

Continuing Professional Development: Looking at Old Problems in New Ways

Stephen Downes

10th National CPD Accreditation Conference

Mississauga, Ontario

October 2, 2018



Preliminaries: The Backchannel

www.downes.ca/chat channel 10NAC

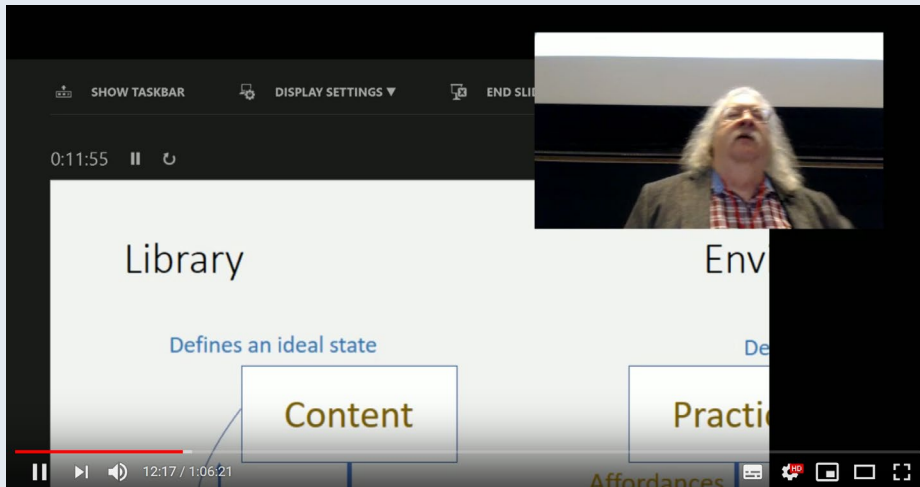
or use hashtag **#10NAC** in Twitter or Mastodon

Your comments will be displayed in the order received and shown for 10 seconds each (you can view the archive on the website)

Preliminaries: The Webcast

This talk is being webcast on YouTube Live

<https://www.youtube.com/watch?v=JMqi7rsnWxg>



YouTube channel (for other videos):

<https://www.youtube.com/user/StephenDownes>

Preliminaries: The Backchannel

Faculty: **Stephen Downes**

Relationships with commercial interests

- **None**

Where I get Money

- I work for the National Research Council of Canada
- Some external consulting for agencies and NGOs
- Donations on my website - www.downes.ca/donate.htm
- Expenses for talks - www.downes.ca/presentations.htm

Preliminaries: Objectives

- Assess learning technologies from the perspective of affordances
- Describe core elements of a personal learning environment
- Identify emerging trends in continuing professional development

Preliminaries: Contents

1. Affordances
2. Personal Learning
3. Old Problems
4. Evidence

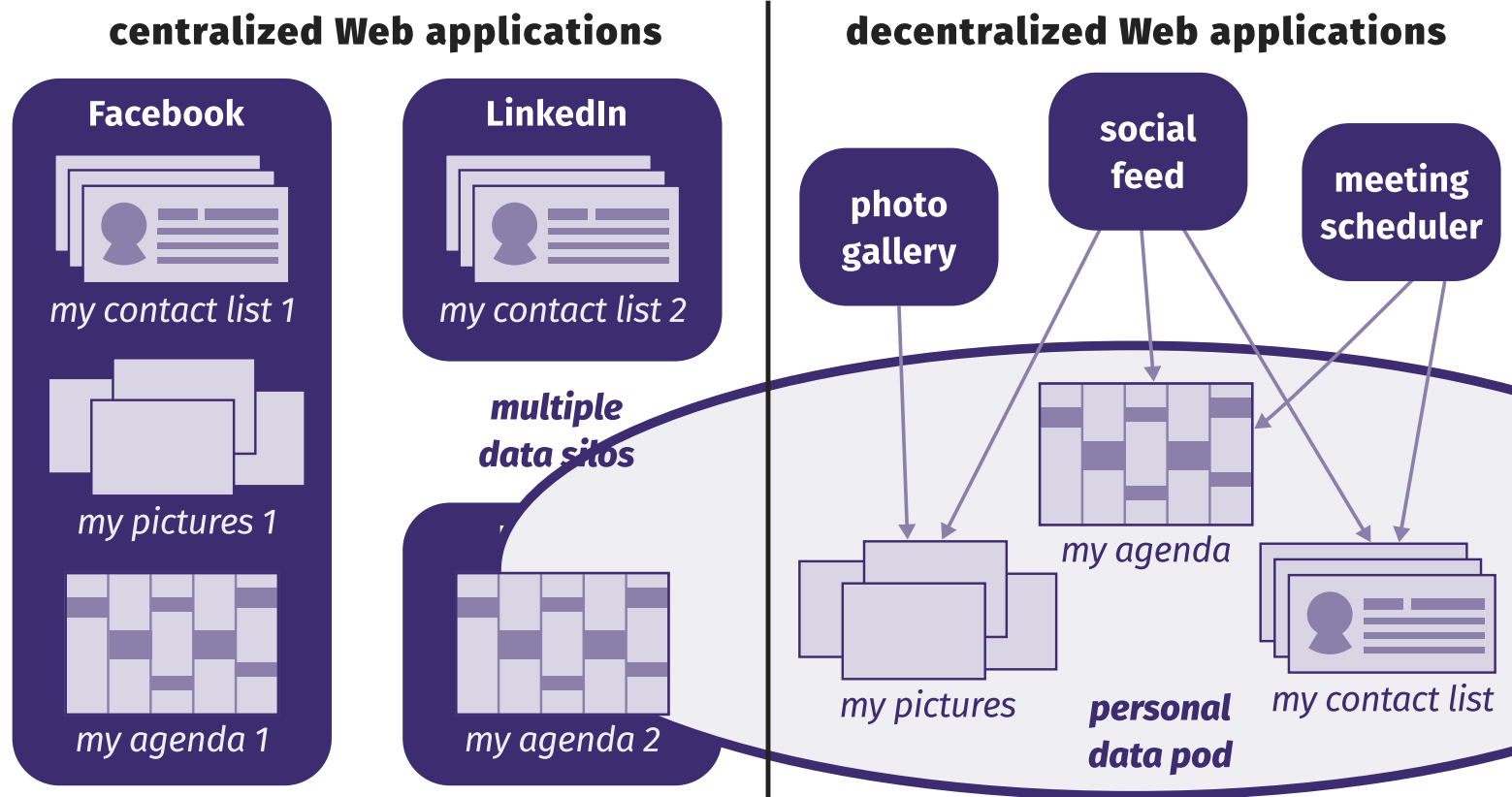
1. Affordances



Solid / Inrupt

On Saturday Tim Berners-Lee announced he was launching a startup to develop and distribute his [SoLiD](https://www.w3.org/wiki/SoLiD) application (which stands for Social Linked Data)

<https://www.downes.ca/post/68660>



<https://ruben.verborgh.org/blog/2017/12/20/paradigm-shifts-for-the-decentralized-web/>

