

THE MOOC OF ONE

Stephen Downes

INTED, Valencia, March 10, 2014

WHAT IS IT TO BE 'ONE'?

- What is it do be one person?
- What is it to be Valencian?
- What is it to be a doctor?

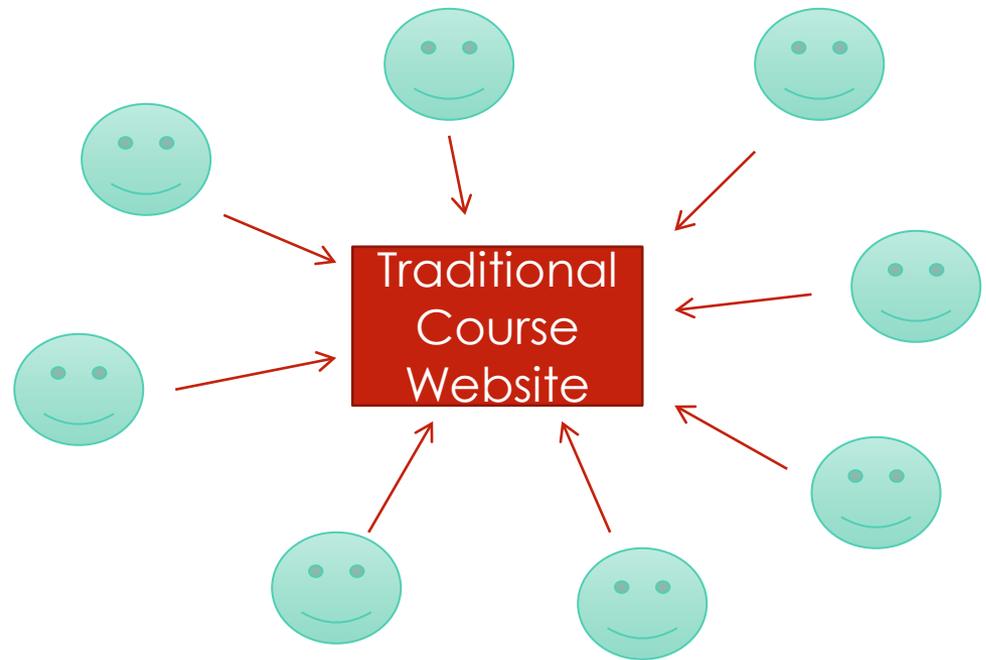
We think of education as transforming a person *into* something, but what does that mean?

Do we even know?



TRADITIONAL COURSE

In the traditional course, we just throw content at people, and hope it sticks.



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

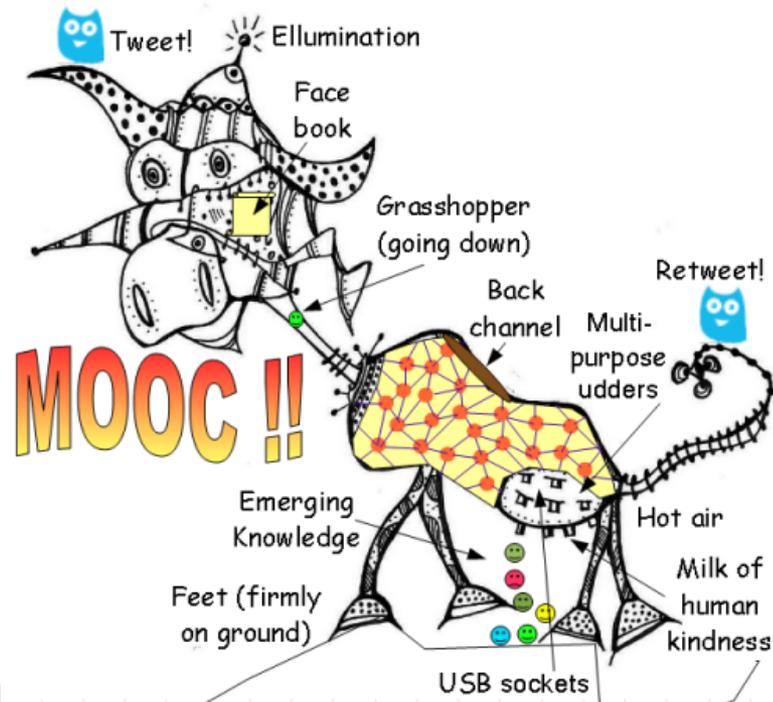
IS BEING 'ONE' BEING THE SAME?

