



Why Personal Learning?

Stephen Downes
Canada Moodle Moot
York University
February 23, 2018

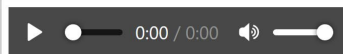
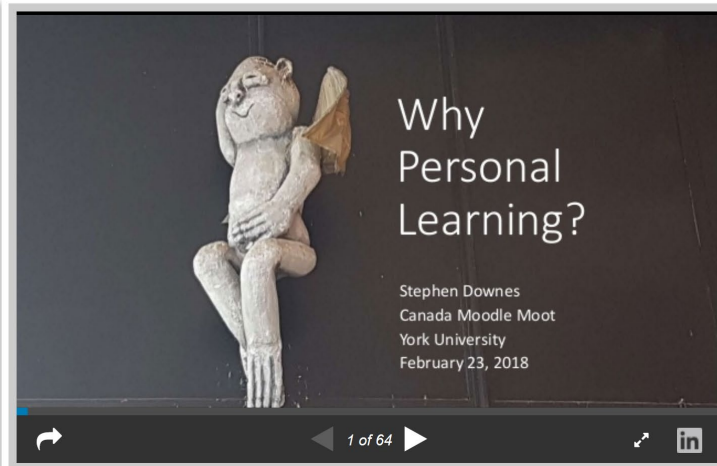


Stephen Downes

Knowledge, Learning, Community



Why Personal Learning



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Moodle Moot 2018, York University, .

In this presentation I examine the difference between personal and personalized learning, show how this informs the design of the personal learning environment, and draw from that the reasons for preferring personal learning. , Feb 23, 2018.

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1

Two Perspectives....

