



Reclaiming Personal Learning

Stephen Downes
Online Educa Berlin
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Education is in for a reality check



Educators and education technology companies will have to come to grips with the fact that they no longer own students or student work





“Facebook's boardroom isn't talking about how to make Johnny more friends. It's talking about how to monetise Johnny's social graph.”

Facebook: you are not a customer, you are the product



Douglas Rushkoff – Wired

<http://www.wired.co.uk/news/archive/2011-09/21/doug-rushkoff-hello-etsy>

The learning process is interactive

- Aggregate
- Remix
- Repurpose
- Feed Forward



To teach is to model and demonstrate,
to learn is to practice and reflect

Learning is a form of recognition



- It's what we do naturally, as humans, from the day we are born
- And it's something that grows and evolves into a complex set of basic literacies, including pattern recognition, critical thinking, action and behaviour, awareness of context, inference and imagination, and change (the 'critical literacies')

<http://halfanhour.blogspot.de/2014/11/knowledge-as-recognition.html>

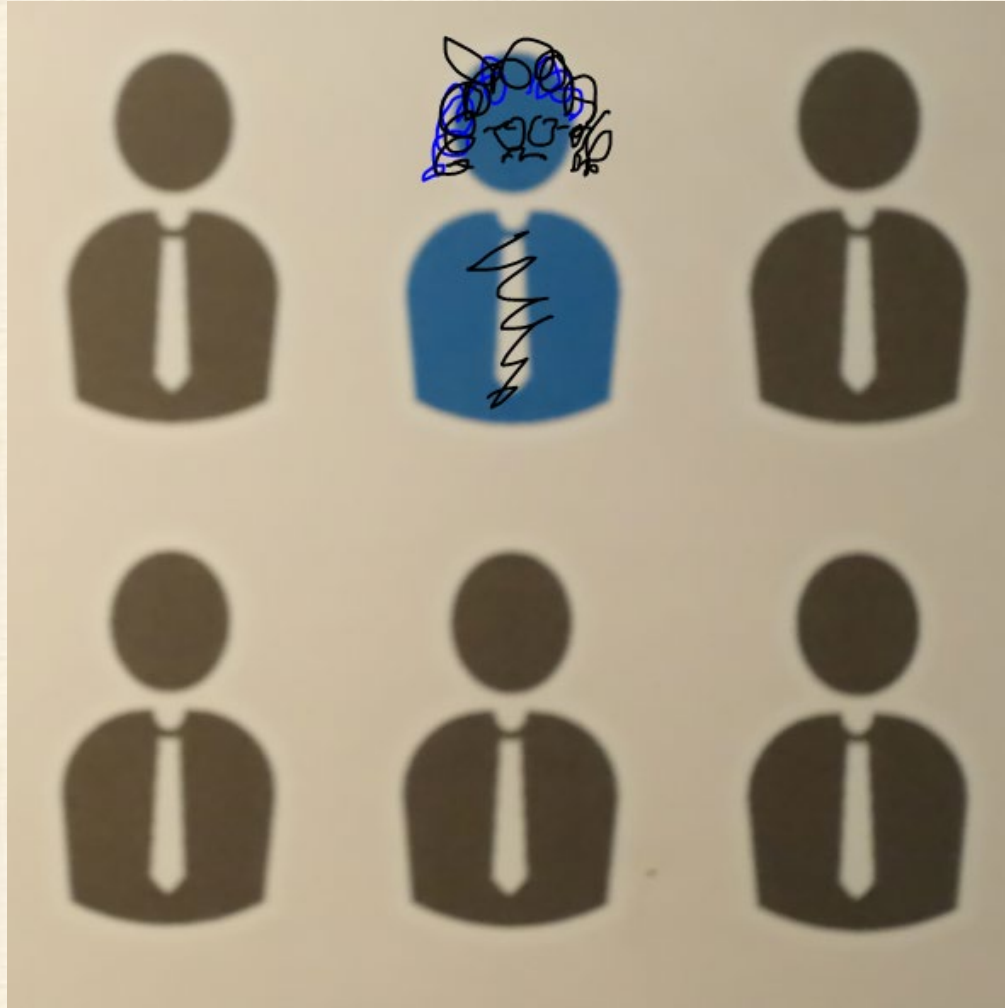
This has been the basis of our approach to learning technologies

- 1999 – Learning communities
- 2001 – The learning marketplace
- 2004 – E-Learning 2.0
- 2005 – Learning Networks / Connectivism
- 2005 – Open Educational Resources
- 2008 – MOOC
- 2010 – Personal Learning Environments
- 2013 – LPSS



My own web –

<http://www.downes.ca>



The screenshot shows the homepage of Stephen Downes' website. The header features the name "stephen downes" in a large, white, sans-serif font against a blue background with a bird in flight. Below the header is a navigation menu with links: "intro", "about", "newsletter", "presentations", "articles", "archives", and "contact". A login bar indicates "You are logged in as DOWNES" with links for "Options", "Logout", and language settings "EN - FR". A subscription prompt for "OLDaily E-Learning News, Opinion, Technology" is present with RSS and email icons. The "New Today" section lists three articles: "Digital Natives Like a Good Lecture, Too" by Katrina Gulliver, "Open teaching philosophy is about sharing" by Arpine Grigoryan, and "Why MOOCs are only part of the answer for higher education" by Tony Bates. Each article includes a small thumbnail image and a brief excerpt. At the bottom, there is a section for "My eBooks" featuring "Free Learning" by Stephen Downes, and an "Ed Radio" player showing a live stream of "Adelle live live at The Tabernacle" with a current song, bitrate, and listener count.



This is what is meant by 'reclaiming'



Image credit:
"No Dash for
Gas"

<http://www.nodashforgas.org.uk/>

From
<http://bavatusdays.com/reclaim-the-web-with-reclaim-hosting/>

Education – march of the LMS – the giant silos of learning



Reality: students will no longer be the products



“Students, like citizens, are free and equal, and they have the power of reason.”

