

OERs and Open Online Courses

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30 October 2013
Doha, Qatar



Le cours MOOC-REL



MOOC-REL

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Contenu

Calendrier



Ce Cours

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YOU ARE LOGGED IN AS **ADMIN** [[OPTIONS](#)] [[LOGOUT](#)]

Bienvenue au MOOC-REL

Sample Posts

[This is a Nifty Resource](#)

, , September 6, 2013.

- Type : [Document pédagogique](#)
- Mise en ligne par : [Pierre-Andre Caron](#)
- Contributeur(s) :
[Thierry Marchand \(auteur\)](#)
- Nombre de vue(s) : 640
- Discipline(s) : [Informatique](#) [Sciences de l'Education](#)
- Tag(s) :

Announcements

Resources

[[All Presentations](#)]

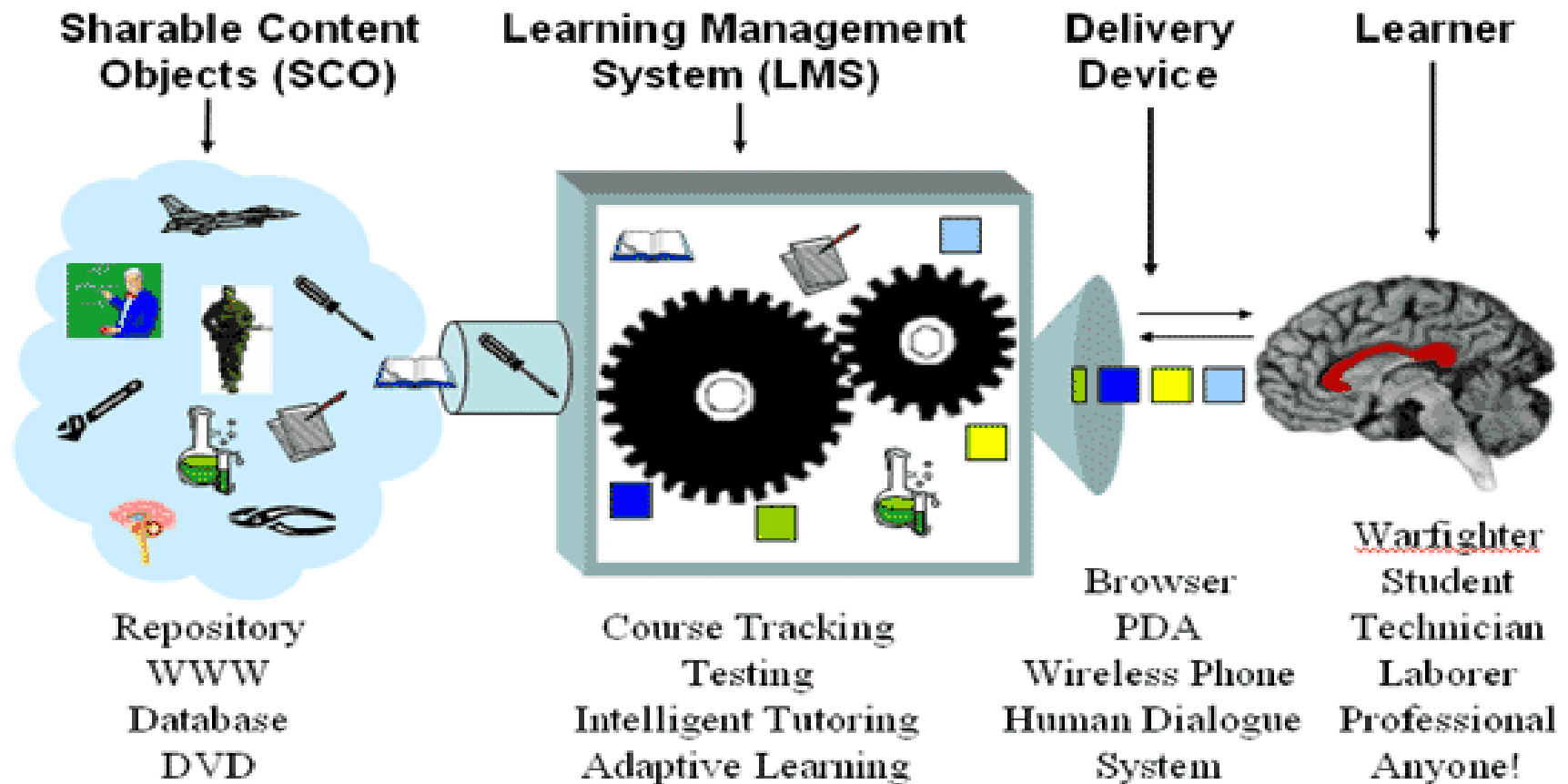
Sample Presentation

Learning Objects

Anatomy of an e-Learning Object



Learning as remembering



From: Slosser, S. (2001) "ADL and the Sharable Content Object Reference Model." MERLOT 2001.

Open Educational Resources

- Resources that are *open*
- That are *free*
- And *accessible*





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



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

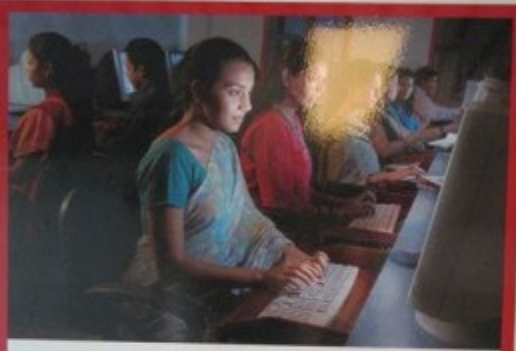
<http://www.open.edu.au/>



<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



Students awarded credible degree or credential



Participating Institutions grant credit for courses



Open assessment from participating institutions



Open student support via "Academic Volunteers International"



Learners access courses based solely on OER



The OER university concept. Adapted from Taylor (2007)

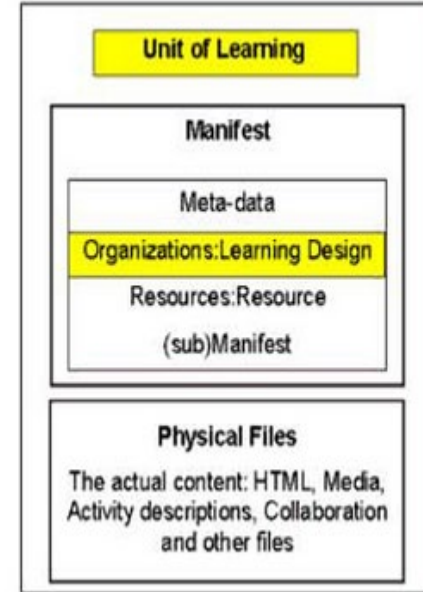
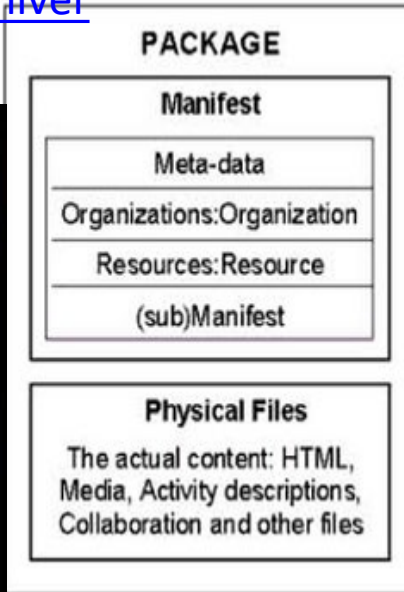
<http://www.col.org/blog/Lists/Posts/Post.aspx?ID=130>

Phases of Openness?



Phase 1

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



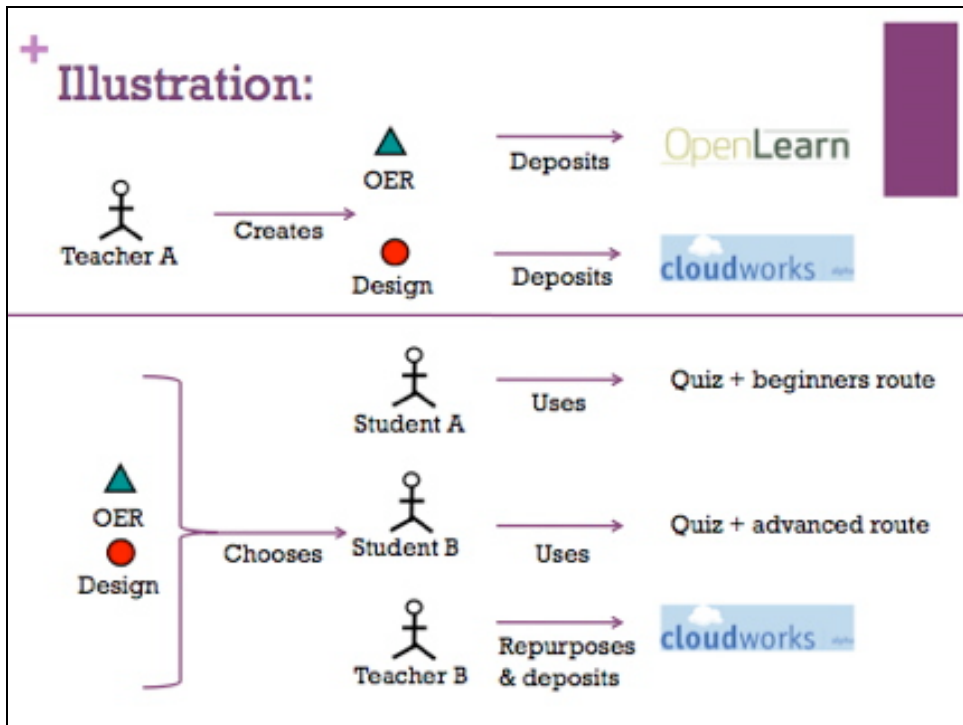
<http://www.imsglobal.org/metadata/>

http://ltsc.ieee.org/wg12/files/LOM_1484_12_1_v1_Final_Draft.pdf

<http://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](#)...

