

# Inspire: Learning!



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Inspire 2015

October 29, 2015

# Learning Through Practice

When it really matters, we don't simply trust classrooms and texts, we expect hands-on practice...



... For medical professionals



<http://www.army.mil/article/127148/>



<http://www.83degreesmedia.com/features/camls011012.aspx>

... for pilots and navigators



<http://www.cae.com/World-s-first-AW189-full-flight-simulator-ready-for-training/>



<http://www.aiac.ca/canada-aerospace-industry/success-stories/cae-nh90-helicopter-simulator/>

... for military and police



<http://www.downes.ca/post/59876>

# So why not the rest of us?



Image: <https://www.iabti.org/itc>

# The Case of the MOOC



# xLearning vs cLearning



contents

engagement

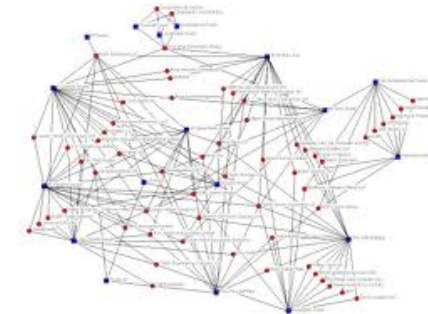
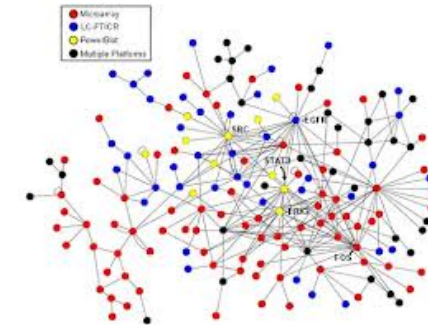
networks



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



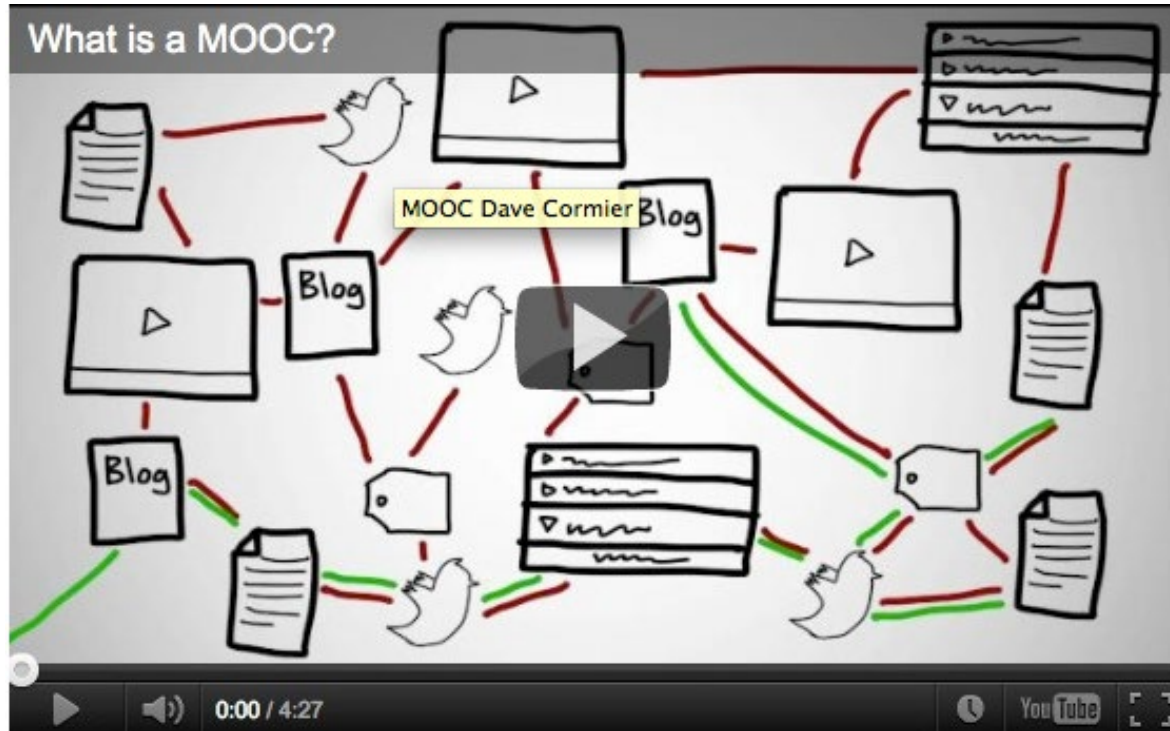
<http://www.magnet.edu/>



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



# 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/>

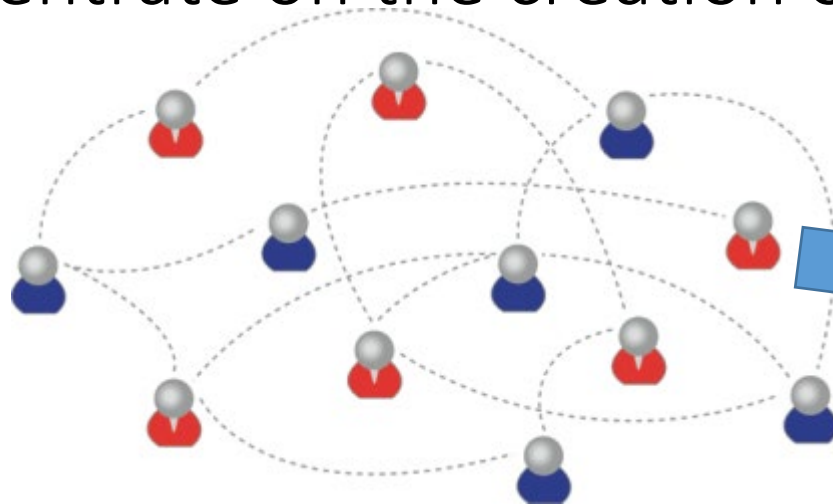
# MOOC Design

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



# How to Create a cMOOC

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



We use social networks...

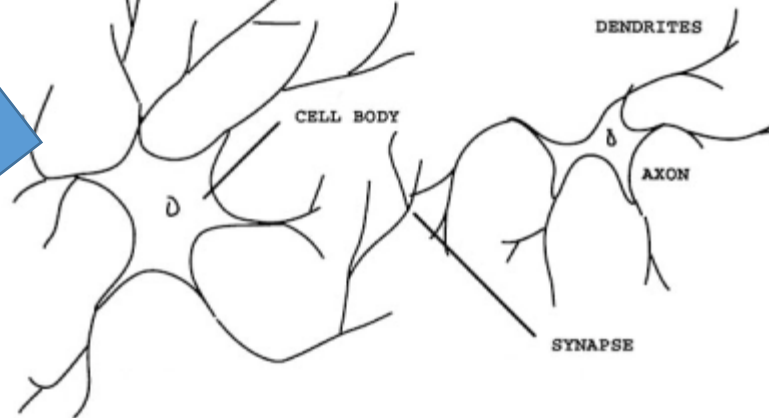
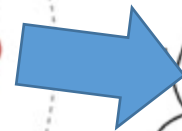