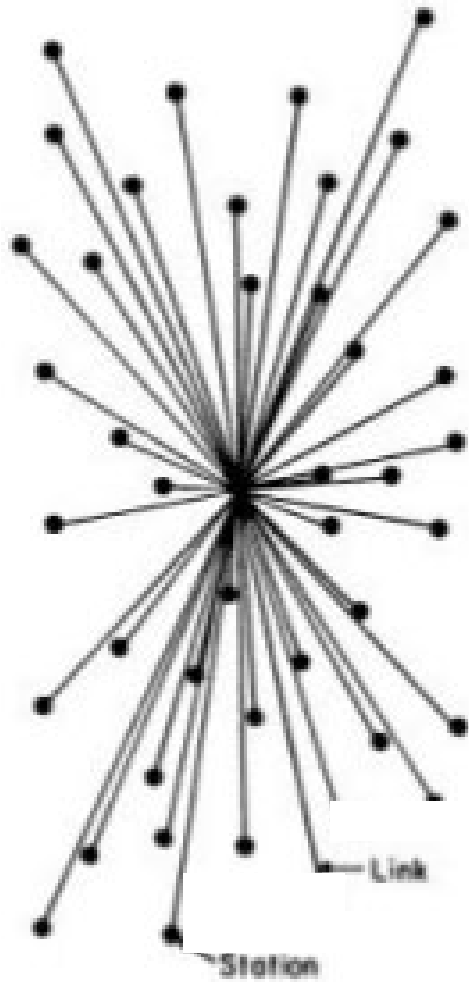
The State



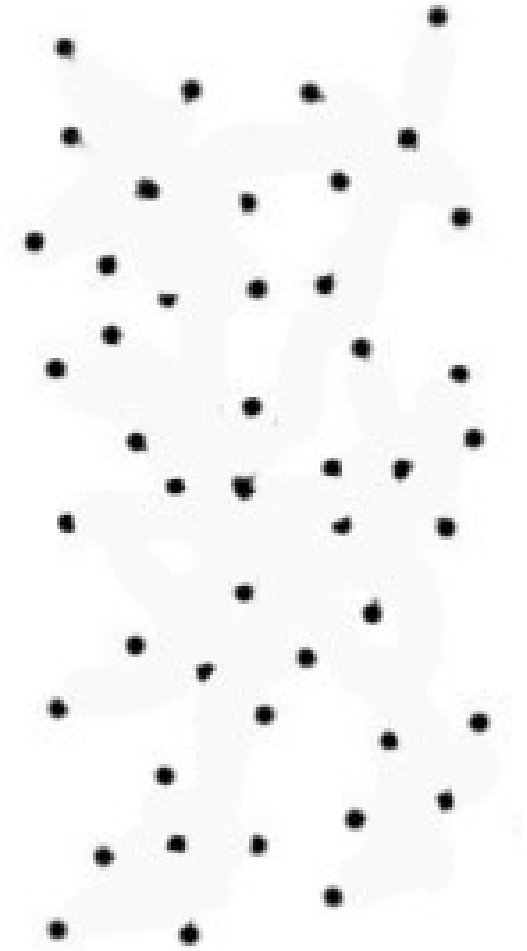
The Individual



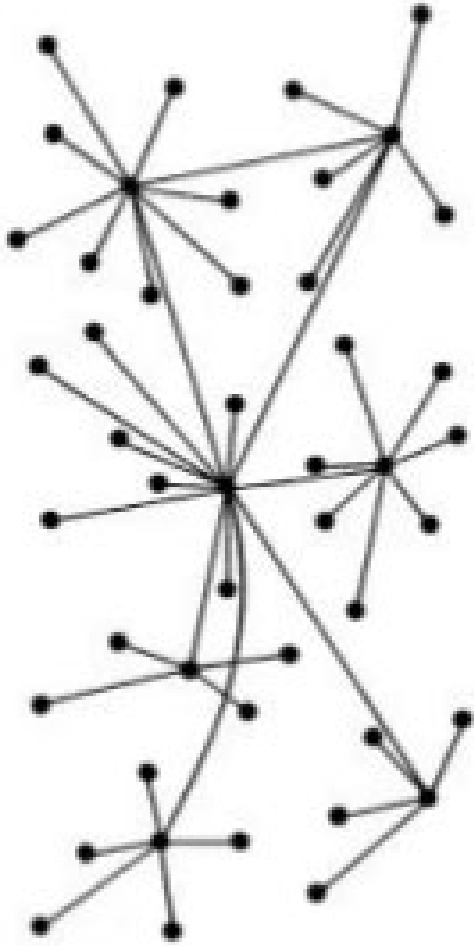
The State



The Individual



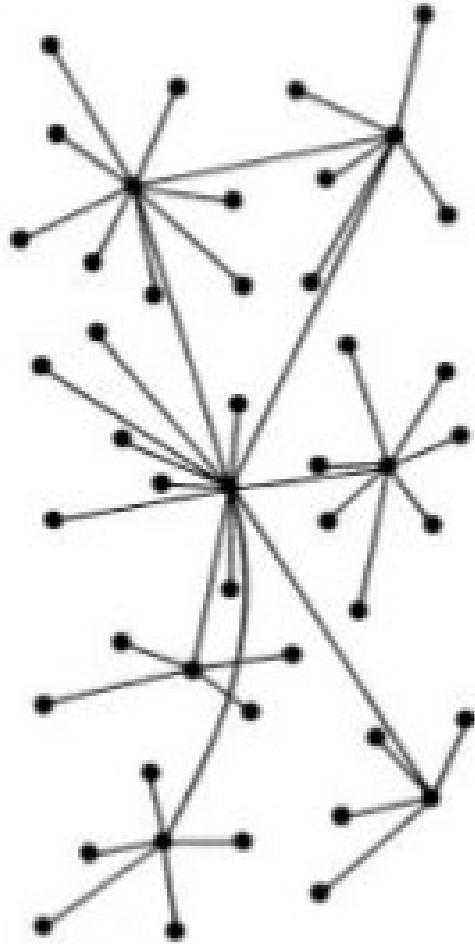
The State



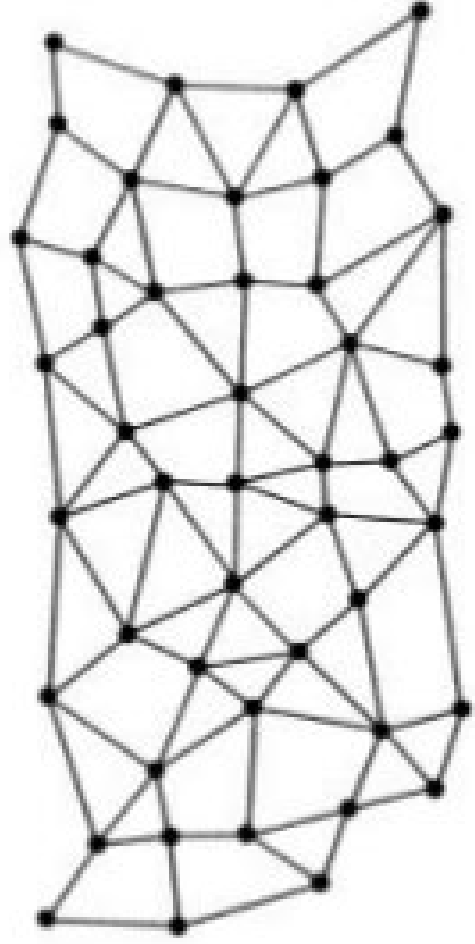
The Individual



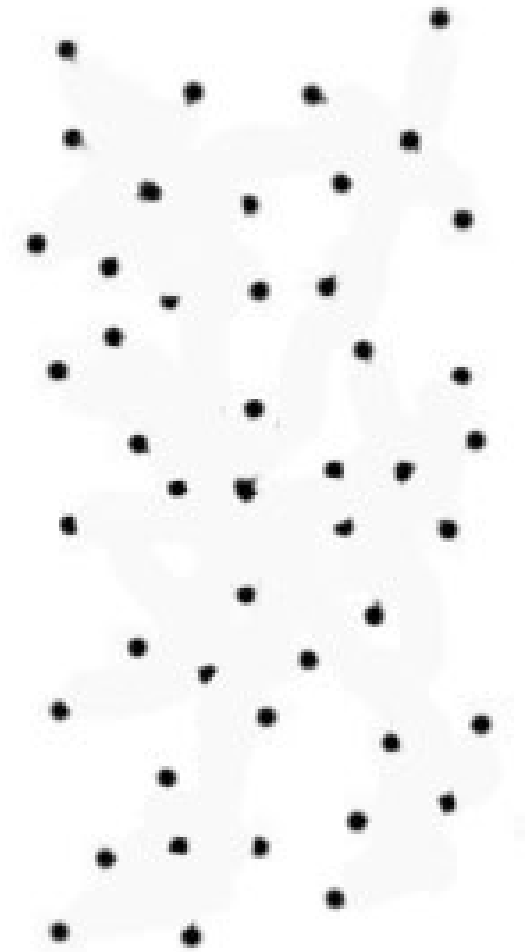
The State



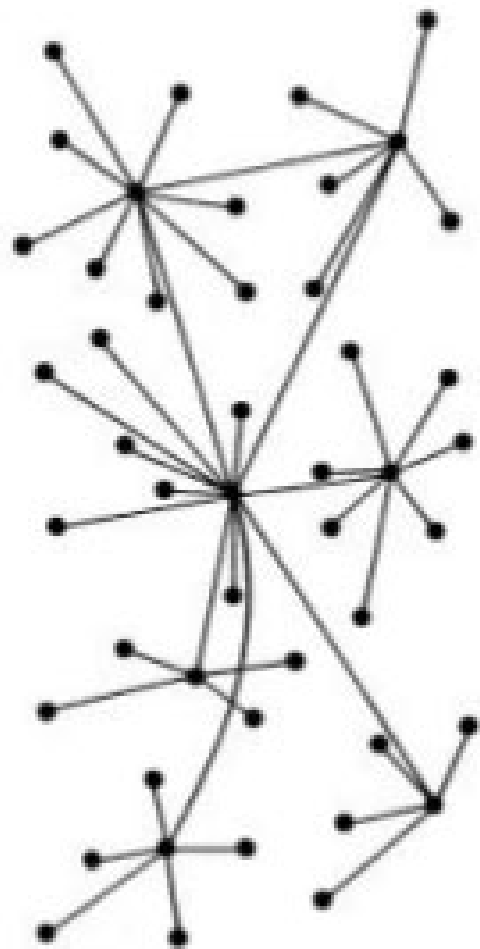
The Network



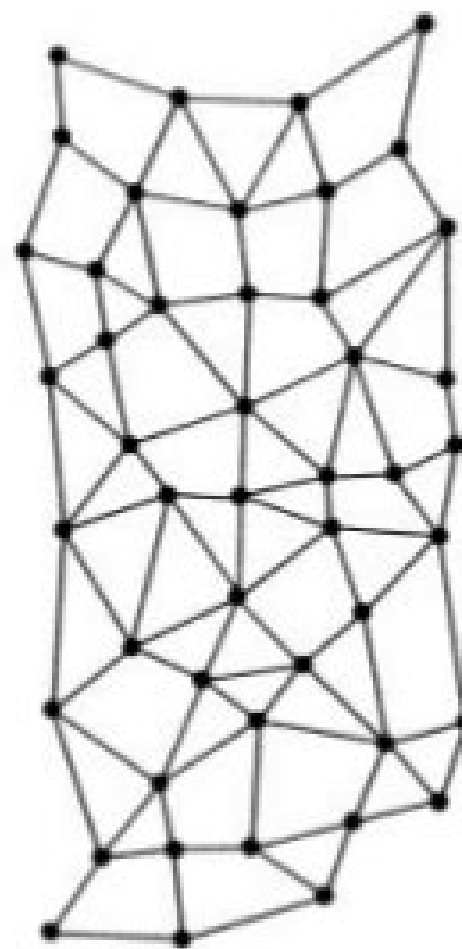
The Individual



Groups



Networks



TODAY
SAMENESS

Groups



Collectives
**ONE
WAY**

FUTURE
AFFINITY

Networks



Communities
**MANY
WAYS**

TODAY
SAMENESS

Groups



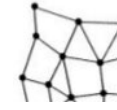
Collectives
**ONE
WAY**

Metallic - Elemental

UNITY → VISION
STATEMENT
SOMETIMES EVEN PURITY
MELTING POT

FUTURE
AFFINITY

Networks



Communities
**MANY
WAYS**

Organic - Biological

DIVERSITY
MIXTURES
SALAD BOWL

Metallic - Elemental

UNITY → VISION STATEMENT

SOMETIMES EVEN PURITY

MELTING POT

Organic - Biological

DIVERSITY

MIXTURES

SALAD BOWL

CHSE - Equity and Diversity in CPD project

HEALTH
SCIENCES
Increasing Health
Through Education

STAGE 1

DEMOGRAPHIC ASSESSMENT

June-Dec 2018

Goal: Identify possible sex imbalances in CPD activities.
Focus on:

- Learners (attendees)
- Presenters
- Scientific Planning Committee

Process: Study CHSE data (2017- 2018).

STAGE 2

RESEARCH OF IMBALANCE

Jan-June 2019

Goal: Identify potential causes of sex imbalance in CPD.

Process: Use best analytical tools and methods to analyze the findings from stage 1.

STAGE 3

DEVELOPMENT OF GUIDELINES

July-Dec 2019

Goal: Develop guidelines that support inclusion and diversity in CPD and that can be adopted by other providers.

Process: Describe short, medium and long term objectives that are feasible, meaningful and measurable.

TODAY
SAMENESS

Groups



Collectives
**ONE
WAY**

Metallic - Elemental

UNITY → VISION STATEMENT
SOMETIMES EVEN PURITY
MELTING POT

COORDINATION

LEADERS! COLLABORATION
GROUP VALUE
(= LEADER VALUE)

FUTURE
AFFINITY

Networks



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AUTONOMY

COOPERATION
EXCHANGE
MUTUAL VALUE

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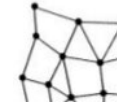
COORDINATION

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GROUP VALUE
(= LEADER VALUE)

CLOSED → LOCK-IN
MEMBERSHIP / IN CAMERA
STANDARDS - JARGON
WALLS

FUTURE
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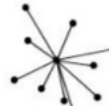
AUTONOMY

COOPERATION
EXCHANGE
MUTUAL VALUE

OPENNESS
CONNECTION
PERSPECTIVE / CONTEXT
BRIDGES

TODAY
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Groups



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DISTRIBUTIVE

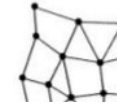
BROADCAST
☆ STARS AND GURUS ☆
CENTRALIZED
POWER – POWER LAWS



AKA TRICKLE DOWN
↓
KNOWLEDGE, LIKE MONEY, FLOWS FROM AUTHORITY

FUTURE
AFFINITY

Networks



Communities
MANY WAYS

Organic - Biological

DIVERSITY
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SALAD BOWL

AUTONOMY

COOPERATION
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MUTUAL VALUE

OPENNESS

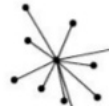
CONNECTION
PERSPECTIVE / CONTEXT
BRIDGES