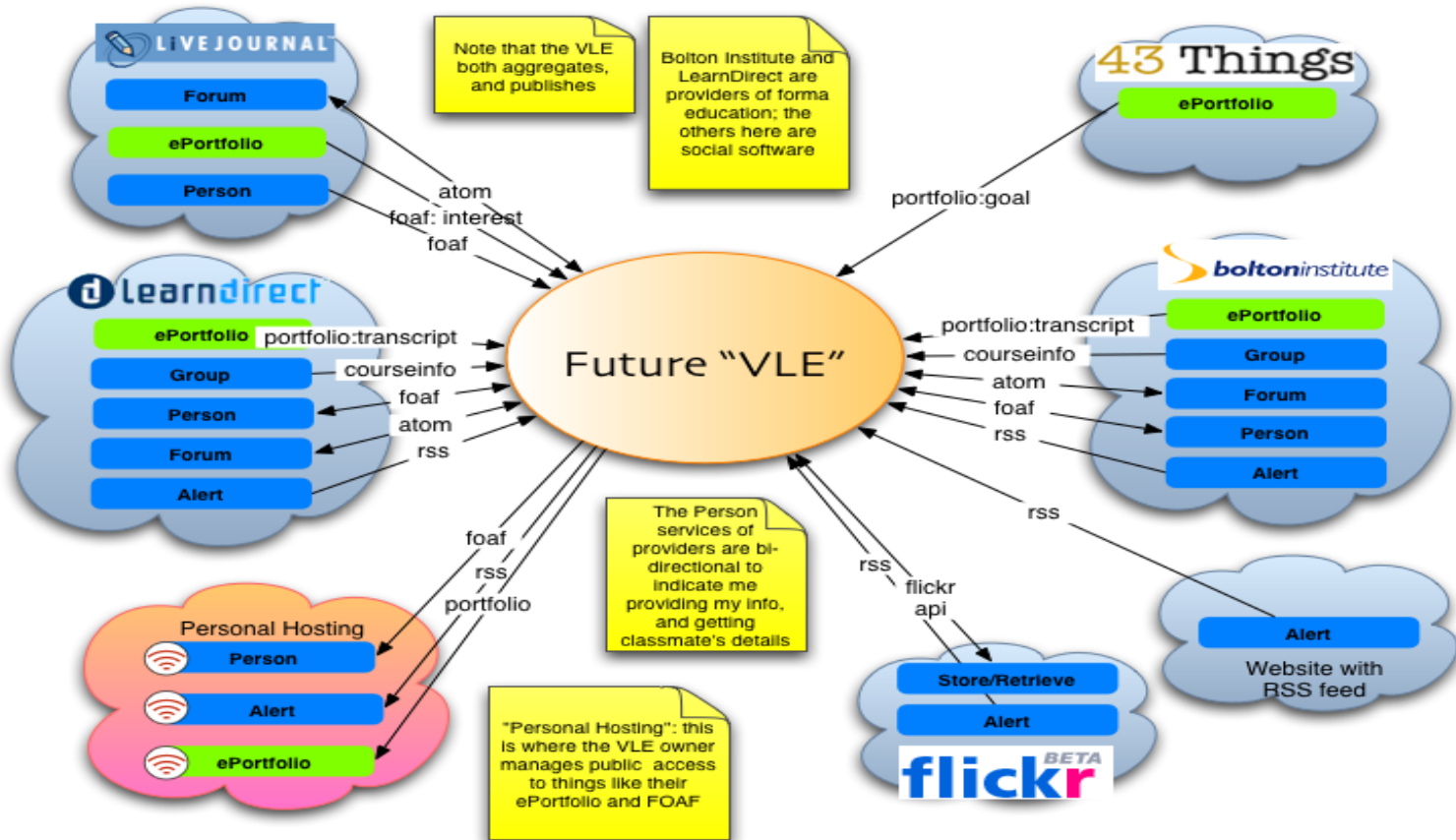
<http://e4innovation.com/?p=373>

Learning Design & Open Practices

The Course Wiki – Open Planning

The Course Blog – Open Process

The Personal Learning Environment



Sharing pedagogical patterns



Tutorial: **Using a search engine**

Learning Outcome: A clear understanding of the role of the critical factors in the system

Summary: through preparing their own account of **using a search engine**, to demonstrate the role of the critical factors, using the **Library guidelines**; presenting it to their group; defending it against questions and comments; and revising their account in the light of the tutor's summary of the discussion

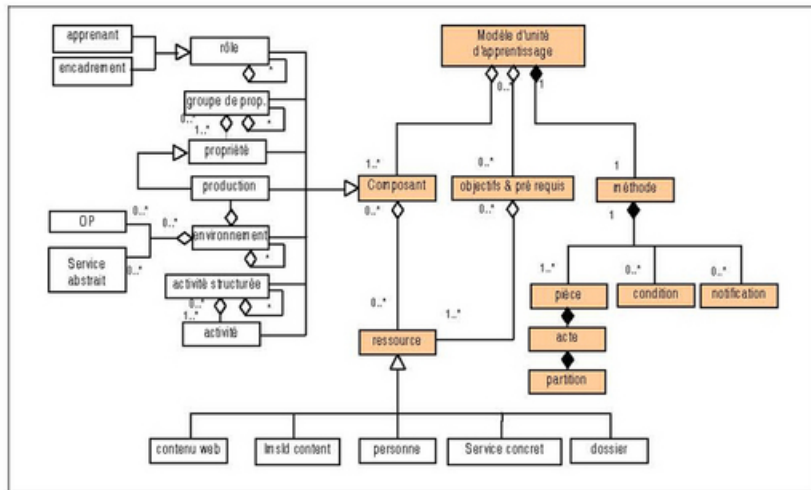
Tutorial: On a system or process
Learning Outcome: A clear understanding of the role of the critical factors in the system

Summary: through preparing their own of to demonstrate the role of the critical factors, using ; presenting it to their group; defending it against questions and comments; and revising their account in the light of the tutor's summary of the discussion

Tutorial: **The water cycle**

Learning Outcome: A clear understanding of the role of the critical factors in the system

Summary: through preparing their own **animation of the water cycle**, to demonstrate the role of the critical factors, using **the OER cycle**; presenting it to their group; defending it against questions and comments; and revising their account in the light of the tutor's summary of the discussion



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

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





Learning Design & Patterns

Phase 3

READING HORIZONS™
DISCOVER INTENSIVE PHONICS FOR YOURSELF

Phonemic Awareness Assessment

Phonemic Awareness

CORRECT (Y)
INCORRECT (N)

List 1

HEC ASSESSMENT - Student

RESTART (R) STOP (S)



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

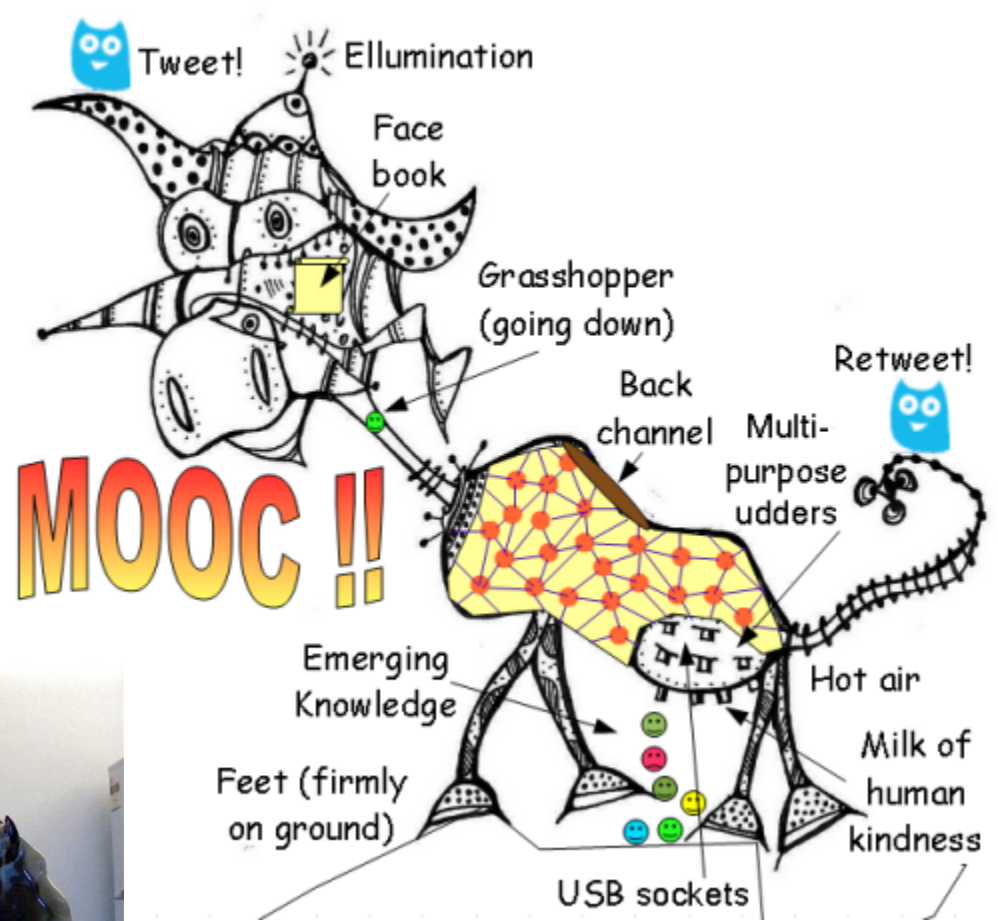
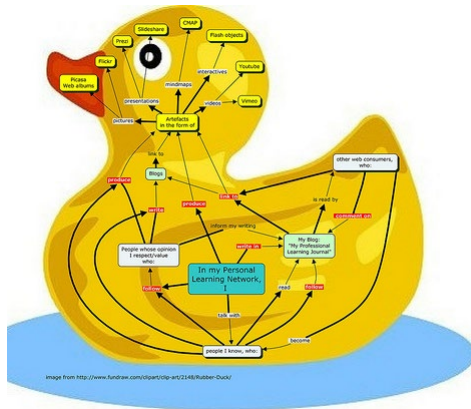
<http://www.aspirationtech.org/events/p2pu/openassessment/2010>

Open Assessment?



MOOCs change our understanding of learning online...

<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

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://wwwapps.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, YOO!

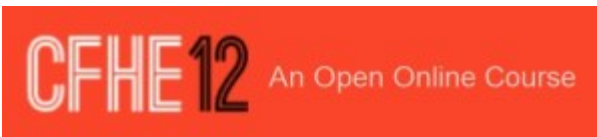
PLENK 2010

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 the course materials.