NPR 2010-11-05

<http://www.npr.org/blogs/13.7/2010/11/05/131088812/politics-respect-and-the-teacher>

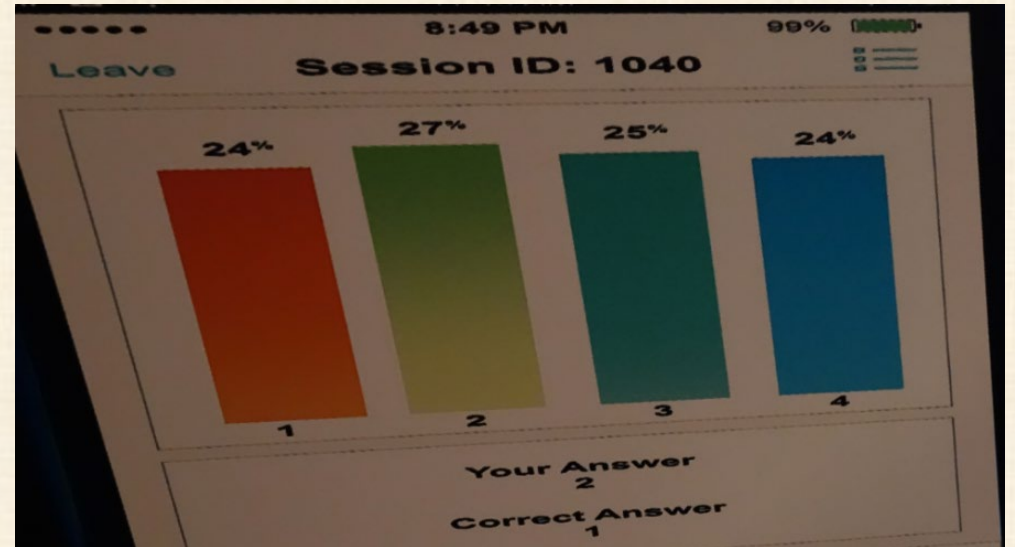


This is where
'personal'
comes in

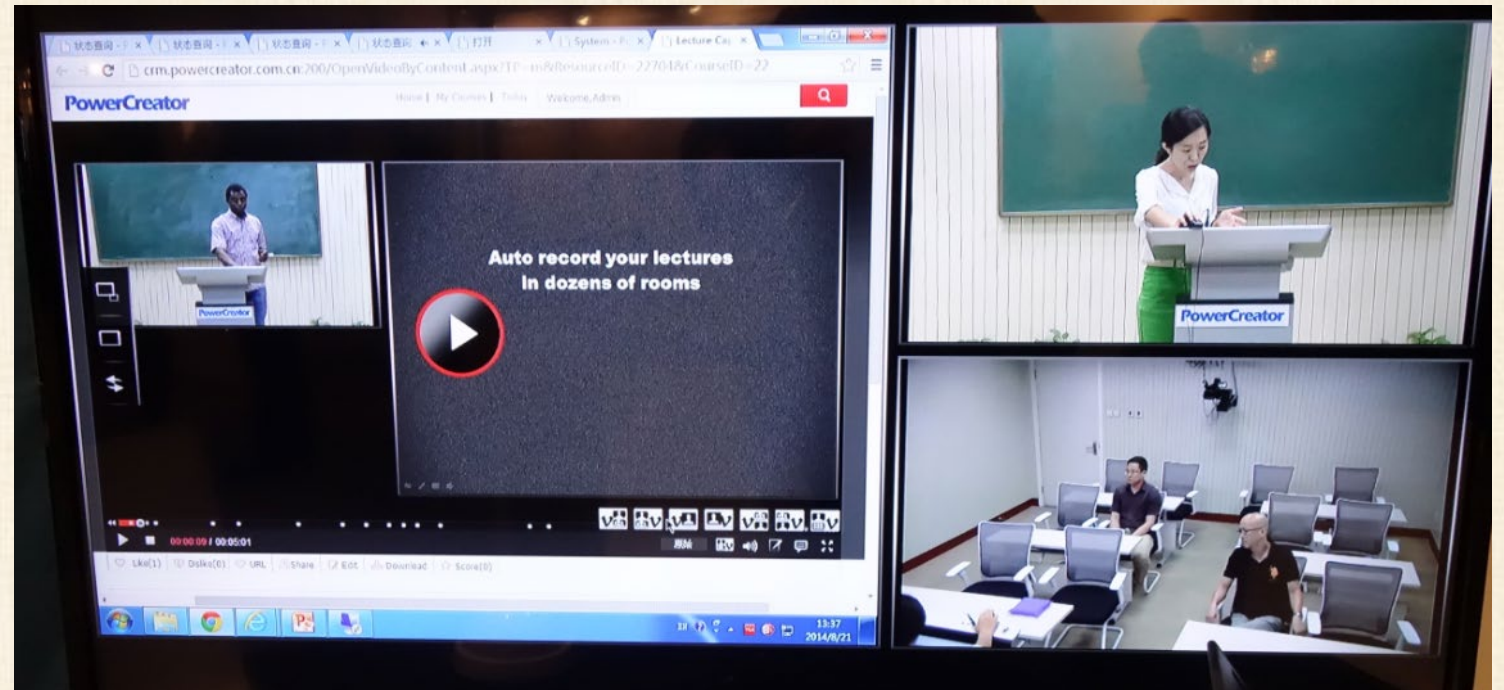




‘personal’ vs ‘personalized’



The web isn't One Big Thing – it isn't a 'platform'



SEPT. 26 ~ DEC. 16, 2011



INTRODUCTION TO

Artificial Intelligence

You can join Stanford's AI class online, worldwide, this fall!
Get a certificate matching your skills to the Stanford grading curve!