INTERACTIVITY

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

TODAY
SAMENESS

Groups



Collectives
ONE WAY

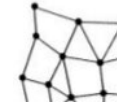


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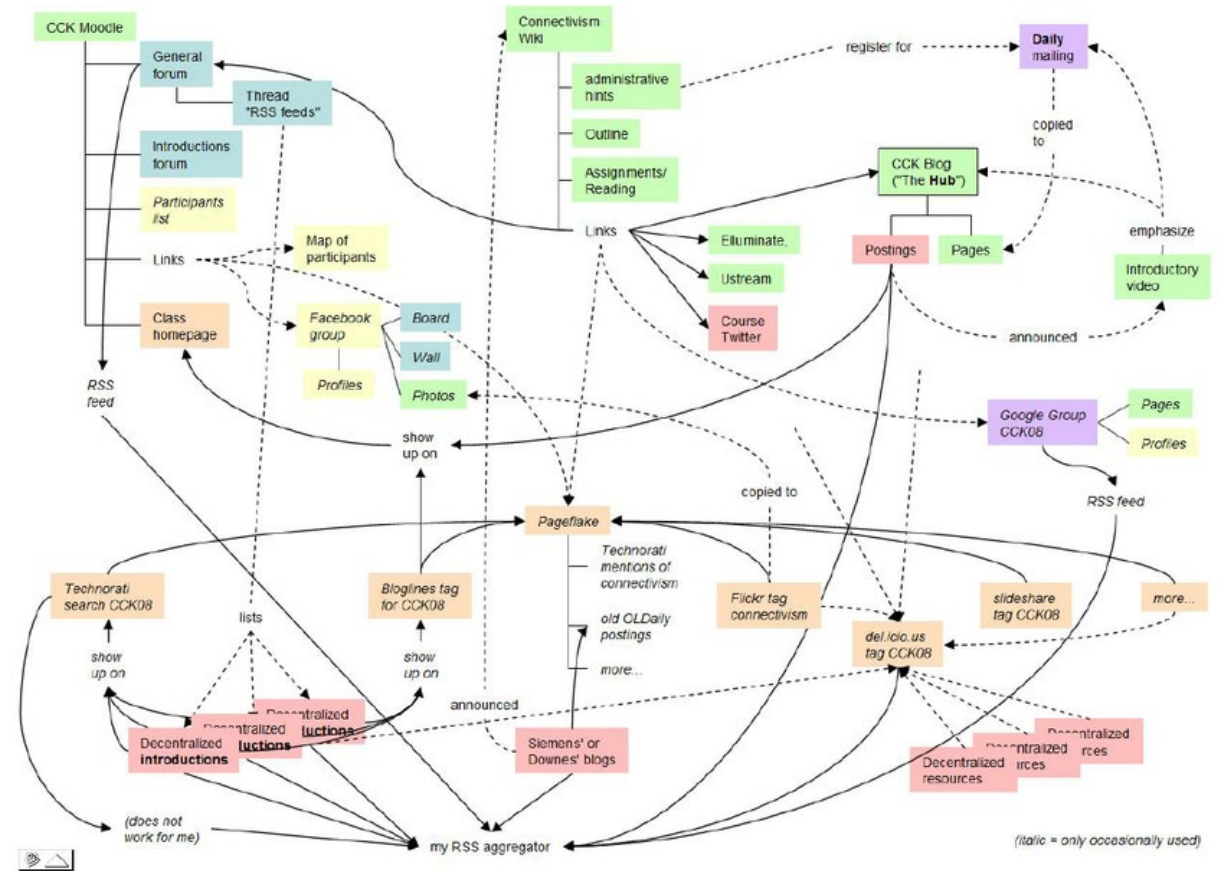
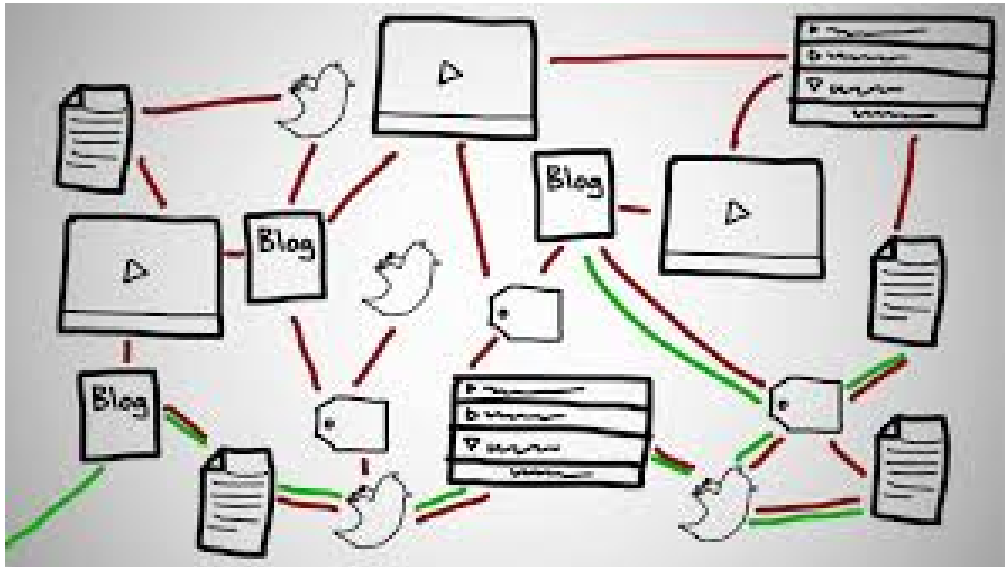


↓
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INTERACTIVITY

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

The MOOC: Course as Network



The MOOC: Course as Course?

Emergency Medicine Review 2019

Description of the innovation

- Utilized a flipped classroom approach. Slide decks were prepared by subject matter experts and then recorded on their own device with Camtasia or other software.
- Videos were edited and logos added and then formatted for upload to UDEMY
- Participants were given a code for accessing the online course and would watch 10 min videos followed by 3-5 MC questions and answers

October 1-2, 2018

A contrast between two approaches...

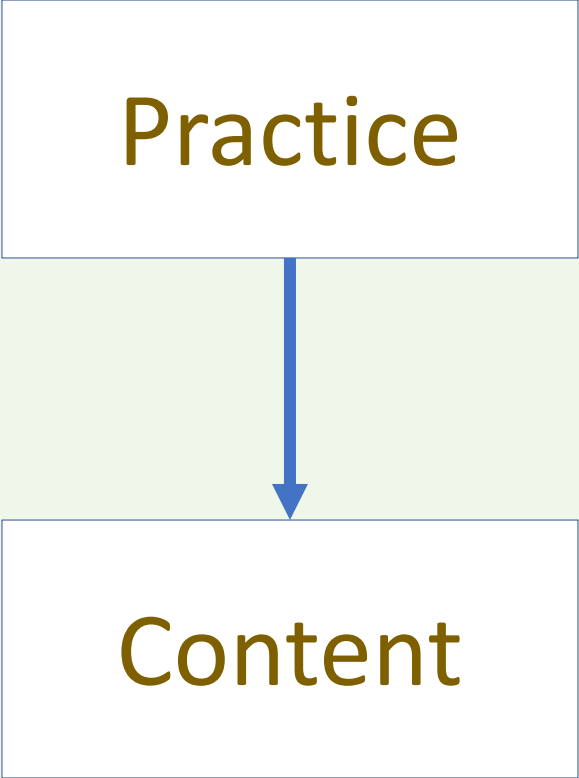
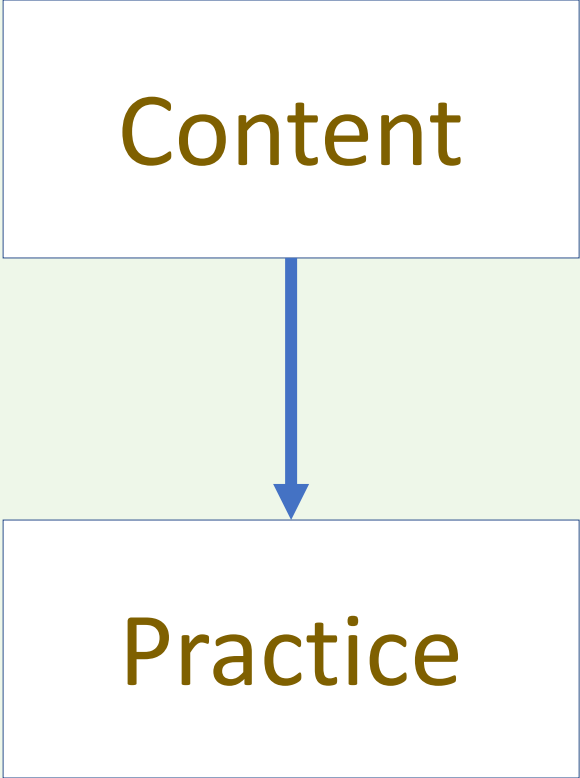
Mark Mensour
CAEP



2. Personal Learning



Two Approaches...



Two Approaches...

Defines an ideal state

Content



Practice

TEST

Person tests you

Defines a desired state

Practice

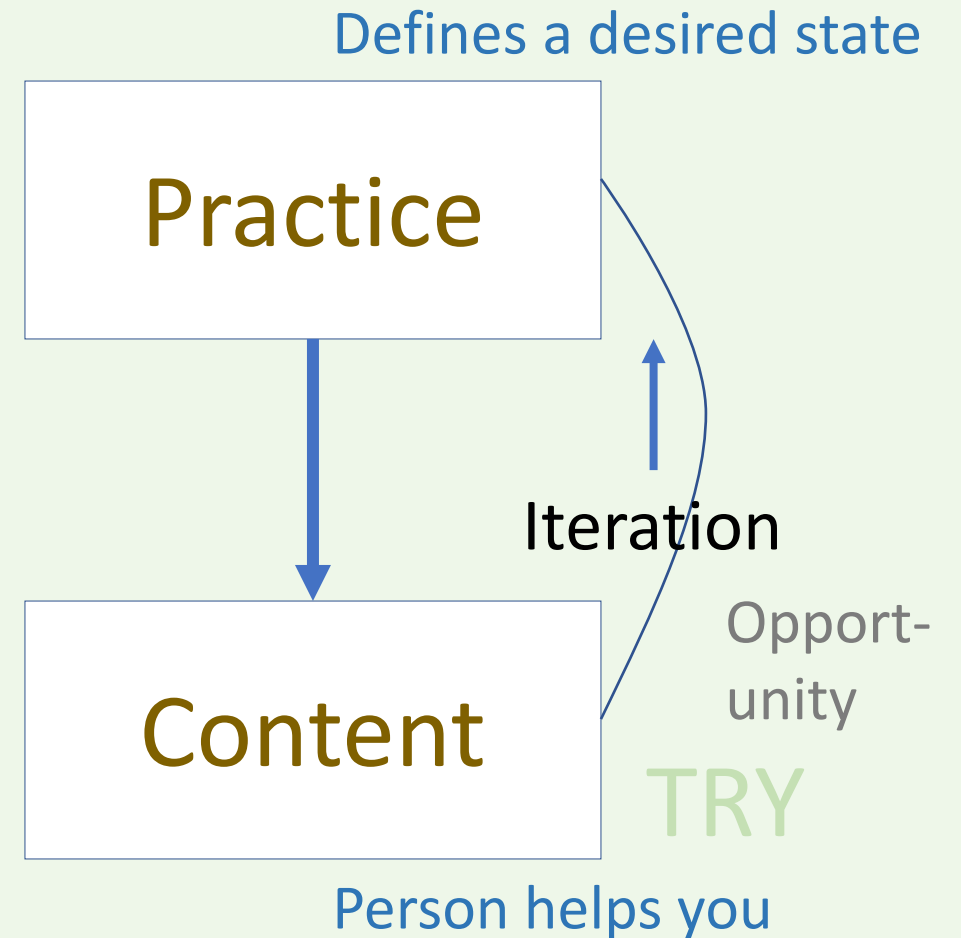
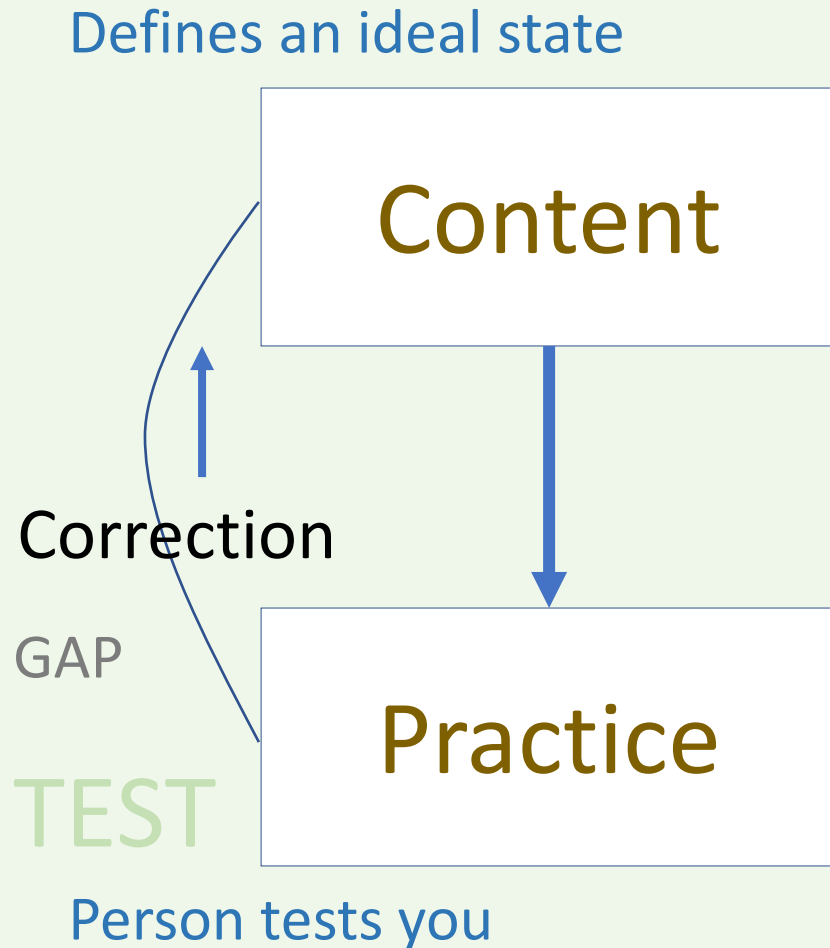