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](#)
- [Filuminate 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/>

An invitation to work collectively



<http://outils-reseaux.org/PagePrincipale>

Engagement between communities





The important aspect of a connectivist course is not the content of the course

cMOOC vs xMOOC

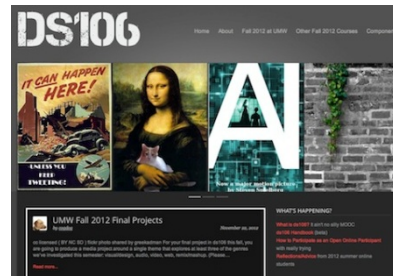
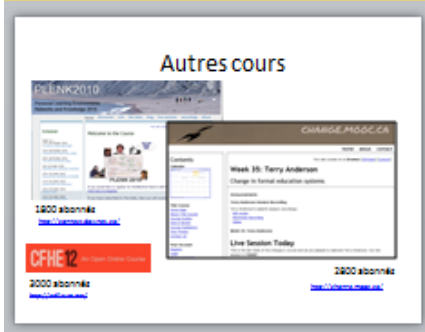


networks

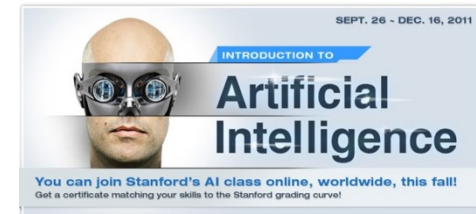
tasks

content

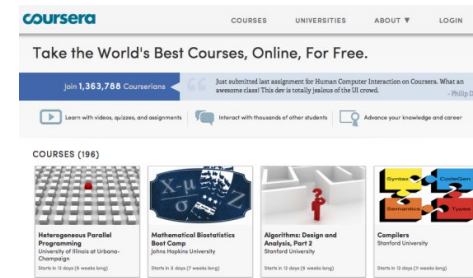
c



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



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



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

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

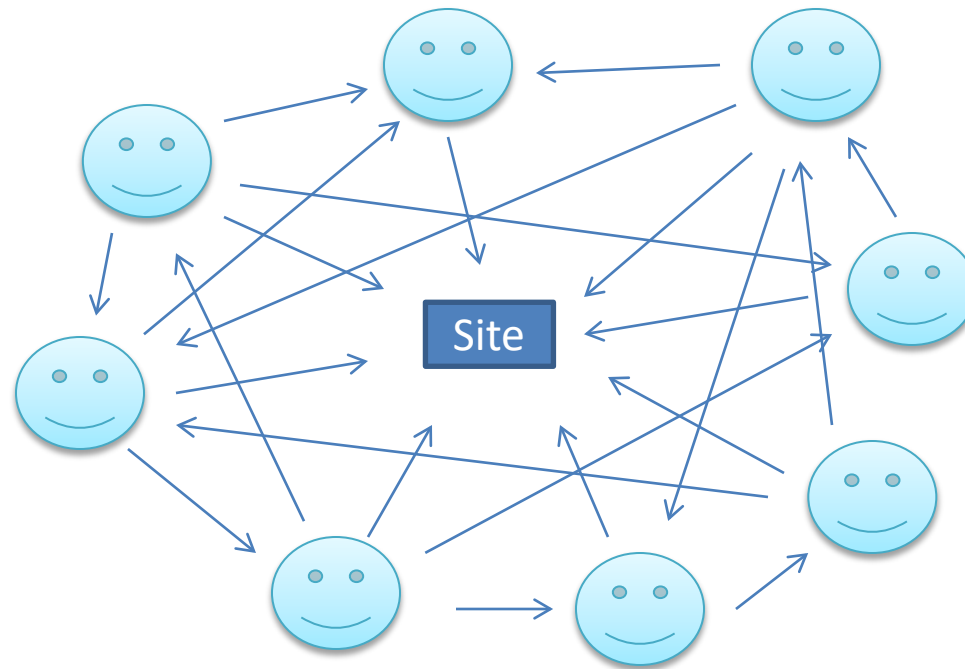


Traditional Course



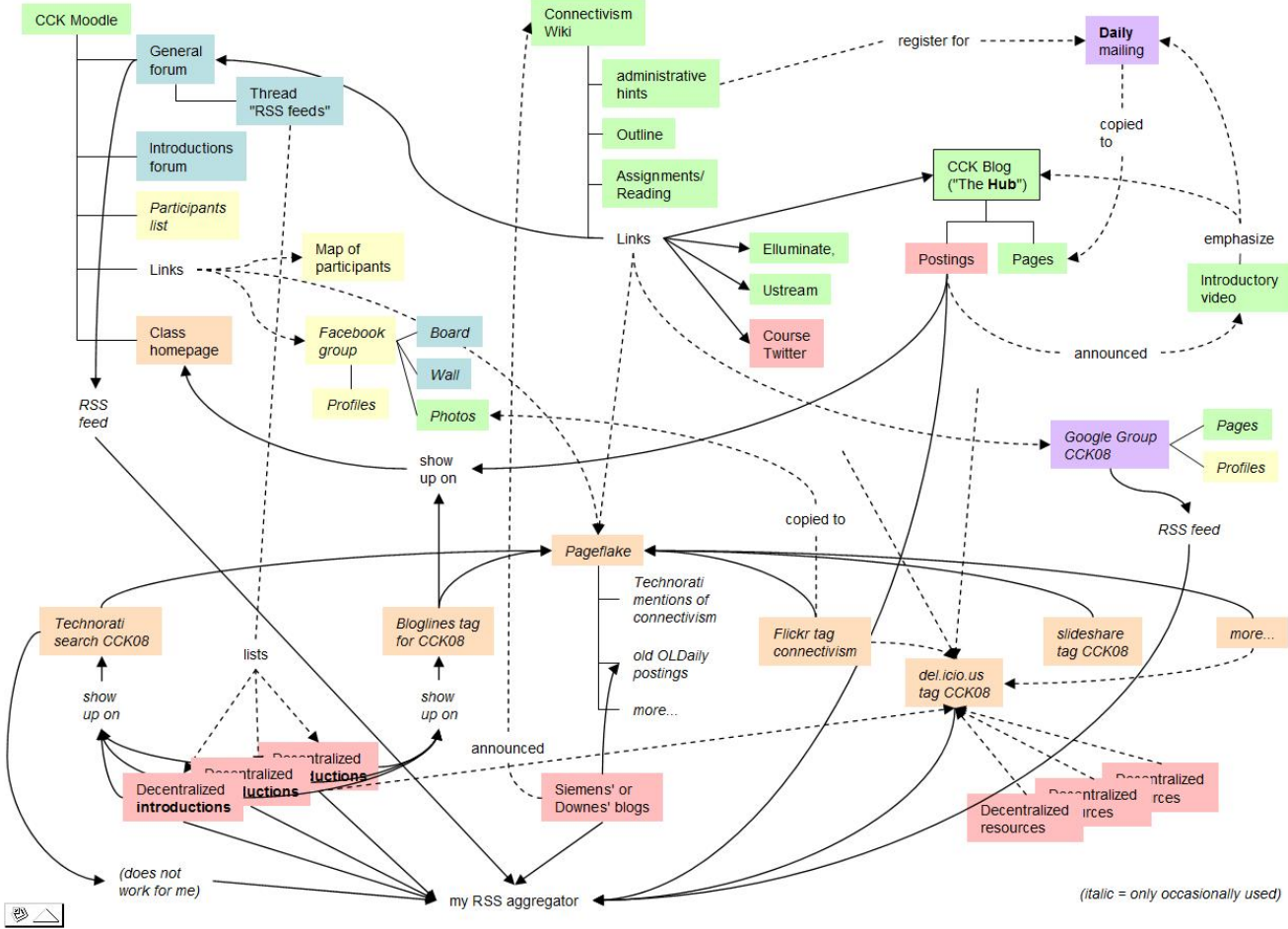
Most online courses are based on websites (even Coursera, Khan and Udemy)

