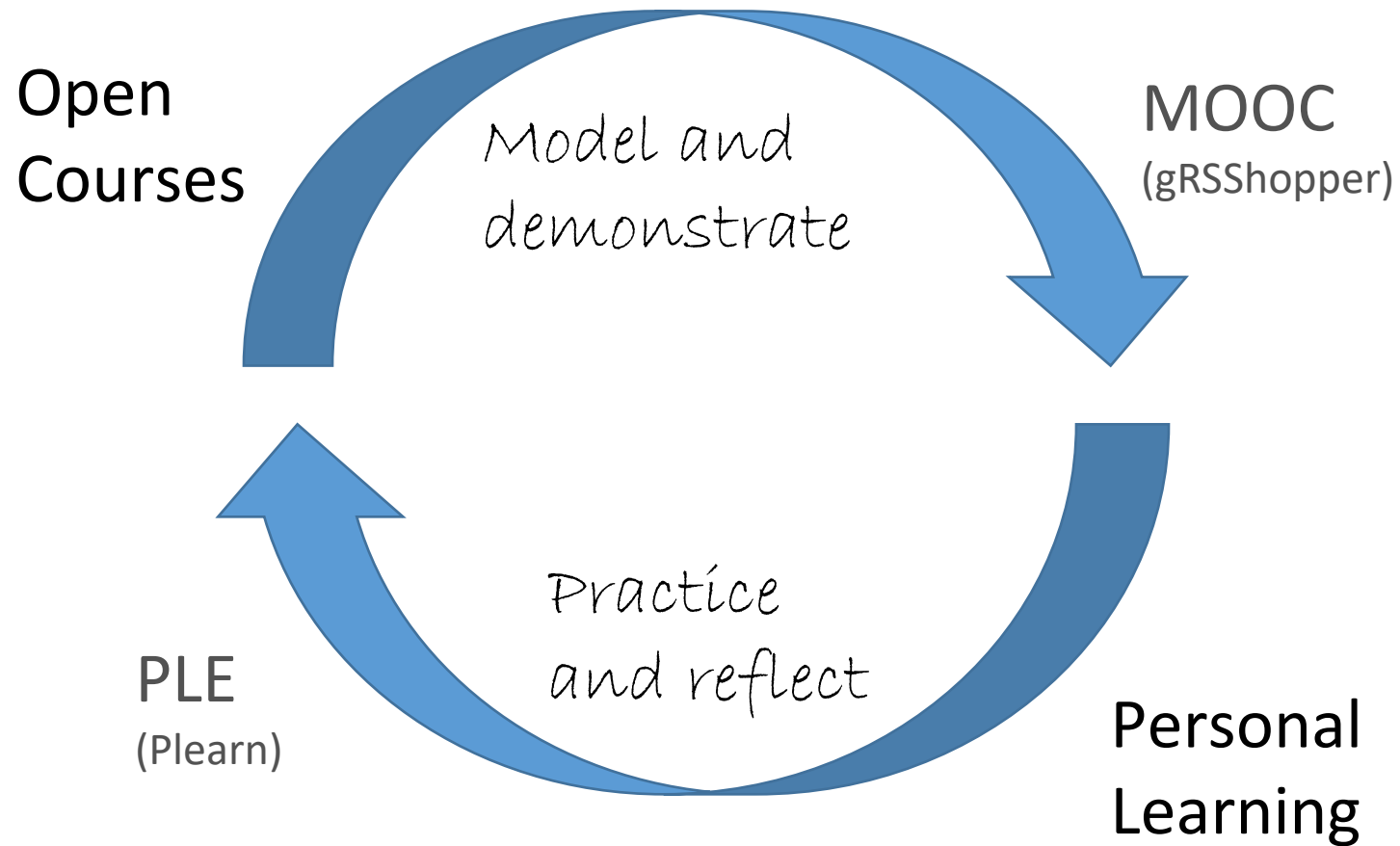


Free Learning and the Wealth of Nations

Stephen Downes
Caracas, Venezuela
June 28, 2013





There are two sides to the learning equation; this presentation is focused on teaching

Two Parts to this Presentation

1. Order out of Chaos

Creating personal learning through the development of massive open online courses (MOOCs)

2. The Wealth of Nations

Looking at why to a more inclusive and personalized education requires open knowledge

What we are doing, and why we do it

Embracing Chaos

- Juan Domingo
- Internet, social networks, change
- Eg. Folksonomy, disruption, social ecology