Content

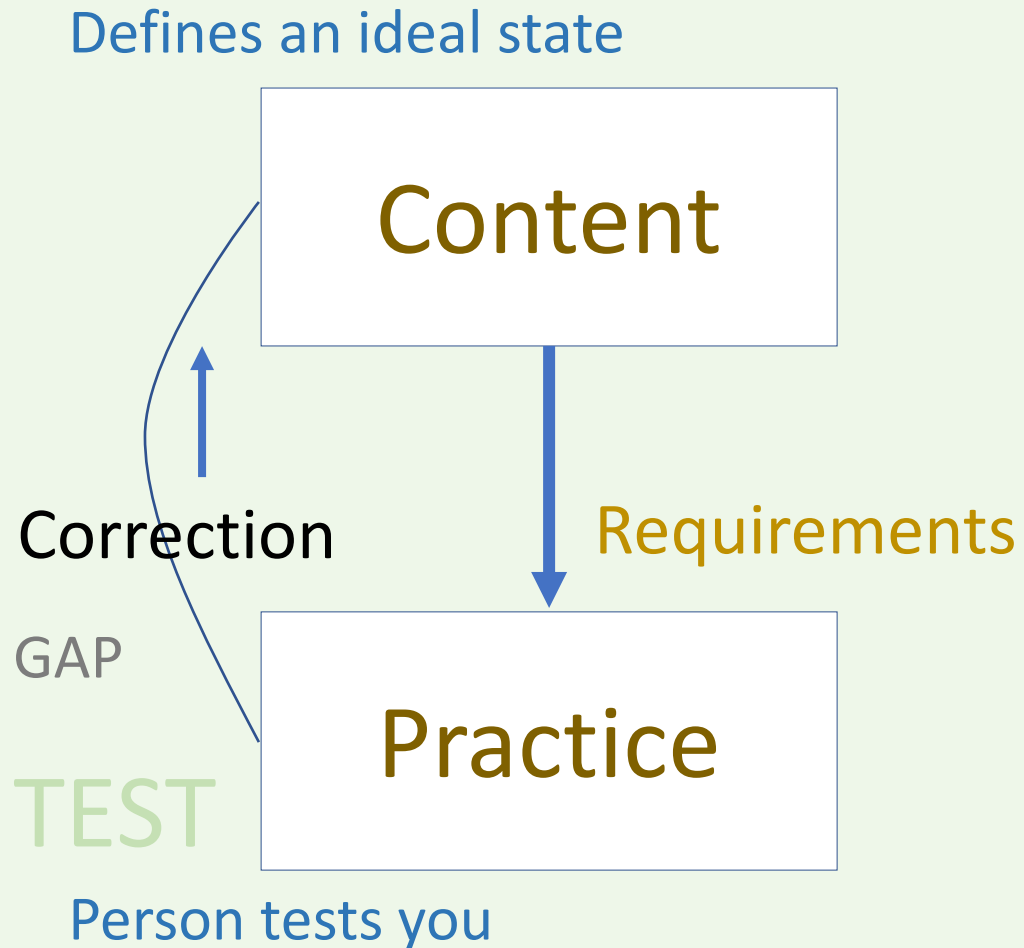
TRY

Person helps you

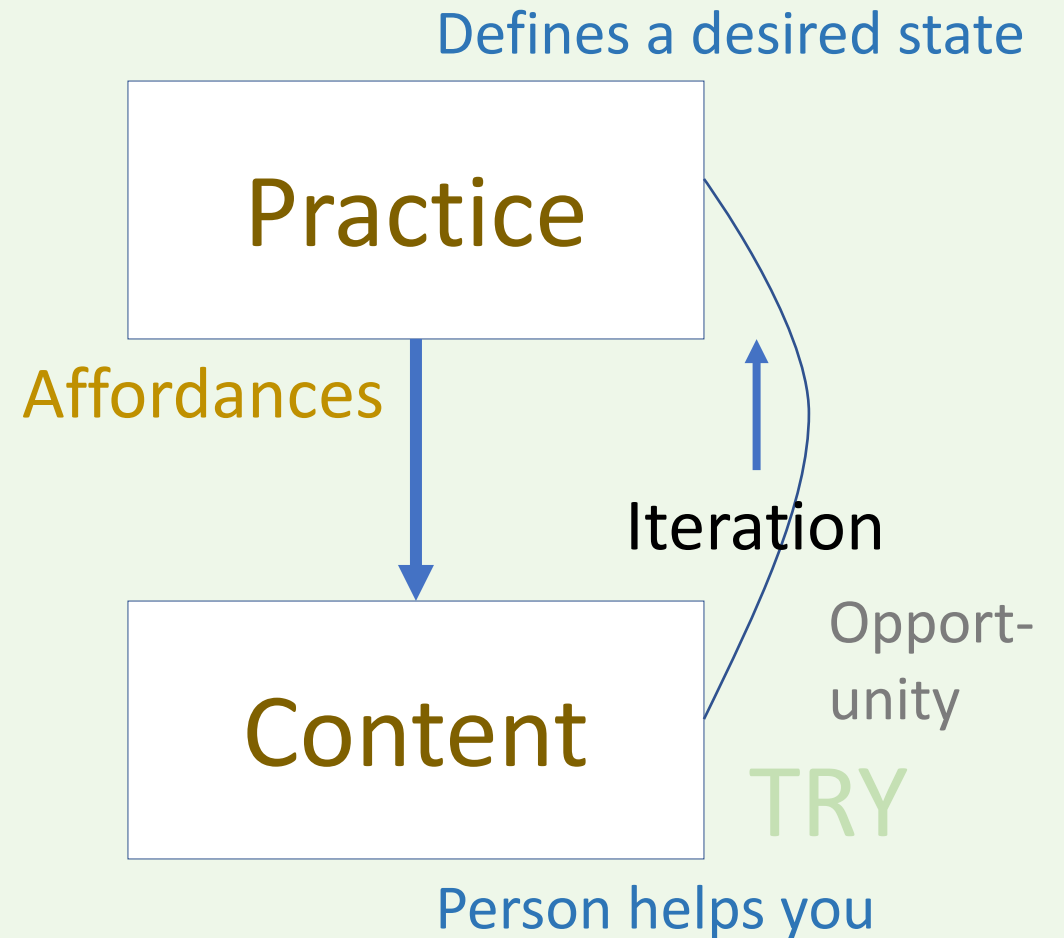
Two Approaches...