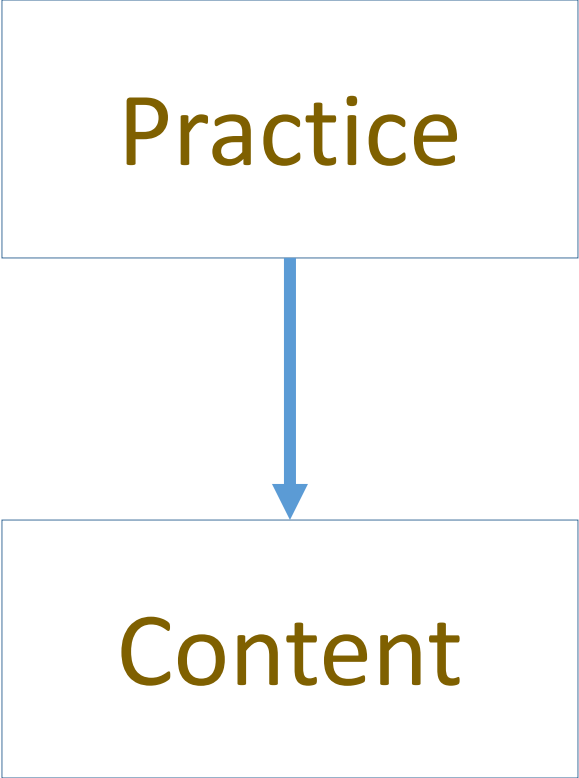
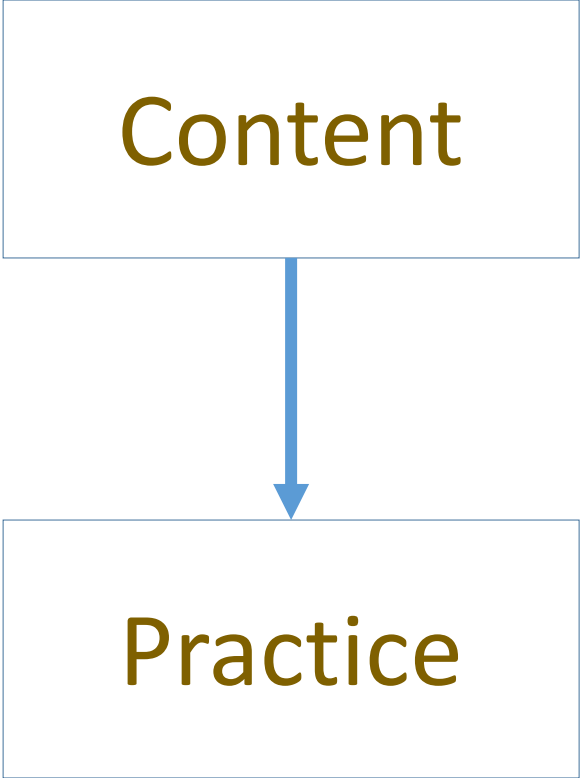
Figure 1. Biological Neuron

... to create personal knowledge



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

# Two Approaches...



# Two Approaches...

Defines an ideal state

Content



Practice

TEST

Person tests you

Defines a desired state

Practice

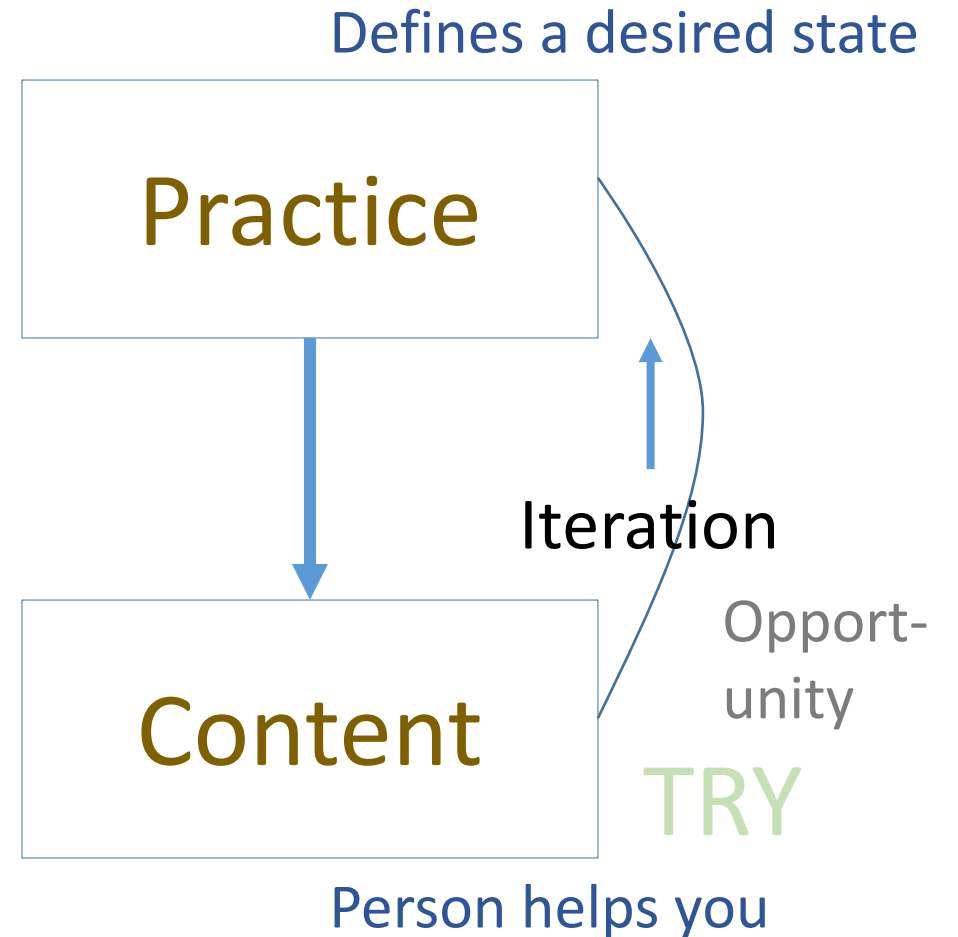
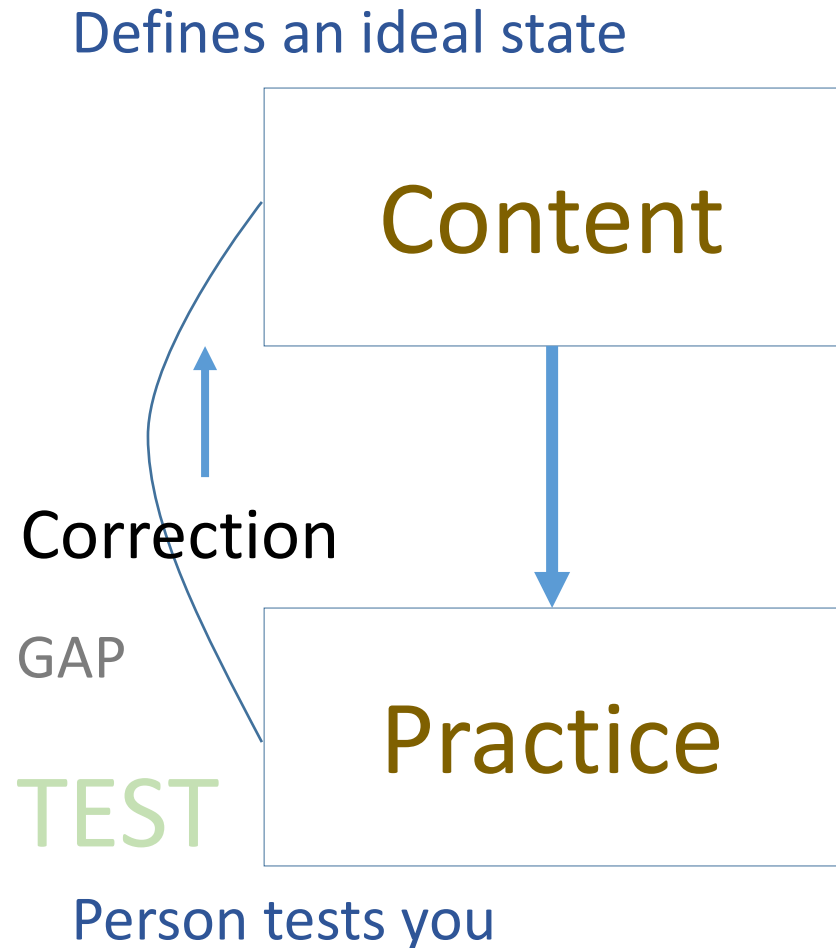