We are Perceiving Beings



Order Out of Chaos

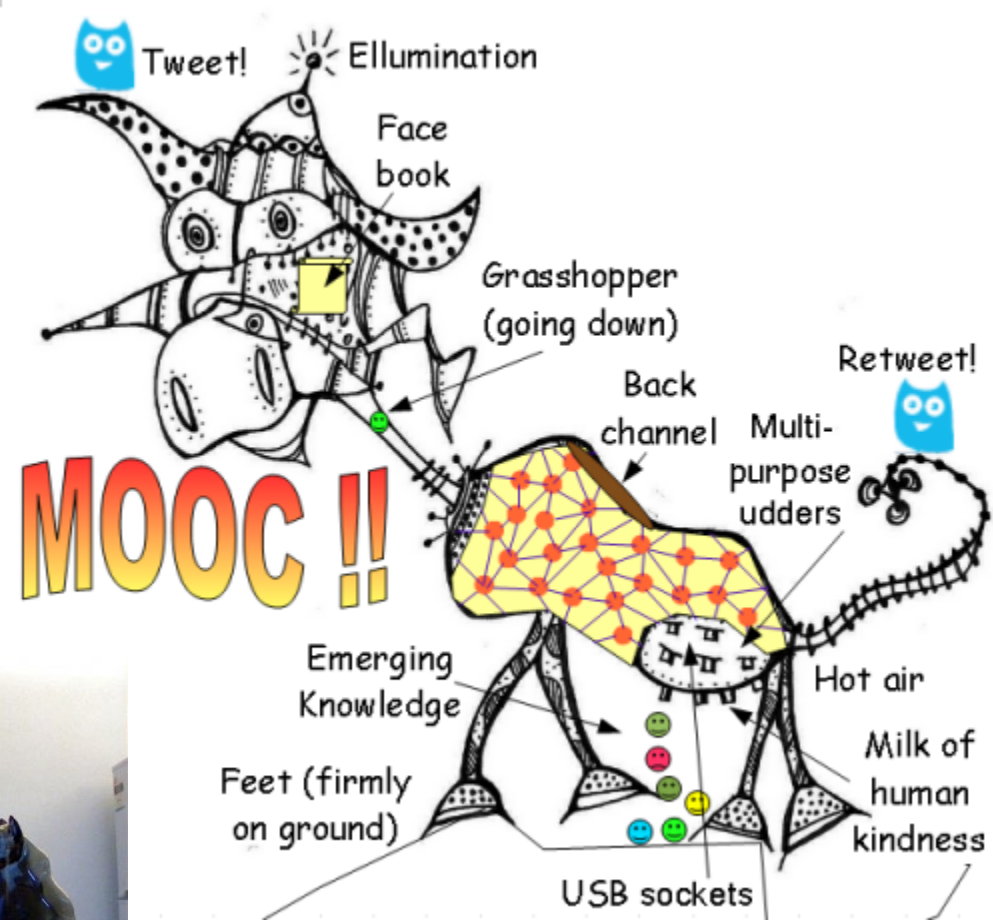
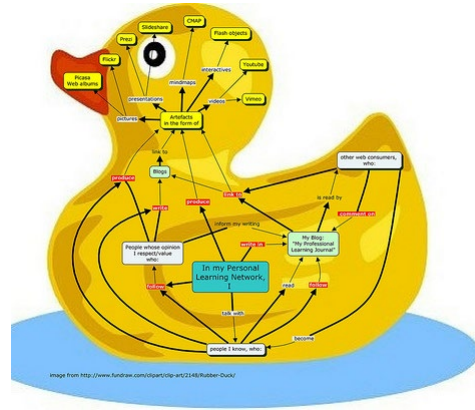
- Knowledge – as a set of connections between entities
- Learning – mechanisms to form these connections
- But what is important is what this mechanism *does*
- The connective network is a *perceptual* system
- It *recognizes* patterns in the chaos



Pattern Recognition



<http://www.mooc.ca>
<http://cck11.mooc.ca>



<http://suifaijohnmak.wordpress.com/2011/03/10/cck11-how-to-explain-connectivism-mooc-and-plepln/>

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

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

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

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://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!

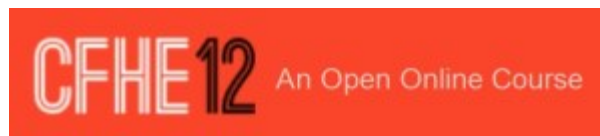
PLENK 2010

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...