Library

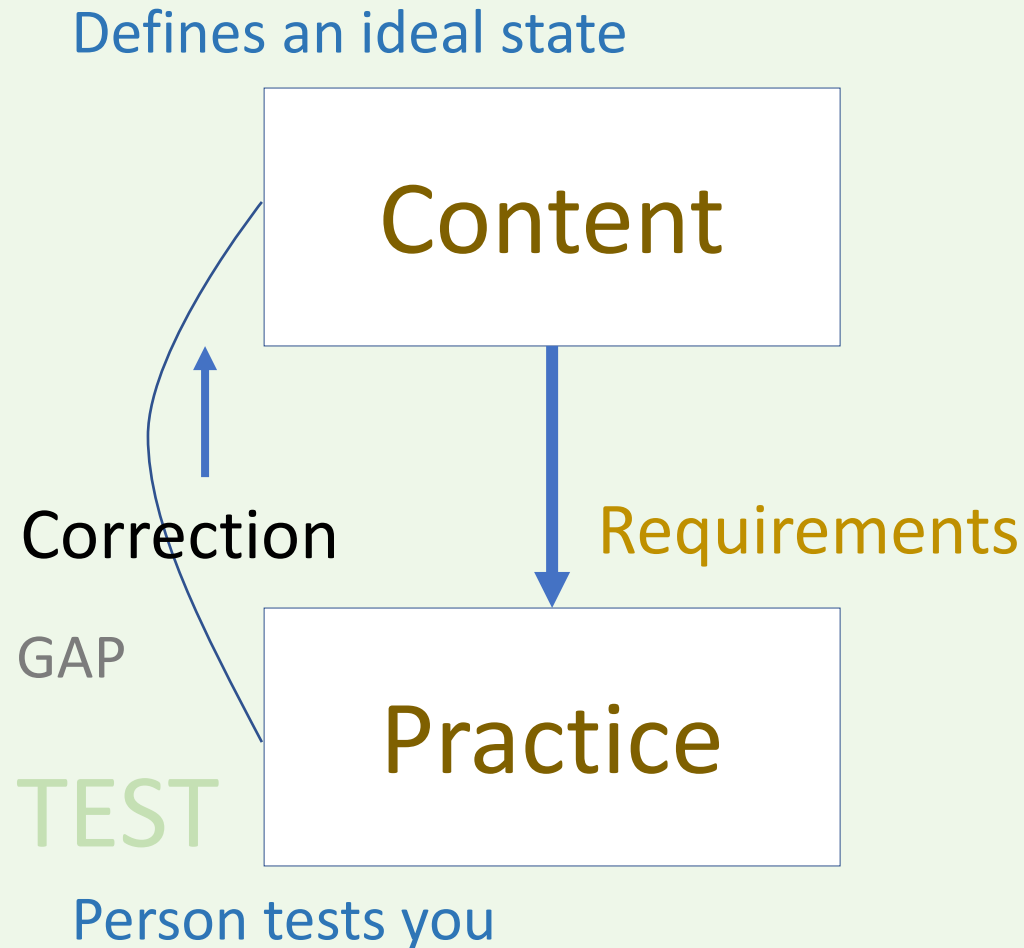


Environment



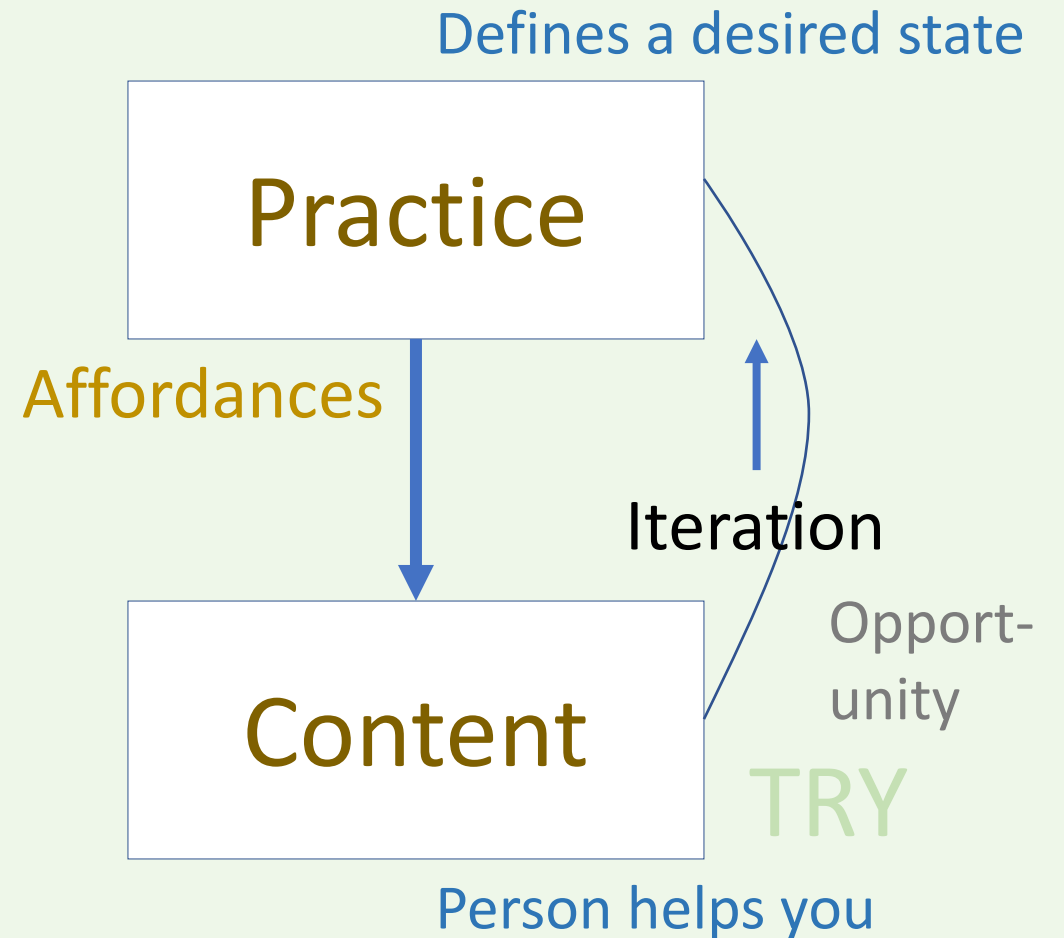
Personalized

We do for you

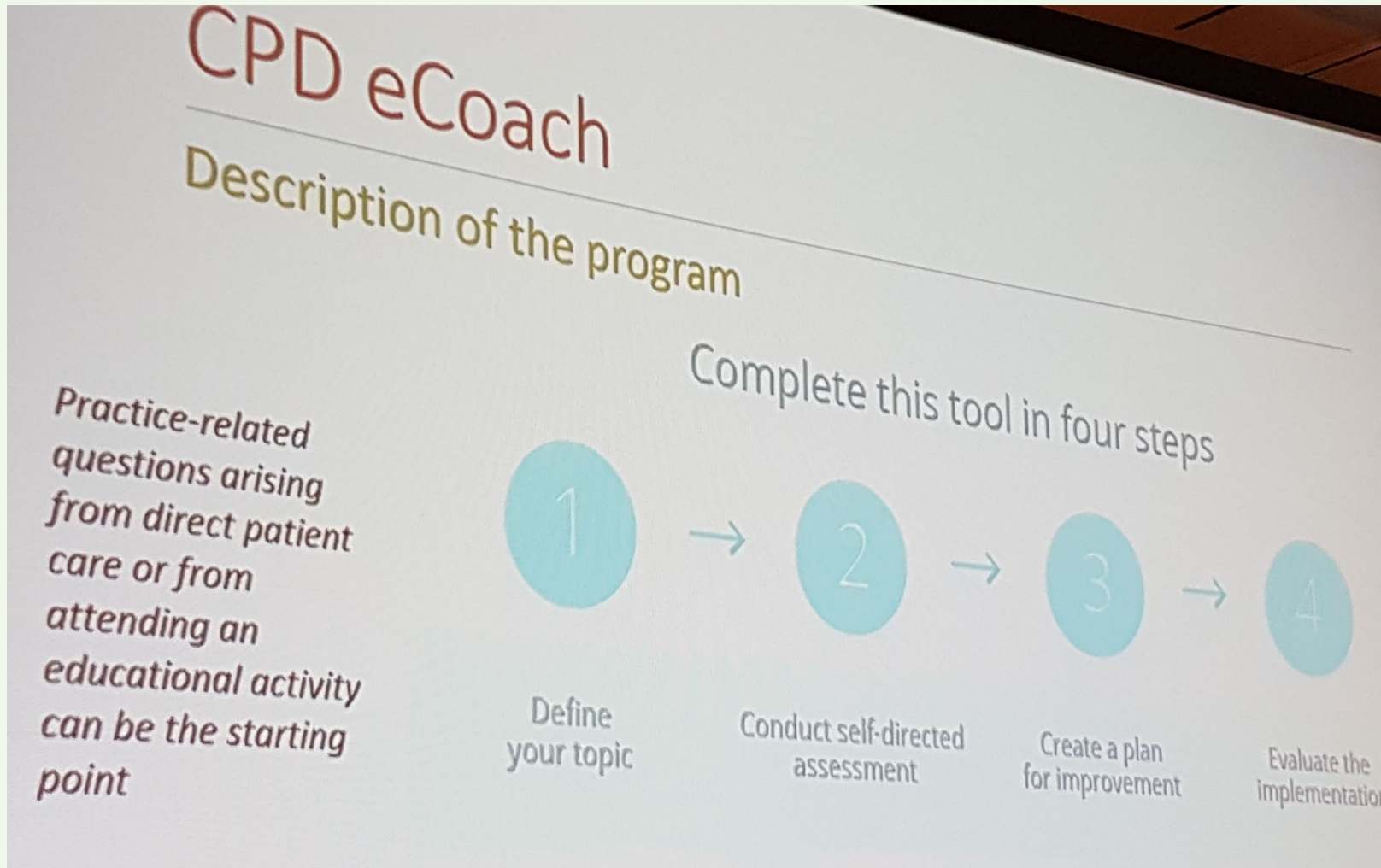


Personal

You do for yourself



Self-Designed, Self-Directed



Bob Blumen
UBC CPD

Look for a job, contract, project...

The screenshot shows a web browser window displaying a job listing on the Monster website. The browser's address bar shows the URL 'http://www.monster.ca'. The page features a navigation menu with options like 'Read', 'Make', 'Find', 'Listen', and 'List'. The main content area displays the job title 'Learning & Development Specialist' at 'International Financial Data Services (Canada)' in 'Toronto, ON'. The job is described as 'Permanent' and is located in the 'Quality, Planning and Analysis (462)' department. The address is '30 Adelaide Str, East, Toronto, Ontario, M5C 3G9, Canada'. The job description states that the specialist is responsible for training and onboarding new employees. The page includes a sidebar with a list of other job listings, a 'Subscribe' button for similar jobs, and a 'Job summary' section. At the bottom, there is an 'Apply' button and options to 'Save' or 'Email' the job.

Read Make Find Listen List «

Jobs Courses

Learning & Development Specialist
International Financial Data Services (Canada)
Toronto, ON

Team Lead/Instructor
Indigenous Perspectives Society
Victoria, BC

**IFS Training Specialist - Vancouver / Spécialiste –
Formation Service en Vol - Vancouver**
Air Canada
Vancouver, BC

Technical Trainer
Randstad
Markham, ON

Trainer (software)
W5 Staffing Inc
Markham, ON

Bilingual Trainer (Secret Clearance)
Modis
Ottawa, ON

SUPERVISOR MENTOR/COACHES
Irving Shipbuilding Inc.
Halifax, NS

Regional Trainer- Greater Toronto area
Hunter Engineering

Reader Harvest Classify Edit

MONSTER

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

Want more jobs like this?
Subscribe

Job summary

Location
Toronto, ON

Job type

Apply Save Email

with the division's management team to track individual and group skill deficiencies and subsequent training needs. They

Register for the course

Read Make Find Listen List «

Q Listing 1 to 100 of 116 courses


- ✎ ✕ Critical Development Perspectives
- ✎ ✕ Adaptive Leadership in Development
- ✎ ✕ The Science and Practice of Sustainable Development
- ✎ ✕ Leaders in Global Development
- ✎ ✕ Information and Communication Technology (ICT) Accessibility
- ✎ ✕ Biobased Processes and Implementation
- ✎ ✕ Biobased Principles and Opportunities
- ✎ ✕ The Architectural Imagination
- ✎ ✕ Atomic and Optical Physics: Atom-photon interactions
- ✎ ✕ Sistemas de Información y ordenadores, Parte 2: Hardware
- ✎ ✕ China (Part 5): From a Global Empire under the Mongols to a Global Economy under the Ming Dynasty
- ✎ ✕ China's Perspective on Climate Change | 应对气候变化的中国视角

Reader Profile Contact

Autopost >>

edX Courses Programs Schools & Partners About Search: Q Sign In Register

Home > All Subjects > Humanities > Critical Development Perspectives



Critical Development Perspectives



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

Self-Paced
Starts on March 12, 2018

Enroll Now

I would like to receive email from The University of Queensland and learn about other offerings related to Critical Development Perspectives.