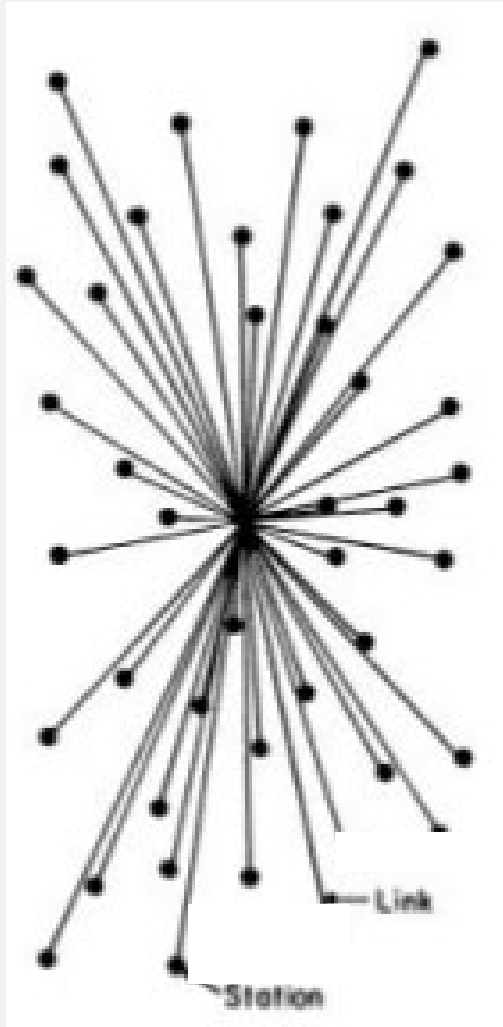
The State



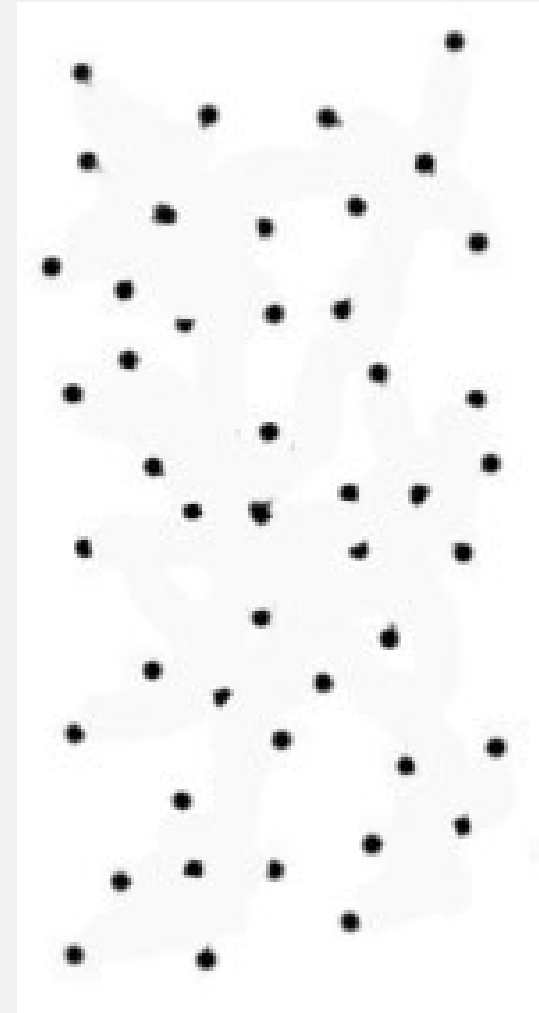
The Individual



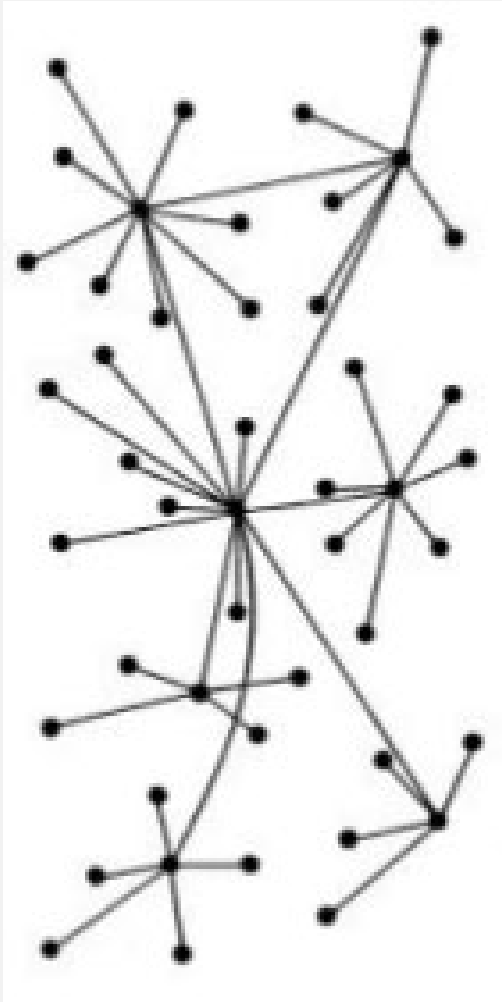
The State



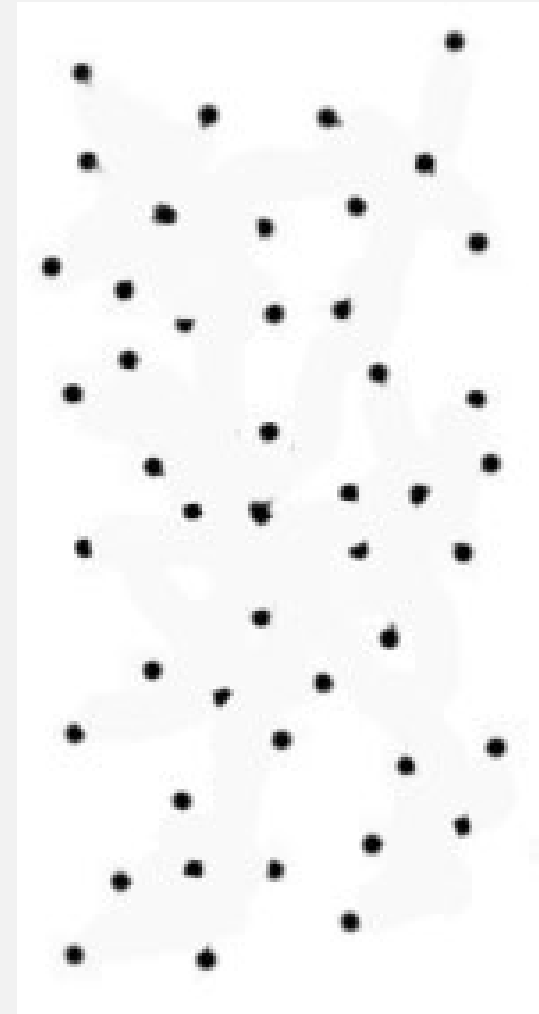
The Individual



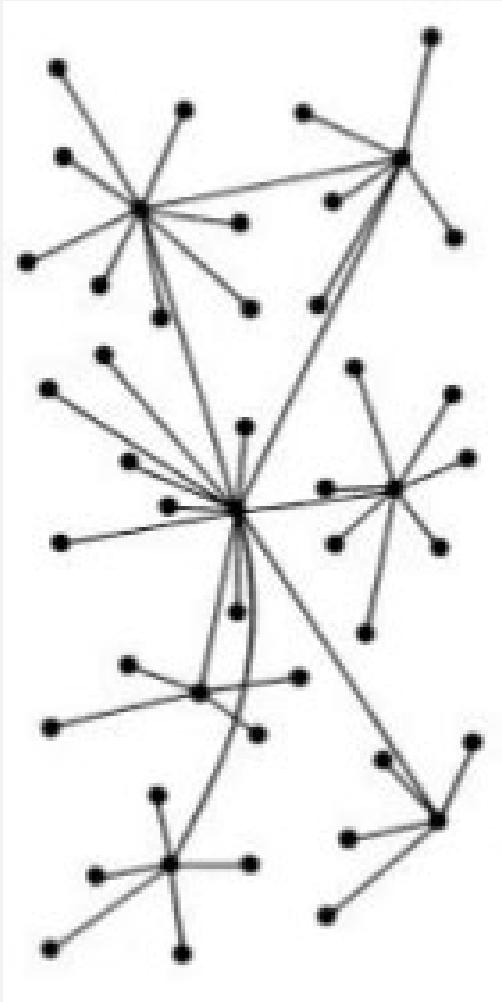
The State



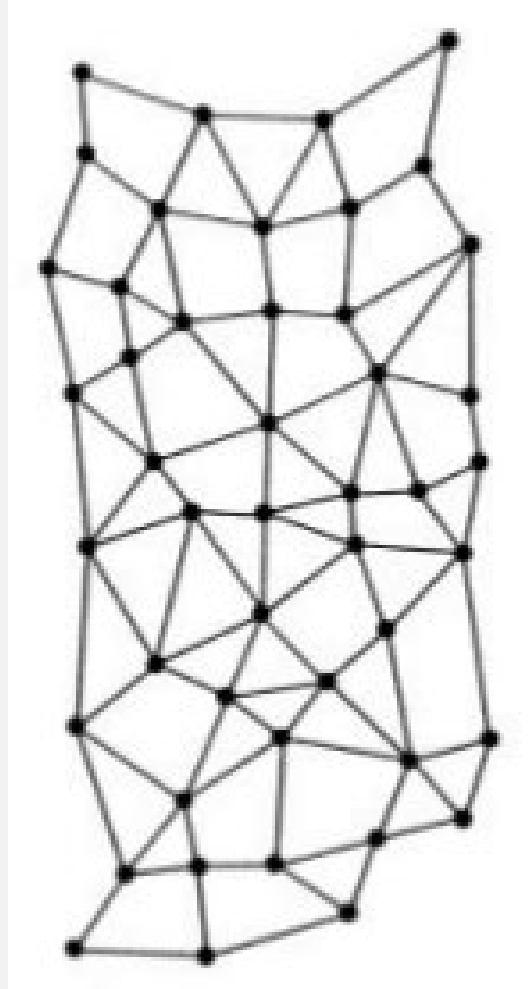
The Individual



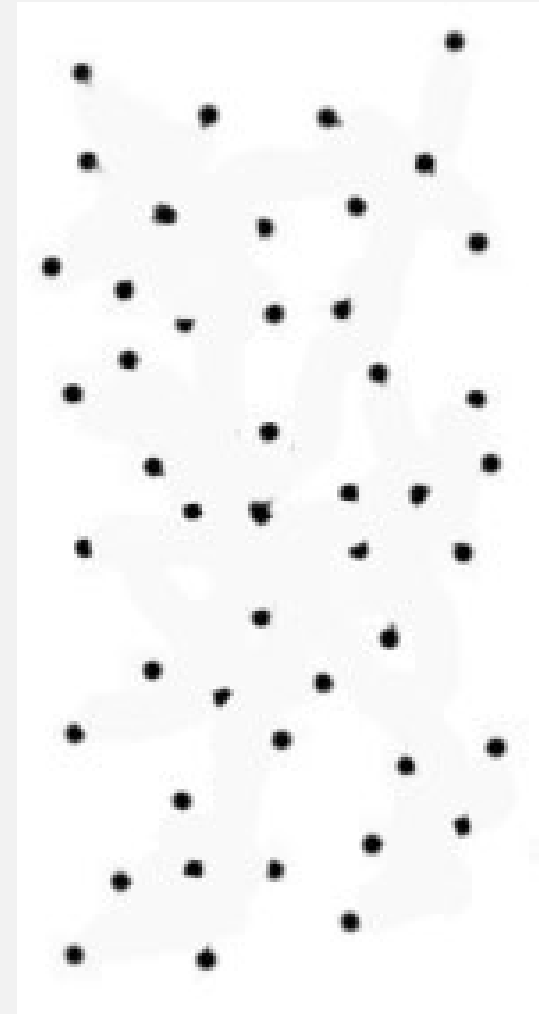
The State



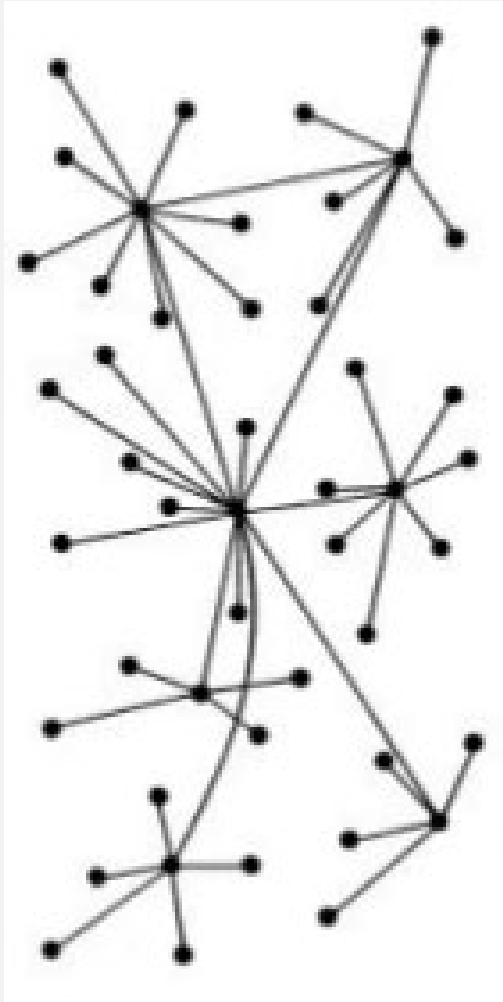
The Network



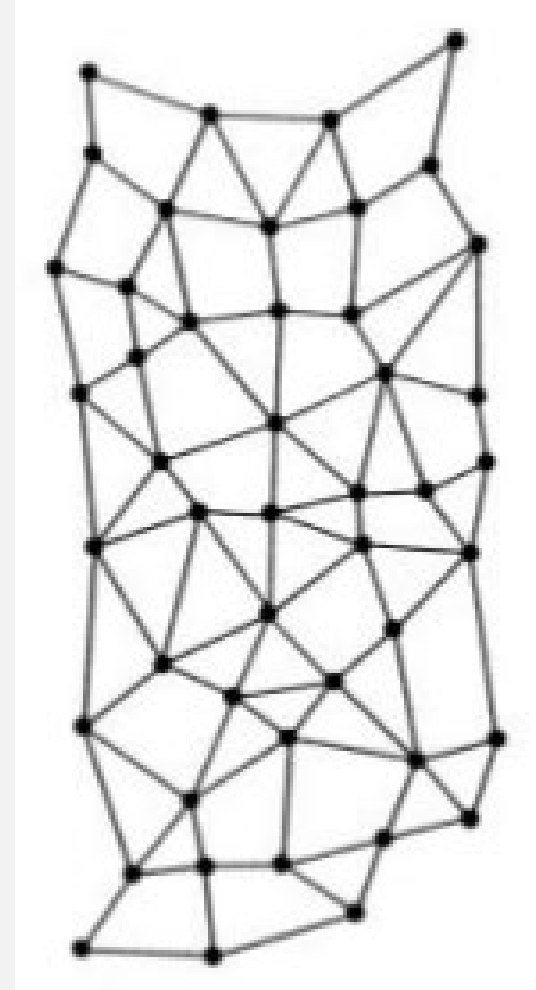
The Individual



Groups



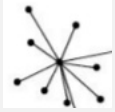
Networks



TODAY

SAMENESS

Groups



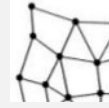
**ONE
WAY**

Collectives

FUTURE

AFFINITY

Networks

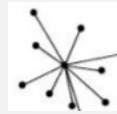


**MANY
WAYS**

Communities

TODAY
SAMENESS

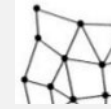
Groups



Collectives
**ONE
WAY**

FUTURE
AFFINITY

Networks



Communities
**MANY
WAYS**

Metallic - Elemental

UNITY → VISION
STATEMENT
SOMETIMES EVEN PURITY
MELTING POT

Organic - Biological

DIVERSITY
MIXTURES
SALAD BOWL

COORDINATION

AUTONOMY

CLOSED

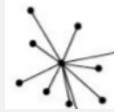
OPENNESS

DISTRIBUTIVE

INTERACTIVE

TODAY
SAMENESS

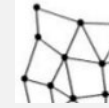
Groups



Collectives
**ONE
WAY**

FUTURE
AFFINITY

Networks



Communities
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UNITY → VISION STATEMENT
SOMETIMES EVEN PURITY
MELTING POT

