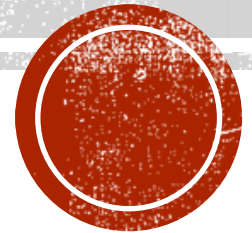


MOOCS 4 DEVELOPMENT

Stephen Downes

Philadelphia, April 11, 2014



DEMOCRATIZATION?

- getting people into jobs, etc (India - 500 million people need employment skills)
- question of how much is a production problem and how much is a distribution problem
- how much of this economy depends on creating scarcities rather than responding to them
 - issues of licensing
 - 'giving knowledge for free' vs 'creating knowledge'



- democratic MOOCs - vs? what leads us closer to meeting needs of developing world
- & education isn't a 'delivery problem' so much as a creation problem
- we need to get away from delivering learning



THE INVENTION OF MOOCS

- Developed in 2008 in Canada
- Based on network principles
 - No central organizing principle or content
 - Knowledge created rather than propagated

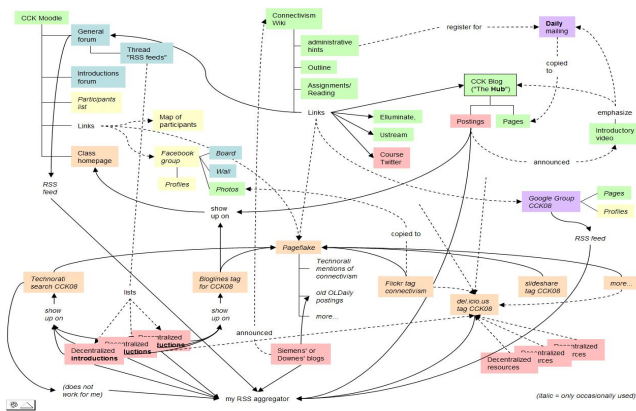


Image: Matthias Melcher

<https://www.flickr.com/photos/37794987@N0/2843707657/>

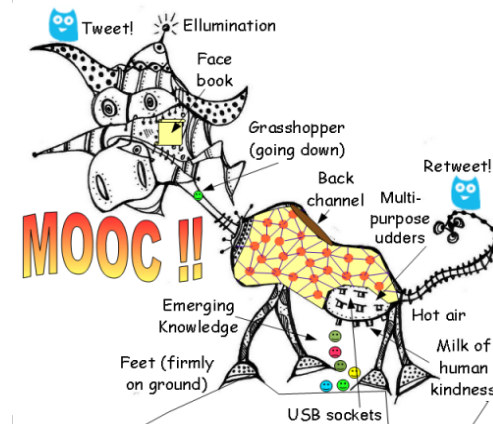


Image: Gordon Lockhart

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



MOOCS DEFINED

- **‘Massive’ by design**
 - Network design avoids bottlenecks; scaling achieved by mesh
- **‘Open’ as in door**
 - Free as in ‘beer’ and ‘libre’, Open as in ‘content’ and in ‘door’
- **‘Online’ as in online**
 - Local events encouraged, but the course isn’t offline
- **Course (as opposed to community)**
 - In the sense of ‘a course of lectures’



CCK08

The screenshot shows a Moodle course page titled "Connectivism and Connective Knowledge". The page includes a "Topic outline" section with a list of weeks and topics. A calendar on the right shows the date February 2013. The course description states: "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://wwwapps.cc.umanitoba.ca/moodle/course/view.php?id=20>

2300 students

The screenshot shows the "The Daily" page from the CCK08 course. The page title is "Connectivism & Connective Knowledge". It includes navigation links: [Home] [The Daily] [Wiki] [About] [Aggregations] [Readings]. Below the title, there are more navigation links: [Options] [The Daily Archives] [The Daily RSS Feed] [Feeds] [Posts] [Places]. The main heading is "The Daily" with the date "October 15, 2008". The section is titled "Elluminate Discussions Today". The text reads: "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 is a section titled "Highlighted Resources" with the link "Connected Without Modem?". The text continues: "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

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

Welcome to the Course

SEE! I CAN PLENK, TOO!