Content

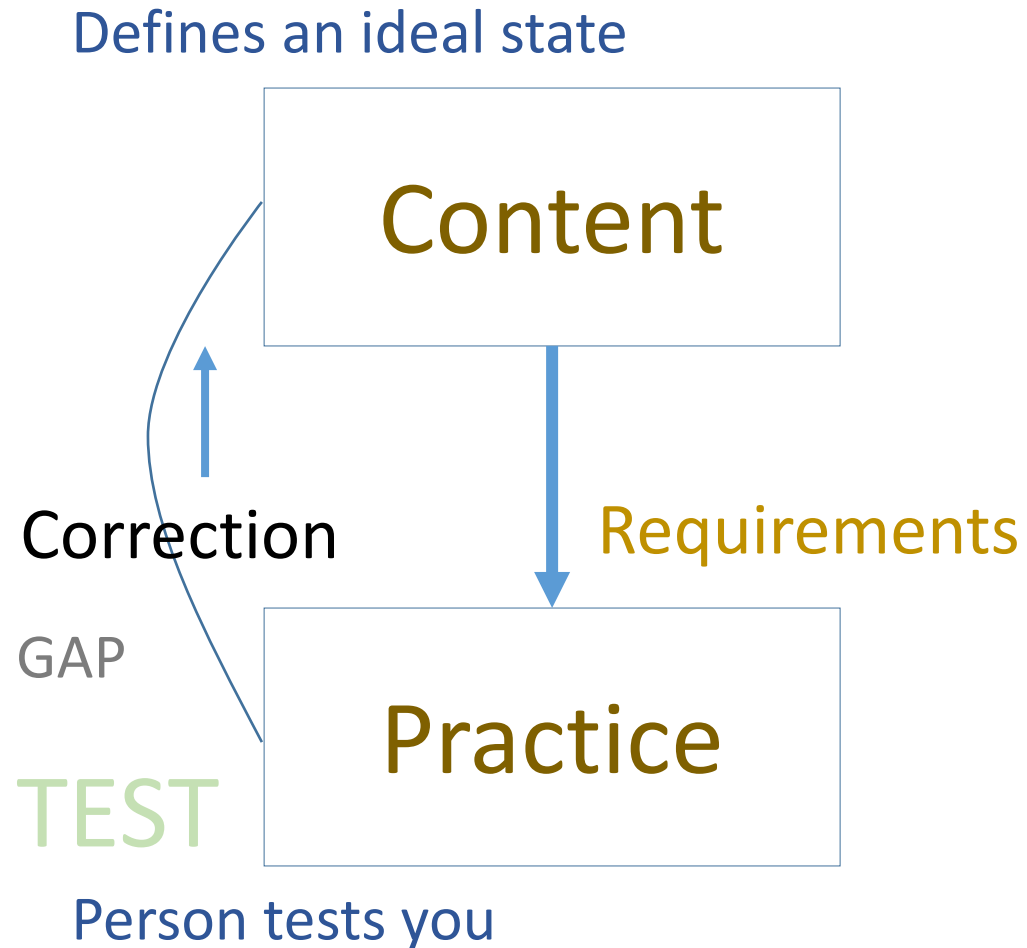
TRY

Person helps you

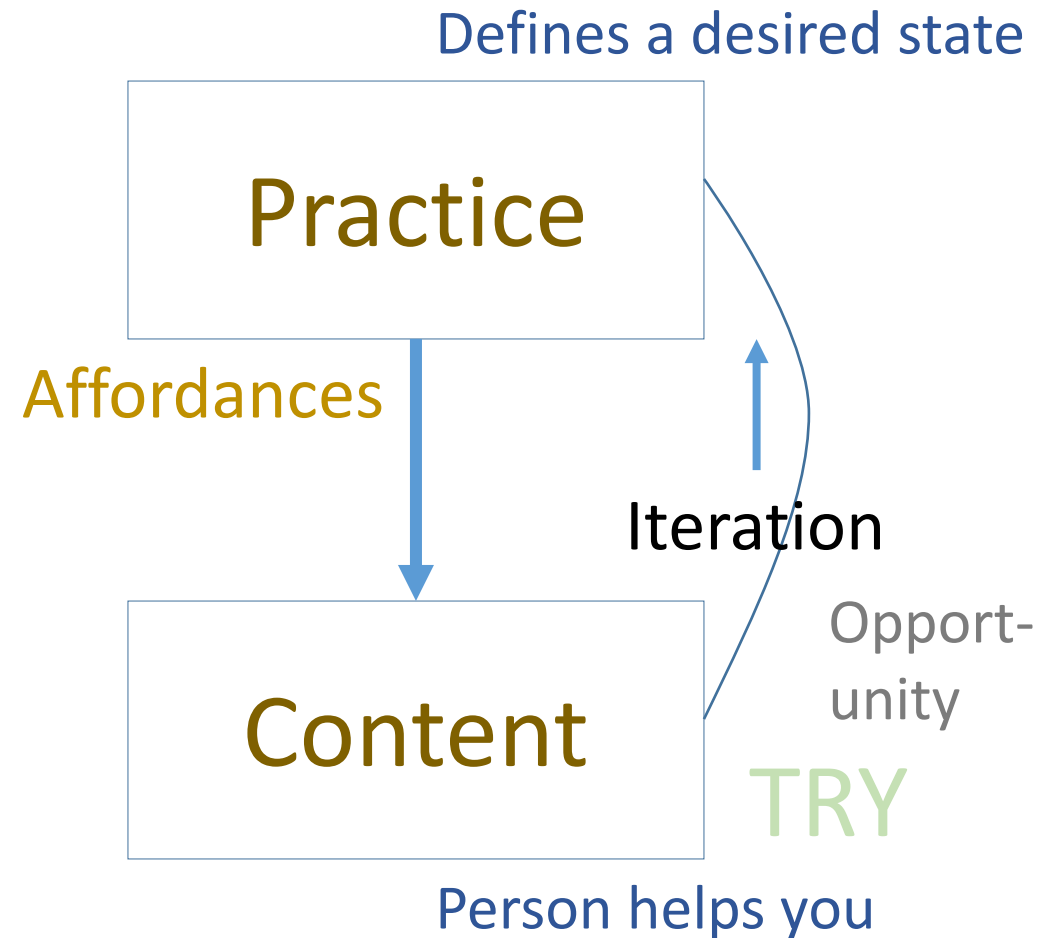
# Two Approaches...