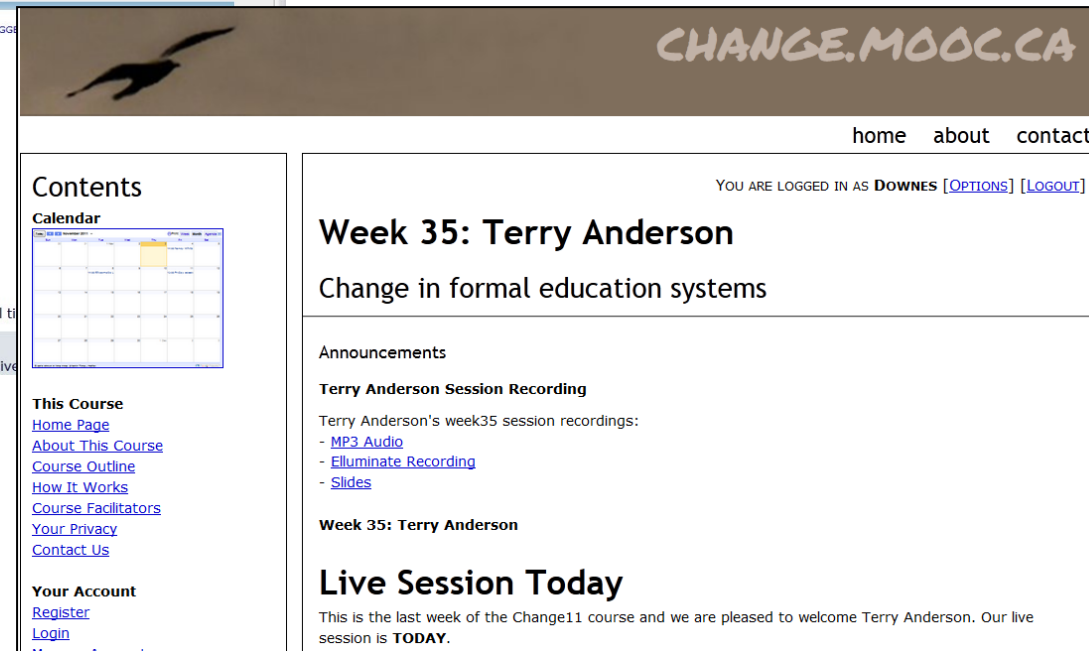
1800 students

<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

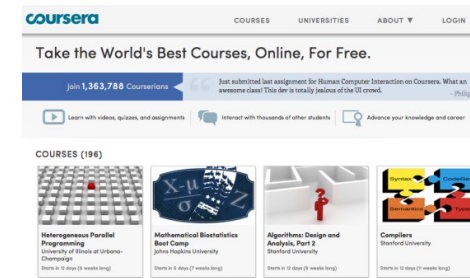
content



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



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

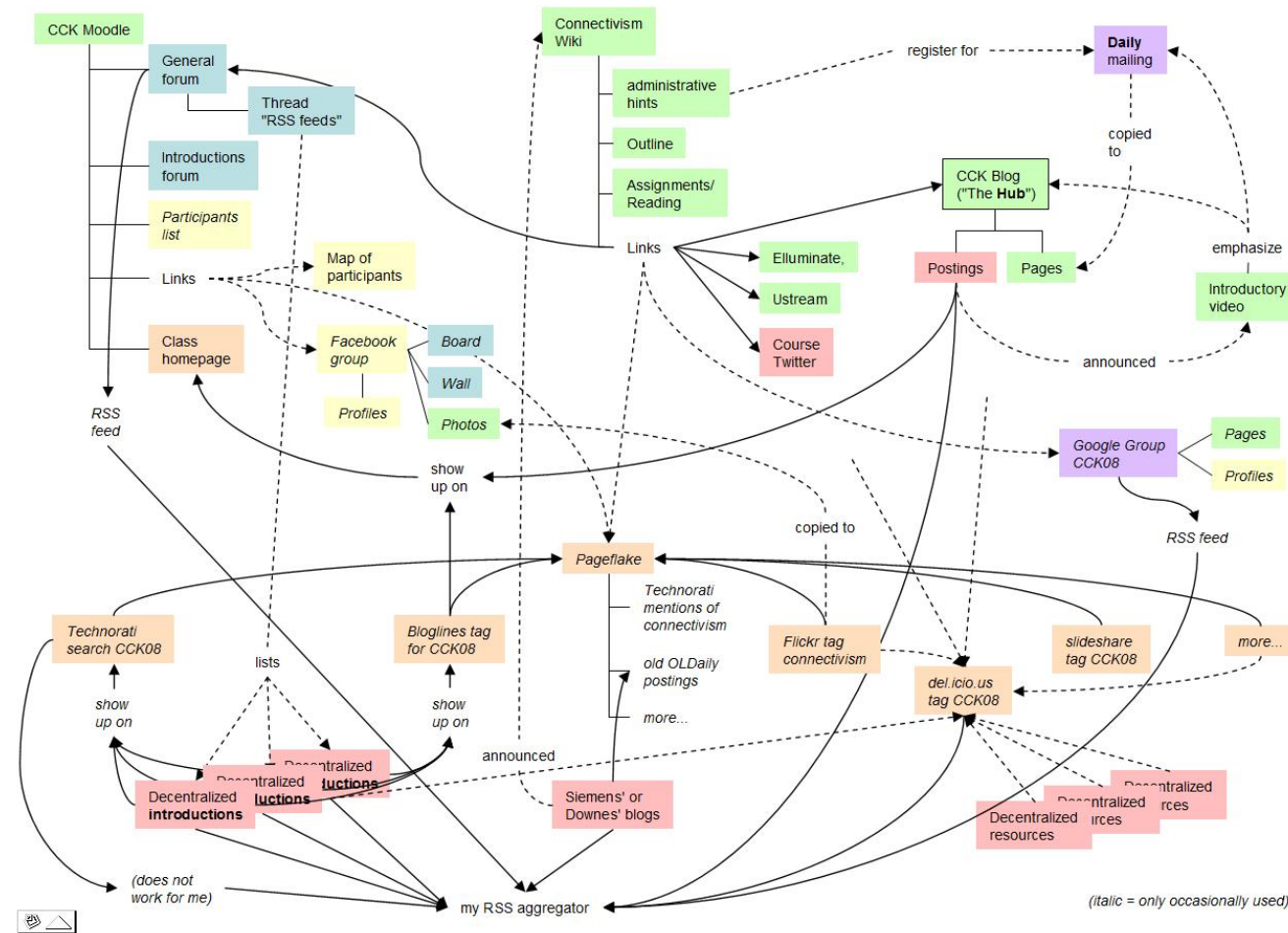


<https://www.coursera.org/>