PLENK 2010

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

If you have subscribed to The Daily, then you will

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/IN TOOLS](#)

31ST OCTOBER 2010
[PERSONAL KNOWLEDGE](#)

1800 students

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

2800 students

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

CFHE12 An Open Online Course

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

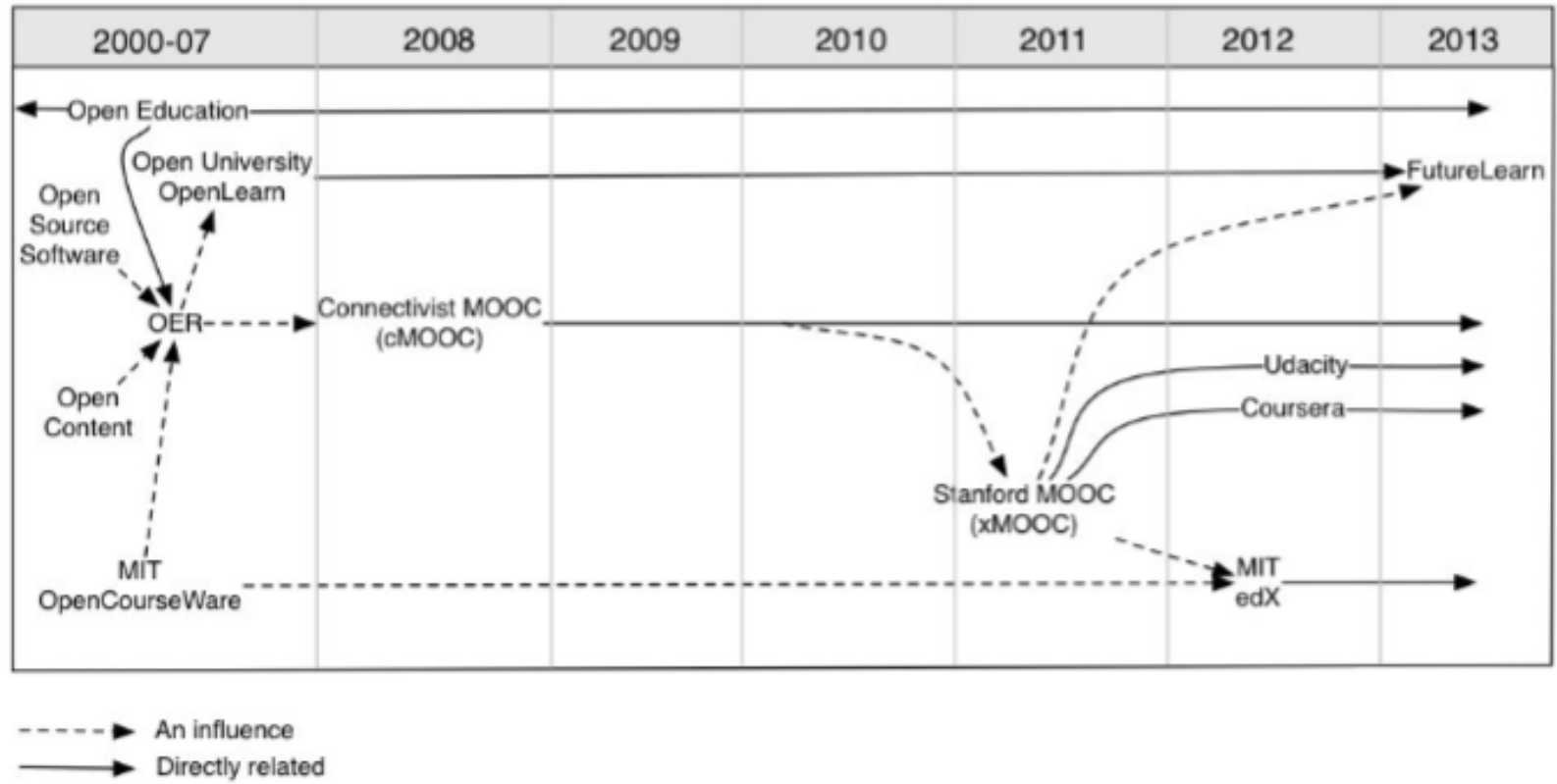
- [Home Page](#)
- [About This Course](#)
- [Course Outline](#)
- [How It Works](#)
- [Course Facilitators](#)
- [Your Privacy](#)
- [Contact Us](#)