This course is part of a

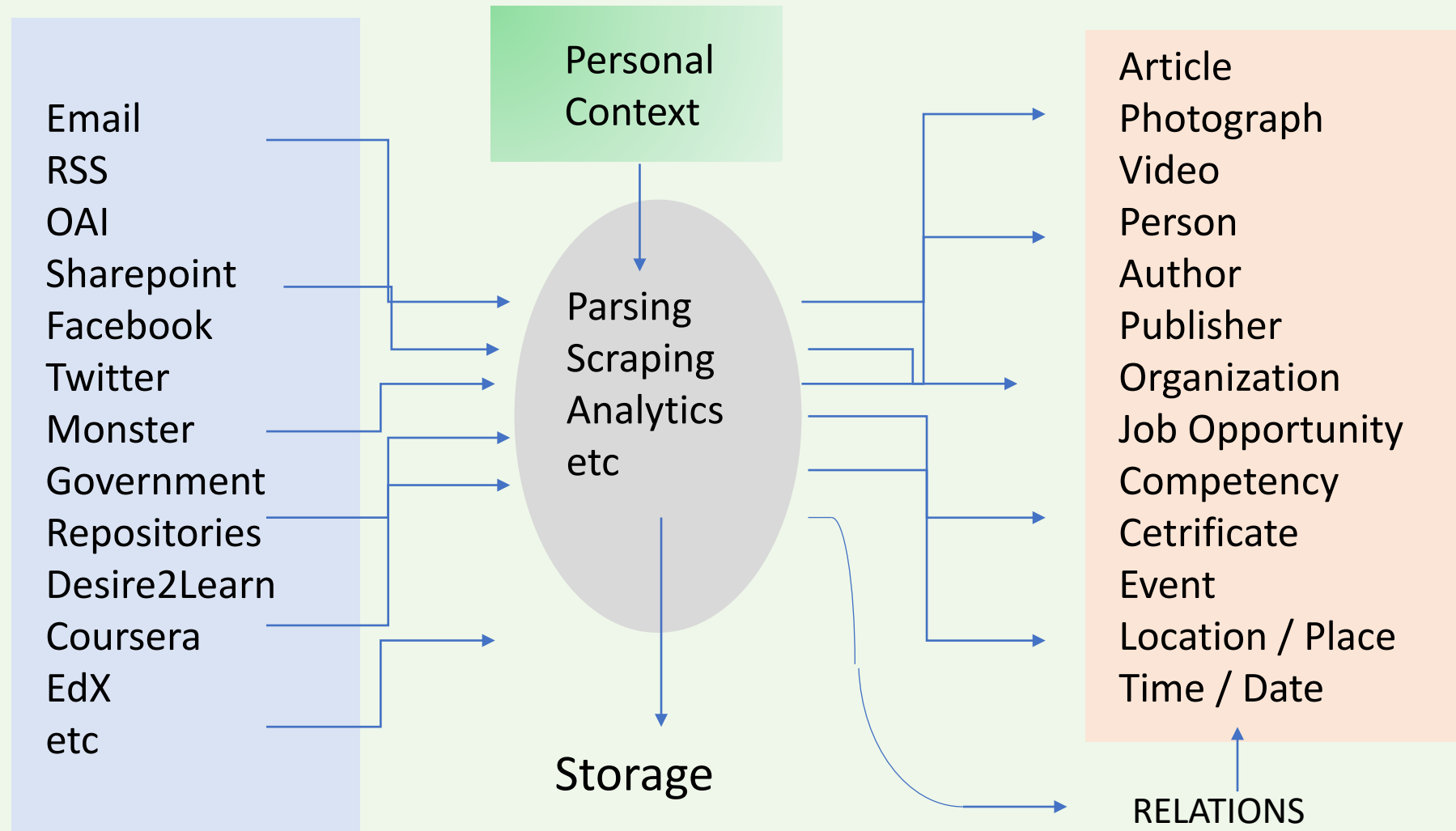
About this course

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

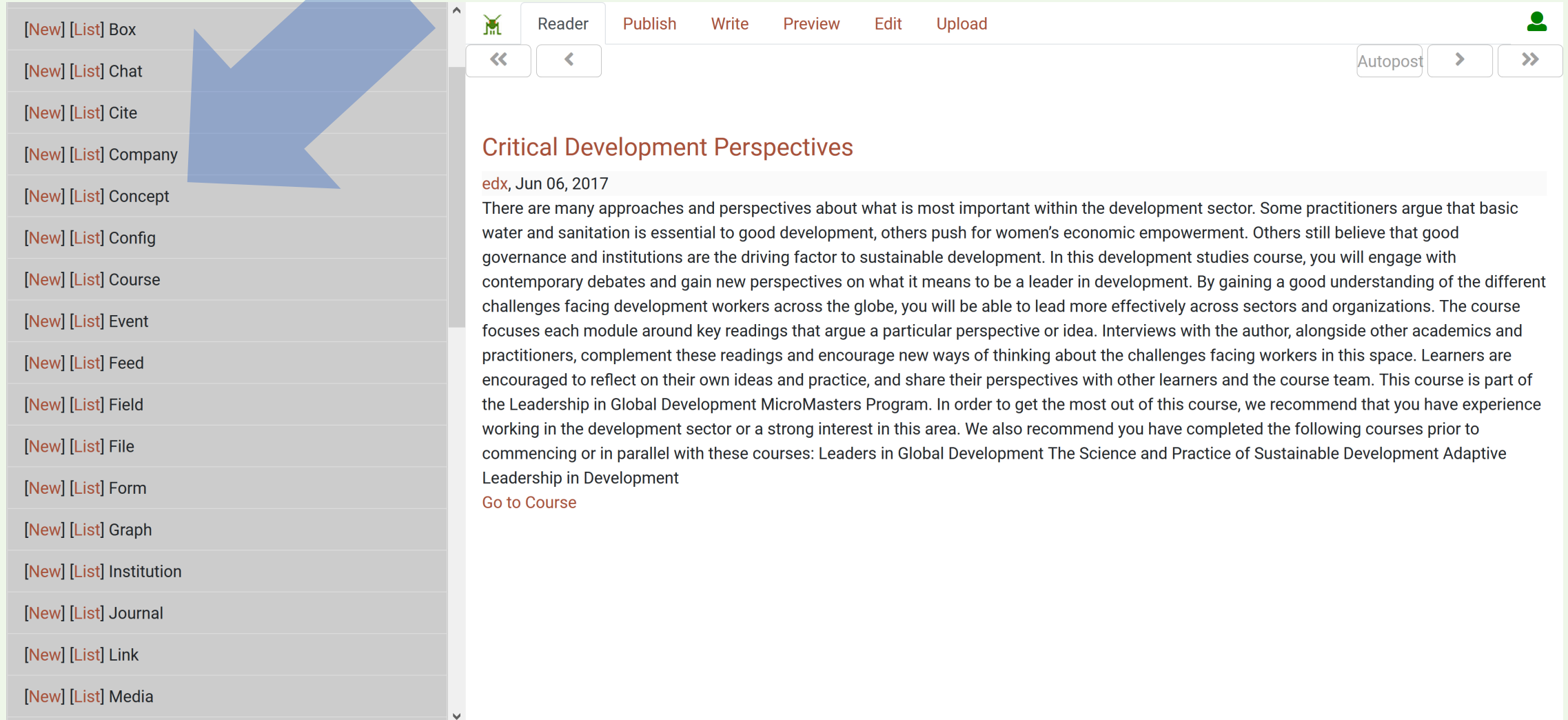
🕒 Length: 10 weeks

👤 Effort: 10-12 hours per week

Personal Learning Workflow



Work with various data types



The image shows a screenshot of a content management system (CMS) interface. On the left, there is a sidebar with a list of data types, each preceded by "[New]" and "[List]". A large blue arrow points from the top of this list towards the main content area. The main content area displays a course page for "Critical Development Perspectives" by edx, dated Jun 06, 2017. The page includes a detailed description of the course and a "Go to Course" link. The interface also features a top navigation bar with options like "Reader", "Publish", "Write", "Preview", "Edit", and "Upload", along with navigation buttons and an "Autopost" button.

[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

[New] [List] Field

[New] [List] File

[New] [List] Form

[New] [List] Graph

[New] [List] Institution

[New] [List] Journal

[New] [List] Link

[New] [List] Media

Reader Publish Write Preview Edit Upload

Autopost > >>

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](#)

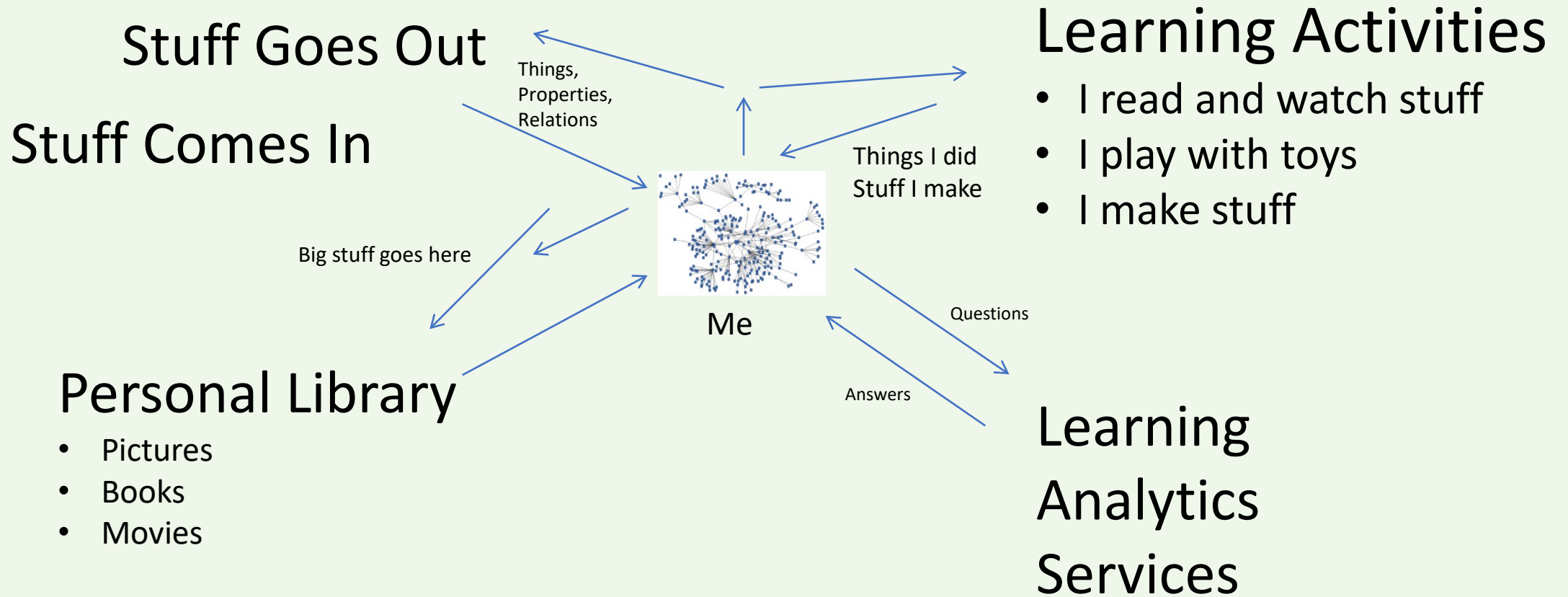
Creating my personal learning record

The screenshot shows a web application interface for managing a personal learning record. The interface is divided into three main sections:

- Left Sidebar:** A navigation menu with tabs: Read, Make, Find, Listen, List, and «. Below the tabs is a search bar with the text "Listing 1 to 100 of 7167 feeds". A list of feed items follows, each with a small icon and a title, such as "& Brennan", "& The Future", "Fourorobos", "(British Educational Communications)", "(Re)writing English", "(the new) bgblogging", "(the teeming void)", "../learninglab/joss", ".Edu.Co.Blog", ".eduGuru", "/Message", "01net", "0xDECAFBD", "1+1=3", and "1000Mikes".
- Central Main Content Area:** A navigation bar at the top includes "Reader", "Database", "Harvester", "Permissions", "Logs", and a user profile icon. Below this is a "General" section titled "Database". The text reads: "Get database information and manage database tables." It contains several form elements: "Select a database:" with a dropdown menu showing "Select a table"; "Back Up Database:" with a dropdown menu showing "Select a table"; "Add Table:" with an input field "Enter table name" and an "Add Table" button; "Drop Table:" with a dropdown menu showing "Select a table" and a "Drop Table" button. A warning message states: "Warning: dropping a table will eliminate all data in the table. Table data will be saved in a backup file." Below this is an "Import Data From File" section with the text: "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." It includes an "Import into table:" dropdown menu showing "author", a "File URL:" input field, an "Or Select:" section with a "Browse..." button and the text "No file selected.", and a "Data Format:" dropdown menu showing "Select a format...". An "Import" button is located below these fields. At the bottom of the central area is an "Export Data" section with an "Export from table:" dropdown menu showing "author".
- Right Sidebar:** A navigation bar at the top includes "Myself", "Discuss", "Chatter", and "Email". Below this are several sections with buttons: "Personal Profile:" with "View" and "Edit" buttons; "Publishing:" with an "Options" button; "Personal Portfolio:" with "View" and "Edit" buttons; "Social Network:" with "Options" and "View" buttons; and "Account:" with "Logout" and "Change Password" buttons.