# Library



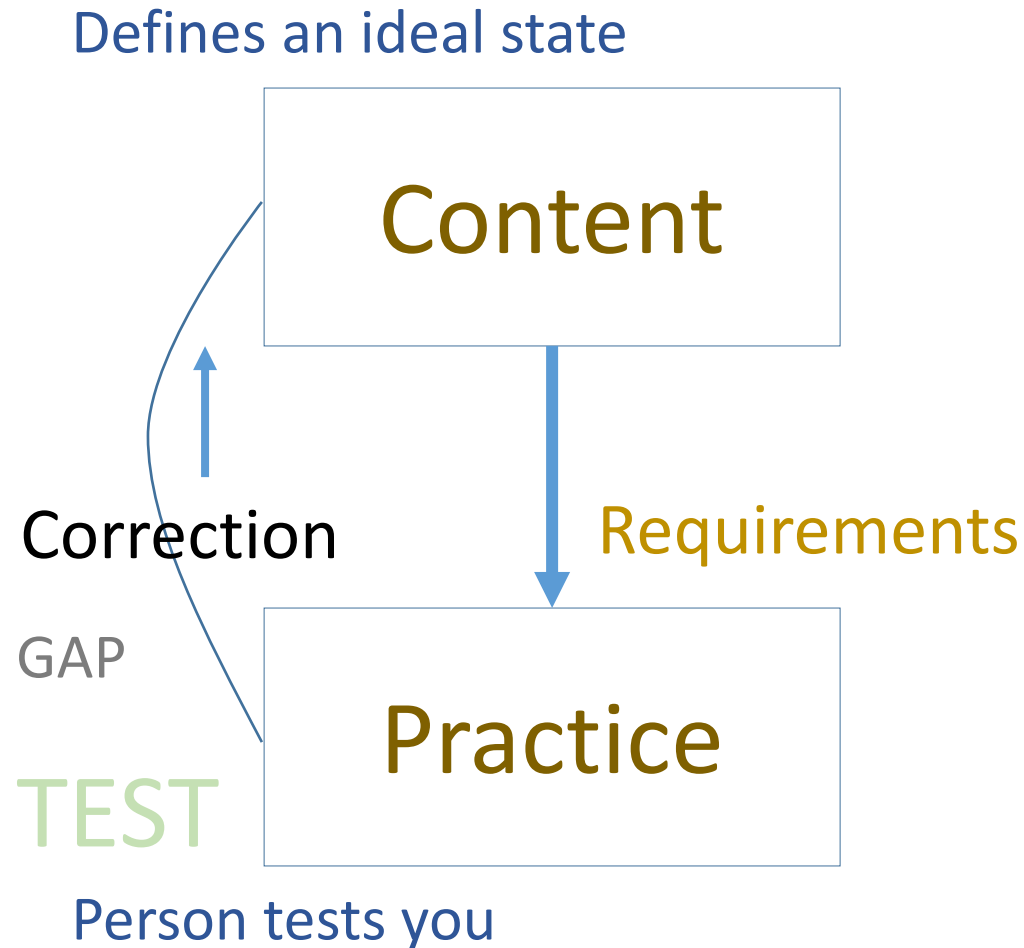
# Environment





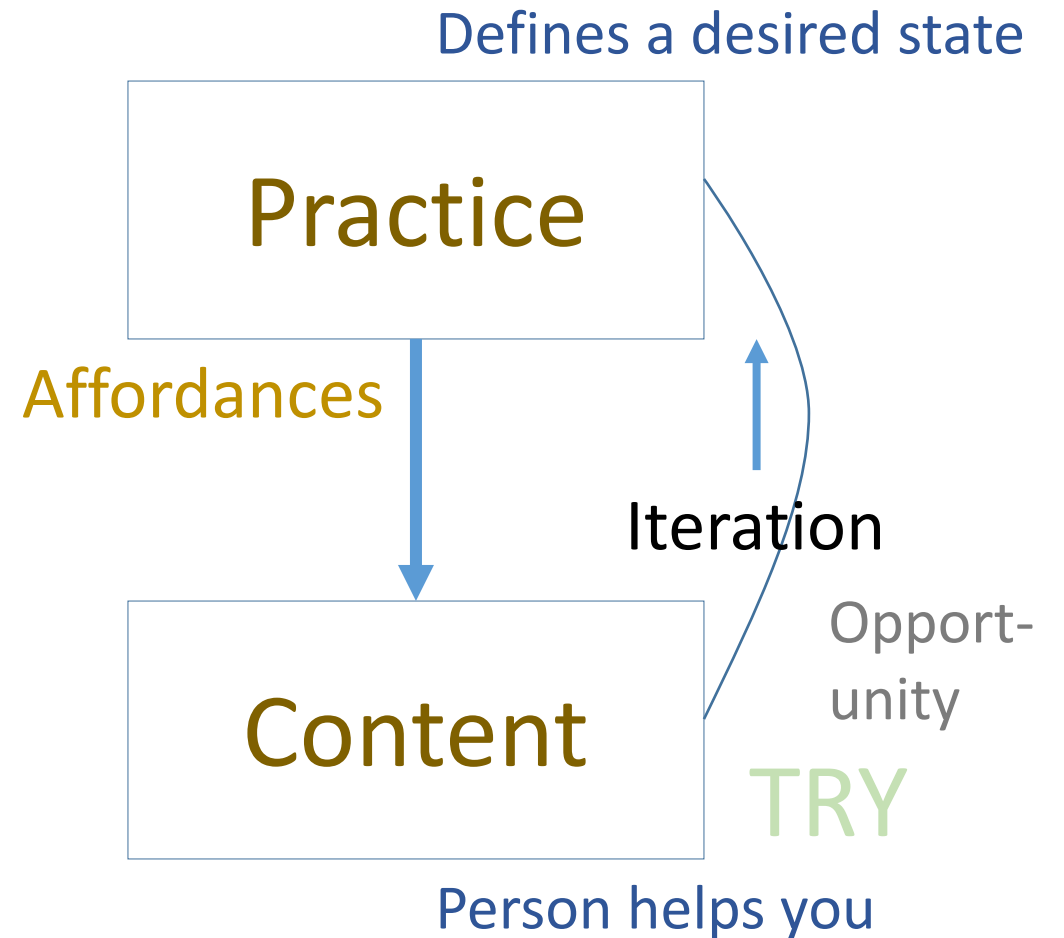
# Personalized

We do for you



# Personal

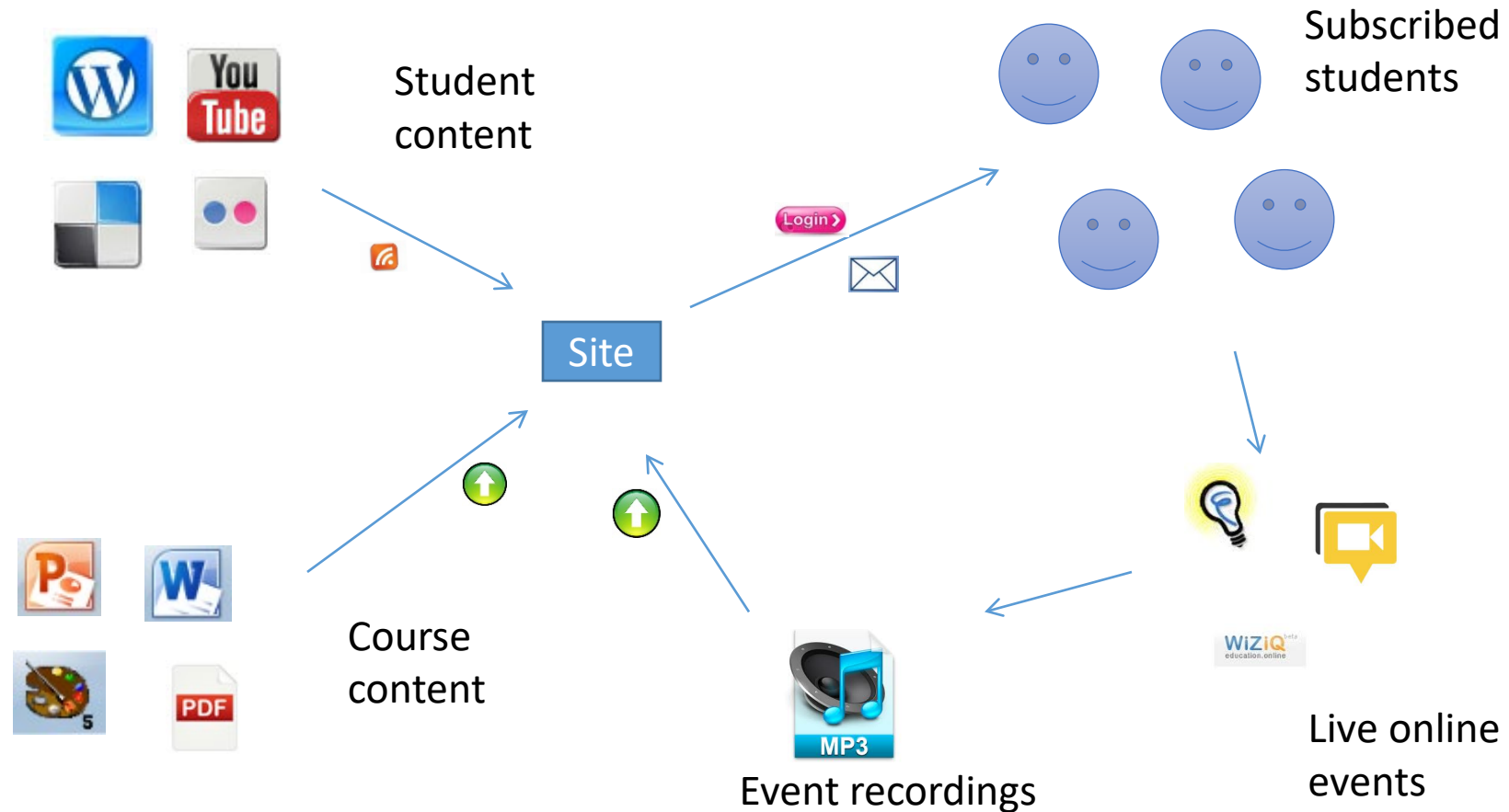
You do for yourself



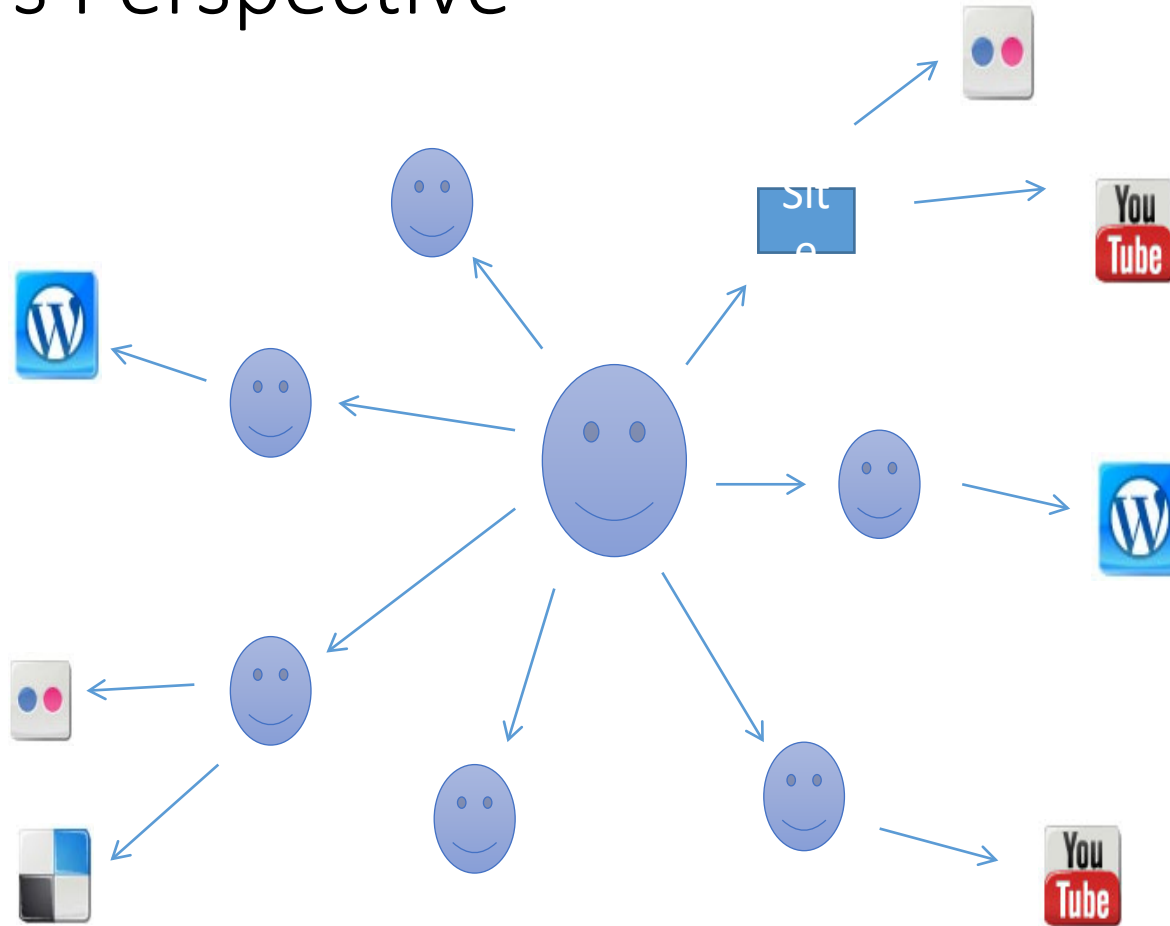
# Personal Learning Environments



# Course