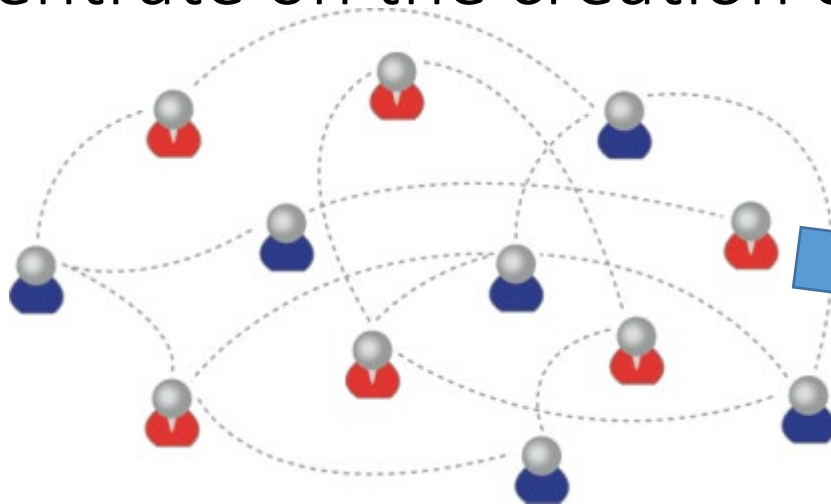
<http://lisahistory.net/wordpress/2012/08/three-kinds-of-moocs/>

Connectivist MOOCs



How to Create a cMOOC

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



We use social networks...

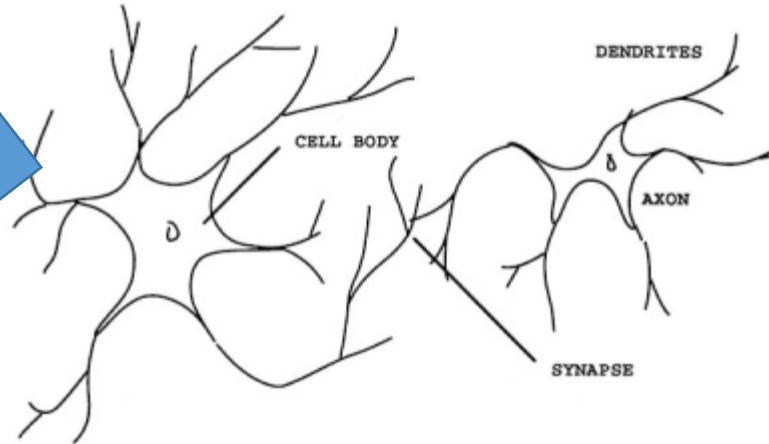
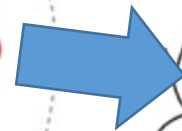