Organic - Biological

DIVERSITY
MIXTURES
SALAD BOWL

COORDINATION
LEADERS! COLLABORATION
GROUP VALUE
(= LEADER VALUE)

AUTONOMY
COOPERATION
EXCHANGE
MUTUAL VALUE

CLOSED

OPENNESS

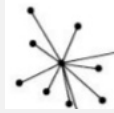
DISTRIBUTIVE

INTERACTIVE

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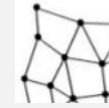
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WALLS

DISTRIBUTIVE

FUTURE

AFFINITY

Networks



Communities
**MANY
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Organic - Biological

DIVERSITY
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AUTONOMY

COOPERATION
EXCHANGE
MUTUAL VALUE

OPENNESS

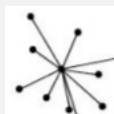
CONNECTION
PERSPECTIVE / CONTEXT
BRIDGES

INTERACTIVE

TODAY

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Groups



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(= LEADER VALUE)

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WALLS

DISTRIBUTIVE AKA
TRICKLE DOWN

BROADCAST

☆ STARS AND GURUS ☆

CENTRALIZED
POWER – POWER LAWS



↓
KNOWLEDGE,
LIKE MONEY,
FLOWS FROM
AUTHORITY

FUTURE

AFFINITY

Networks



Communities

**MANY
WAYS**

Organic - Biological

DIVERSITY

MIXTURES
SALAD BOWL

AUTONOMY

COOPERATION
EXCHANGE

MUTUAL VA:UE

OPENNESS

CONNECTION
PERSPECTIVE / CONTEXT
BRIDGES

INTERACTIVITY

CONVERSATION
DISTRIBUTED

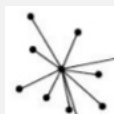
DEMOCRACY (OR POST-DEMOCRACY)

→ KNOWLEDGE
EMERGES

TODAY

SAMENESS

Groups



Collectives
**ONE
WAY**



Metallic - Elemental

UNITY → VISION
STATEMENT
SOMETIMES EVEN PURITY
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(= LEADER VALUE)

CLOSED → LOCK-IN

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STANDARDS - JARGON
WALLS

DISTRIBUTIVE AKA
TRICKLE DOWN

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☆ STARS AND GURUS ☆
CENTRALIZED
POWER – POWER LAWS



KNOWLEDGE,
LIKE MONEY,
FLOWS FROM
AUTHORITY

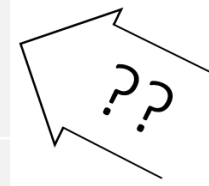
FUTURE

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AUTONOMY

COOPERATION
EXCHANGE
MUTUAL VALUE

OPENNESS

CONNECTION
PERSPECTIVE / CONTEXT
BRIDGES

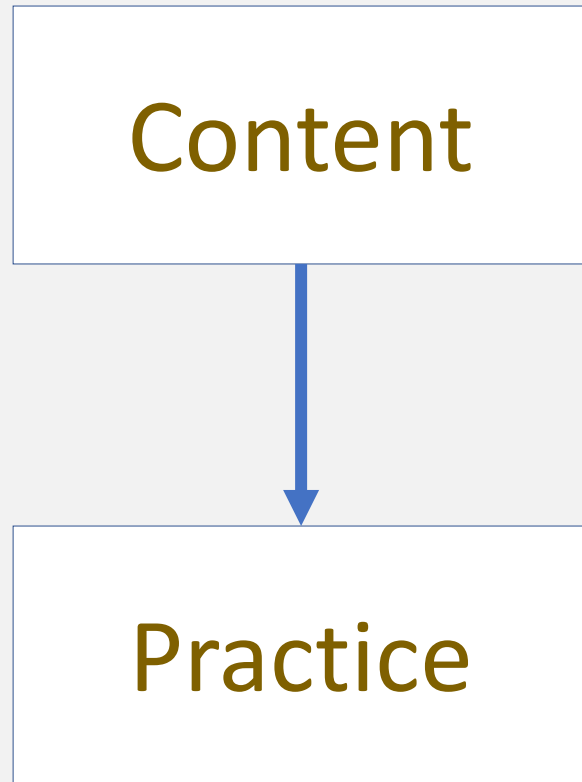
INTERACTIVITY

CONVERSATION
DISTRIBUTED
DEMOCRACY (OR POST-DEMOCRACY)
→ KNOWLEDGE
EMERGES

2

Two Approaches....

Two Approaches...



Two Approaches...

Defines an ideal state

Content



Practice

TEST

Person tests you

Defines a desired state

Practice

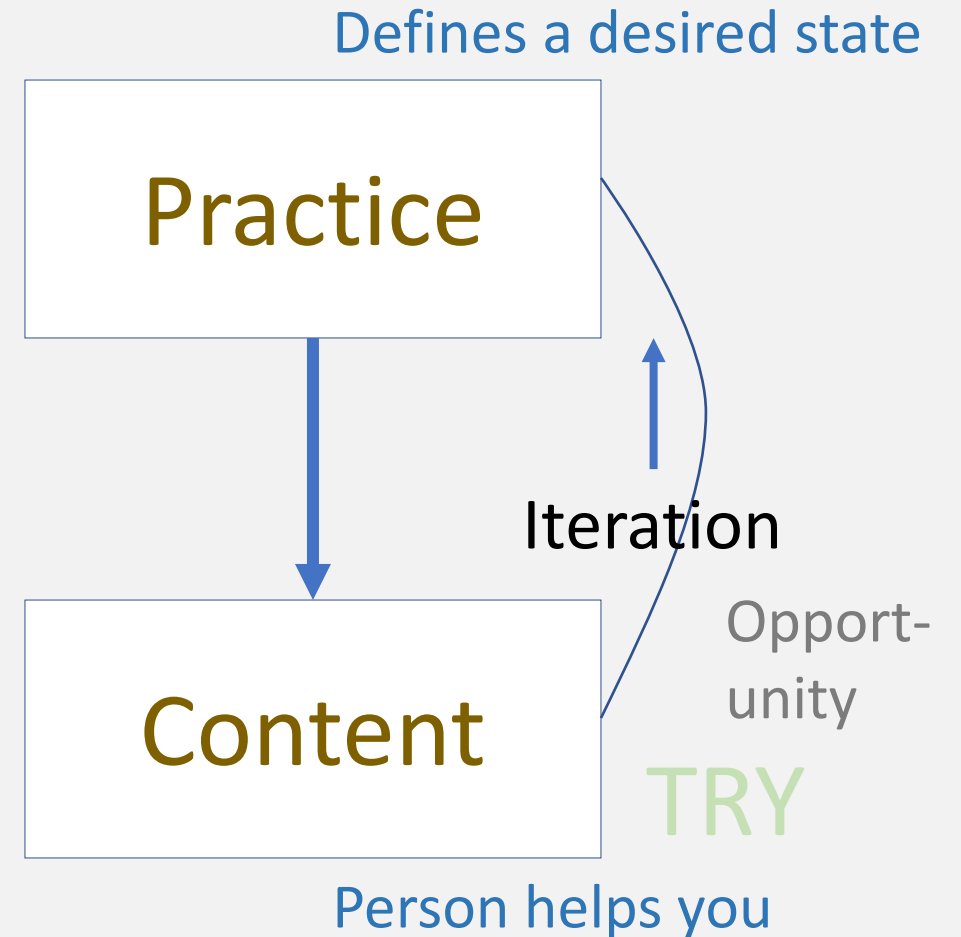
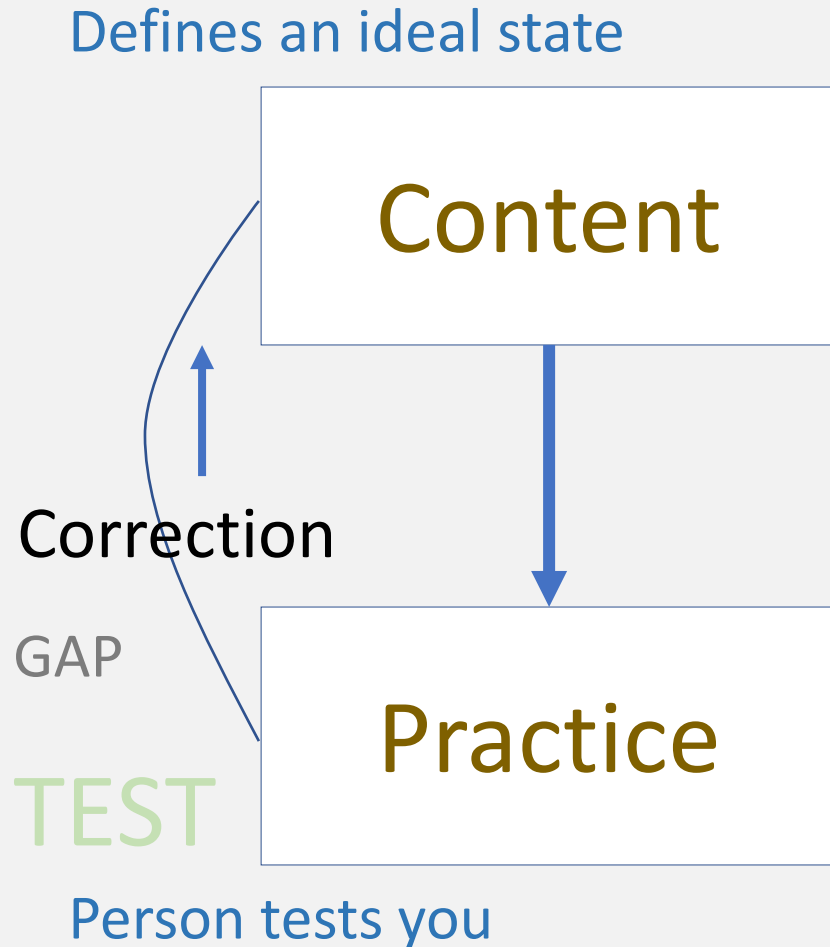