Massive Open Online Course

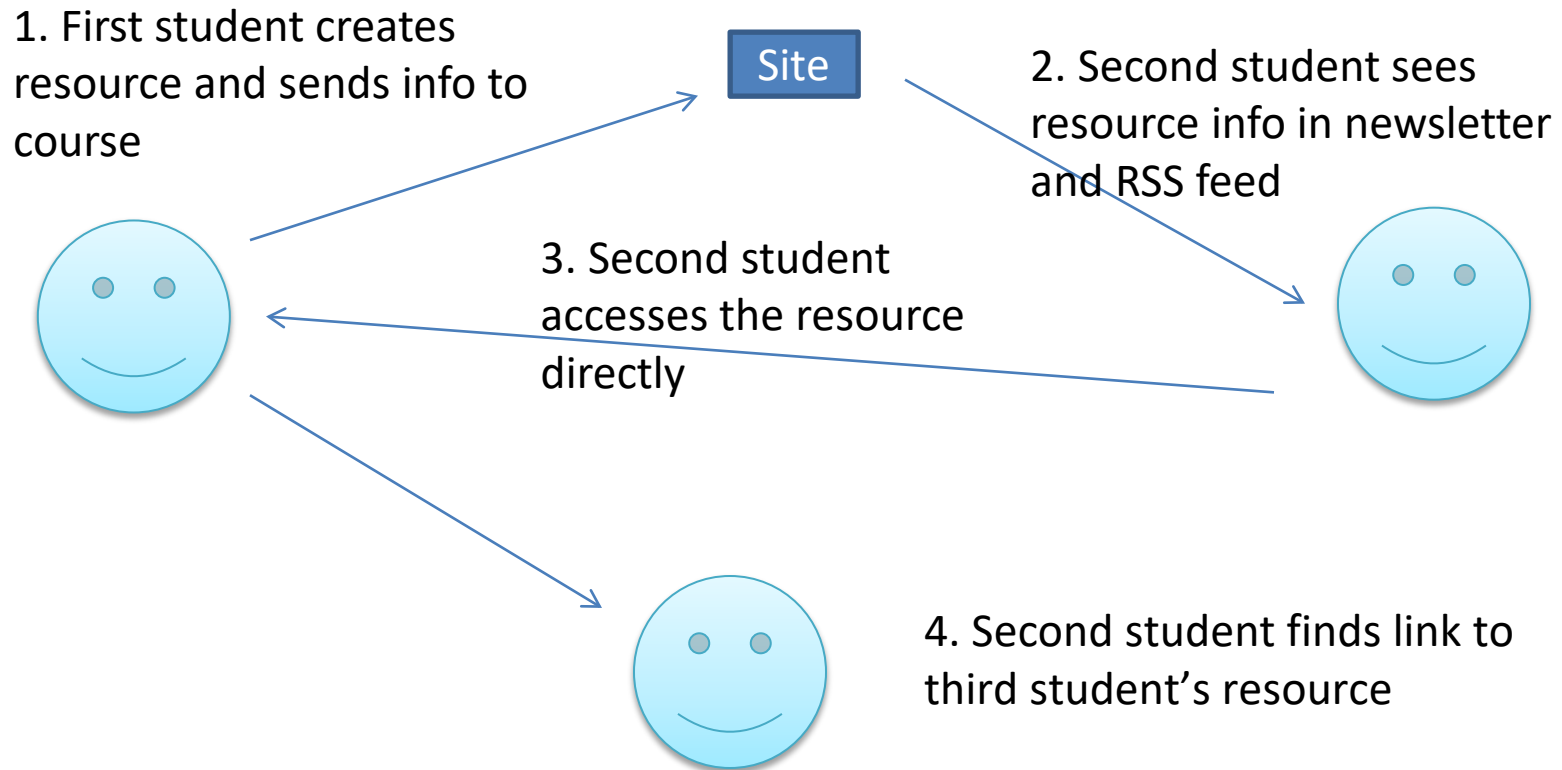


A MOOC is a Web, not a Website

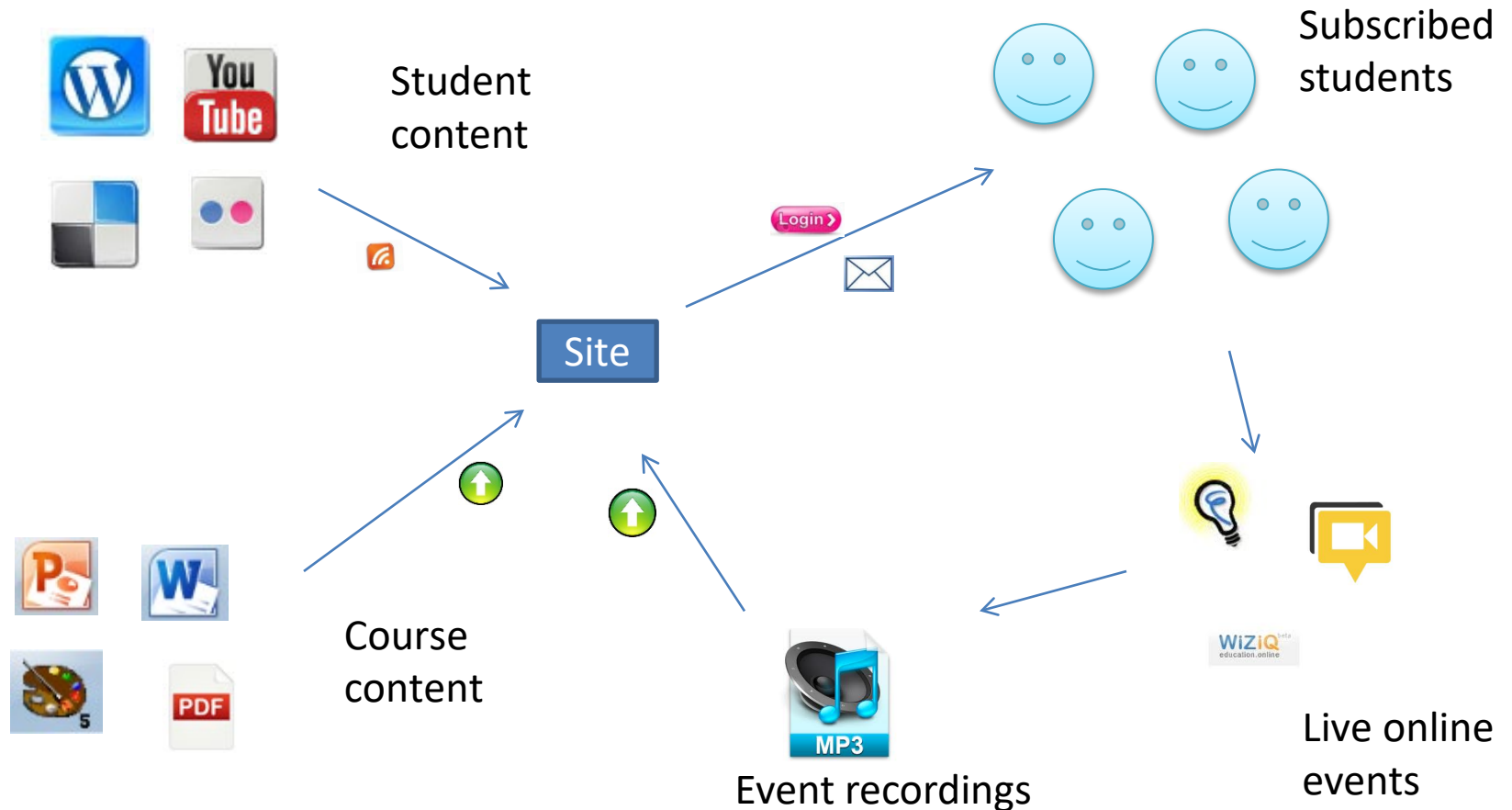
Connectivist MOOCs



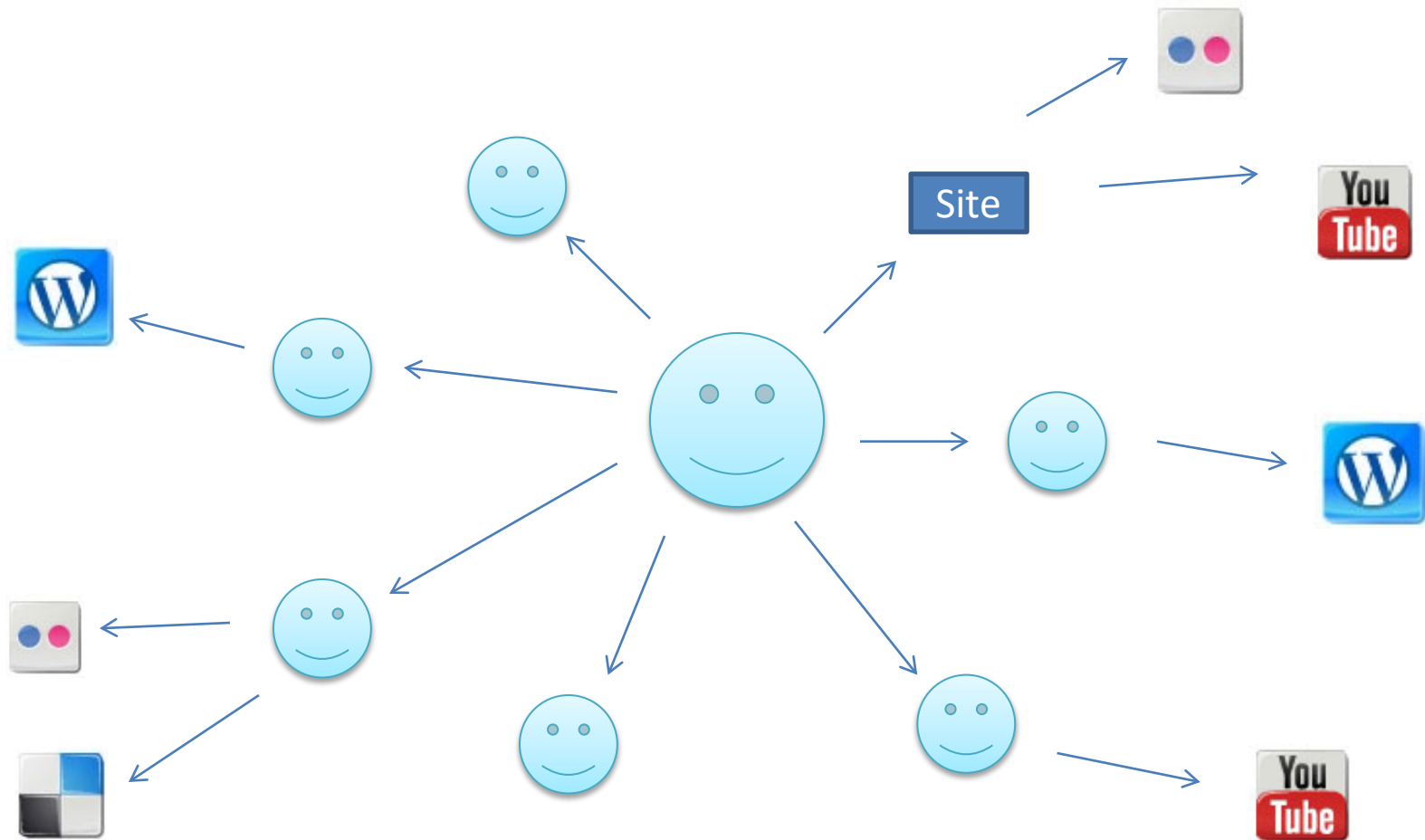
Underlying MOOC Support



Course Provider Perspective



The Student's Perspective



A range of different resources and services

gRSShopper Functionality

Harvester

- atom, RSS, JSON
- blogs, discussions, pages
- Twitter, Facebook, etc

User management

- Login and authentication
- Newsletter subscription
- Social network information

Feed Manager

Site Manager

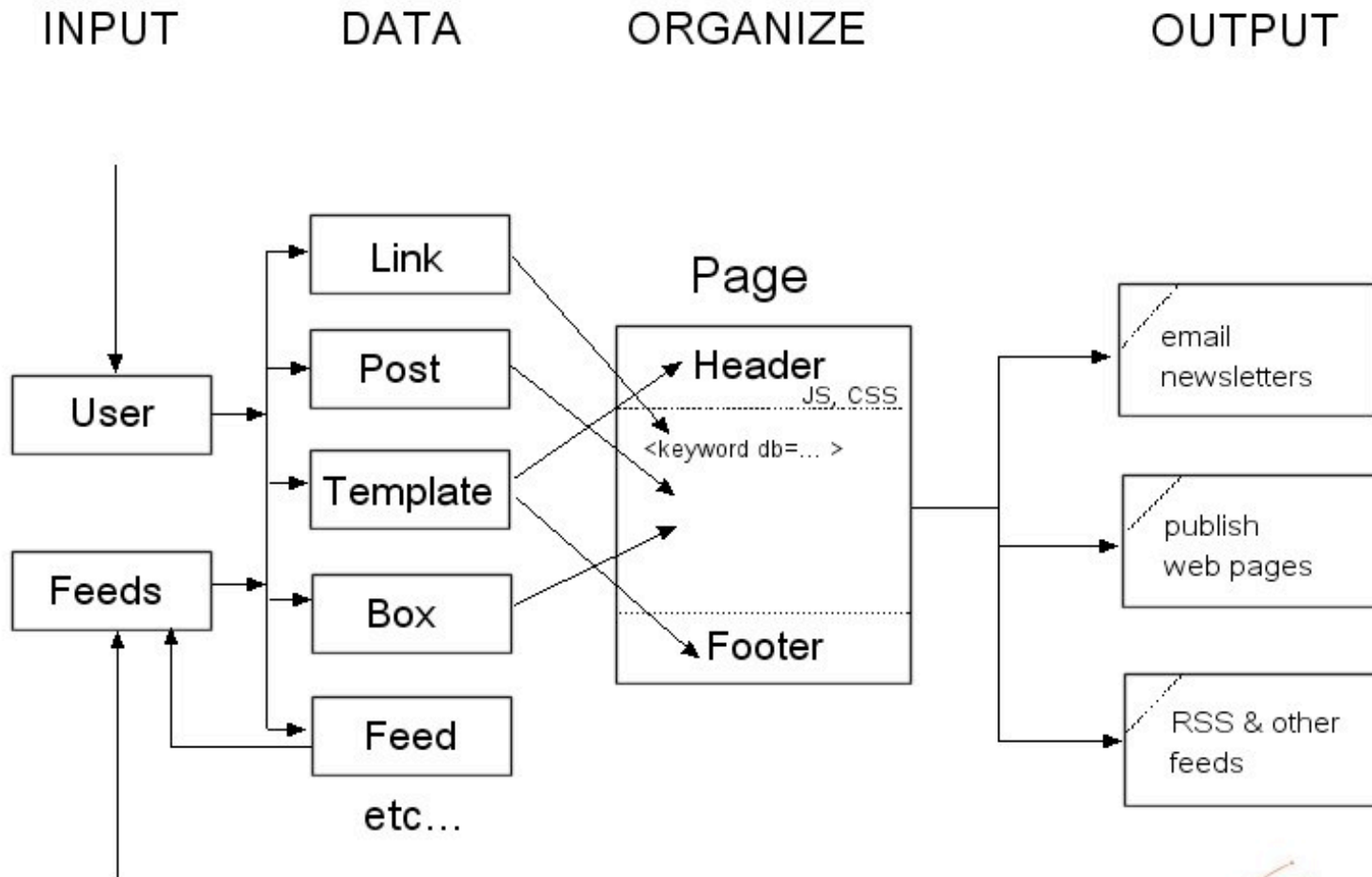
- Course pages
- Events, etc.
- Newsletter pages