<http://moocnewsandreviews.com/ultimate-guide-to-xmoocs-and-cmoocso/>



The need to
reclaim once
again

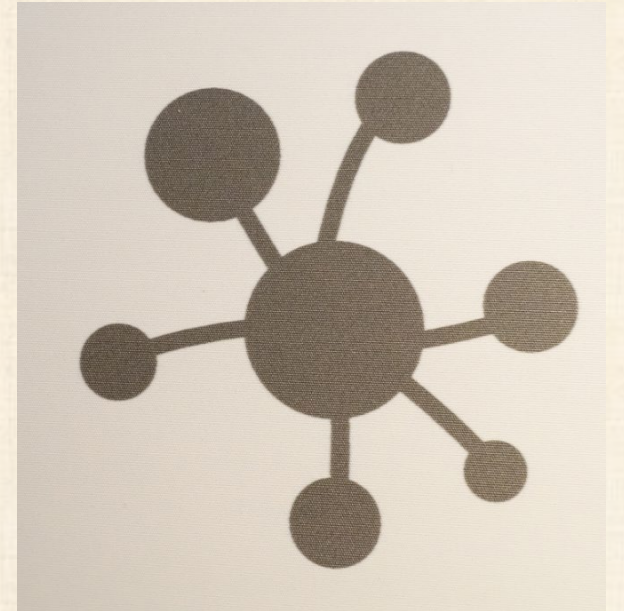
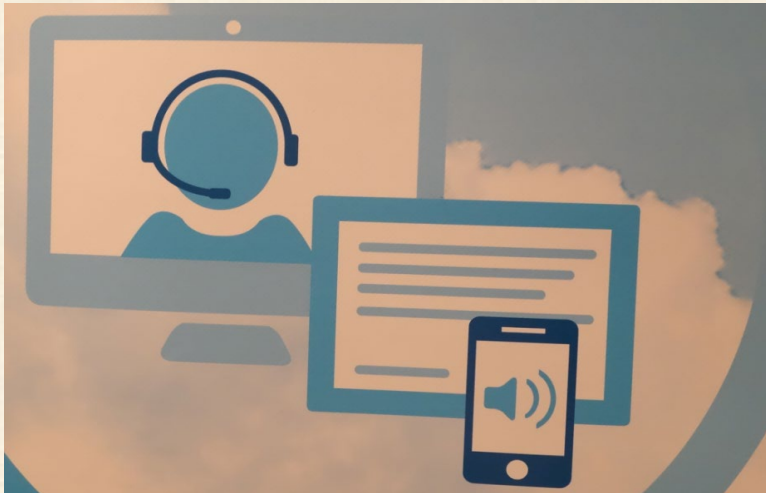


Learning data, explained (the layers of data – actions, interactions, credentials, artifacts)





Platforms and
proprietors do not own
this data



They do not own this market



$$\frac{1}{x} dx = \log \left| \operatorname{tg} \frac{x}{2} \right| + c \quad \int f$$
$$dx = \log |x| + c$$





Learning – acquiring
something vs becoming
something



Analytics – purports to tell you who you are



Big Data



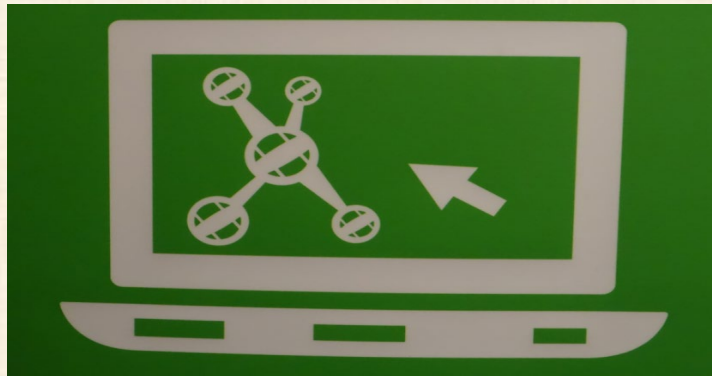
*Many people, one service
= shallow analysis*