It is as though we felt everyone must have exactly the same content-knowledge to be a person, a Valencian, a doctor. But we know that's not true.(*)



(*) This is an empirical proposition you can test for yourself.

THE MOOC

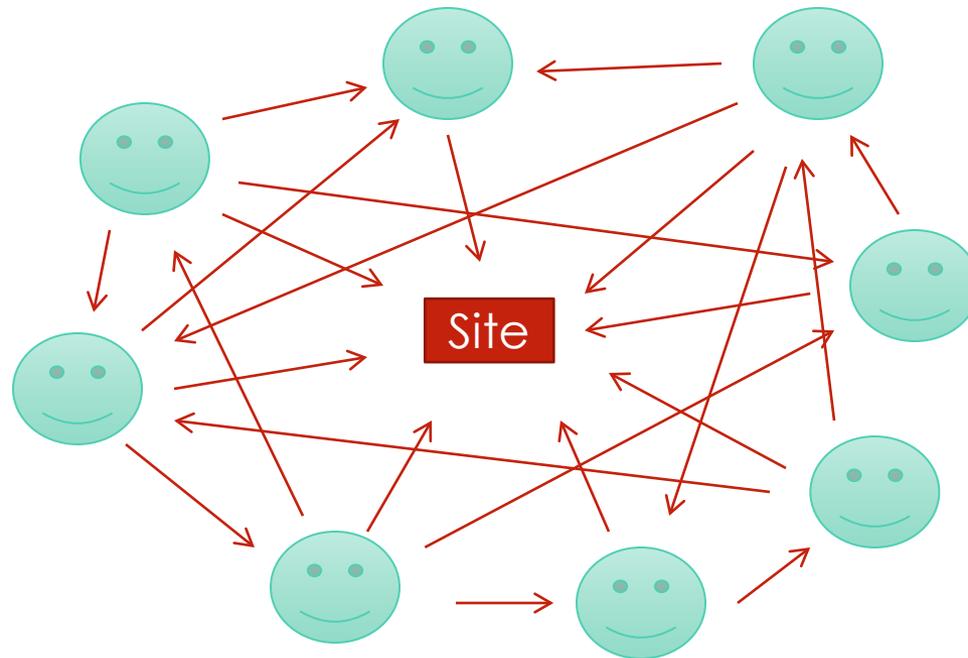


- **Massive** – by design
- **Open** – gratis and libre
- **Online** – not blended, not wrapped
- **Courses** – not communities, websites, video collections, etc

Image: Gordon Lockhart

<http://gbl55.wordpress.com/2011/03/08/cck11-man-this-mooc-is-something-else/>

MASSIVE OPEN ONLINE COURSE



A MOOC is a Web, not a Website

CCK08

Connectivism and Connective Knowledge

You are currently using guest access (Login)

Courses > CCK08

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>

2300 students

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



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

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

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

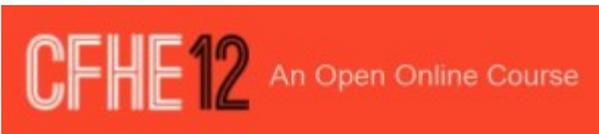
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Your Account

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1800 students

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



3000 students

<http://edfuture.net/>

2800 students

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

CURRENTLY

REL 2014 - Pour une éducation libre

ACCUEIL VOTRE COMPTE ▼ COMPTES RENDUS ▼ PARTICIPER ▼ SYNDICATION RSS ▼ ARCHIVES ▼

Vous êtes connecté(e) en tant que **admin** [Déconnexion] - [Profil]

Bienvenue
admin



INTRODUCTION ▼

1. DU CLOM CONNECTIVISTE ET FONCTIONNEMENT DE CE COURS ▼

Réutiliser, Retravailler, Recombiner, Redistribuer – 4R des REL pour une Éducation libre

Bienvenue à votre Cours en Ligne Ouvert et Massif (CLOM) de l'Organisation internationale de la Francophonie portant sur les ressources éducatives libres (REL).

Le cours débute le 3 mars 2014 et dure neuf semaines consécutives. Si vous n'êtes pas déjà inscrit(e), faites-le tout de suite pour recevoir le Bulletin de nouvelles quotidiennes et bénéficier du droit de commentaires/discussion dans le site.