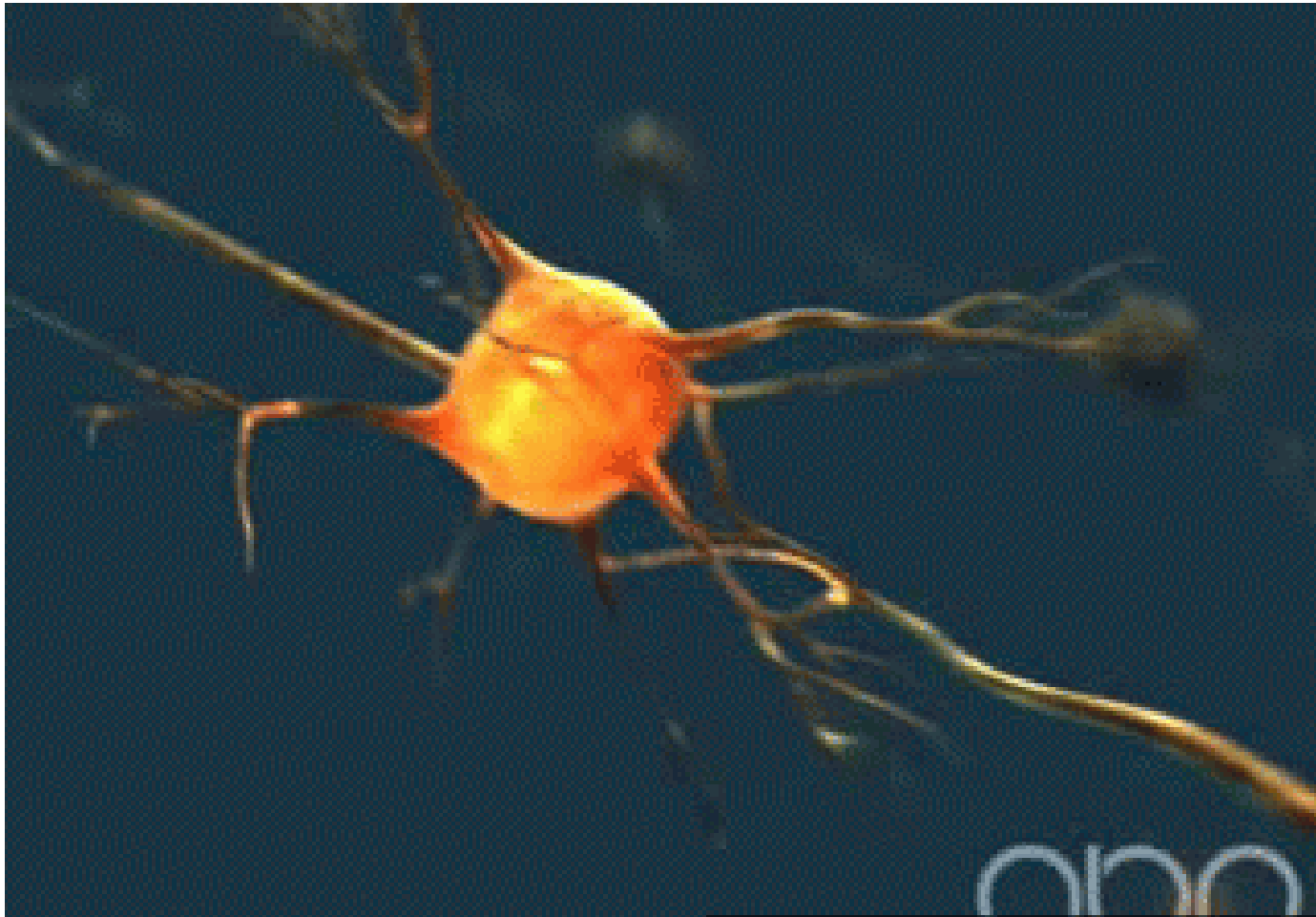


Distribution

- Email newsletter
- RSS / Atom / JSON feeds
- API to Twitter, Facebook, etc

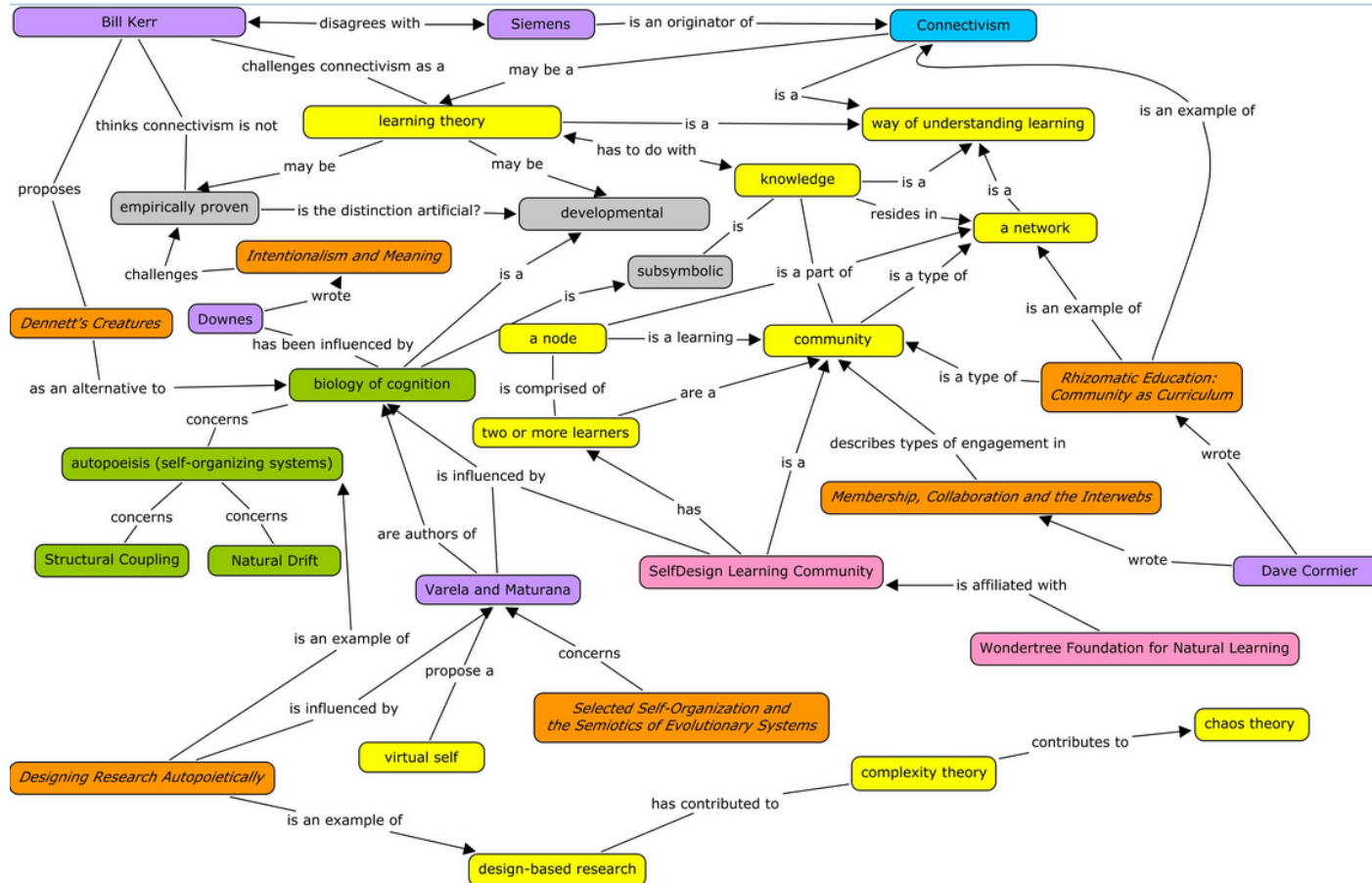
gRSShopper Flow





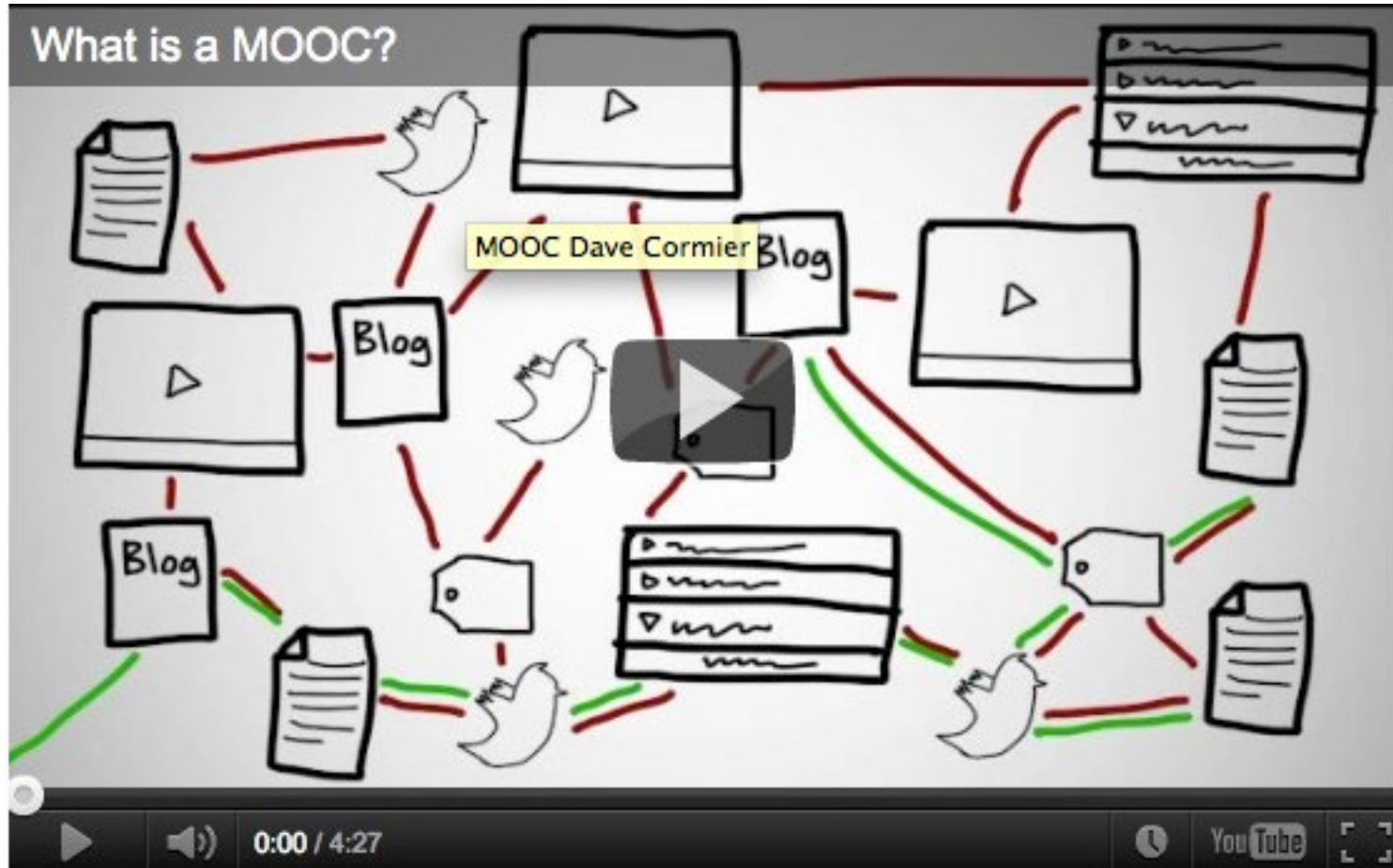
Learning is *literally* the formation
of connections between neurons