Your Account

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



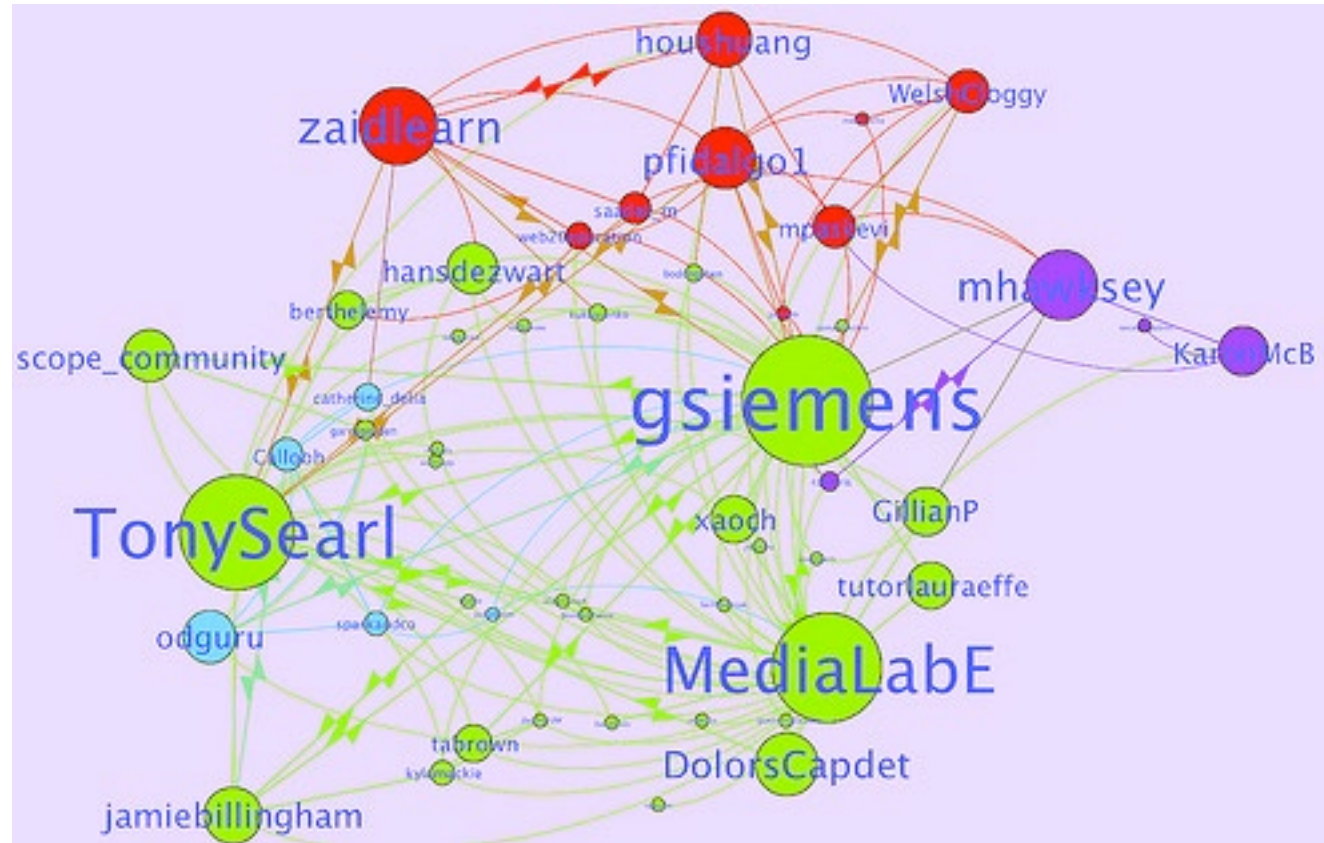
EVOLUTION OF MOOCS



<http://publications.cetis.ac.uk/wp-content/uploads/2013/03/MOOCs-and-Open-Education.pdf>