Introduction au CLOM REL 2014

MOOC REL 2014

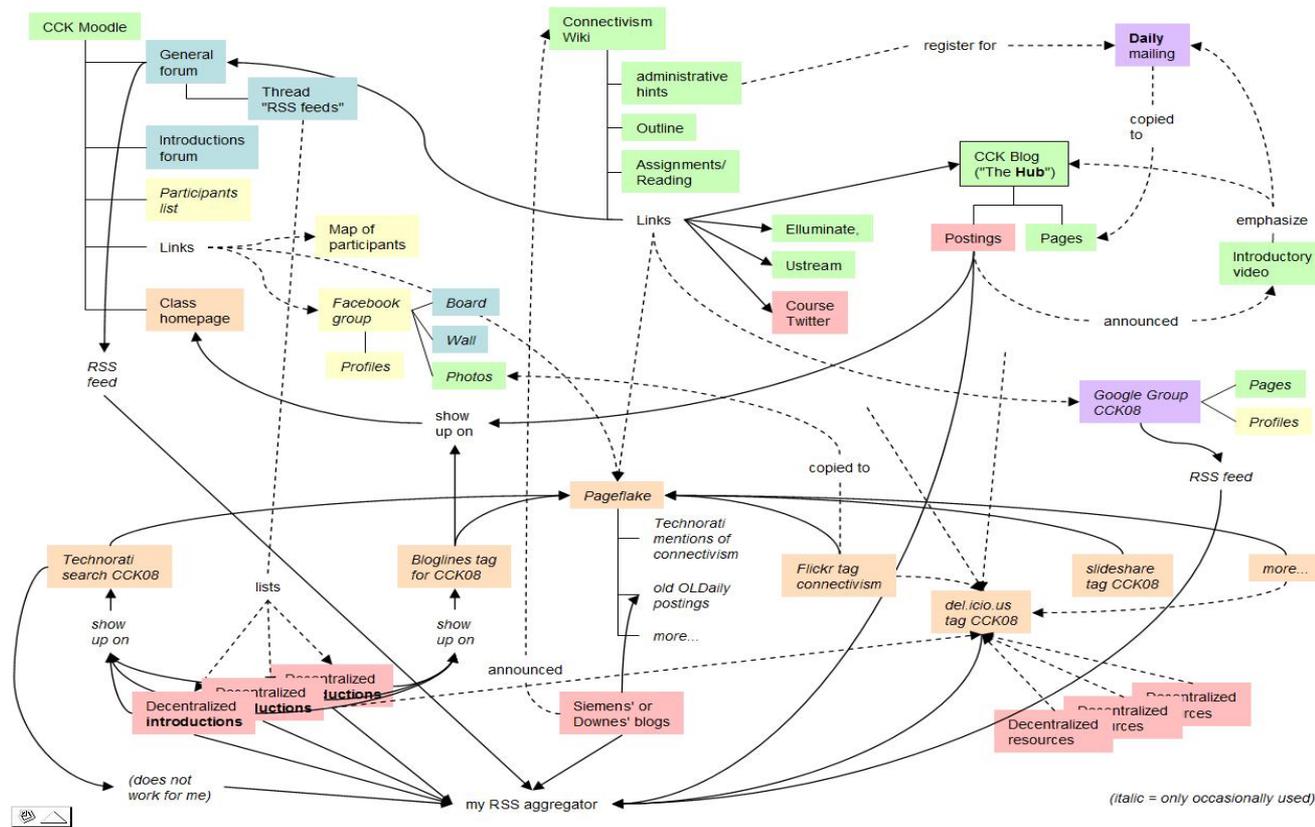
<http://rel2014.mooc.ca>

COMPLAINTS, COMPLAINTS



- Reading this course is like reading a dictionary
- I can't find specific content on something
- Where does it tell me what to do?
- There's too much content to read
- How do I know who to trust?

CONNECTIVIST MOOCS



<http://x28newblog.blog.uni-heidelberg.de/2008/09/06/cck08-first-impressions/>

WHAT ABOUT PROCESS?



- Operational – ‘one’ defined by reference to a series of steps or operations
- Functional – ‘one’ defined by similarity of method, purpose or function
- Teleological – ‘one’ defined by goal or objective

HAVING A 'FEEL' FOR IT

- But if you lose your place, how do you find your way back?
- A basis in process is empty, soulless and mechanical



Thomas Nagel:
What is like to be a bat?

