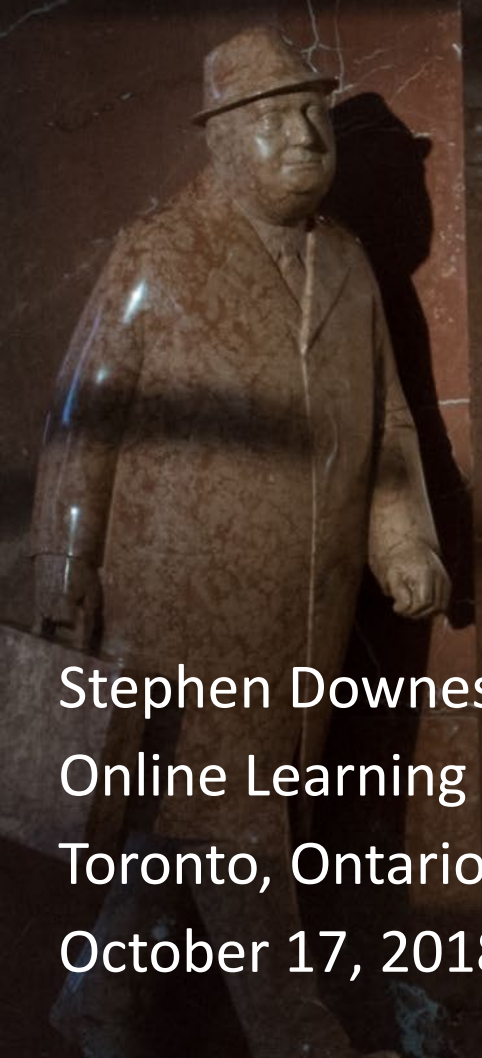


Personal Learning vs Personalized Learning

What Needs to Happen



Stephen Downes
Online Learning 2018
Toronto, Ontario
October 17, 2018

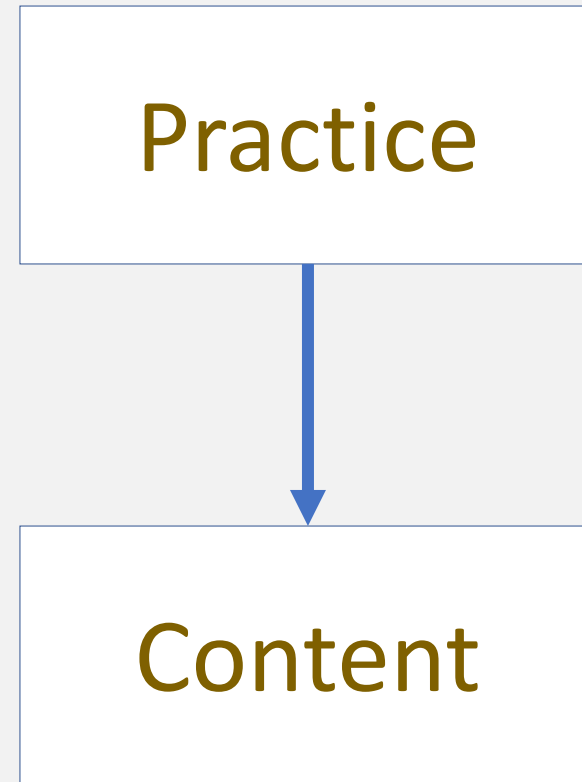
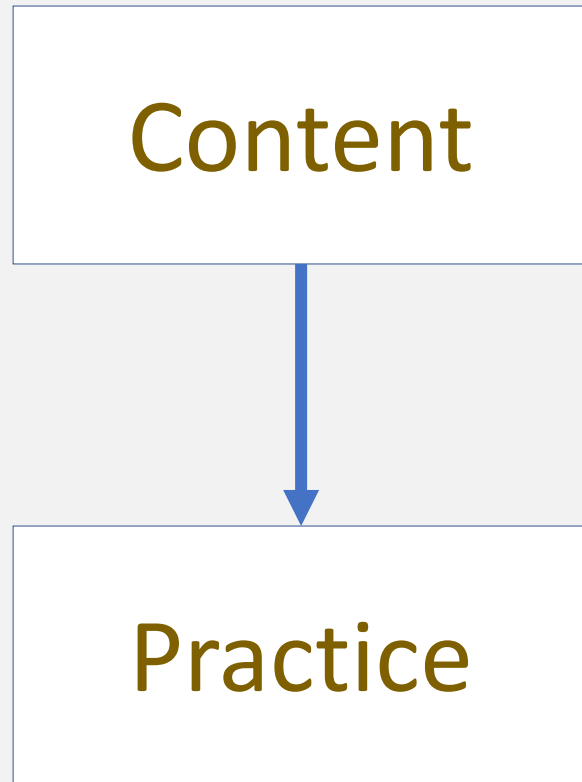