vs Personal Data



*One person, many services
= deep analysis*

Personal network vs institutional library

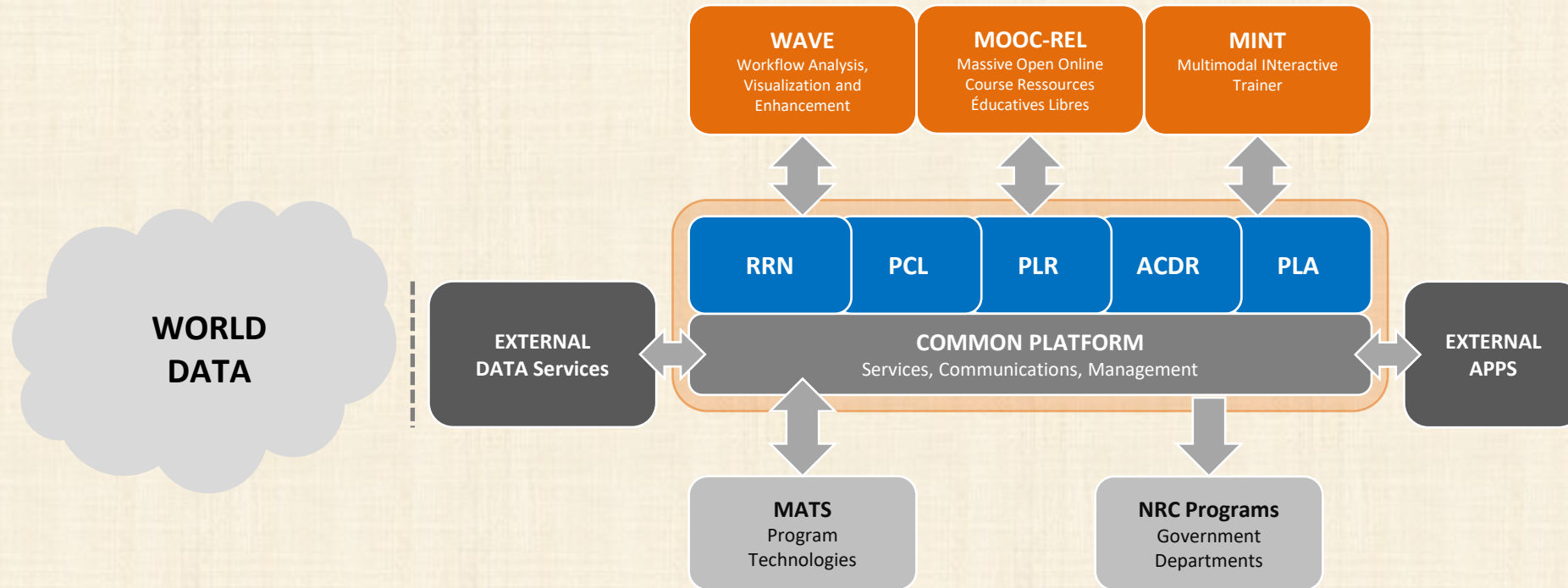




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Entry without trainer															
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JR Jost Richstein		FU Fuh 0		Urlaub			FU Fuh 2 R00					JA Ja 0			
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SUSI Dr. Susi Sorglos				Urlaub			GRPKR Grund 0 PA	GRPKR Grund 0 PA	047 Führen 0 PA		EXCEL EXCEL 0 PA	EKB1 Kunden 0 PA		E K 0	
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Education as the commodity, not
the student

Learning and Performance Support Systems



- *It's a network of personal learning environments...*
- *... connected to a large array of learning services*

<http://lpss.me> – prototype PLE

The screenshot displays the 'Browse competencies' page of the LPSS prototype PLE. The interface features a dark blue header with the LPSS logo and navigation links: Resources, Competencies (active), Learning record, About, Help, Settings, and Logout. Below the header, the 'Browse competencies' section includes a search bar with the placeholder text 'Search for what interests you' and a 'Search' button. To the right of the search bar is a pagination control showing page numbers 1, 2, 3, an ellipsis, 7, and navigation arrows. Below the search bar, there are two buttons: 'Competency' (highlighted in green) and 'Import'. To the right of these buttons are two checkboxes: 'Competency hierarchies' (checked) and 'Competencies' (checked). Further right is an unchecked checkbox labeled 'Only my competencies'. The main content area displays a grid of competency cards. Each card contains a description of a competency, an 'Add to my profile' checkbox, and a resource count in a dark circle. The competencies shown are: 'Acknowledges the practical limits of a system for problem solving' (69 resources), 'Analyze a situation in a systematic manner' (19 resources), 'Applies different software development methodologies' (59 resources), 'Be familiar with adult learning techniques such as mentoring, coaching, and the sharing of expertise and best practices' (72 resources), 'Communicate to clients those activities that can and cannot be done' (15 resources), 'Acts with fairness, courtesy and good faith towards clients, colleagues and others' (16 resources), 'Analyze issues to separate the cause from the symptoms' (16 resources), 'Applies the correct statistical methods to analyze and investigate data' (16 resources), 'Build mutual trust by being reliable, consistent and credible' (10 resources), and 'Communication' (10 resources).

Browse competencies [help]

Search for what interests you

1 2 3 ... 7 > >>

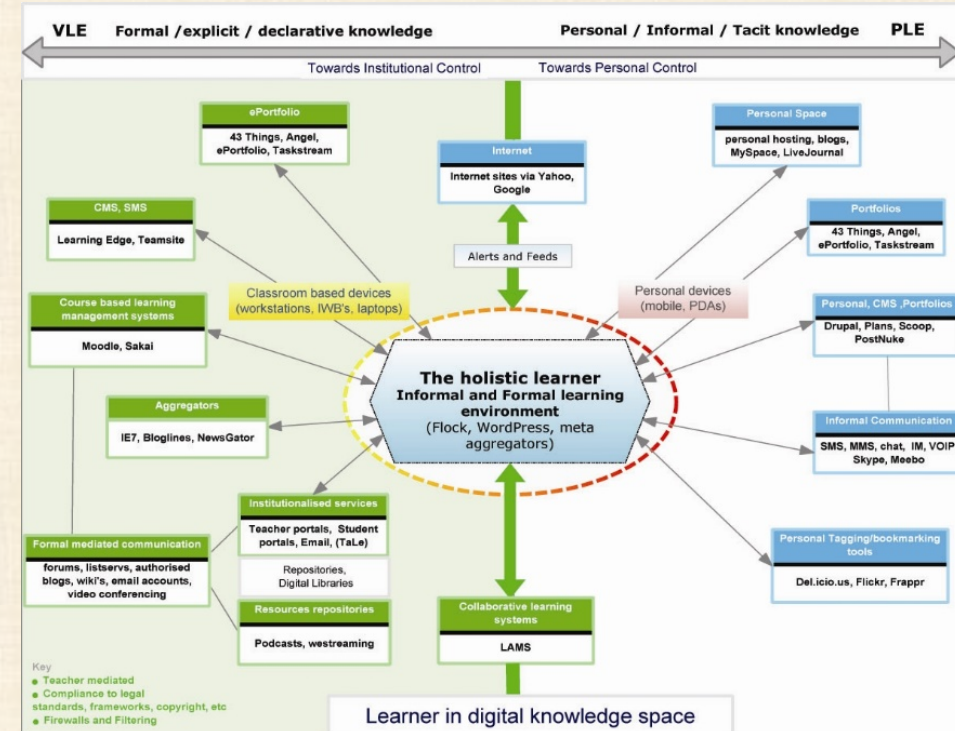
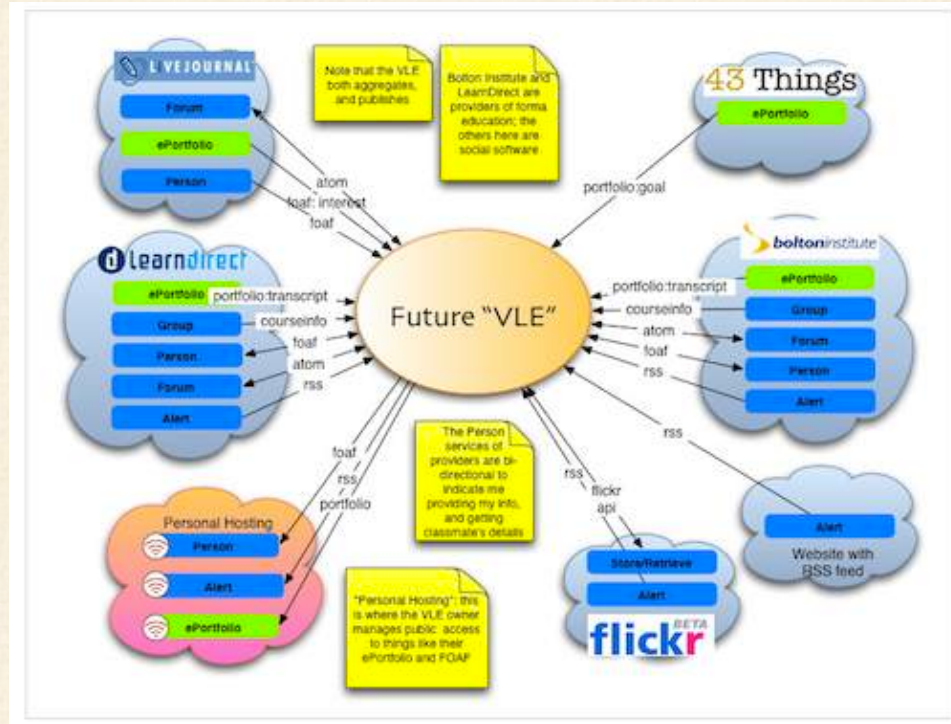
☒ Competency hierarchies ☐ Only my competencies