Provider Perspective

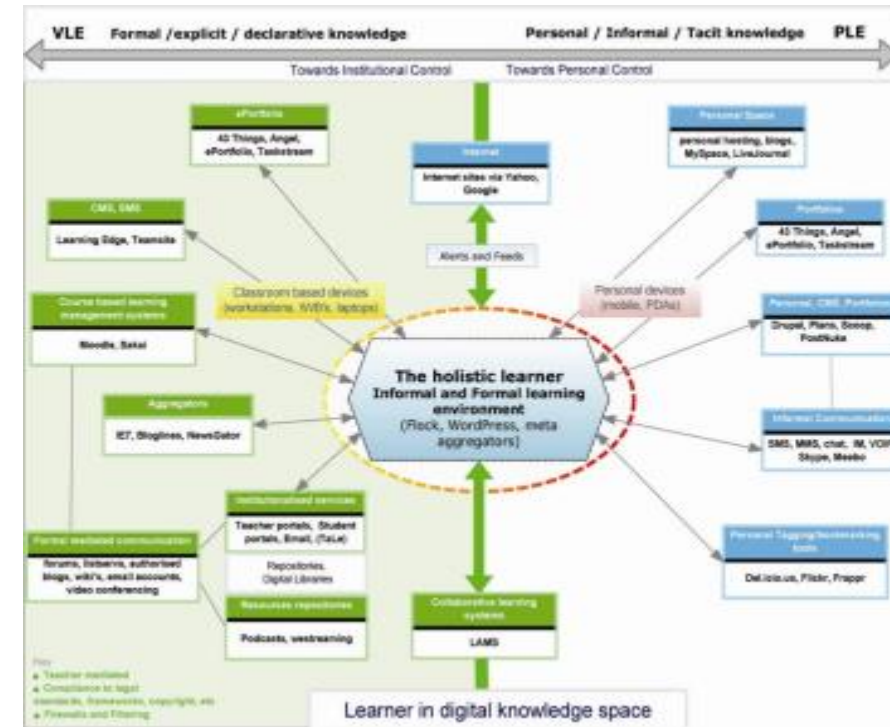
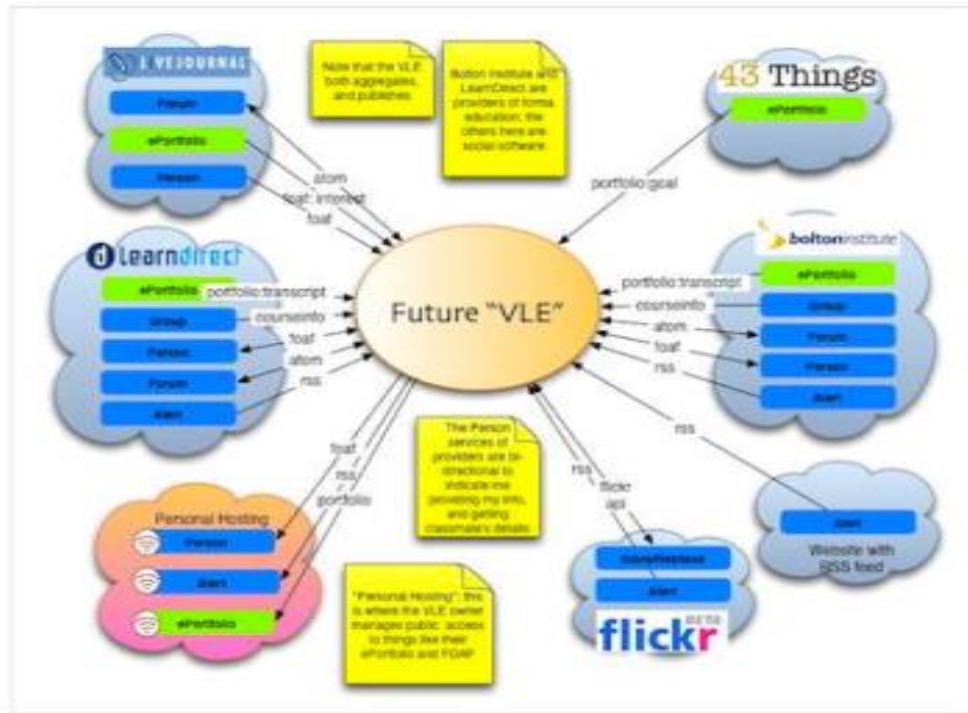


# The Student's Perspective



A range of different resources and services

# The design is based on putting the learner at the centre



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