Content

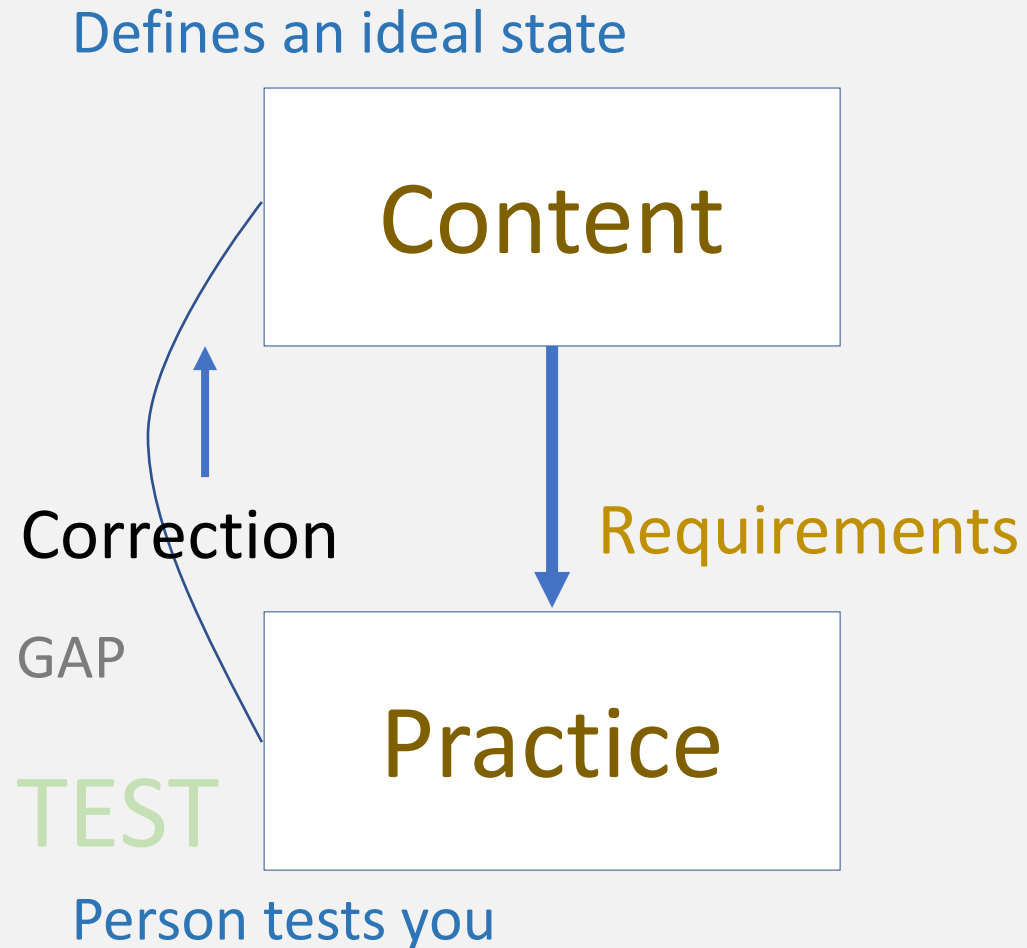
TRY

Person helps you

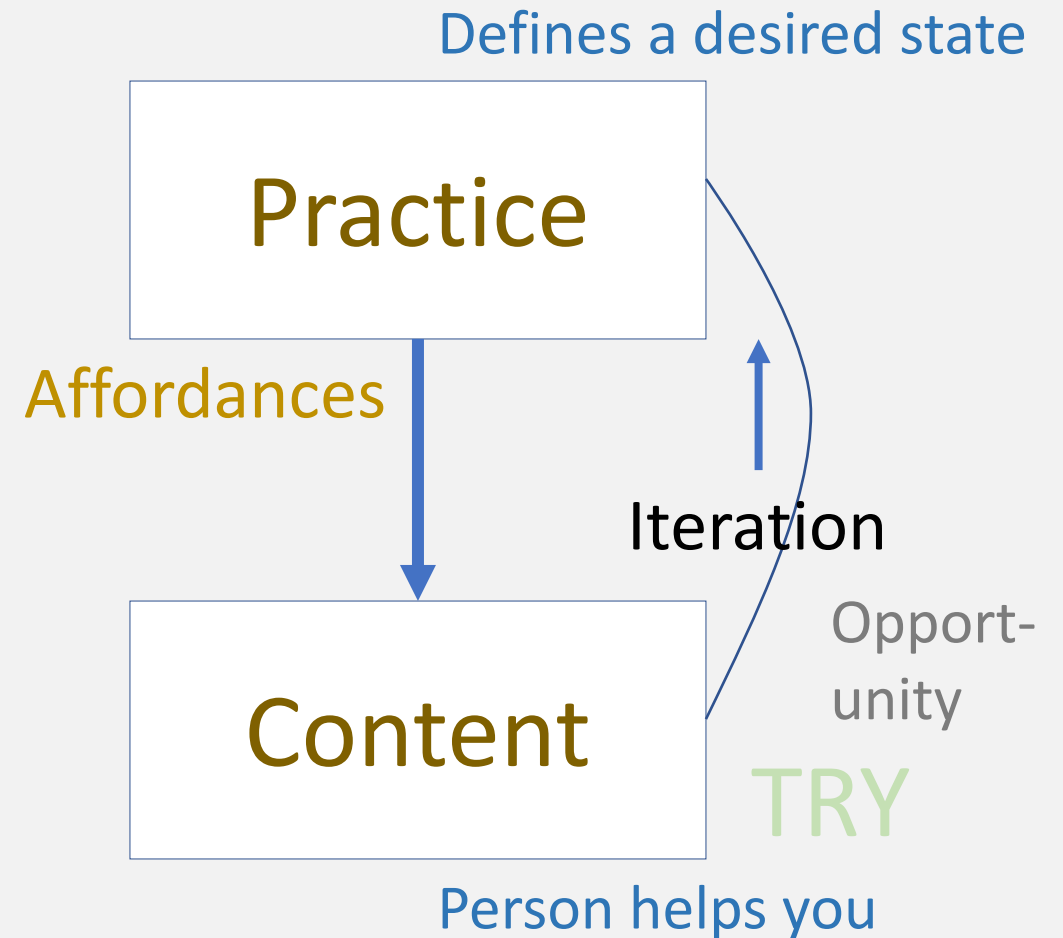
Two Approaches...