☒ Competencies

Competency Cards:

- Acknowledges the practical limits of a system for problem solving ^[1]
☐ Add to my profile resources: 69
- Analyze a situation in a systematic manner. ^[2]
☐ Add to my profile resources: 19
- Applies different software development methodologies ^[1]
☐ Add to my profile resources: 59
- Be familiar with adult learning techniques such as mentoring, coaching, and the sharing of expertise and best practices. ^[2]
☐ Add to my profile resources: 72
- Communicate to clients those activities that can and cannot be done. ^[2]
☐ Add to my profile resources: 15
- Acts with fairness, courtesy and good faith towards clients, colleagues and others ^[1]
☐ Add to my profile resources: 16
- Analyze issues to separate the cause from the symptoms. ^[2]
☐ Add to my profile resources: 16
- Applies the correct statistical methods to analyze and investigate data ^[1]
☐ Add to my profile resources: 16
- Build mutual trust by being reliable, consistent and credible. ^[2]
☐ Add to my profile resources: 10
- Communication ^[2]
☐ Add to my profile resources: 10

The design is based on putting the learner at the center

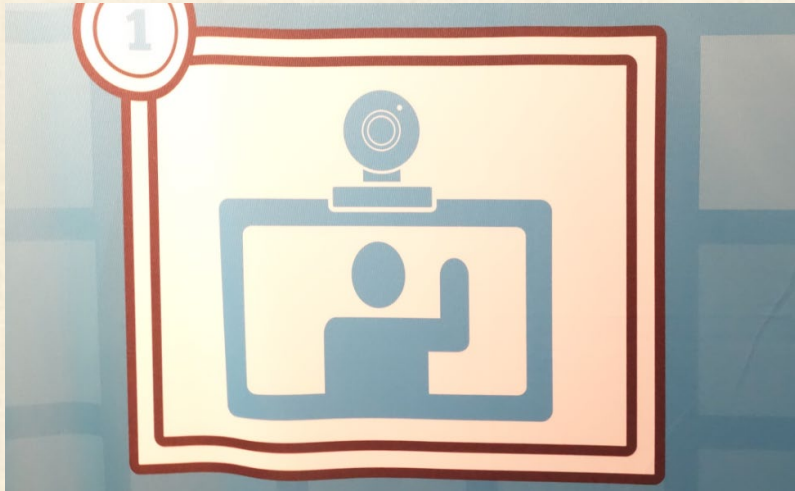


Scott Wilson (left), Tim Hand (right)

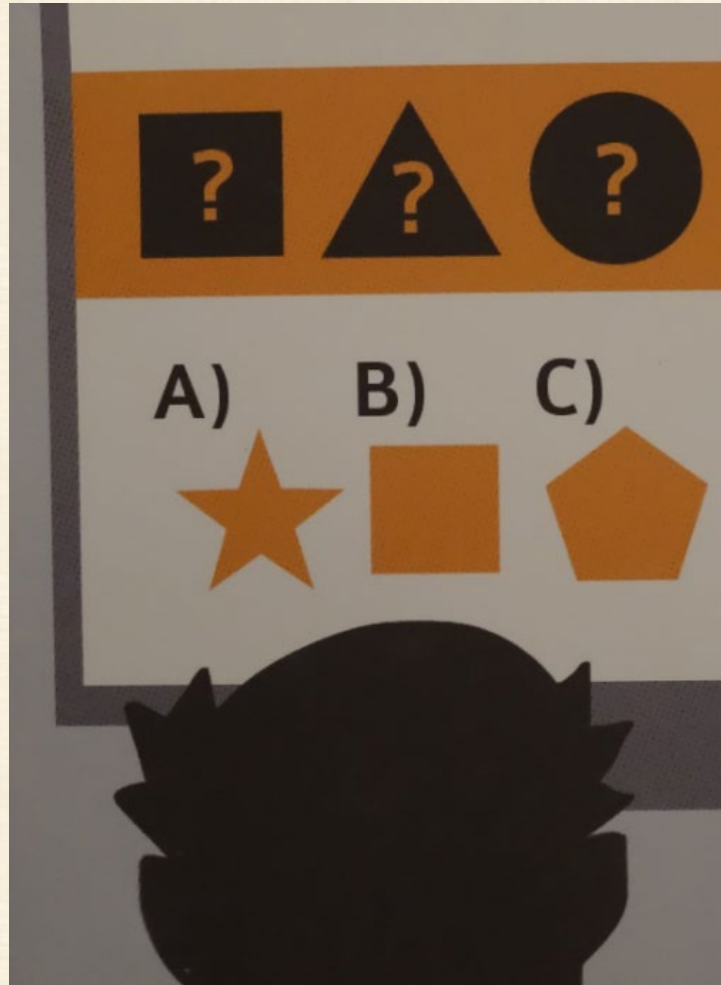
<https://www.google.com/search?q=ple+diagrams>