A large blue arrow points from the top right towards the central content area, highlighting the "Database" section.

Creating my Personal Learning Record



Creating 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

3. Old Problems



Managing Conflicts of Interest



https://nrc-cnrc.explorecatena.com/en

Search published disclosures

Total disclosed value: \$667,707,943

Filter items Showing 1 to 10 of 6,262 entries | Show **10** entries

Value ↑↓	Recipient ↑↓	City ↑↓	Region ↑↓	Date ↑↓	
\$11,849,091	Ryerson University	Toronto	ON	2016-Q4	details
\$9,886,212	Invest Ottawa	Ottawa	ON	2016-Q4	details
\$6,257,162	The Governors of the University	Edmonton	AB	2016-Q4	details
\$6,109,138	Mars Discovery District	Toronto	ON	2016-Q4	details
\$5,543,269	Corporation Inno-Centre Du Quebec	Montréal	QC	2017-Q3	details
\$3,235,956	Propel Ict Inc.	St. John's	NL	2016-Q3	details
\$3,137,347	Next Canada	Toronto	ON	2016-Q4	details
\$2,000,000	Micropilot Inc.	Stony Mountain	MB	2016-Q4	details

Filter Options

Use the options below to filter your search results

Date

- Any date
- 2016, Q1
- 2016, Q2
- 2016, Q3
- 2016, Q4

Region

- Any region
- Alberta
- British Columbia
- Manitoba
- Ontario
- Quebec

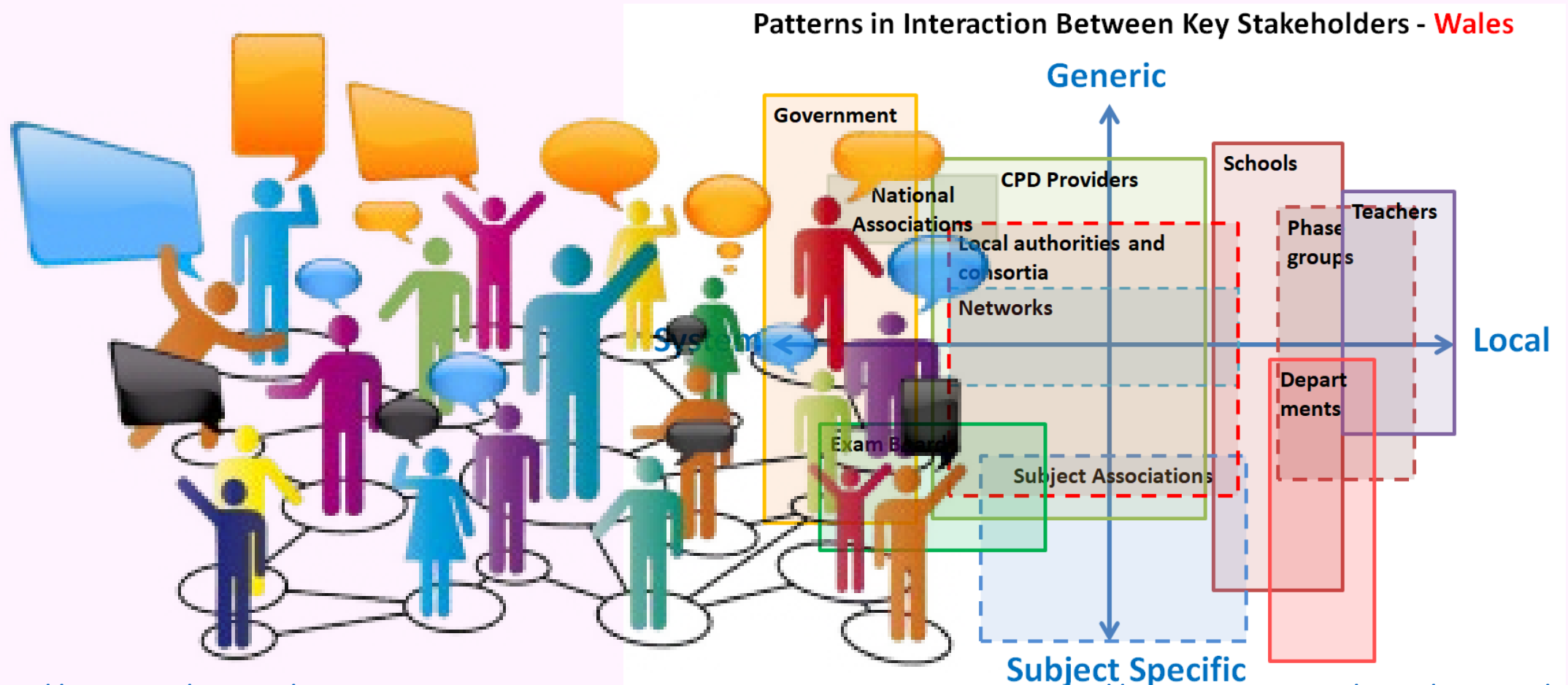
NAICS code

- Any NAICS code
- 23
- 33
- 311
- 88

[Filter](#) [Clear](#)

<https://nrc-cnrc.explorecatena.com/en>

Funding of CPD



<https://ispe.org/ispeak/communities-of-practice-whats-that>

<https://wellcome.ac.uk/sites/default/files/developing-great-subject-teaching.pdf>

Access to CPD

CAEP | ACMU
40
 1978-2018

HOME MEMBERSHIP EM COMMUNITY ADVOCACY RESEARCH **EDUCATION** RESOURCES WHO WE ARE

12-13NOV18(2 day) – 12/11/2018 - 13/11/2018
[Click here to register](#)

EMR IV Toronto, ON
 14NOV18 (1 day) – 14/11/2018
[Click here to register](#)

EMR I Windsor, ON
 21NOV18 (1 day) – 21/11/2018
[Click here to register](#)

Fees

1 Day Course

	Physician Member	Physician Non-Member	Resident Member	Resident Non Member
Registration Fee	\$825	\$1025	\$675	\$875
Late Registration Fee	\$925	\$1125	\$775	\$975

2 Day Course

	Physician Member	Physician Non-Member	Resident Member	Resident Non Member
Registration Fee	\$1350	\$1650	\$1050	\$1350
Late Registration Fee	\$1450	\$1750	\$1150	\$1450



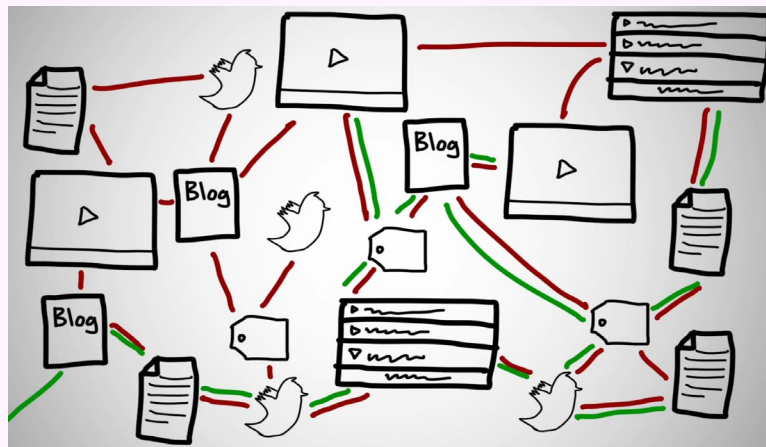
Udemy Categories Search for Courses

Snipping Tool

Flash Sale

Three-day Flash Sale! Get courses starting at CA\$13.99 each

What do you want to learn?



Identifying Learner Needs



84% Self-Directed



16% Prescribed Training

Source: Mind Tools survey, 2016/17



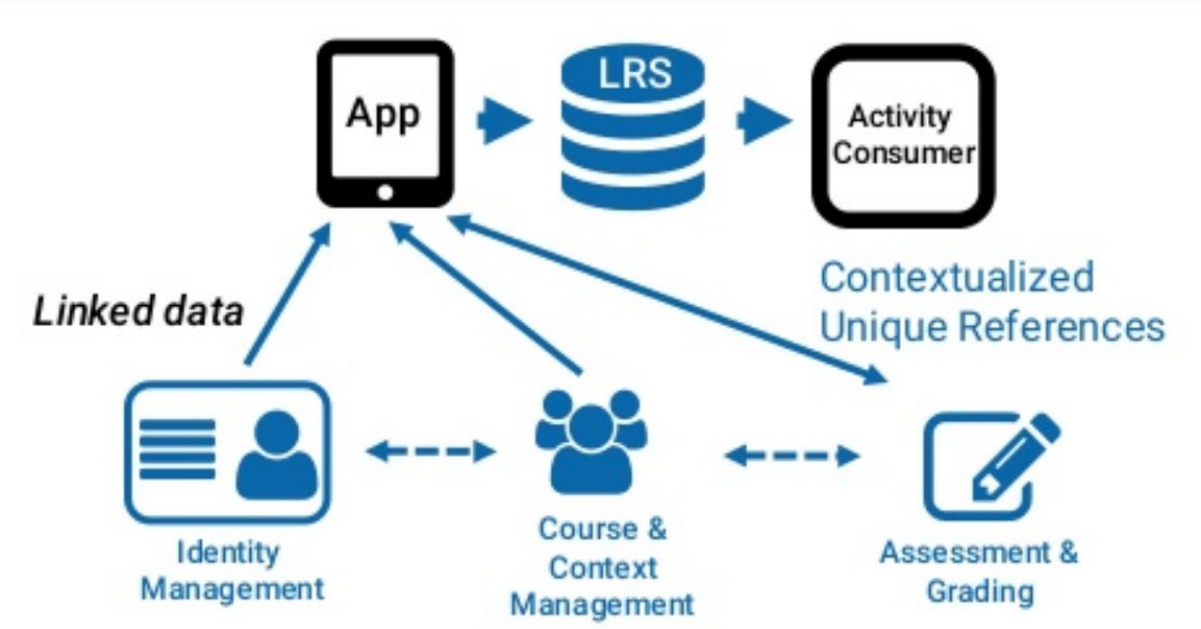
Source: Mind Tools users survey, 2016

<https://www.mindtools.com/blog/corporate/consumer-learner-expectations/>

The Delphi Process?