Library

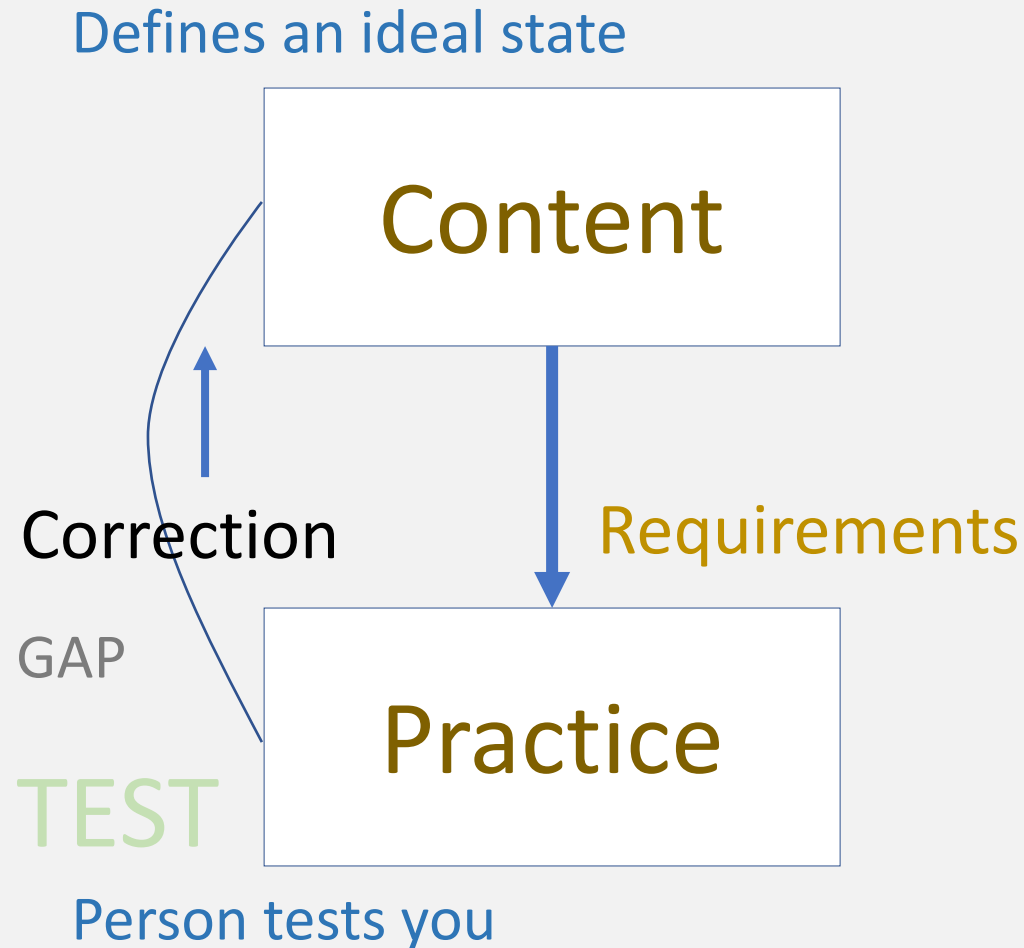


Environment



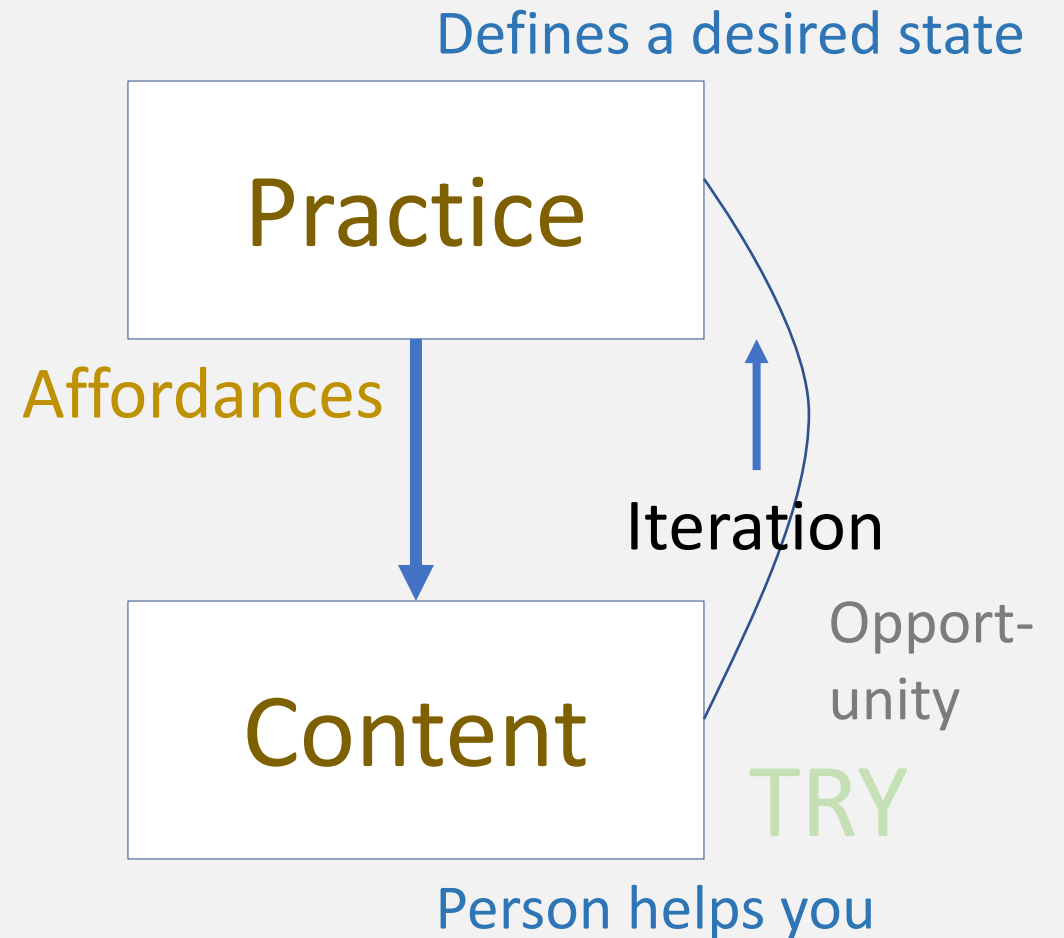
Personalized

We do for you



Personal

You do for yourself



3

A Personal Learning Environment

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Learning & Development Specialist at International Financial Data Services (Canada)

Toronto, ON

About the Job

Learning & Development Specialist

Permanent

Department: Quality, Planning and Analysis (462)

30 Adelaide Str, East
Toronto, Ontario, M5C 3G9
Canada

Number of Positions: 1

Job Description:
The Learning & Development Specialist is responsible for the training and onboarding of all new employees within Business Operations Transactions Services. The incumbent will support the Transactions Services teams through the

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Episode 44: Dan Cohen

✂✕

Episode 45: James Larue

✂✕

Episode 46: Awful Library Books

✂✕

Episode 47: Kelly Jensen

✂✕

Episode 48: Kristin Lalonde

✂✕

Episode 49: John Chrastka

✂✕

Episode 50: Chattanooga Public Library

✂✕

Episode 51: Elizabeth Keathley

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Sistemas de Información y ordenadores, Parte 2: Hardware

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Critical Development Perspectives

edx, Jun 06, 2017

There are many approaches and perspectives about what is most important within the development sector. Some practitioners argue that basic water and sanitation is essential to good development, others push for women's economic empowerment. Others still believe that good governance and institutions are the driving factor to sustainable development. In this development studies course, you will engage with contemporary debates and gain new perspectives on what it means to be a leader in development. By gaining a good understanding of the different challenges facing development workers across the globe, you will be able to lead more effectively across sectors and organizations. The course focuses each module around key readings that argue a particular perspective or idea. Interviews with the author, alongside other academics and practitioners, complement these readings and encourage new ways of thinking about the challenges facing workers in this space. Learners are encouraged to reflect on their own ideas and practice, and share their perspectives with other learners and the course team. This course is part of the Leadership in Global Development MicroMasters Program. In order to get the most out of this course, we recommend that you have experience working in the development sector or a strong interest in this area. We also recommend you have completed the following courses prior to commencing or in parallel with these courses: Leaders in Global Development The Science and Practice of Sustainable Development Adaptive Leadership in Development

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✕

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✕

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✕

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✕

Atomic and Optical Physics: Atom-photon interactions

✕

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Critical Development Perspectives

Gain insight into the different perspectives & trends facing development workers to lead more effectively across sectors & organizations.