LEARNING ANALYTICS

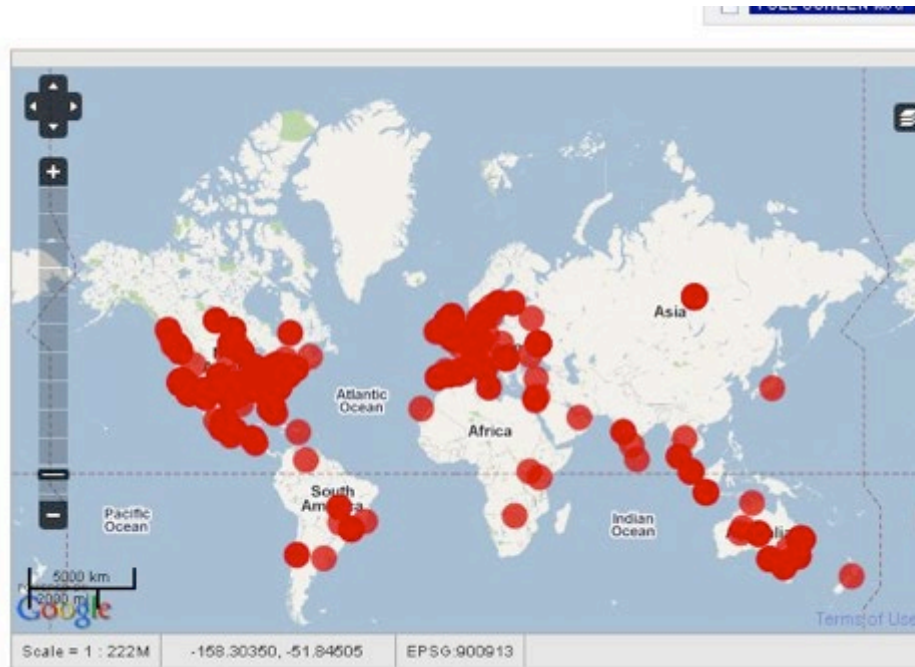


LAK11: How to measure success in a MOOC

<http://scope.bccampus.ca/course/view.php?id=365>



MOBIMOOC



- ALL CATEGORIES
- VIA MOBIMOOC TEXT MESSAGE
- TWITTER #MOBIMOOC
- VIA MOBIMOOC CALL
- VIA MOBIMOOC EMAIL
- VIA CROWDMAP WEBSITE
- PROJECT: GGATIN (MANITOBA, CA)
- VIA SMARTPHONE APP
- PROJECT: SEAN ABAJIAN FIELD TESTS MLEARNING (LOS ANGELES, US)



Inge de Waard

Supporting Mobile Learning Technology

<http://mobimooC.wikispaces.com/>



THE MADNESS AND MAYHEM OF DS106



Jim Groom

DS = Digital Storytelling

DS106 redefined activities and participation

<http://ds106.us/>



CURRENTLY

The screenshot shows the MOOC REL 2014 website. At the top, a dark blue header contains the title "REL 2014 - Pour une éducation libre" and a navigation menu with links: ACCUEIL, VOTRE COMPTE, COMPTES RENDUS, PARTICIPER, SYNDICATION RSS, and ARCHIVES. Below the header, a dark blue bar indicates the user is logged in as "admin" with options for "[Déconnexion]" and "[Profil]". The main content area is divided into a left sidebar and a main content column. The sidebar has a red header "Bienvenue admin" with a profile picture of a man. Below the header, the sidebar lists "INTRODUCTION" and "1. DU CLOM CONNECTIVISTE ET FONCTIONNEMENT DE CE COURS". The main content column features a large green title "Réutiliser, Retravailler, Recombiner, Redistribuer – 4R des REL pour une Éducation libre". Below the title, there is a welcome message: "Bienvenue à votre Cours en Ligne Ouvert et Massif (CLOM) de l'Organisation internationale de la Francophonie portant sur les ressources éducatives libres (REL).". A second paragraph states: "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." At the bottom of the main content column, the text "Introduction au CLOM REL 2014" is visible.

MOOC REL 2014

<http://rel2014.mooc.ca>



DESIGN PRINCIPLES

- **Autonomy** - People make their own choices, select their own path
- **Openness** - Content in and out, people can come and go
- **Diversity** – a mosaic not a melting pot
 - Overt recognition that people have multiple motives, objectives, values
 - Includes but not limited to culture, language, technology, etc.
- **Interactivity** – knowledge that scales
 - Not a ‘transmission’ model of learning
 - Learning the result of growth and development