Measuring Outcomes

xAPI

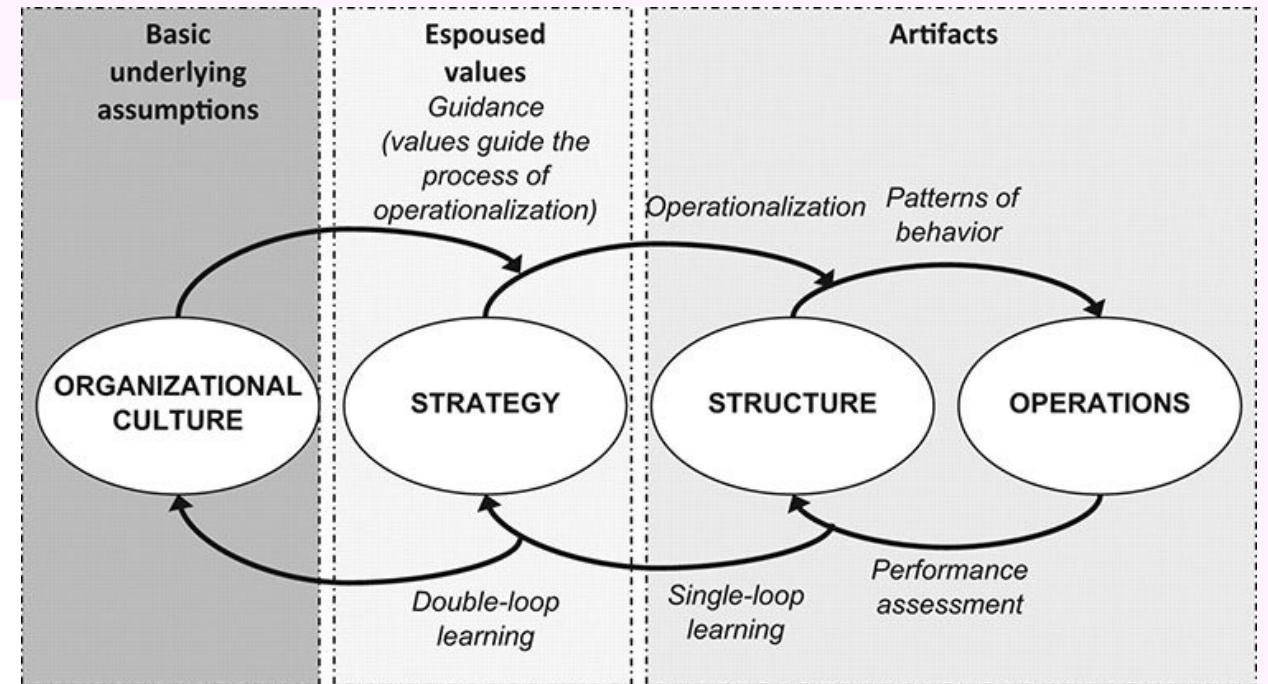
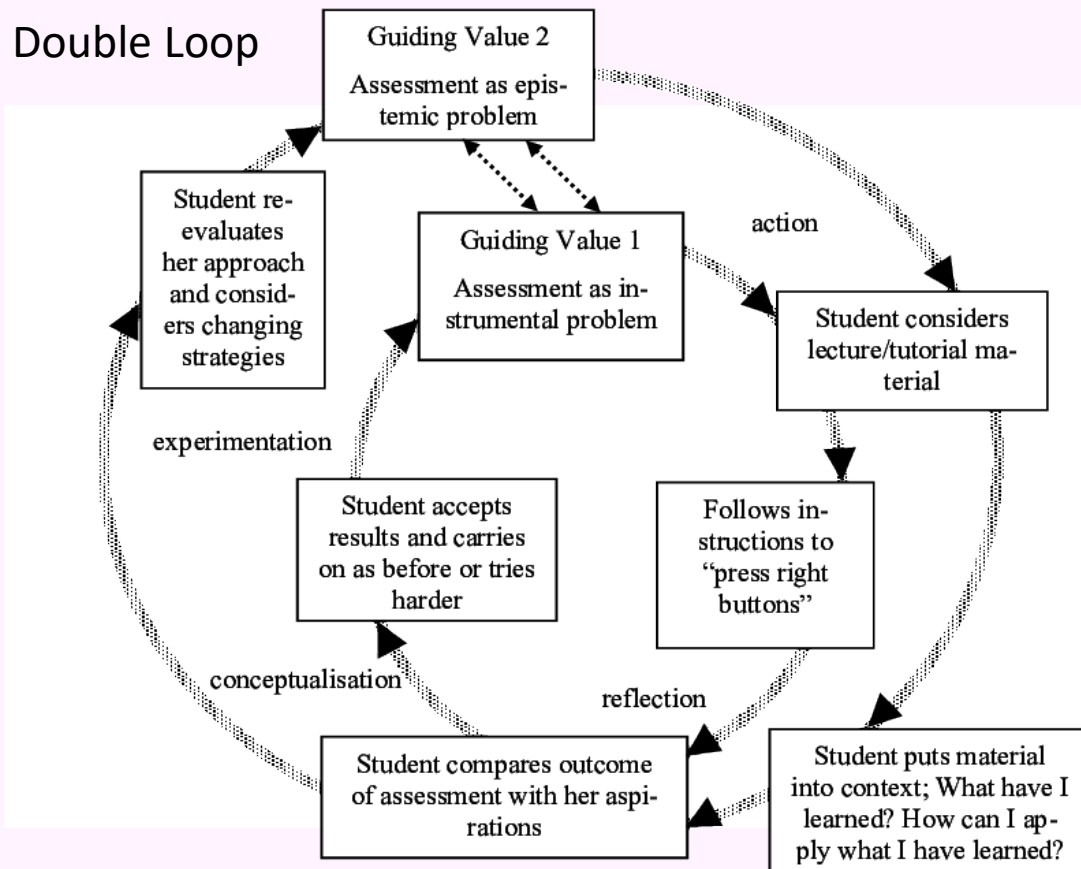


Level 1 Reaction
Level 2 Learning
Level 3 Behavior
Level 4 Results

<https://www.slideshare.net/phish108/bridging-xapi-into-higher-education-learning-analytics-ownership-and-privacy>

<https://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model>

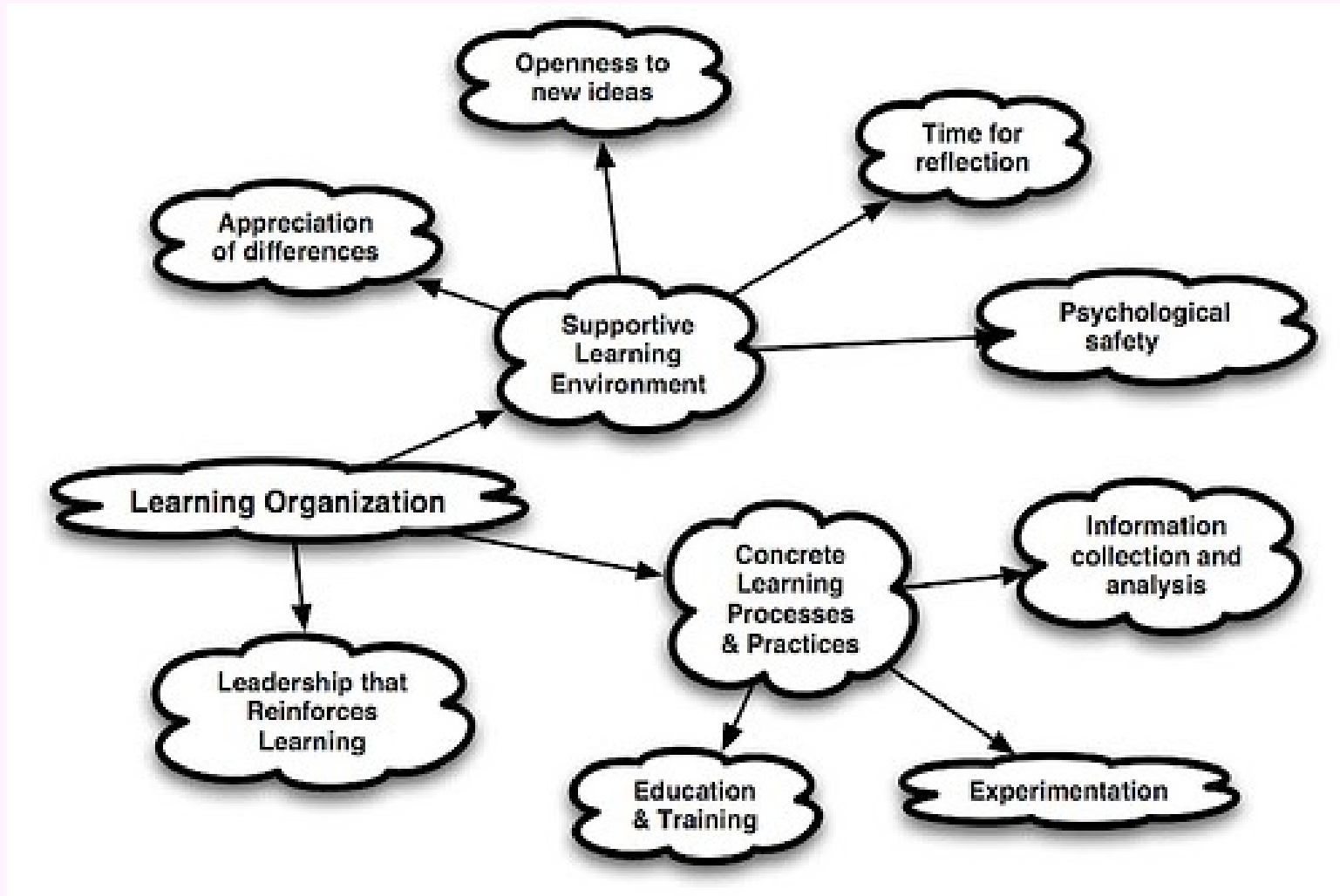
Improving patient outcomes



<https://shiftworkplace.com/trying-teach-something-link-organizational-learning-polar-bears/>

https://www.researchgate.net/figure/Assessment-as-double-loop-learning_fig1_252709657

Resiliency



<https://shiftworkplace.com/trying-teach-something-link-organizational-learning-polar-bears/>

4. A Few Words on Evidence



Is Learning Like Medicine?

- Is online learning an “intervention”
- Should we think of teaching as “treatment”
- Is psychology the same as physiology?
- Is there an educational Hippocratic Oath?

Evidence

- What counts as “success” in learning?
- What would count as evidence for that?

Remembering something...

vs. Being able to do something

vs. Doing the right thing

vs. Knowing why it's right

vs. Being able to determine what's right

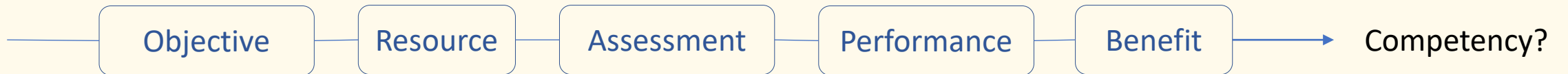
Competencies?

Is an assessment of performance the same as an assessment of the competencies making up that task?

Sample of mapping for one event (conference), showing each of the sessions in the top row.

	The Debate on Lipid Guidelines	Inhibitor: The New Injectable Cholesterol Drug	Intensive Anti-Hypertensive Treatment	Left Atrial Appendage Occlusion	Acute Coronary Syndromes	Too Many Choices? Anticoagulants -
1						
2	FM Curriculum for CPD					
3	1) Maternity and Newborn Care					
12	2) Care of Children and Adolescents					
24	3) Care of Adults					
25	a) PHE	1				
26	b) PHE					
27	c) Undifferentiated illness					
28	d) Urgent conditions					
29	e) Cancer					
30	f) Cardiovascular Risk Factors	1				
31	g) Cardiovascular conditions					
32	h) Urogenital and men's health conditions					
33	i) Conditions of the Eye, Nose, Throat					

Endo 2015 b | Update in Cardio 2016 | template | Sheet1



Bias

- Do we bring the same biases to learning that other people bring to (say) medical research?
- Consider the issues raised by Michael Allen yesterday
Michael Allen

Looking Deeper

- OLDaily Newsletter – 30,000 posts over 17 years

<http://www.downes.ca/news/OLDaily.htm>

- E-Learning 3.0 Course starting shortly

<http://el30.mooc.ca>



<https://www.downes.ca>