<http://rintintin.colorado.edu/~vancecd/phil1000/Nagel.pdf>

CREATING THE EXPERIENCE

- Discovery learning, experiential learning
- Constructionism, 'making'

The idea is to create 'one' by creating the conditions that lead to being 'one'



Kirschner, Sweller, Clark – Object that discovering some fact or principle is less efficient than being told what it is. Dismiss experience as irrelevant.

UNDERLYING MOOC SUPPORT

1. First student creates resource and sends info to course



Site

2. Second student sees resource info in newsletter and RSS feed

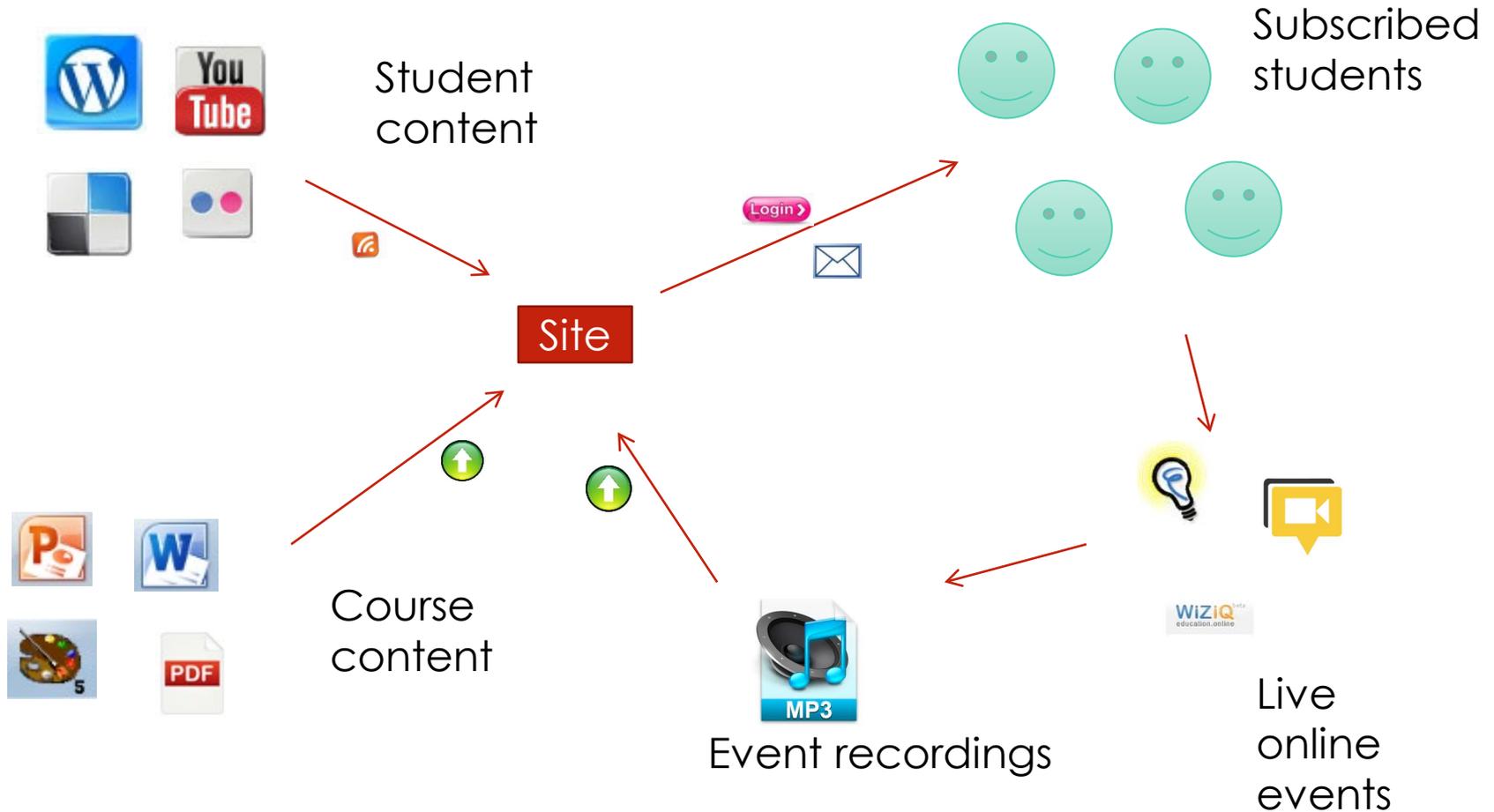


3. Second student accesses the resource directly



4. Second student finds link to third student's resource

COURSE PROVIDER PERSPECTIVE





THE FLEETINGNESS OF FEELING?