OERs as the *Nodes* of the Network



<http://memeosphericpressure.wordpress.com/2008/10/06/cck08-concept-map/>

How to Learn in a cMOOC

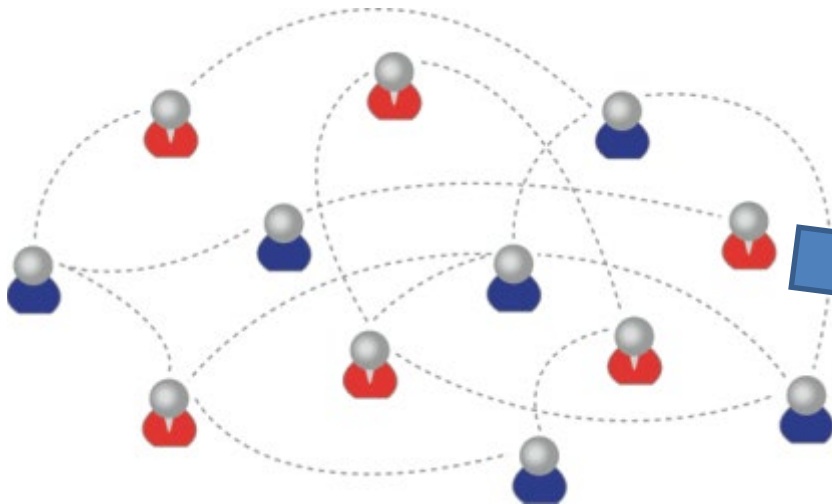


A process of immersion into a knowing community

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

How to Create a cMOOC

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



We use social networks...

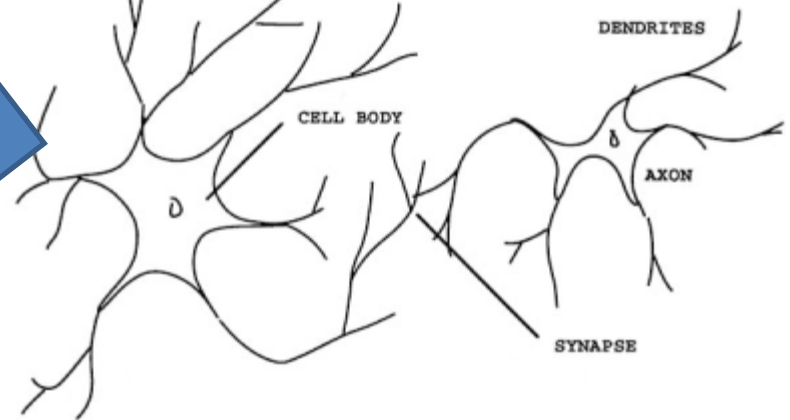
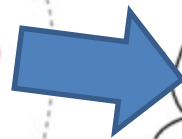
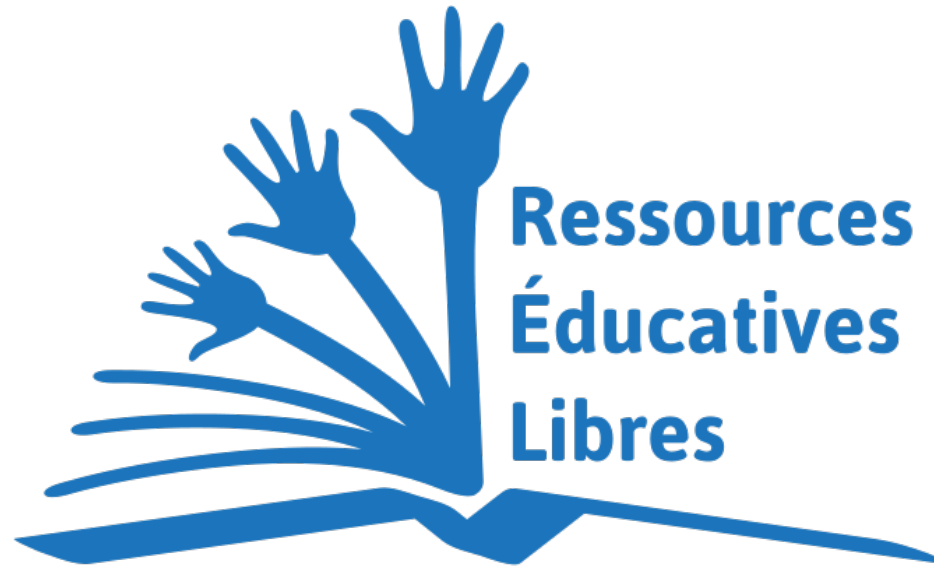


Figure 1. Biological Neuron

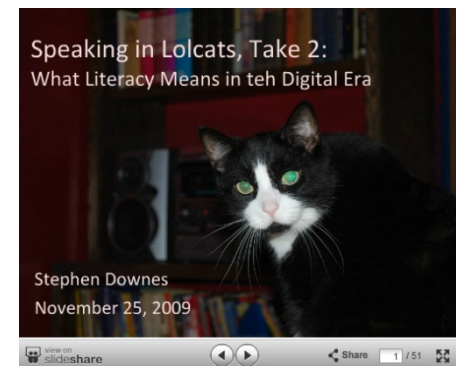
... to create personal knowledge

Why Open Educational Resources?



Learning activities are essentially conversations

OERs are the *words* used in those conversations



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

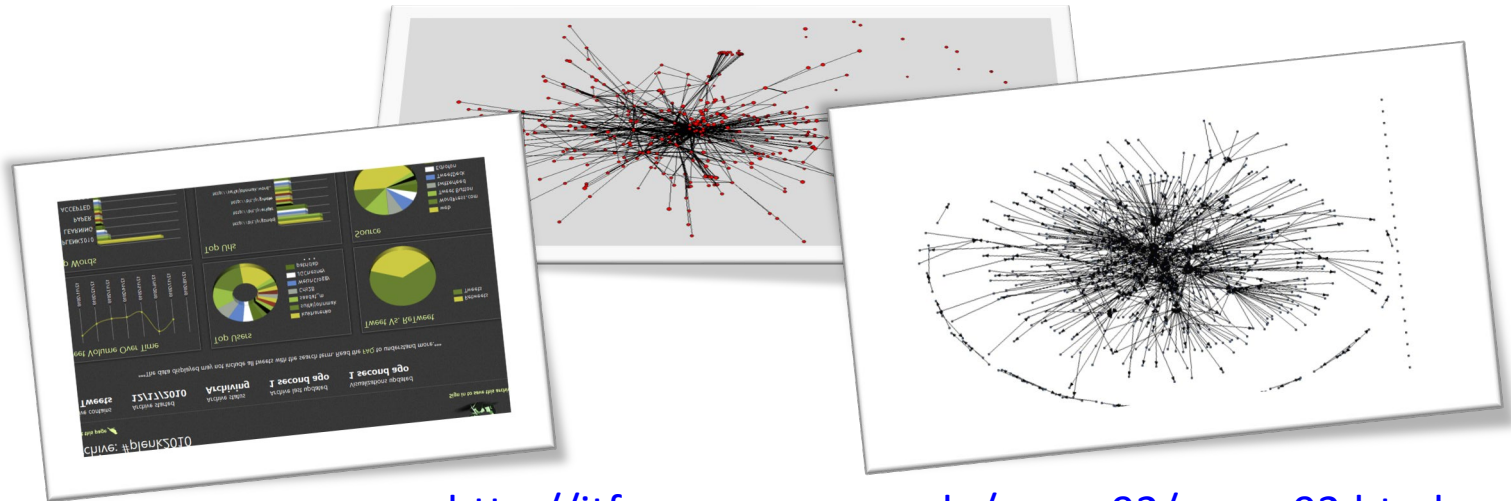
Success Factors

- 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>

Design Principles

Autonomy

- Choice of contents
- Personal learning
- No curriculum

Openness

- Open access
- Open content
- Open activities
- Open assessment

Diversity

- Multiple tools
- Individual perspective
- Varied content

Interactivity

- Encourage communication
- Cooperative learning
- Emergent knowledge

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

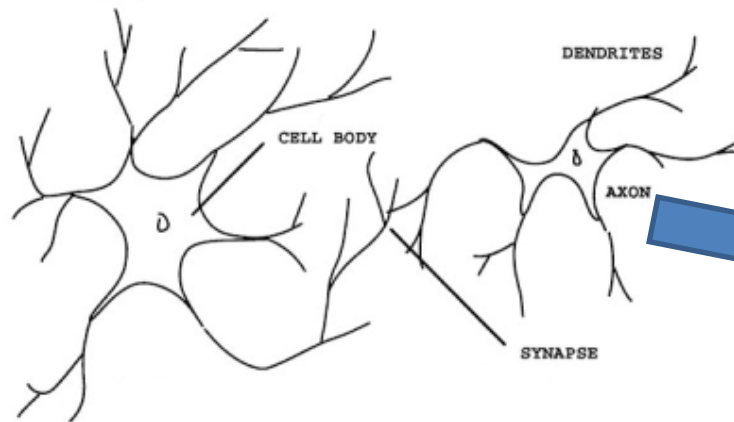
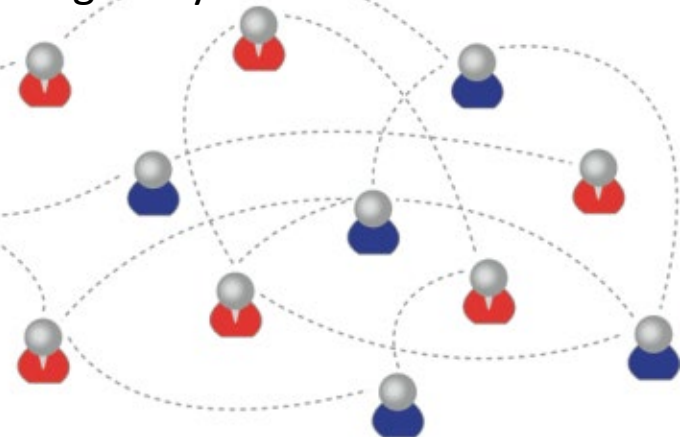