# Learning and Performance Support Systems



# LPSS is Built Around the Personal Learning Record

This is a *new* type of data – we call it the *personal graph*.

Each person has their own *private* personal graph.

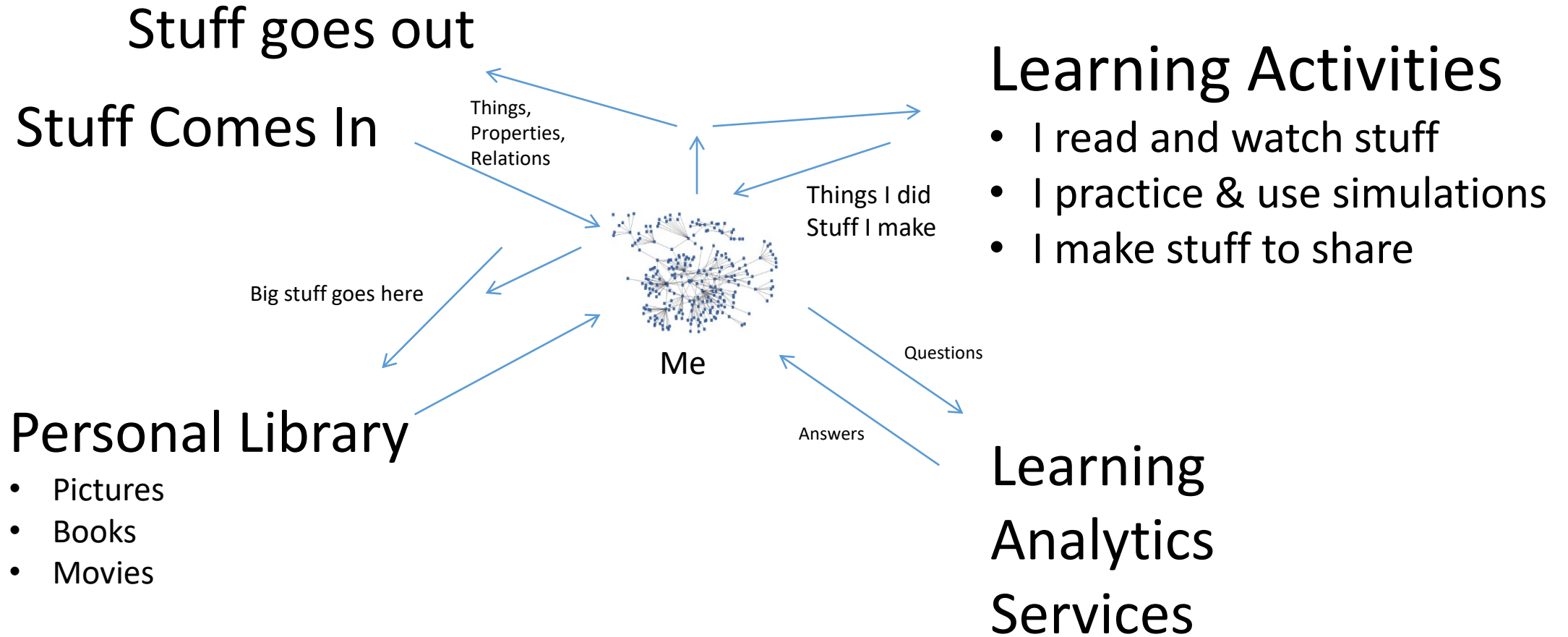


Me

The PLR contains all a person's learning records, including:

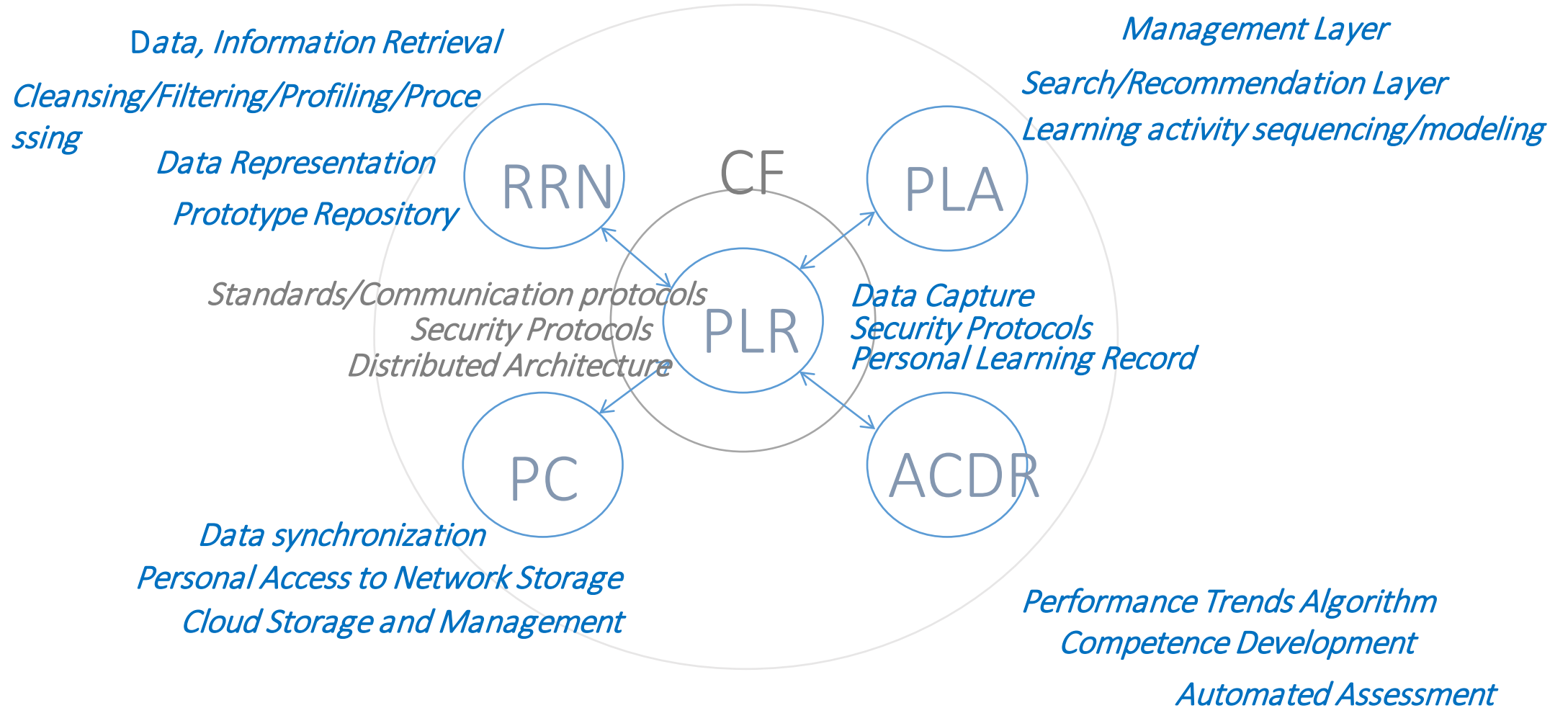
- certificates, badges and credentials
- activity records, test results, scores
- Assignments, papers, drawings, things they create

# LPSS is Built Around the Personal Learning Record

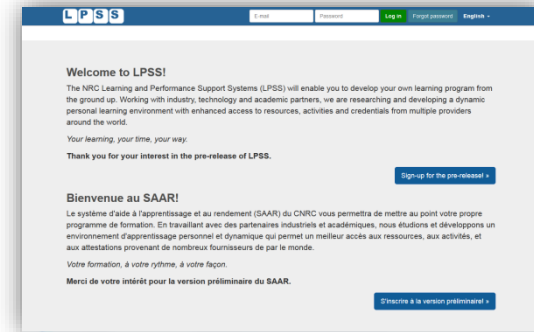
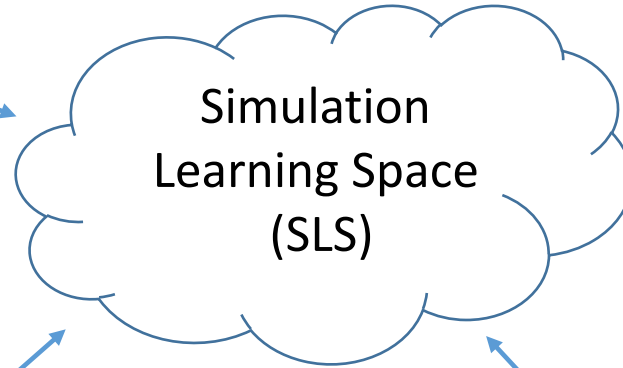




# LPSS Details



# LPSS-Sim Project Overview



# Combining Experiences

One place for all simulation experience

The image displays a web-based simulation learning interface. On the left is a dark sidebar menu titled "Simulation Learning Space" with a search bar. The menu lists several categories: Instrument Handling, Suction, Ultrasonic Aspirator, Ultrasonic Aspirator 102, Bipolar, Microscissors, Fundamental Skills, and Spine Surgery. Each item has a plus sign to expand it or an 'x' to collapse it. An arrow points from the "Suction" item to the main dashboard.

The main dashboard, titled "Simulation Learning Space", shows a "Scenarios' History" section for "Exercise: Suction 101". It includes user information (User: admin, Date: May 25 12:37:30 2015, Previous Attempt: May 25 10:23:08 2015), a "Image Not Found" placeholder, an "Overall Score History" line graph, and a table of performance metrics. The "Recommendations" section on the right suggests further exercises based on completed ones.

Metrics	Value	Grade
Blood remaining	0.14 cc	0%
Tissue removed	0.0 cc	0%
Time LH excessive force	0.0 s	0%
Time RH excessive force	4.02 s	50%