Figure 1. Biological Neuron

... to create personal knowledge

Primary Course Components

- Wiki – to assist in planning, topics, guests, etc
- Email list – for announcements and mass communications
- Course Blog – for daily posts
- Synchronous Communications + Video

MOOC Design

- Course structure – a series of topics
 - The instructors will not ‘teach’ the topics, they ‘investigate’ or ‘work through’ the topics (model and demonstrate)



Additional Course Components

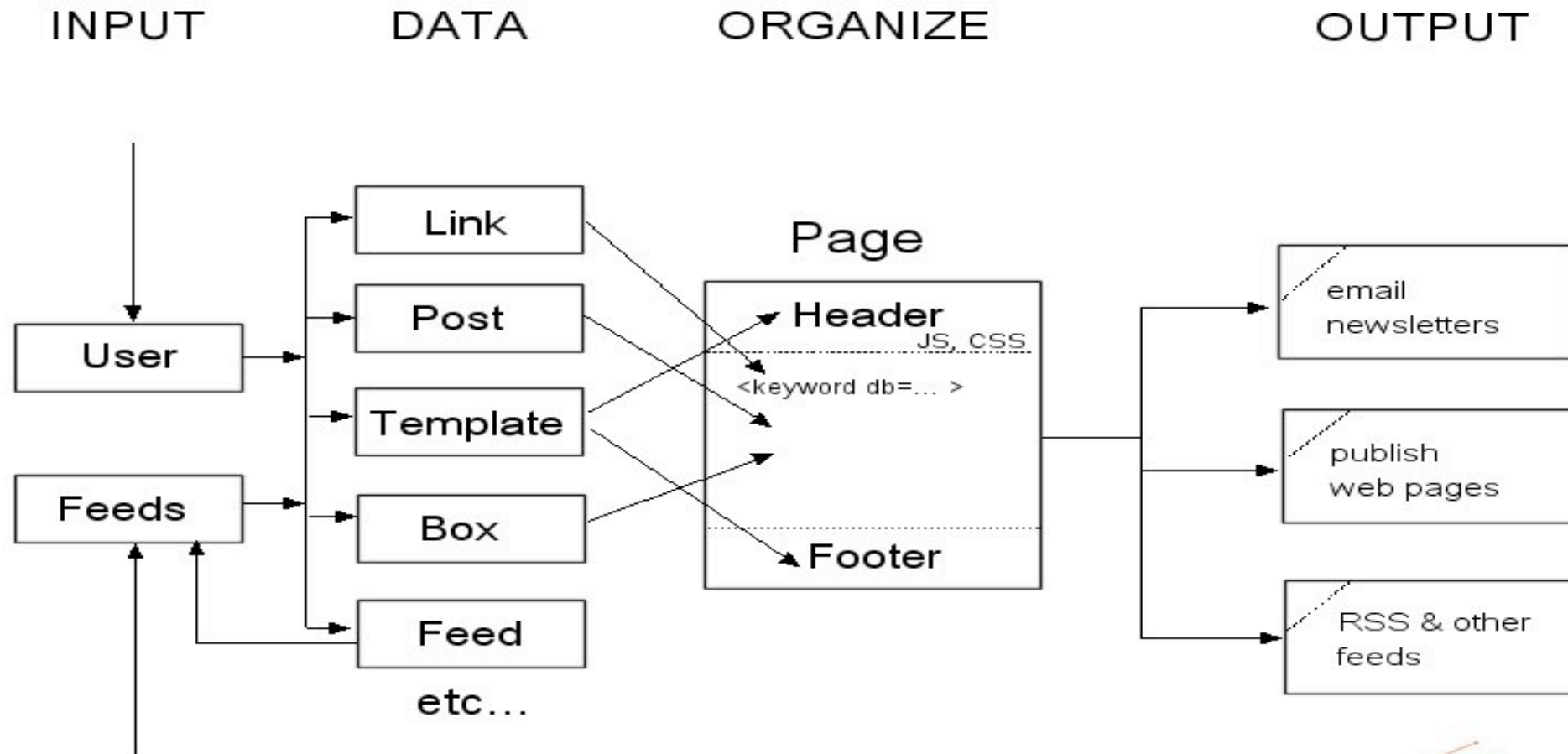
- For Students – *any* online communications system, including
 - Blogs – Blogger, WordPress, Tumblr
 - Social Network – Facebook, Twitter, Google+
 - Content site – Google Docs, Flickr, Instragram
 - Aggregator – Feedly, OldReader, (new) Bli RSS