Figure 1. Biological Neuron

Learning analytics



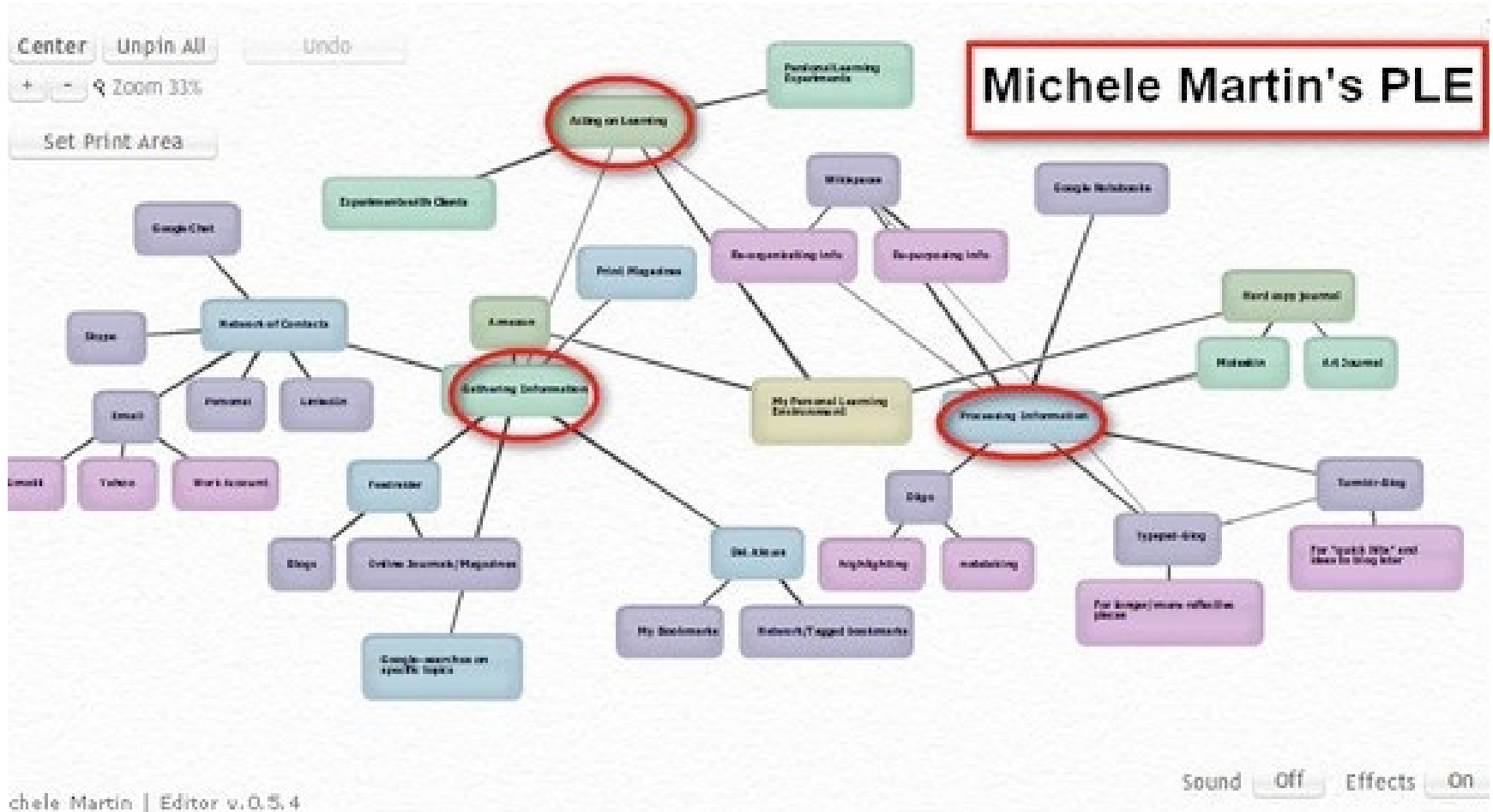
We recognize our understandings...