http://www.edtechpost.ca/ple_diagrams/index.php/mind-map-3

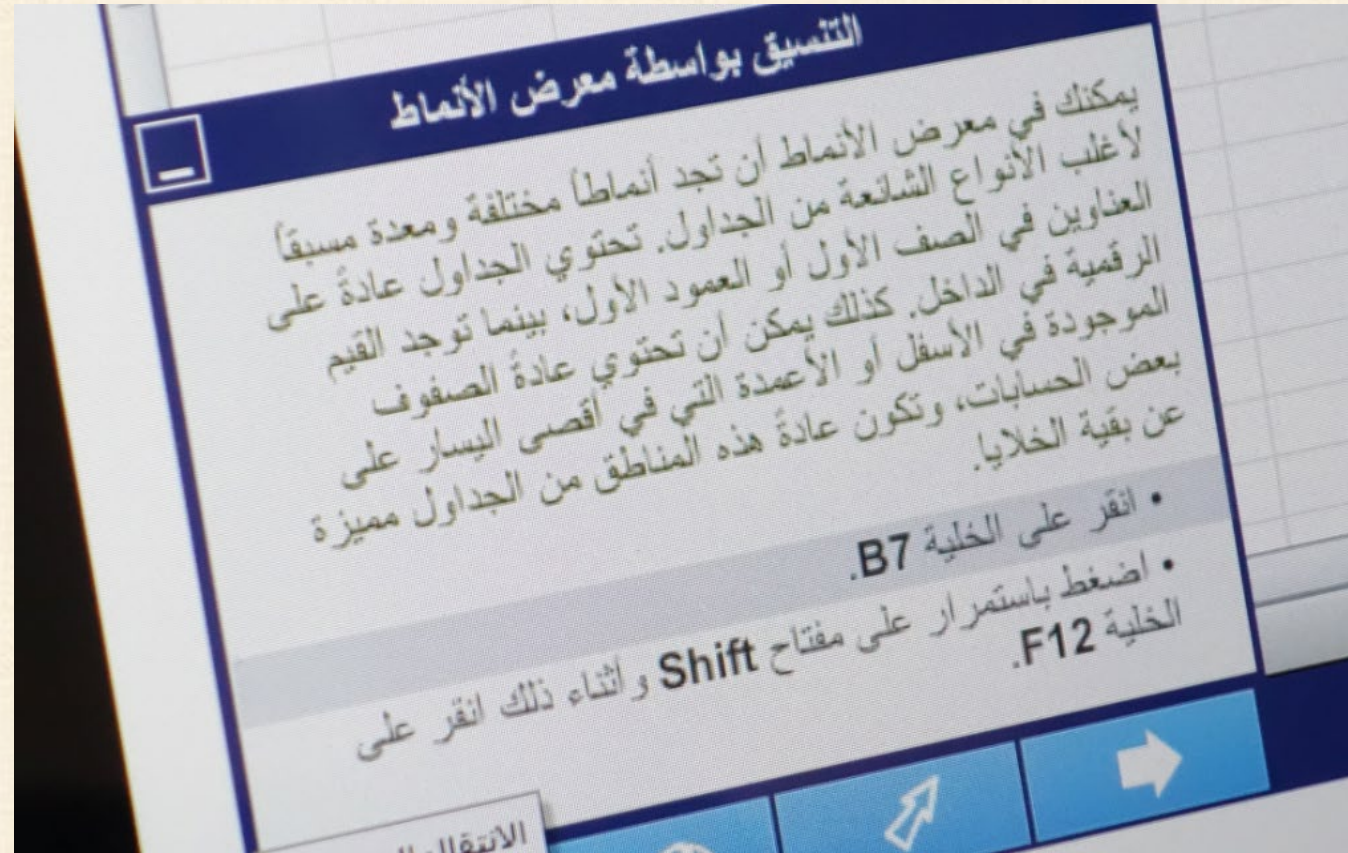
Not a platform, but a connector
of resources and services



Easy



An open marketplace of free and non-free educational goods and services (all this and Ed Net Neutrality?)