Process

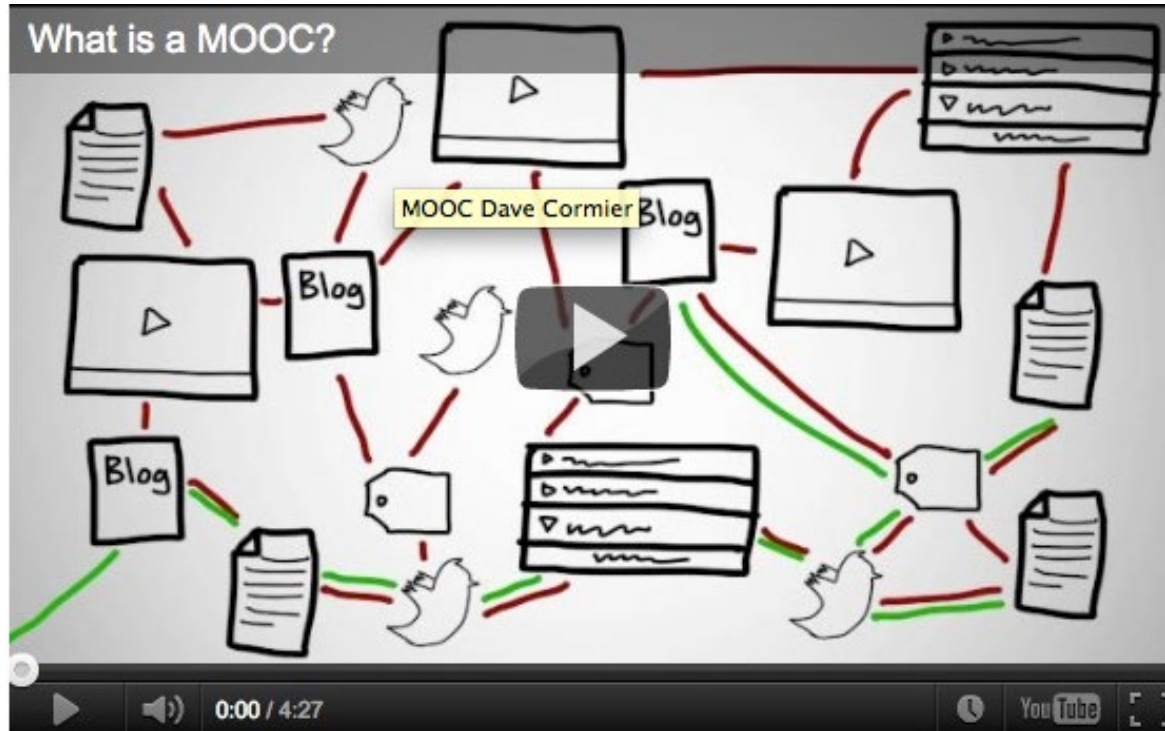
- Each Week
 - Introduce topic
 - Share resources
 - Conversation or activity with guest
 - Discussion and reflection
- Each *Day*
 - Aggregate student content
 - Share via web site & newsletter



gRSShopper



How to Learn in a cMOOC



Learning is a process of immersion into a knowing community

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



Learning is a process of *recognizing* and *growing into* or *becoming* an instantiation of those values...



But what is the community that we recognize and grow into – how is it formed? What is it worth?

The Wealth of Nations

- What is the wealth of a society?
- Is it the wealth of the oil and minerals in the ground? No...





Luis Ugalde s.j.

- Is it the sum of goods and services produced?
 - That's the traditional version, today
 - But we know this is not the case
- Necessary but not sufficient...

The Outcomes of Society

- The United States: Life, Liberty and the Pursuit of Happiness
- Canada: Peace, Order and Good Government
- France: Liberty, Equality, Fraternity

When you think of other nations, do you think of their productive capacity?



Cultura educativo-productiva de calidad

- If we define ourselves as consumers and producers, that's all we will ever be
- If the motivation for learning and work is only production and consumption, we will never aspire to more
- The 'lost generations' (Fitzgerald, Hemingway, Kerouac, Salinger) did not lose goods and services, they lost meaning and relevance

Consuming and Producing Knowledge?