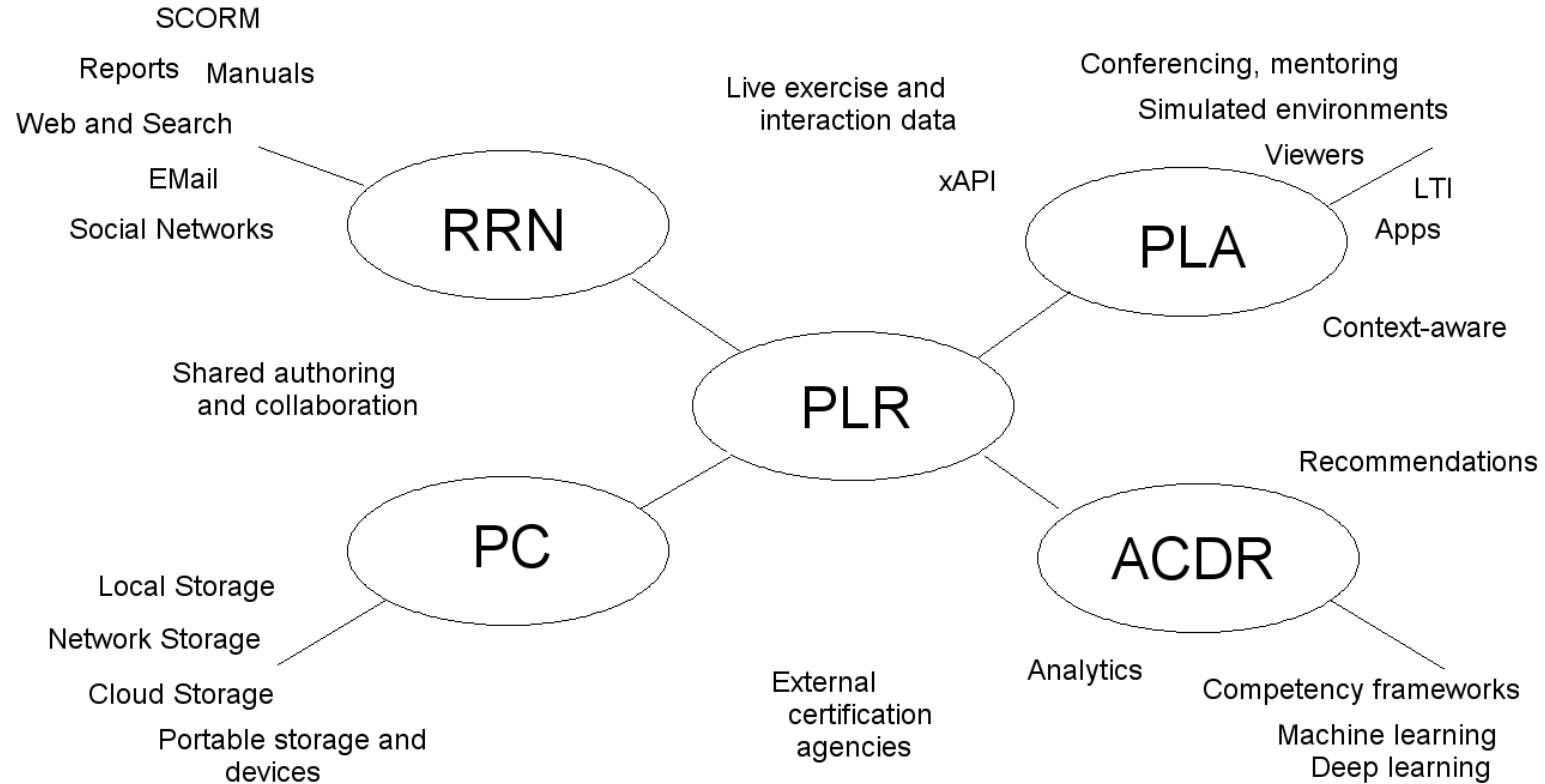


FUTURE TECHNOLOGY

- Personal learning and performance support systems
- Based on network principles designed for individual interactivity
- Our LPSS Program:
 - Personal Learning Record – badges and beyond
 - Resource Repository Network – syndication, not silos
 - Personal Cloud – distributed ubiquitous computing
 - Personal Learning Assistant – a projection of services into platforms
 - Competency Development – smart credentials



CORE PROJECTS



THANK YOU

Stephen Downes

Program Leader, Learning and Performance Support
Systems

National Research Council Canada

<http://www.downes.ca>

stephen@downes.ca Stephen.Downes@nrc-cnrc.gc.ca