- Where do our memories go when we're not having them?
- Are we still a doctor when we're asleep?

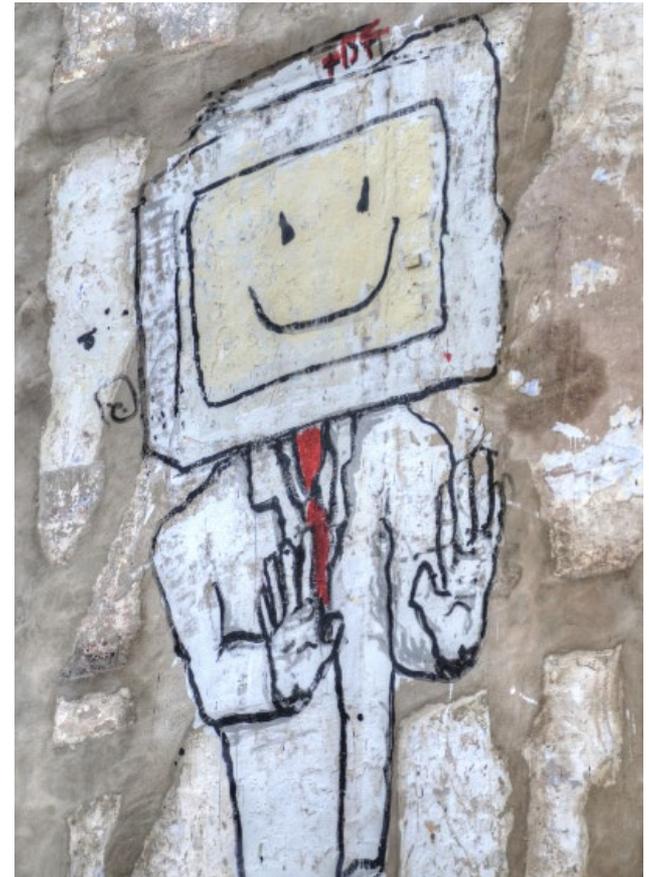
THE SEMIOTIC APPROACH

- The Big Answer – we turn the camera outward and look at the world
 - Social constructivism
 - Empiricism and logical positivism
- The Little Answer – we turn the camera inward and look at the world introspectively
 - The primacy of reason
 - The critical (digital, or whatever) literacies approach

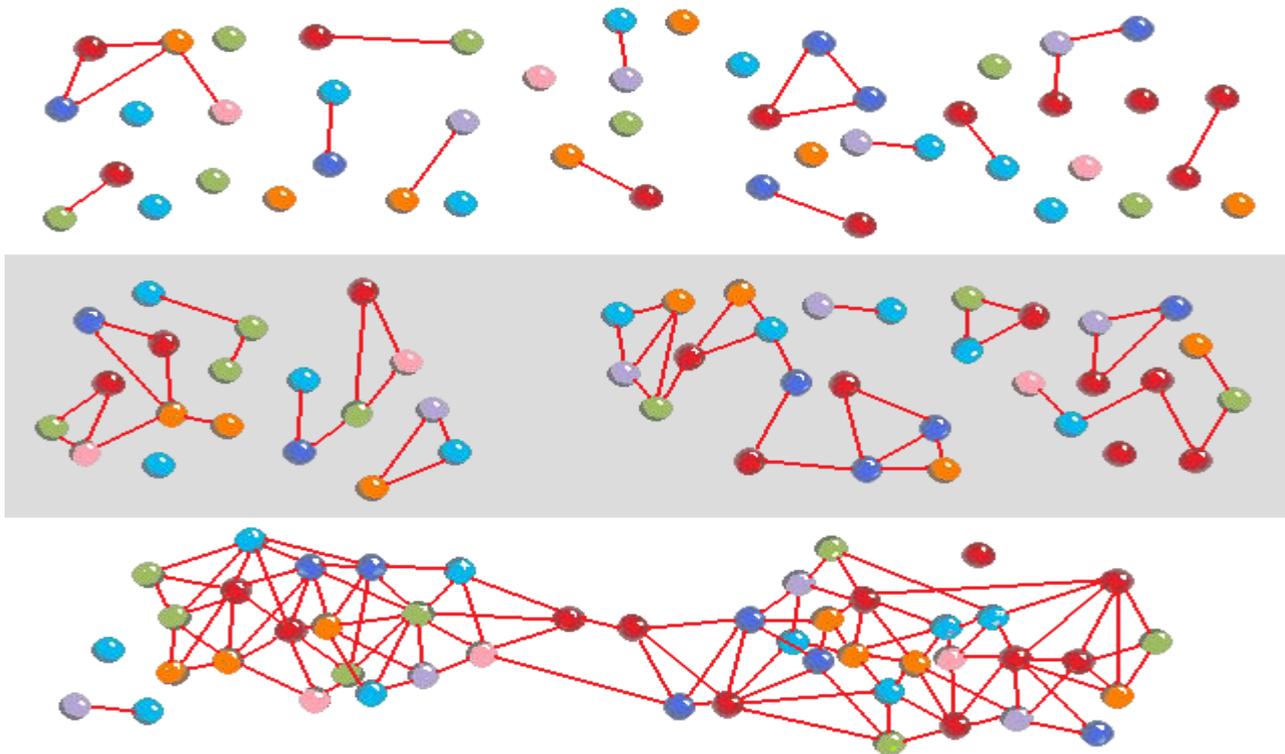
These are semiotic approaches, based on the idea of reason and representation