- Like the oil in the ground and the goods in the factory, content and knowledge are necessary to become education, but they are not sufficient

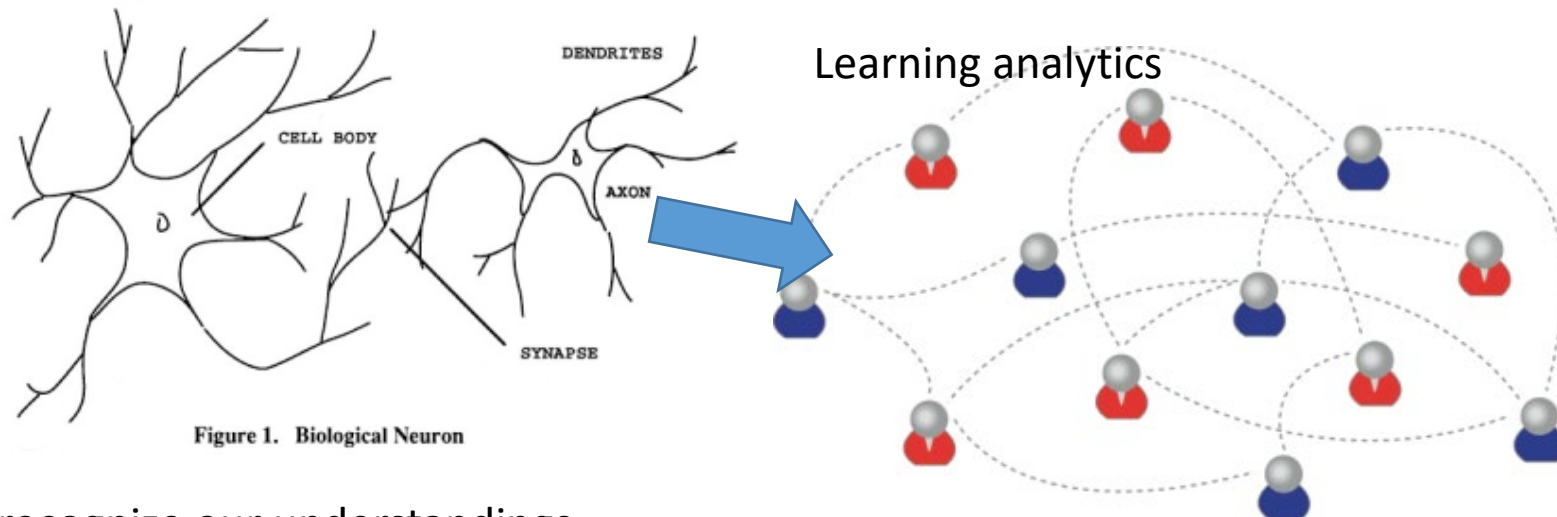


- They are the *means* by which we achieve our ends, but they are not the ends in themselves
- *If* we concentrate on content and knowledge as the source of wealth, we become no more than producers of content and knowledge – we become a lost generation



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



We recognize our understandings...

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

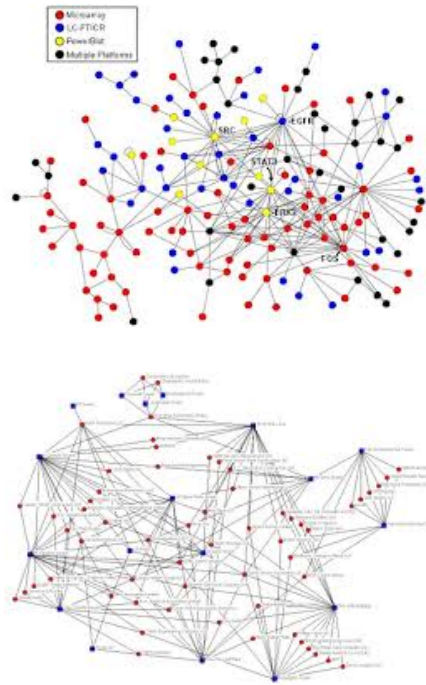
cLearning vs xLearning



networks

engagement

contents



<http://www.corestandards.org/>



<http://www.magnet.edu/>

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

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 (The Wealth of Nations)