Self-Paced

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About this course

There is a vast array of different arguments about what development is and

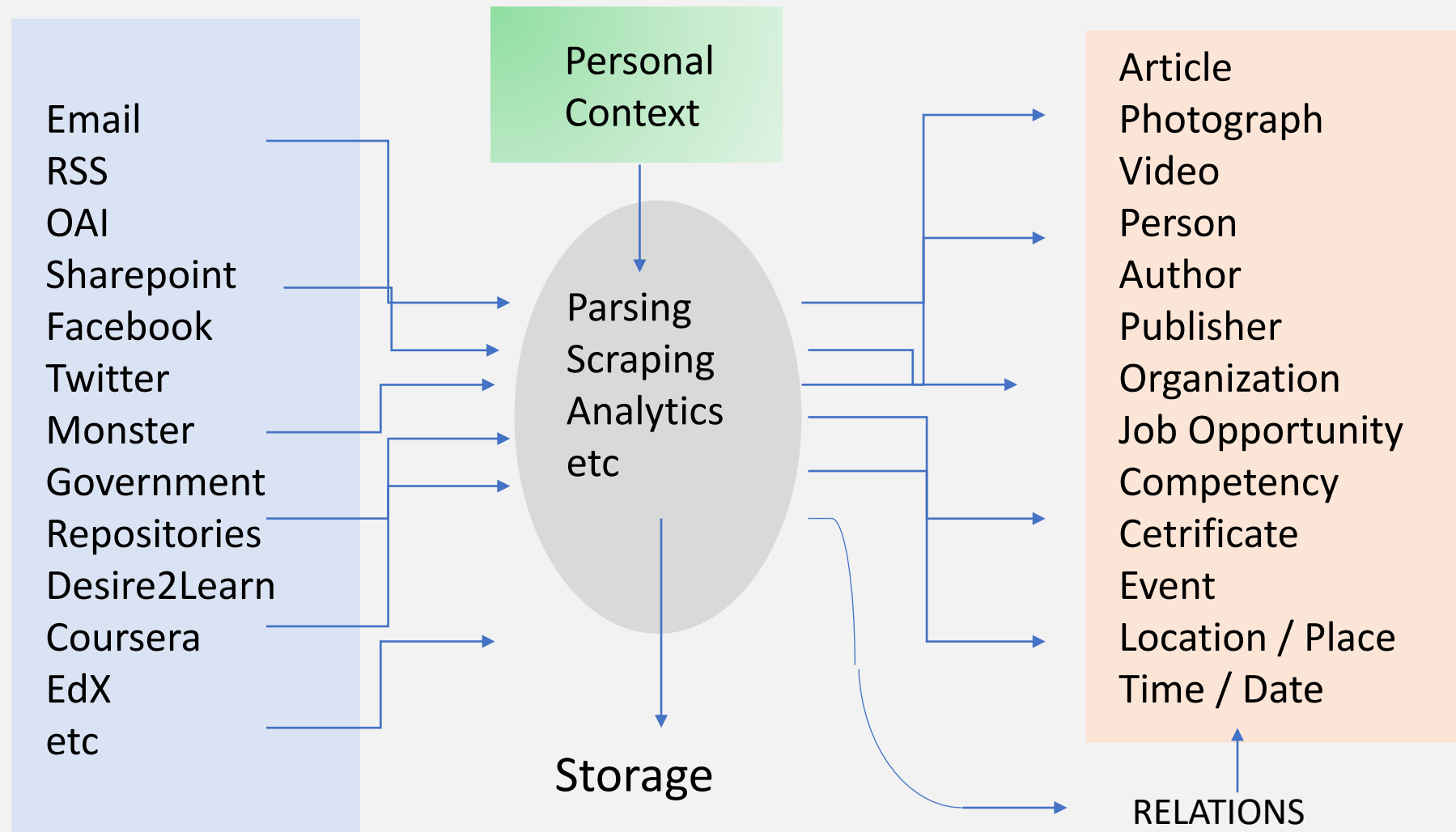
🕒 Length:

10 weeks

🕒 Effort:

10-12 hours per week

gRSShopper workflow



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•✎✕ Adaptive Learning in ELT

•✎✕ Blog – Remake Learning

•✎✕ Circulating Ideas

•✎✕ Culture of Yes

•✎✕ DOAJ E-Learning

•✎✕ Ed Tech Crew Podcast

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•✎✕ Learning Technology Standards Observatory

•✎✕ Out of School

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Culture of Yes

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Feed updateFrequency

Feed generator

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Get The Most Out Of Your Conference/Professional Development!

, Technically Yours Teamann, Feb 22, 2018

How do you as an administrator (or teacher!) feel about conferences? Professional learning? Empowering your teachers?Here are the things we did to maximize sending our team of teachers to #TCEA! Make the most out of your next conference! Often our budgets and #allthethings (subs! testing! schedules! teaching!), make it impossible to send every teacher we have [...]

The post [Get the most out of your conference/professional development!](#) appeared first on [Technically Yours Teamann](#).

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🕒 Length: 10 weeks

🕒 Effort: 10-12 hours per week

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 Get The Most Out Of Your Conference/Professional Development!

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 Episode 41: Jennie Rothschild

✂

 Episode 42: Emily Lloyd

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 Episode 43: Naomi House

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 Episode 44: Dan Cohen

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 Episode 45: James Larue

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 Episode 46: Awful Library Books

✂

 Episode 47: Kelly Jensen

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 Episode 48: Kristin Lalonde

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 Episode 49: John Chrastka

✂

 Episode 50: Chattanooga Public Library

✂

 Episode 51: Elizabeth Keathley

✂

 Expect More 1

✂

 Expect More 2

✂

 Episode 52: Lost In The Stacks

 Reader Publish Write Preview Edit Upload

Get The Most Out Of Your Conference/Professional Development!

http://technicallyteamann.com/get-the-most-out-of-your-professional-development-conference-tcea-ascd-iste/

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Format

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 Source

How do you as an administrator (or teacher!) feel about conferences? Professional learning? Empowering your teachers? Here are the things we did to maximize sending our team of teachers to #TCEA! Make the most out of your next conference! Often our budgets and #allthethings (subs! testing! schedules! teaching!), make it impossible to send every teacher we have [...]

The post [Get the most out of your conference/professional development!](#) appeared first on [Technically Yours Teamann](#).

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Get The Most Out Of Your Conference/Professional Development!

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Episode 49: John Chrastka

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Episode 50: Chattanooga Public Library

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Episode 51: Elizabeth Keathley

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Expect More 1

✂

✂

Expect More 2



Reader


Publish

Write

Preview

Edit

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2018/02/22

Creation Date

1519336945

Link

Article

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Musing

Preview

Announcement

Course

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On Ed Radio Today

William D. Parker: PMP:103 Standing Back Up When You Feel Knocked Down. Feb 21, 2018

William D. Parker: PMP:102 Four Essentials for Advancing in Your Leadership. Feb 14, 2018


Circulating Ideas: 126: Alex Halpern. Feb 13, 2018

Circulating Ideas: Expect More 4. Feb 12, 2018

Circulating Ideas: Episode 53: Becky Spratford. Feb 12, 2018

Listen to [previous broadcasts](#) (also in [.m3u format](#); will play in your audio player)

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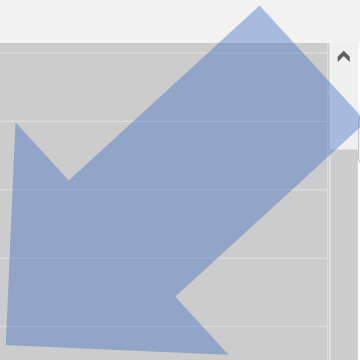
Critical Development Perspectives

edx, Jun 06, 2017

There are many approaches and perspectives about what is most important within the development sector. Some practitioners argue that basic water and sanitation is essential to good development, others push for women's economic empowerment. Others still believe that good governance and institutions are the driving factor to sustainable development. In this development studies course, you will engage with contemporary debates and gain new perspectives on what it means to be a leader in development. By gaining a good understanding of the different challenges facing development workers across the globe, you will be able to lead more effectively across sectors and organizations. The course focuses each module around key readings that argue a particular perspective or idea. Interviews with the author, alongside other academics and practitioners, complement these readings and encourage new ways of thinking about the challenges facing workers in this space. Learners are encouraged to reflect on their own ideas and practice, and share their perspectives with other learners and the course team. This course is part of the Leadership in Global Development MicroMasters Program. In order to get the most out of this course, we recommend that you have experience working in the development sector or a strong interest in this area. We also recommend you have completed the following courses prior to commencing or in parallel with these courses: Leaders in Global Development The Science and Practice of Sustainable Development Adaptive Leadership in Development

[Go to Course](#)

Work with various data types



[New] [List] Box

[New] [List] Chat

[New] [List] Cite

[New] [List] Company

[New] [List] Concept

[New] [List] Config

[New] [List] Course

[New] [List] Event

[New] [List] Feed

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[New] [List] File

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🔍 Listing 1 to 100 of 143 pages

✎ ✕ A Test Internal

✎ ✕ AAA Test Page

✎ ✕ AAA Test Page 2

✎ ✕ AAA Test Page 3

✎ ✕ AAA Test Page 5 - backup to 4

✎ ✕ About

✎ ✕ About Me: Books

✎ ✕ About Me: Darts

✎ ✕ About OLDaily

✎ ✕ About Stephen Downes


✎ ✕ About Stephen's Web

✎ ✕ About Threads

✎ ✕ Another Test Course X

✎ ✕ Archives

✎ ✕ Articles - By Date



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EdReach

, Oct 02, 2014

Create pages by combining data

✂ My Books

✂ My eBooks

✂ MyGlu

✂ New Layout - Basic

✂ New Layout - Help

✂ New Layout - Tags

✂ New Layout - Test

✂ Newsletter Subscription

✂ Newsletters

✂ NTN Trivia

✂ OLDaily

✂ OLDaily

✂ OLDaily Audio


✂ OLDaily Audio RSS

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✂ OLDaily Events

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OLDaily

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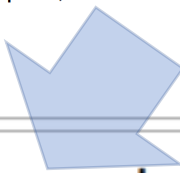
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Preview my page



OLDaily

by Stephen Downes
Feb 23, 2018

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Inclusive Citation: How Diverse Are Your References?