TAKE AWAY THE HOMUNCULUS

- There is no camera
- There is no little man
- There is nobody to 'construct' our representations for us



SELF-ORGANIZING NETWORKS



These are at once perceptual systems and reasoning systems

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

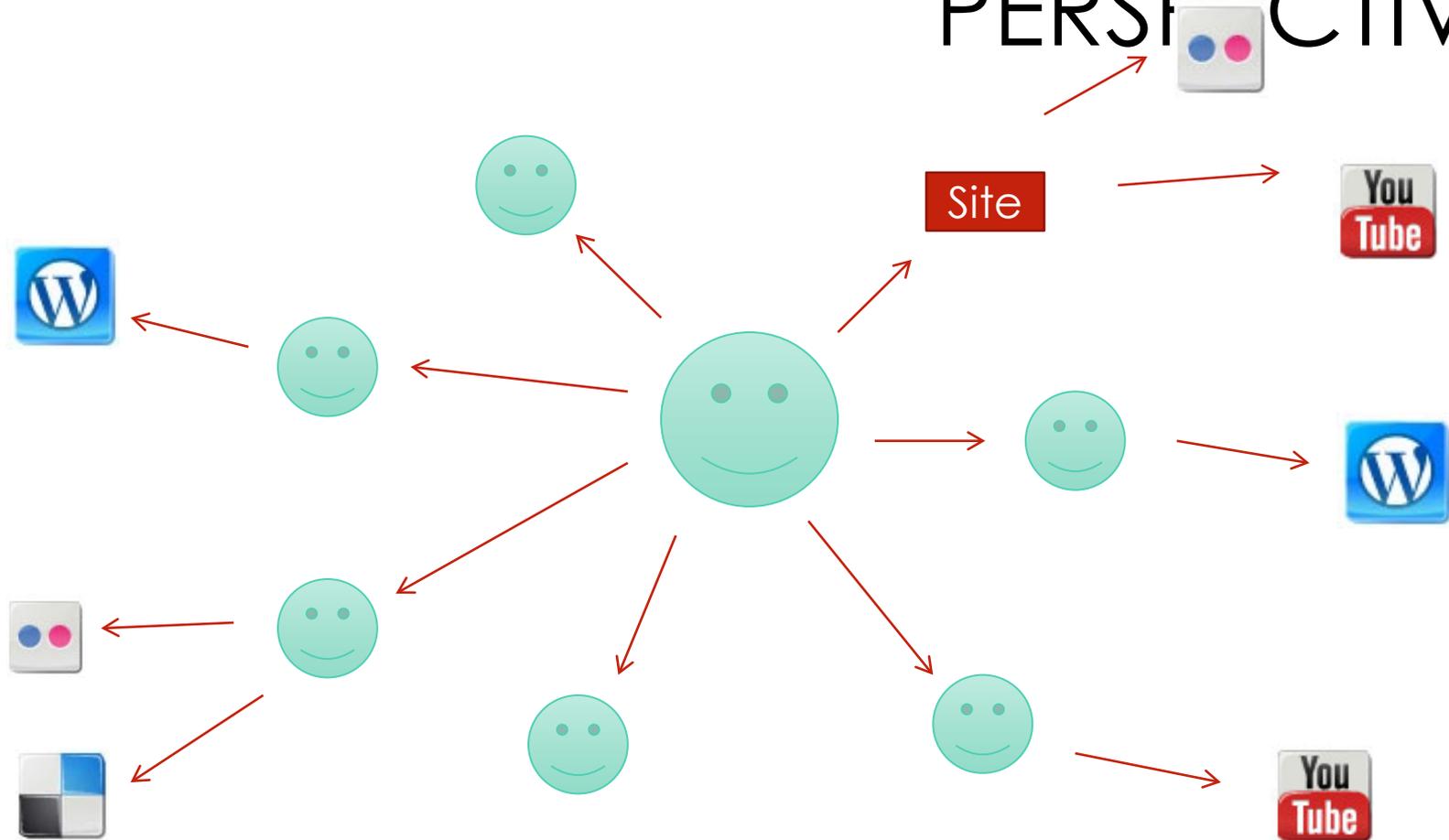
PERSONAL LEARNING



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