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

Aggregated Conversations



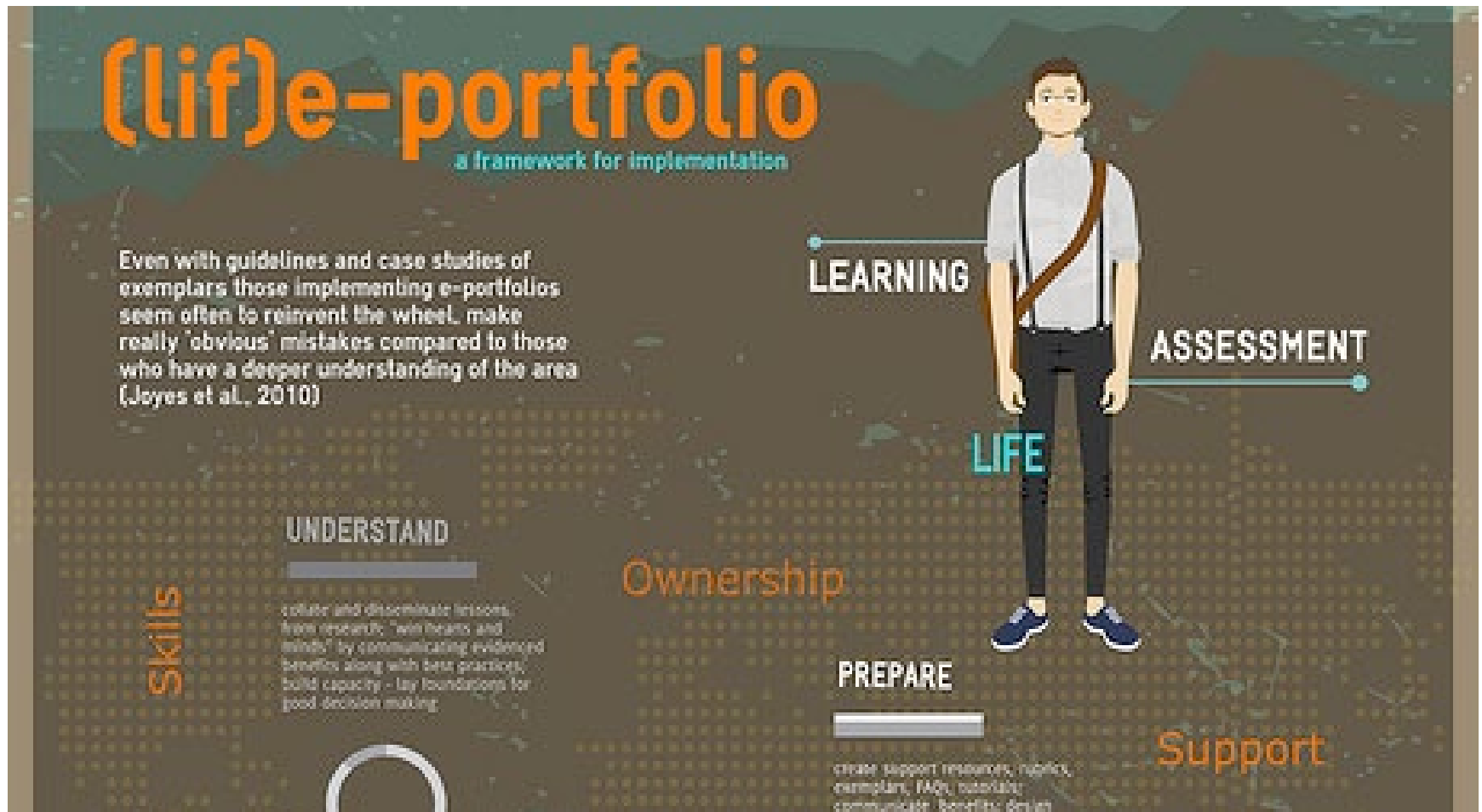
Personal Learning



<http://dmlcentral.net/blog/howard-rheingold/diy-u-interview-anya-kamenetz>

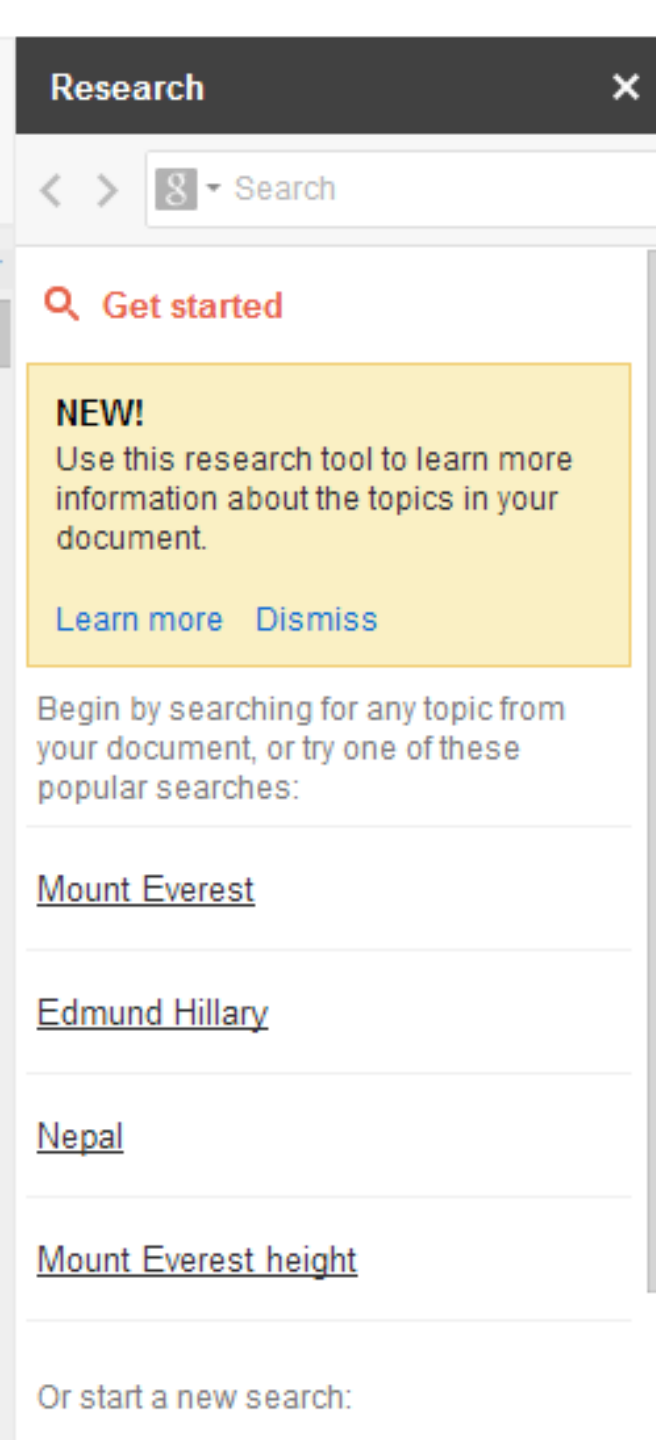
<http://www.downes.ca/post/58150>

Life portfolio



<http://leelearning.wordpress.com/2012/05/17/life-portfolio/>

<http://www.downes.ca/post/58174>

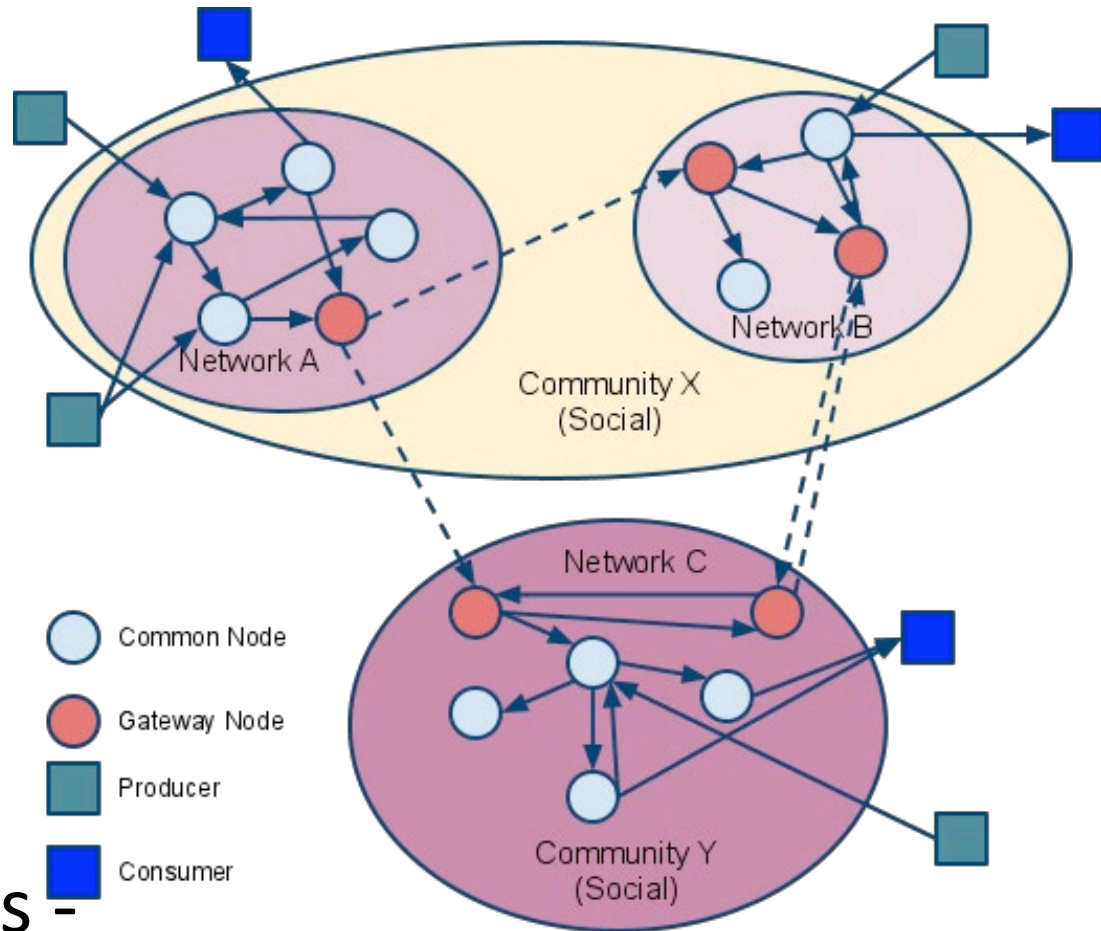


The Research Sidebar

<http://www.downes.ca/post/58163>

<http://googlesystem.blogspot.ca/2012/05/research-sidebar-in-google-docs.html>

SPAWS



paradata recipes -

<http://www.downes.ca/post/58221>

use case - <http://www.downes.ca/post/58255>

Oauth is Your Future



Twitter

Connected as @hondanhon



Facebook

Connected as Dan Hon [Unlink](#)



[Connect as a Facebook page you manage](#)



Google+

[CONNECT NOW](#)

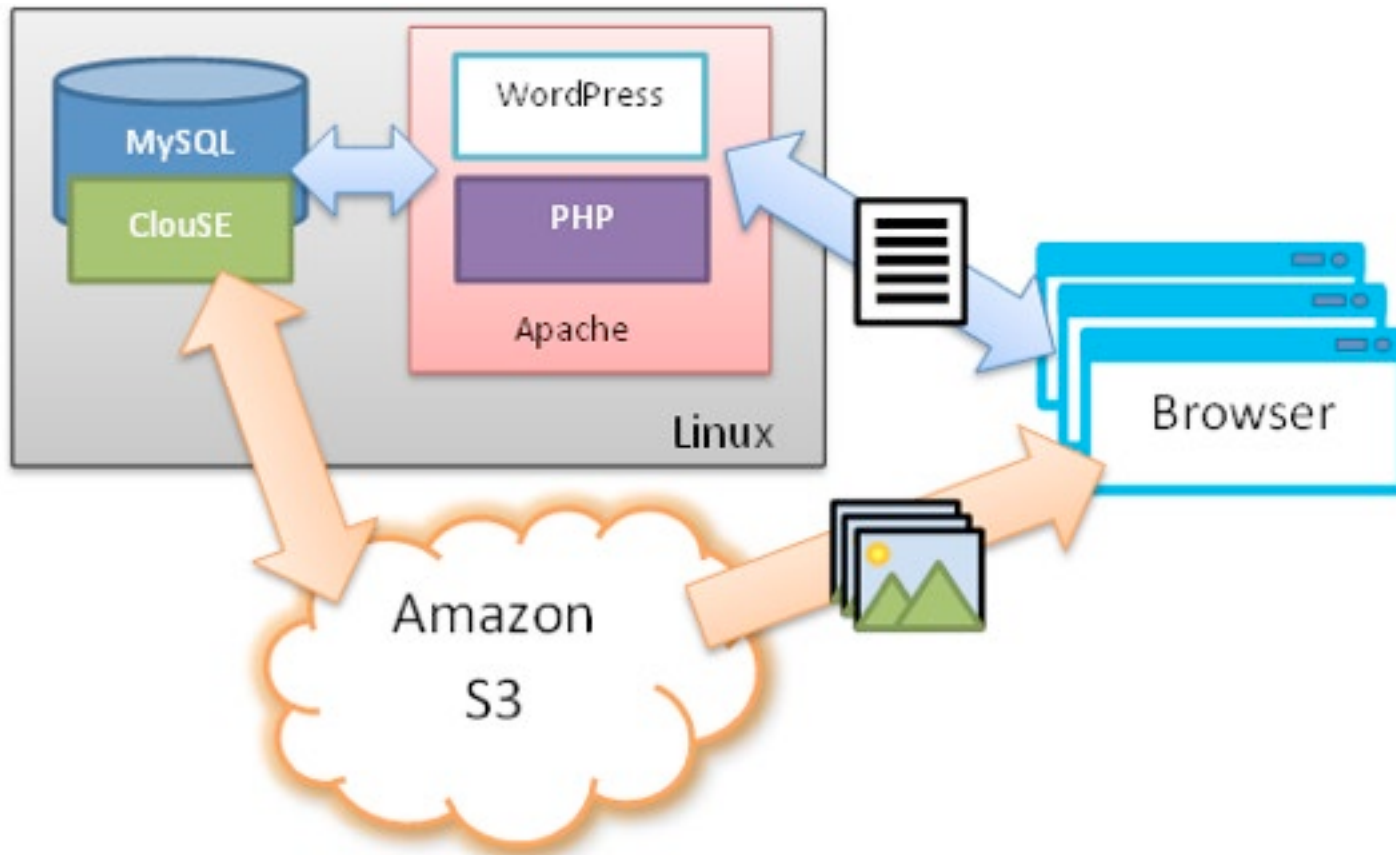


Department of
Homeland Security
Customs and Border Protection

Klout is trialling a beta program with the Department of Homeland Security and Customs and Border Protection to provide **fast entrepreneur visa entry** to individuals with high Klout scores in specific areas.

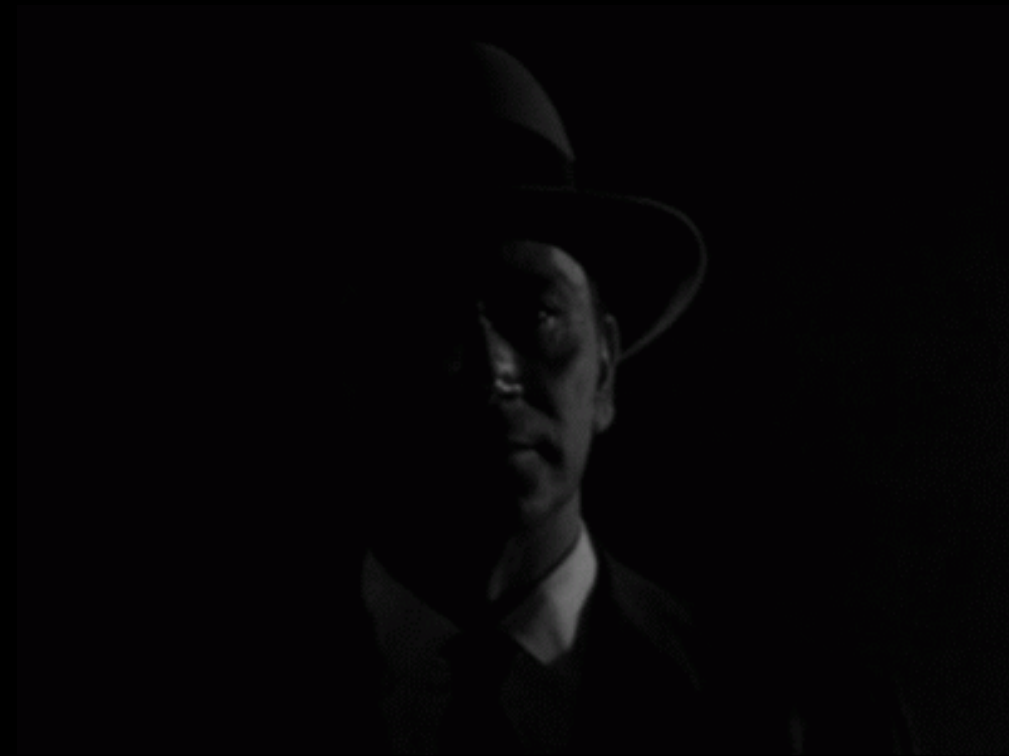
<http://www.downes.ca/post/58186>

Cloud Storage for the People



<http://www.readwriteweb.com/cloud/2012/05/s3-storage-for-wordpress-blogs.php>

<http://www.downes.ca/post/58189>



www.downes.ca