Maha Bali, *Chronicle of Higher Education*, 2018/02/23



I do pay attention (and always have) to diversity in the references in this newsletter and in my work in general. But I do it a bit differently than suggested here. In one sense, I have to - over the years I've referenced [thousands of authors](#). So I can't spend time figuring out whether they're gay or black or indigenous - how could I? It's not like people put race/gender/orientation/identity metadata in their posts.


I can and do ensure some gender balance, based on what I can tell from the author's name. Beyond that, I ensure diversity by focusing on diverse sources and diverse places. I try to internationalize. I look for writing from India and Africa and Estonia. It's not perfect. I'm rooted in my own community in Canada, as I should be. And I'm limited to content written in English, which means people from diverse backgrounds need to make an extra effort to be included (eventually, with decent auto-translation, that will change).


Finally, diversity isn't simply about language, gender, colour, and orientation. It includes these but includes so much more. I see people who are marginalized because of poverty, because of geography, because of disability, because of occupation, because of nationality, because of socialization, because of age, because of ugliness, because of education, because of size, because of musicality, because of faith, because of introversion, and so much more. These are all important to me.


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 ✕ Newsletters


 ✕ NTN Trivia


 ✕ OLDaily


 ✕ OLDaily


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
 ✕ OLDaily Combined Edition


 ✕ OLDaily Events

 ✕ OLDaily JSON Edition

 ✕ OLDaily RSS 0.91

 ✕ OLDaily RSS 2.0

 ✕ OLWeekly

 ✕ OLWeekly


Reader

Newsletter

Preview

Page

Edit



Enable newsletter subscriptions? YES ☒

Auto-send newsletters turned on? YES ☒

Autosubscribe to this newsletter? YES ☒

Sunday

Monday

Tuesday

Wednesday

Thursday

Hour

16

Minute

10

Manage the resource database

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
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
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
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
•  (British Educational Communications


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
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
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
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
•  .eduGuru


•  /Message

•  01net

•  0xDECAFBAD

•  1+1=3

•  1000Mikes

 Reader


Database

Harvester

Permissions

Logs

General



Database

Get database information and manage database tables.

Select a database:

Select a table ▾

Back Up Database:

Select a table ▾

Add Table:

Enter table name

Add Table

Drop Table:

Select a table ▾

Drop Table

Warning: dropping a table will eliminate all data in the table. Table data will be saved in a backup file.

Import Data From File

The file needs to be preloaded on the server. The system expects a tab delimited file with field names in the first row. Importer will ignore field names it does not recognize.

Import into table:

author ▾

File URL:

Or Select:

Browse...

No file selected.

Data Format:

Select a format... ▾

Import

Export Data

Export from table:

author ▾

Data Format:

Select a format... ▾

Export

Database Information

Make my personal learning record

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- & The Future
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Database

Get database information and manage database tables.

Select a database:

Back Up Database:

Add Table: [Add Table](#)

Drop Table: [Drop Table](#)

Warning: dropping a table will eliminate all data in the table. Table data will be saved in a backup file.

Import Data From File

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Import into table:

File URL:

Or Select: [Browse...](#) No file selected.

Data Format:

[Import](#)

Export Data

Export from table:

[»](#) [Myself](#) [Discuss](#) [Chatter](#) [Email](#)

Personal Profile: [View](#) [Edit](#)

Publishing: [Options](#)

Personal Portfolio: [View](#) [Edit](#)

Social Network: [Options](#) [View](#)

Account: [Logout](#) [Change Password](#)

Display my portfolio

My Portfolio

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Publications

Complete list of my publications (or, will be once I finish retriving and adding a bunch of missing ones).

[Quantum Leaps We Can Expect in Teaching and Learning in the Digital Age: a Roadmap](#)

Research Report. Oct 25, 2017. *Contact North - World Conference on Online Learning*, 48 pages, Contact North [\[Link\]](#)

[Open Learning, Open Networks - 开放学习、开放网络](#)

Journal Article. Oct 23, 2017. *Distance Education in China*, 2017 - 10 36-46, [\[Link\]](#) [\[Full Text\]](#)

[Is Technology Making Us Smarter? Yes](#)

Column. Jul 03, 2017. *The Costco Connection*, Volume 30, Number 4 15, [\[Link\]](#) [\[Full Text\]](#)

[Looking at the Future of Online Learning: a rejoinder to Contact North 2016 Report \(在线学习未来之我见 ——评 2016 年度 Contact North 报告\)](#)

Journal Article. Feb 28, 2017. *Distance Education in China*, 2017:2 5-17, [\[Link\]](#) [\[Full Text\]](#)

[Open Learning in the Future](#)

Article. Nov 02, 2016. *FutuOER*, , [\[Link\]](#) [\[Full Text\]](#)

[New Models of Open and Distance Learning](#)

Book Chapter. Aug 18, 2016. *Open Education: from OERs to MOOCs, Editors: Mohamed Jemni, Kinshuk, Mohamed Koutheair Khribi.*, 1-22, Springer [\[Link\]](#) [\[Full Text\]](#)

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Personal Profile: [View](#) [Edit](#)


Publishing: [Options](#)


Personal Portfolio: [View](#) [Edit](#)

Social Network: [Options](#) [View](#)

Account: [Logout](#) [Change Password](#)

Manage social media accounts

 [Reader](#) [Subscribers](#) [Newsletters](#) [Accounts](#) [Meetings](#)



Accounts

These values control access information to external accounts.

Twitter

Twitter Account :

OLDaily

Post to Twitter :

Yes ▾

Use Site Hashtag :

Yes ▾

Consumer Key :

Consumer Secret :

Token :

Token Secret :

Submit Twitter

Facebook

Facebook Account :

OLDaily

Post to Facebook :

Yes ▾

Use Site Hashtag :

Yes ▾

Application ID :

5720604012

Application Secret :

Postback URL :

Access Code :

jEJpOerVh

Access Token :

zYkMdxg\

»

Myself

Discuss

Chatter

Email

Personal Profile:

View

Edit

Publishing:

Options

Personal Portfolio:

View

Edit

Social Network:

Options

View

Account:

Logout

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Manage my newsletters

[Reader](#)[Subscribers](#)[Newsletters](#)[Accounts](#)[Meetings](#)

Newsletters

Each newsletter is composed of a page and a list of subscribers. Edit pages at left, and to turn any page into a newsletter, set 'Autopub' to 'yes' and 'Sub' to 'yes'. Newsletter contents are typically created automatically using 'keyword' commands in the page; see keyword help for more information. Users subscribe to newsletters through the 'Options' screen; you can manage user subscriptions directly from this page, either individually or as a group. Selecting 'send newsletter' to all subscribers sends the newsletter by email using the values at the bottom of the screen.

Send Newsletter

Page**List**

Manage Newsletter

Post Issue Rollup

Posts in newsletters can be scheduled for publication ahead of time; see the 'Edit Post' screen for more. This button will show you the list of posts scheduled for upcoming newsletters.

Manage Subscriptions

Autosubscribe

to

Email Program and Addresses

Mail Program Location :

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[Myself](#)[Discuss](#)[Chatter](#)[Email](#)

Personal Profile:

Publishing:

Personal Portfolio:

Social Network:

Account:

Create and attend live meetings

[Reader](#)[Subscribers](#)[Newsletters](#)[Accounts](#)[Meetings](#)[»](#)[Myself](#)[Discuss](#)[Chatter](#)[Email](#)

Meetings

This is the gRSShopper interface to Big Blue Button. If there is no instance of BBB available, this section will not be usable.

Current Live Meetings

These are the live meetings currently running ion Stephen's Web. If you would like to enter the confreencing environment and join the meeting, please provide a name and then select the meeting you would like to join.

Enter your name:

There are currently no live meetings taking place.

Create and Join Meetings

Meeting Name:

Meeting Ident:

Recording:

Create Meeting and Join It

Join Standing Administration Meeting

Big Blue Button Configuration

BBB Name :

BBB URL :

BBB Salt :

Personal Profile:

Publishing:

Personal Portfolio:

Social Network:

Account:

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
  Episode 42: Emily Lloyd



  Episode 43: Naomi House



  Episode 44: Dan Cohen



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

  Episode 46: Awful Library Books



  Episode 47: Kelly Jensen



  Episode 48: Kristin Lalonde



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  Episode 50: Chattanooga Public Library

  Episode 51: Elizabeth Keathley

  Expect More 1

  Expect More 2

  Episode 52: Lost In The Stacks


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Get The Most Out Of Your Conference/Professional Development!

, Technically Yours Teamann, Feb 22, 2018

How do you as an administrator (or teacher!) feel about conferences? Professional learning? Empowering your teachers?Here are the things we did to maximize sending our team of teachers to #TCEA! Make the most out of your next conference! Often our budgets and #allthethings (subs! testing! schedules! teaching!), make it impossible to send every teacher we have [...]