**Overall Score: -50/100**

All performance results no matter where and when they were carried out

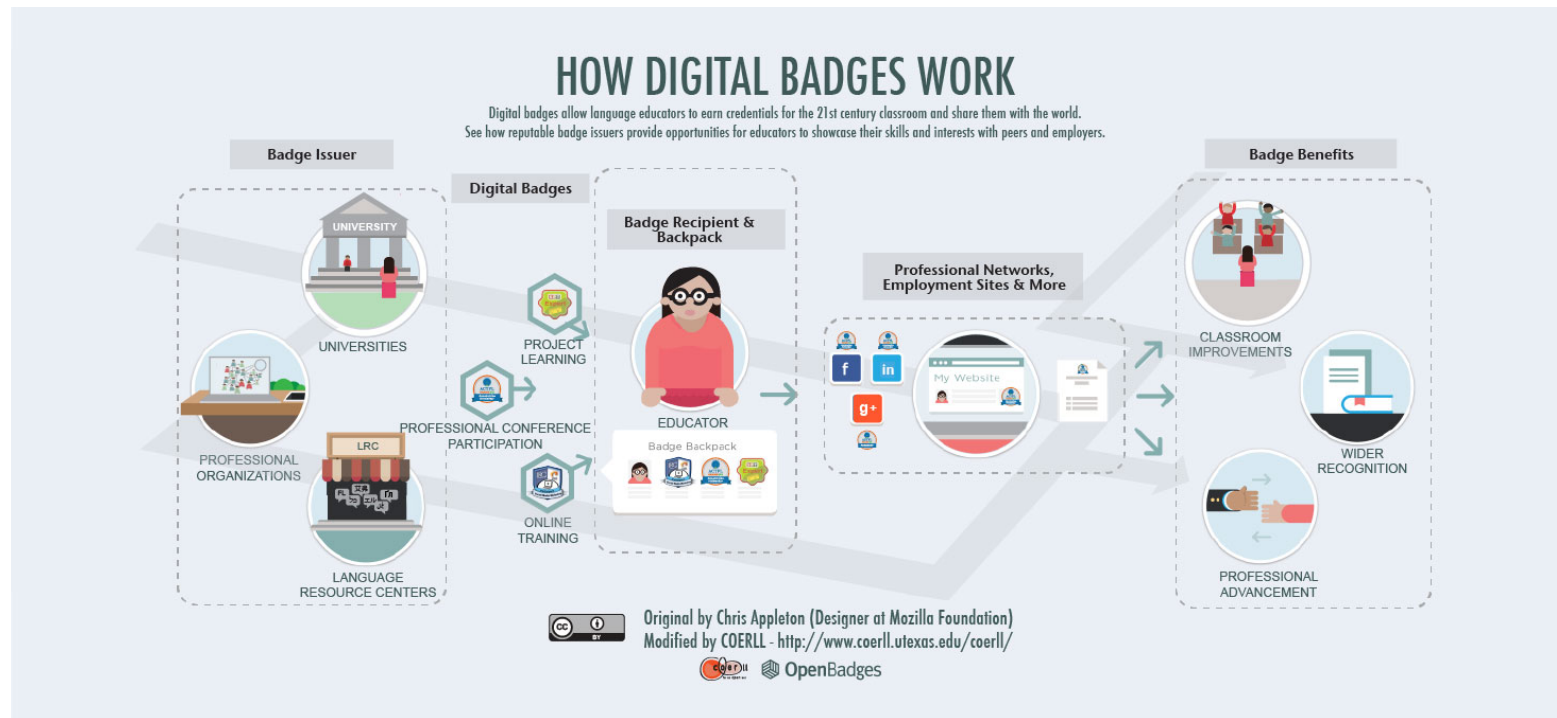
# OIF – MOOC-REL



The screenshot shows the website for the REL 2014 MOOC. At the top, there is a dark blue header with the title "REL 2014 - Pour une éducation libre" in white. Below the title is a navigation menu with links: "ACCUEIL", "VOTRE COMPTE", "COMPTES RENDUS", "PARTICIPER", "SYNDICATION RSS", and "ARCHIVES". A secondary dark blue bar contains the text "Vous n'êtes pas connecté(e). [Connexion] - [Inscription]". The main content area features a large graphic on the left with the text "Réutiliser, retravailler, recombinaison, redistribuer" and icons of people and documents. To the right of the graphic is the main heading "Réutiliser, Retravailler, Recombiner, Redistribuer – 4R des REL pour une Éducation libre". Below this heading is a paragraph: "Bienvenue à votre Cours en Ligne Ouvert et Massif (CLOM) de l'Organisation internationale de la Francophonie portant sur les ressources éducatives libres (REL).". Another paragraph follows: "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.". Below the text is a section titled "Introduction au CLOM REL 2014". On the left side of the main content area, there is a vertical menu with "INTRODUCTION" and "1. DU CLOM CONNECTIVISTE ET FONCTIONNEMENT DE CE COURS".

<http://rel2014.mooc.ca/>

# PCO Badges for Learning



<http://www.downes.ca/post/63738>

# ONGARDE



<http://www.journal.forces.gc.ca/vol14/no2/page70-eng.asp>

# ALECSO – Capacity Building



<http://www.downes.ca/presentation/337>

# Concierge OMS

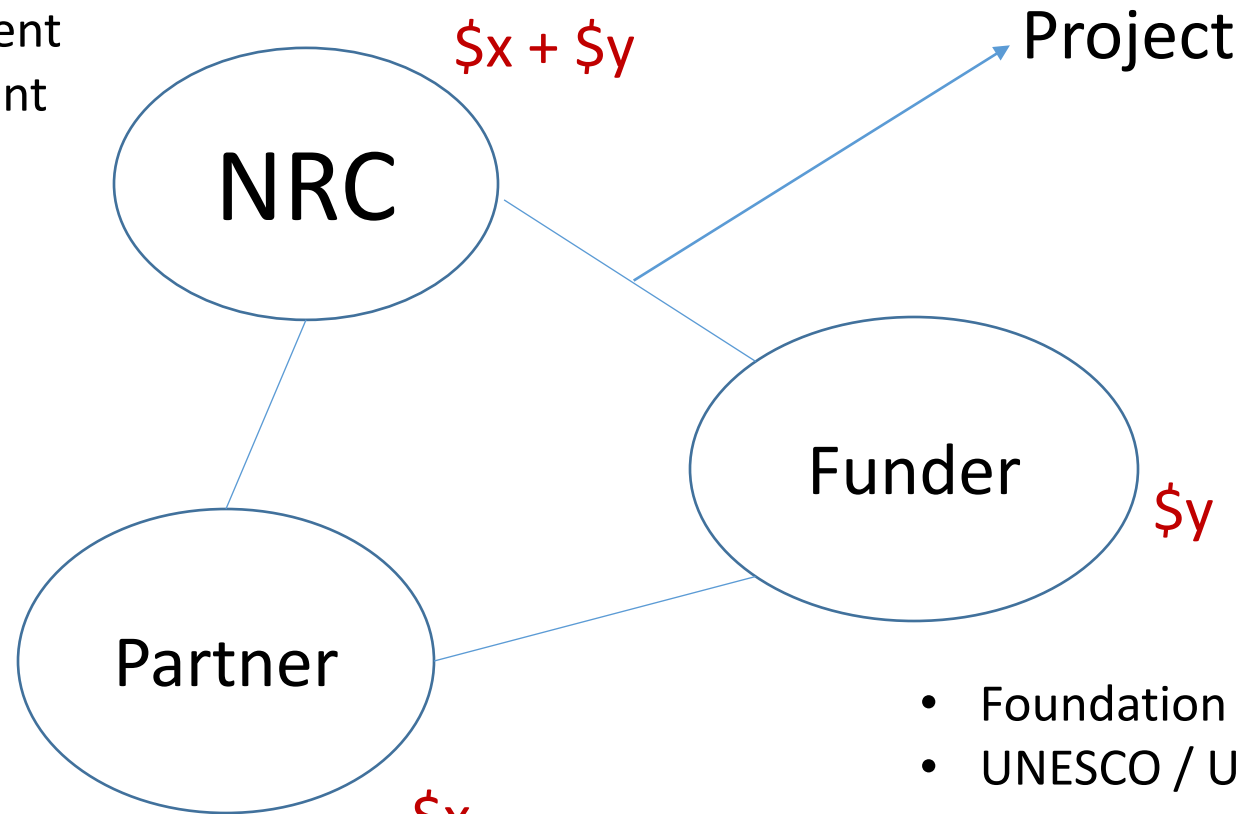
The screenshot shows the top portion of the Concierge Service website. At the top left, there is a logo for the Government of Canada in both English and French. To the right, navigation links for 'Canada.gc.ca', 'Services', 'Departments', and 'Français' are visible. The main header area features the 'Concierge Service' title, a large red maple leaf graphic, and the 'Canada' logo. Below this is a search bar with a 'Search' button. A navigation menu includes 'Home', 'About us', 'Find programs', 'Find facilities', and 'My concierge', along with 'Register' and 'Log in' buttons. The main content area starts with a breadcrumb 'Home → Your guide to innovation' and a heading 'Your guide to innovation'. A sub-heading reads 'Helping Canadian enterprises find and access programs and services that support business innovation.' Below this is a large image of a person in a suit holding a glowing lightbulb, with a search bar overlaid that says 'How can we help you?' and a 'Go' button. To the right of this image is a smaller image of a golden key on a background of binary code, with the text 'Create an account to get the benefits to support you & your business!'. At the bottom right, there is a small image of three people clapping. A blue button labeled 'Find a program that meets your needs' is located at the bottom left of the main content area.

<https://concierge.portal.gc.ca/>



# Expanding LPSS

- \$20 Million Investment
- NRC Technologies
- Development Environment



- University
- Government
- Development Agency

- Foundation
- UNESCO / UN
- Corporate Partner

# Possible Projects...

- OERs, Repositories, Marketplaces
- Badges, Credentials, Recognition
- Simulations & Workplace Support
- Matching People to Opportunities





Stephen Downes

<http://www.downes.ca>