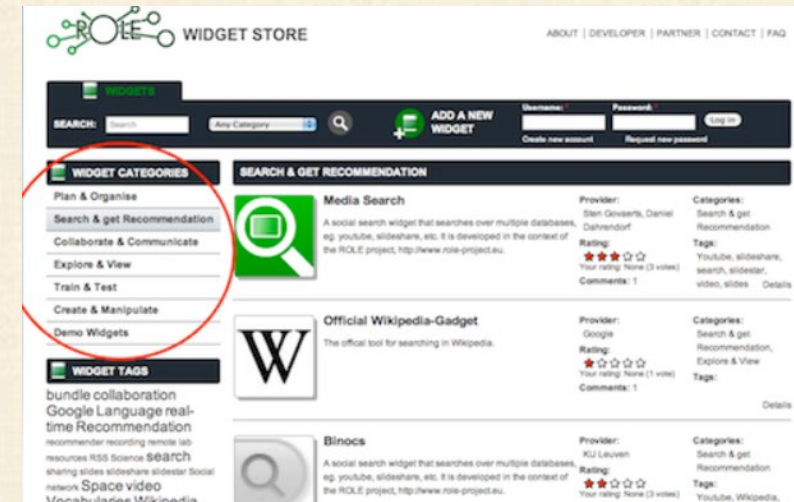
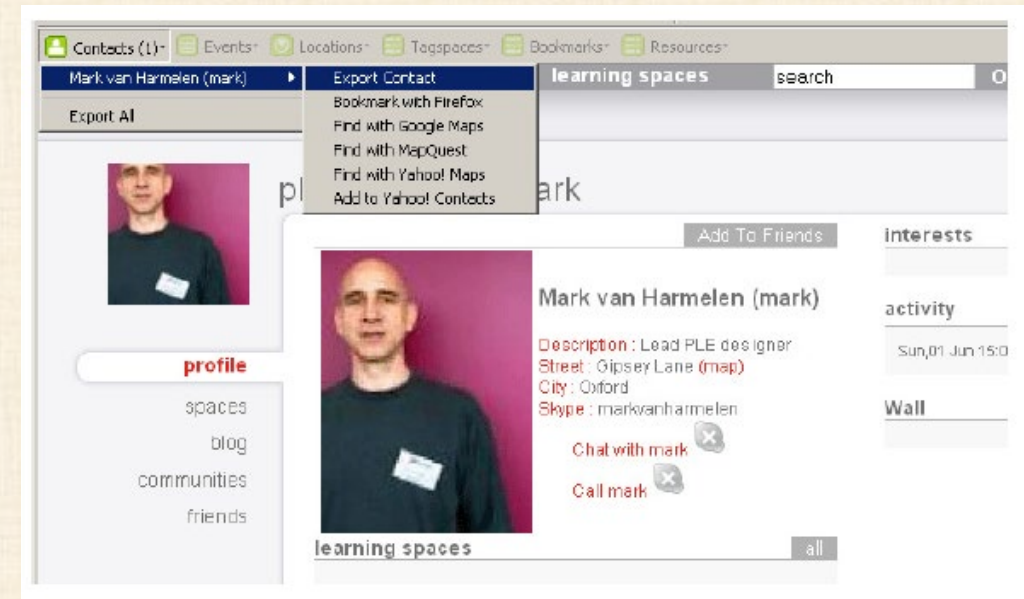


The Personal Learning Record – data owned by the individual, shared only with permissions

<http://halfanhour.blogspot.de/2014/12/eportfolios-and-badges-workshop-oeb14.html>

Relevant PLR Projects

- Manchester PLE Project
- Responsive Open Learning Environments (ROLE) <http://www.role-project.eu/>
- Known <http://withknown.com/>
- Learning Locker <http://learninglocker.net/>
- Mahara <https://mahara.org/>
<http://personalis.wikispaces.com/PLE+Projects>



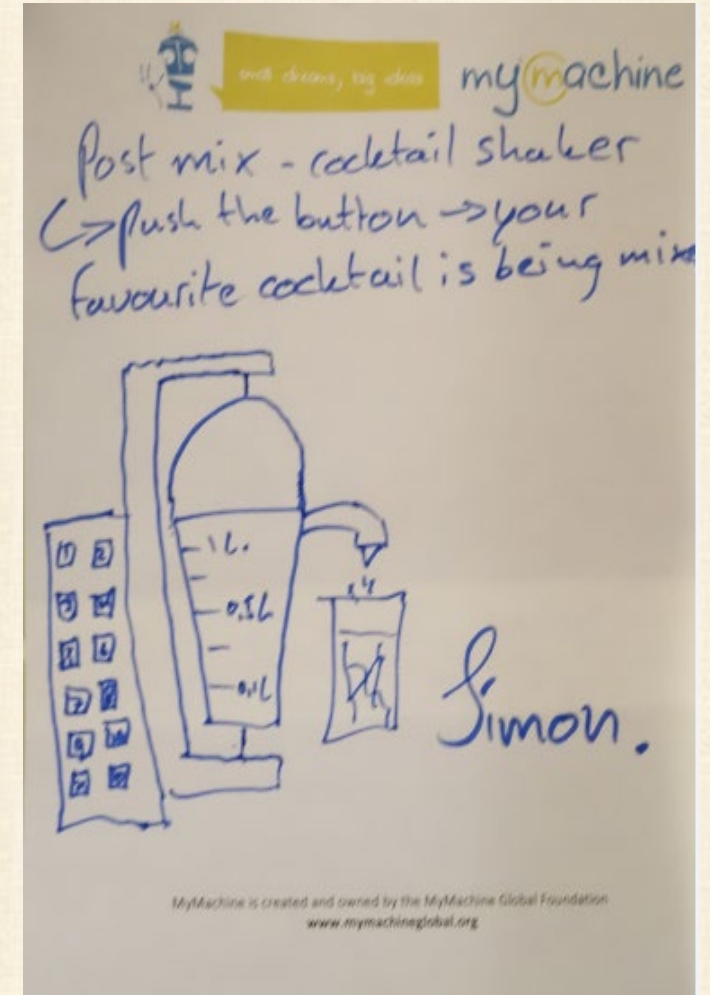
Third parties can provide analytics services, but they don't get free unfettered access to the data any more (think of data like money)