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>

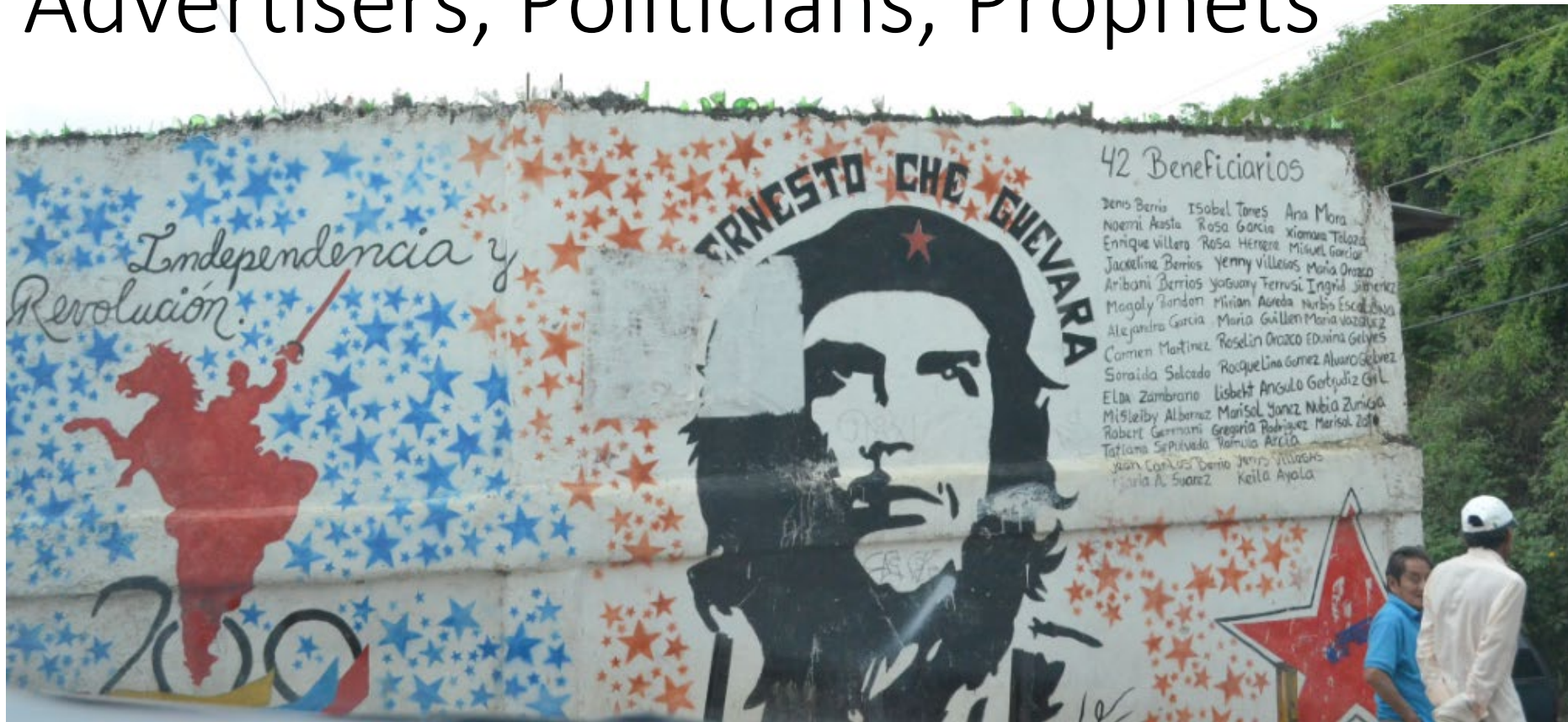
The Objective of Learning

- Learning is not acquisition, it is growth
- It is about the personal development of each person
 - Not just what the person 'knows'
 - Equally important is a person's sense of value and place in society



- When Luis Ugalde talks of the need we need humanitarian doctors and engineers - people who work with humanity – this is what he means
- When Luis Ugalde talks of 'Education to Transform the Country' - child has to learn how to do things & how to do them better – this is what he means

Advertisers, Politicians, Prophets



They know this very well – they are willing to provide you with a community to join and a purpose to make life meaningful... but personal learning is about building these for ourselves.

How to Value Yourself ...

What is it to value yourself? It's actually many things. For example, it's the belief that you are *good enough* to have an opinion, have a voice, and have a say, that your contributions *do* matter. It's the belief that you are *capable*, that you can learn to do new things and to be creative. It is your ability to be *independent*, and to not rely on some particular person or institution for personal well-being, and *autonomous*, capable of making your own decisions and living your life in your own way.

How to Live Meaningfully

Living meaningfully is actually a combination of several things. It is, in one sense, your dedication to some purpose or goal. But it is also your sense of appreciation and dedication to the here and now. And finally, it is the realization that your place in the world, your meaningfulness, is something you must create for yourself.

But all of these things are yours by right. But they will never be given to you. You have to *take* them, you have to *earn* them, by actually believing in yourself (no matter what anyone says) and by actually being autonomous.

As educators, our foundational role is to understand that we do not *give* (or sell) learning and education, but that we act as role models and facilitators to help people learn and educate *themselves*.



<http://www.downes.ca>