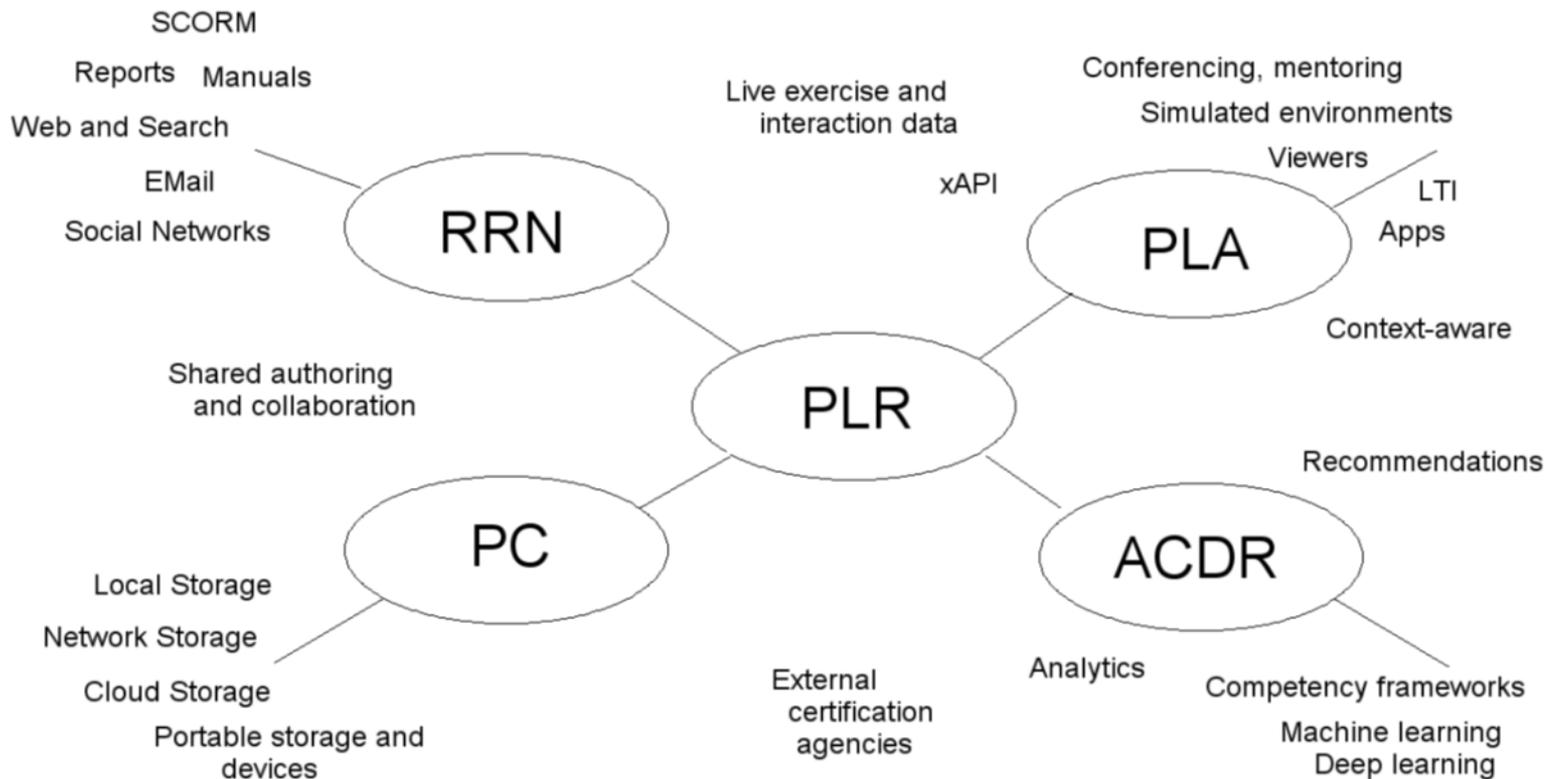
<http://www.downes.ca/post/58150>

THE STUDENT'S PERSPECTIVE

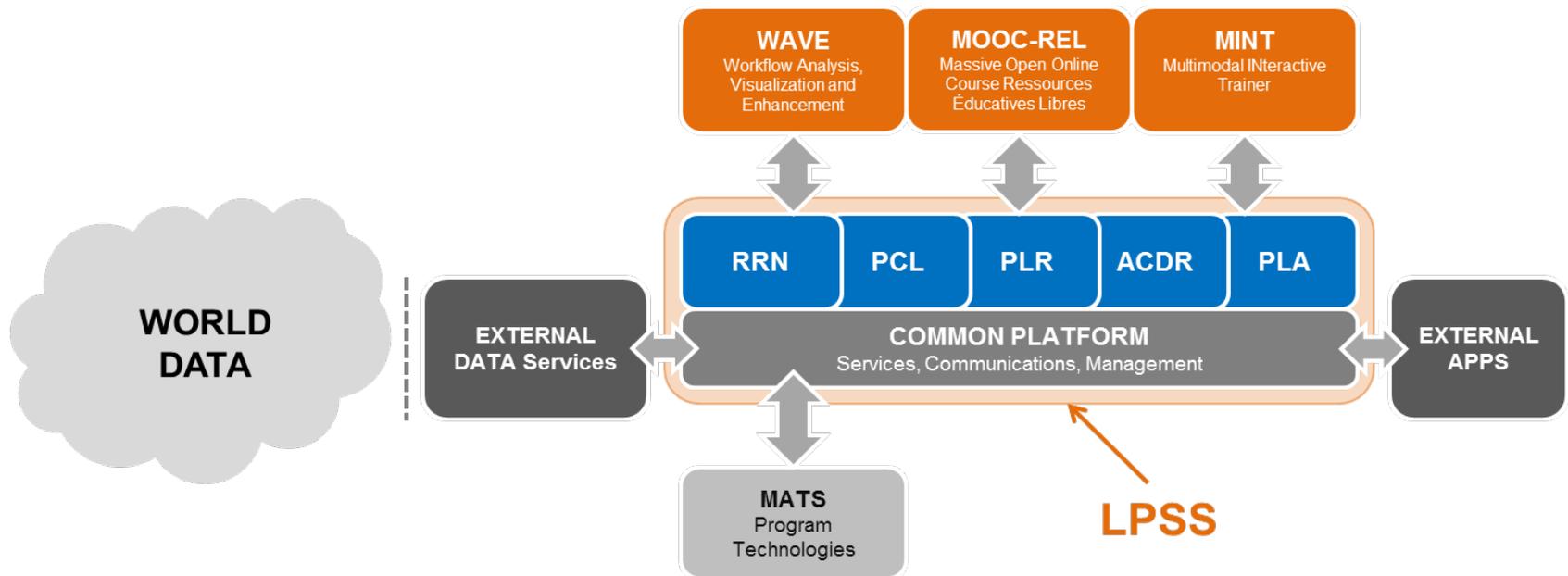


A range of different resources and services

LPSS CORE TECHNOLOGIES



LEARNING AND PERFORMANCE SUPPORT



<http://halfanhour.blogspot.com.es/2013/12/learning-and-performance-support-systems.html>

<http://www.nrc-cnrc.gc.ca/eng/solutions/collaborative/lpss.html>

TO BE IS TO 'KNOW'

- Where 'knowing' is in the sense of 'recognizing'



TO BE 'ONE' IS TO BE YOU



The emphasis on the MOOC has always been on the 'massive' – but what makes the MOOC special is that for each person taking a MOOC, it is essentially the work of the one. Yourself.



<http://www.downes.ca>