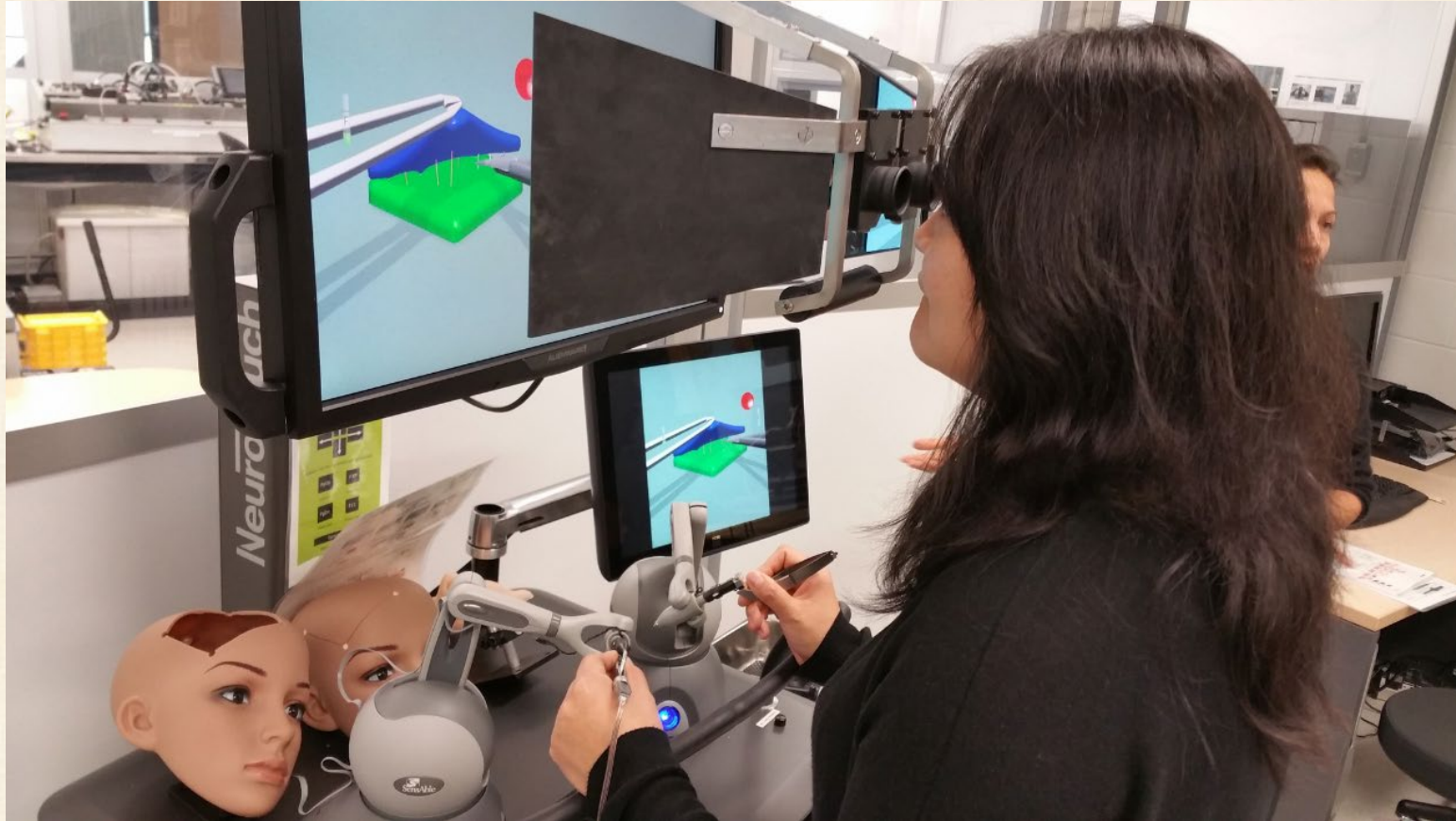


Synchronized cloud
data services
(including Owncloud)
to support data
portability



Projection of learning services into multiple platforms

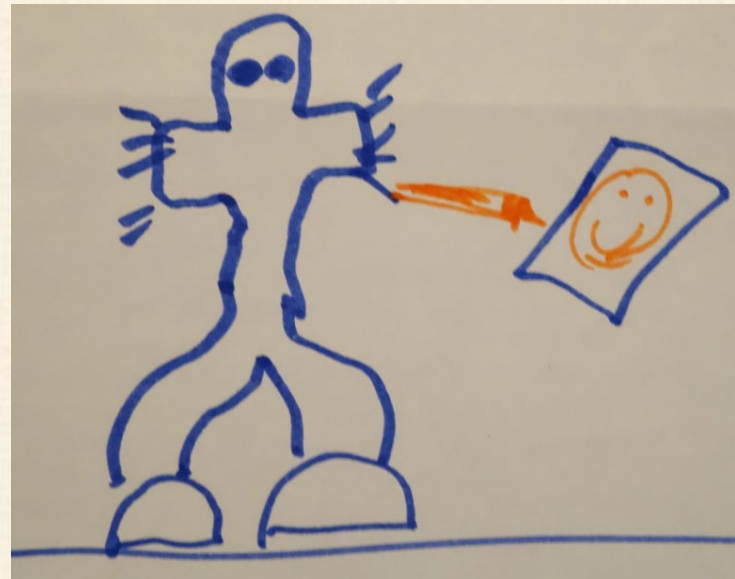
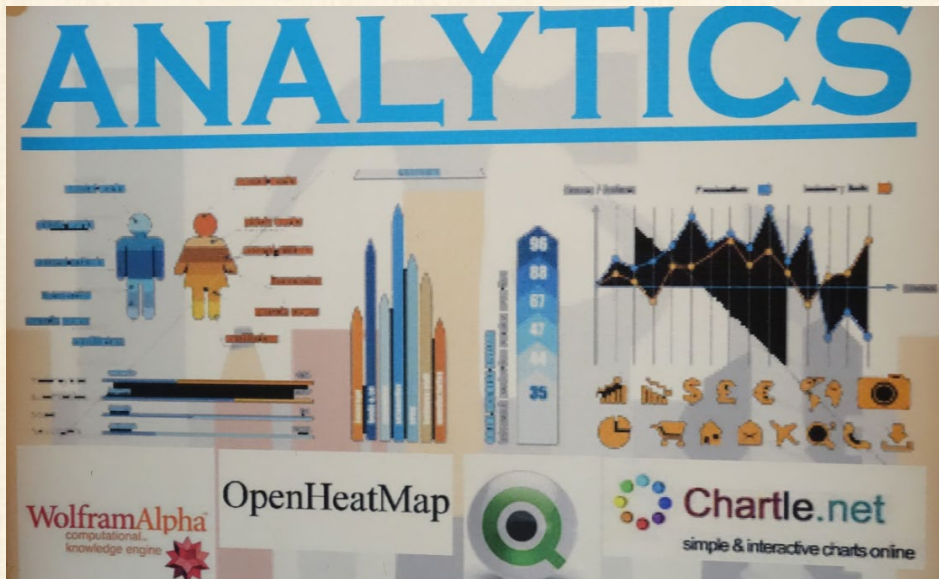




Connecting to real learning and workplace environments

<http://www.nrc-cnrc.gc.ca/eng/rd/medical/>

Analytics as a service – analogy with web translation





What's Next?



Stephen Downes
<http://www.downes.ca>