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The post [Get the most out of your conference/professional development!](#) appeared first on [Technically Yours Teamann](#).

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Myself

Discuss

Chatter

Email

 Notifications

 **Laura Ritchie** @lauraritchie 13h

One for all Open Educators: (yes it's a link to birdsplat, but I couldn't resist this one)

twitter.com/CaAI/status/966279...

@Downes

 **Thomas Steele-Maley** @steelemaley 1d

@Downes Autopsy of a Failed Holacracy....post in OLDaily reminded me at once of Etienne WG work on Learning in Landscapes.... wenger-trayner.com/resources/p... and perhaps even more so Zuboff's meaningful work in the domain -- In the Age of The Smart Machine (really all of her work) shoshanazuboff.com/new/books/

 **dogtrax** @dogtrax 2d

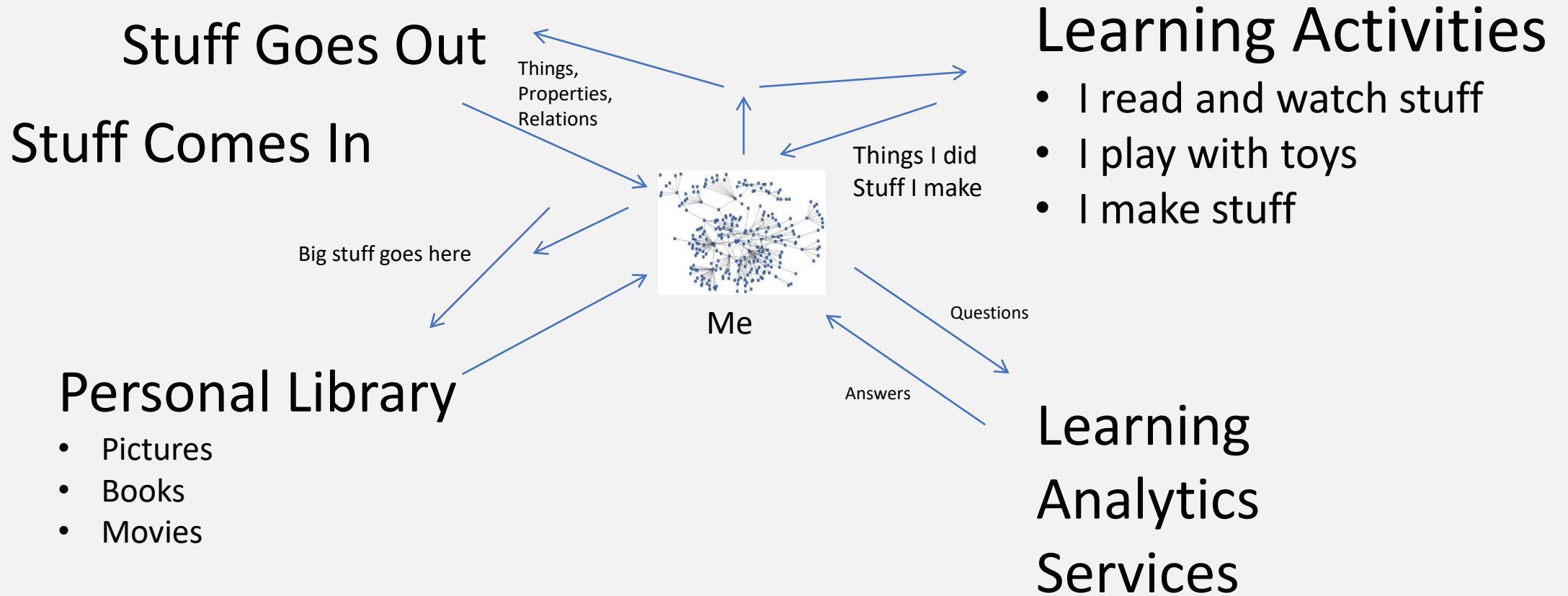
@Downes Love Velocity would be a good band name

The Personal Graph

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gRSShopper creates my Personal Learning Record



gRSShopper creates my Personal Learning Record

This is a *new* type of data – it's called the *personal graph*.

Each person has their own *private* personal graph.

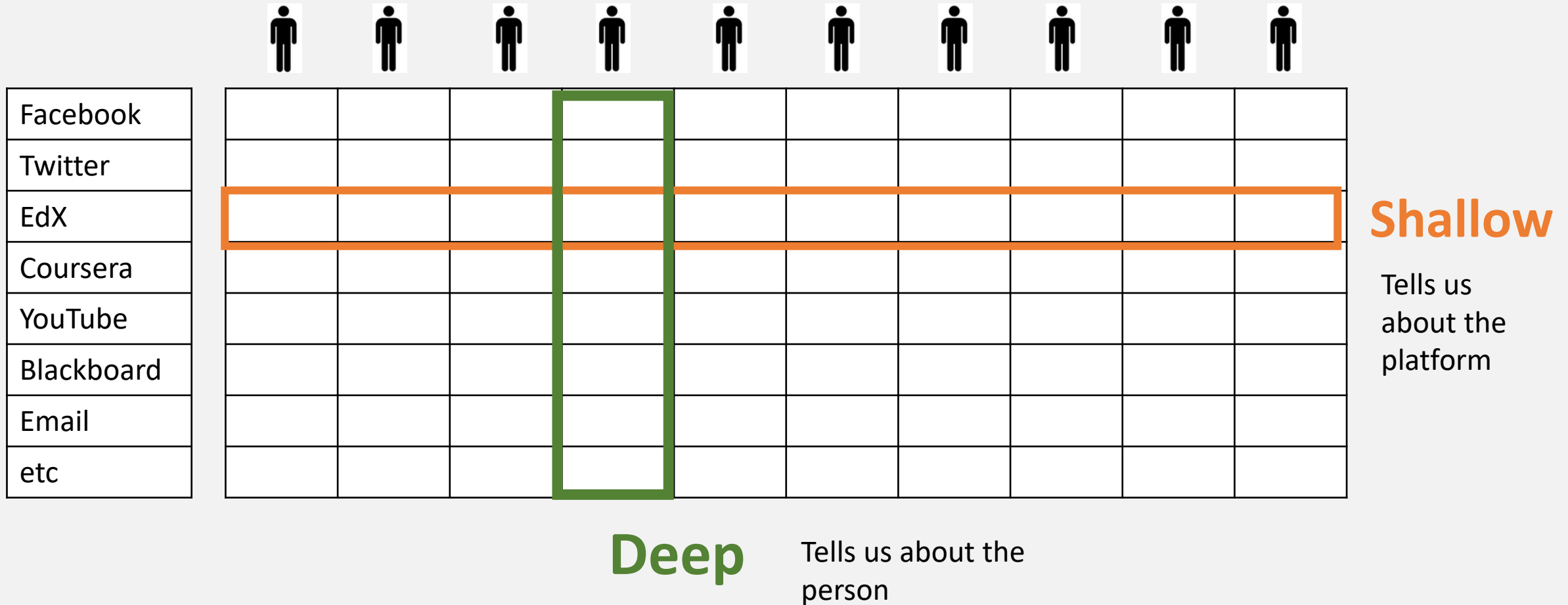


Me

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

Analytics and Big Data



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Why Personal Learning

I make my own learning decisions

My learning choices are
directly related to my:

- current projects
- career choices
- opportunities
- needs

I make my own learning decisions

I selected my own learning
resources to suit my:

- previous experience
- learning preference
- trust in the source
- needs

I make my own learning decisions

I design my own learning environment to add:

- relevant activities
- my own social network
- my design preferences
- A soundtrack

I'm not locked in a box

My courses come from
multiple sources:

- different institutions
- various learning platforms
- multiple perspectives
- many communities

I'm not locked in a box

I use multiple learning technologies:

- audio, video, animations
- 3rd party platforms for discussions and interaction
- games and virtual reality
- future tech

I'm not locked in a box

My resources stay mine and I
save them where I want:

- on my own computer
- on sites like Flickr and YouTube
- in cloud storage services
- wherever

I can learn openly

I not only use OERs, I create new ones as I learn:

- I access OER repositories
- I exchange them with friends
- my resources are available to anyone I want
- it's my choice

I can learn openly

My learning achievements are visible to who I choose:

- I share my achievements
- my machine-readable personal learning record is automatically created

I can learn openly

My learning community follows
me, not my school:

- I stay connected to friends
after the course
- My learning community
becomes my professional
community

I am connected

I am never alone as I pursue my learning objectives:

- I'm following other people as they do the same thing
- courses & teachers guide me
- help is available when I need it

I am connected

My learning evolves and grows
from day to day:

- As the world changes, my
learning resources change
- I can see patterns and trends
as they develop in the world
- I am part of a community

I am connected

I can track and understand my own progress:

- My AI and analytics are mine
- I can see patterns and trends across different parts of my learning and work
- And from different platforms



<http://www.downes.ca>