1

Personal vs Personalized Learning



Two Approaches...



Two Approaches...

Defines an ideal state

Content



Practice

TEST

Person tests you

Defines a desired state

Practice

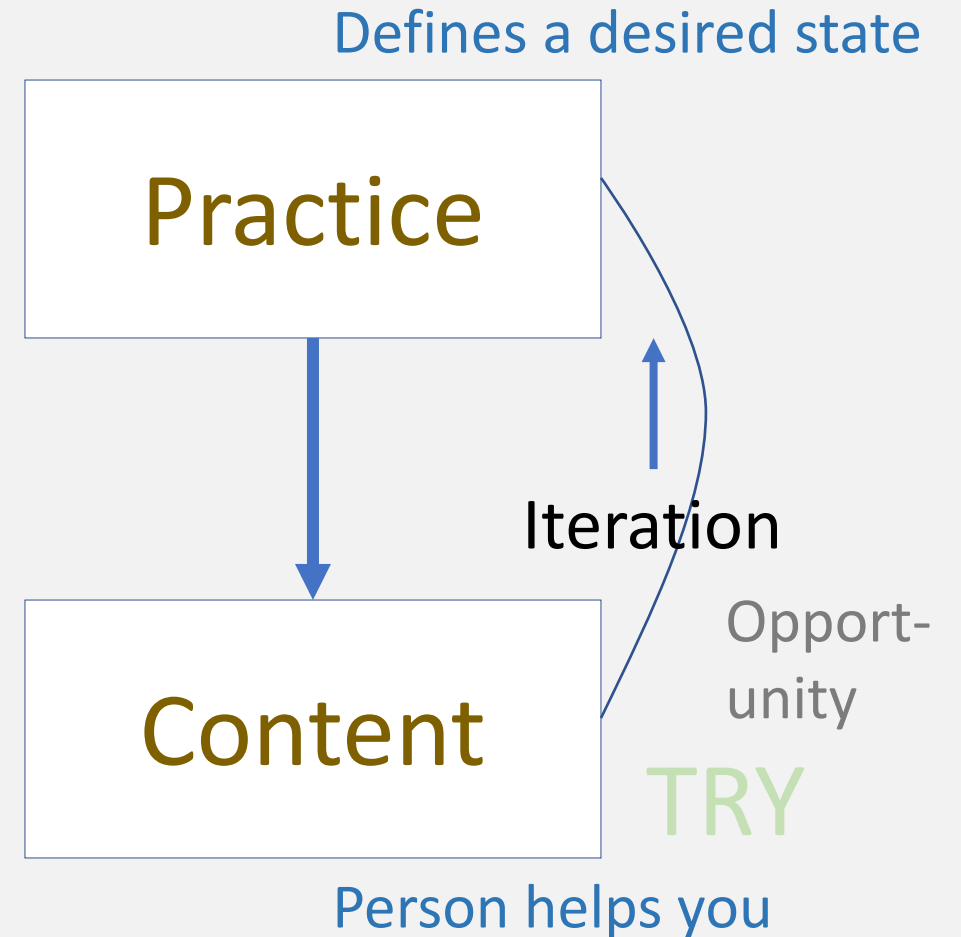
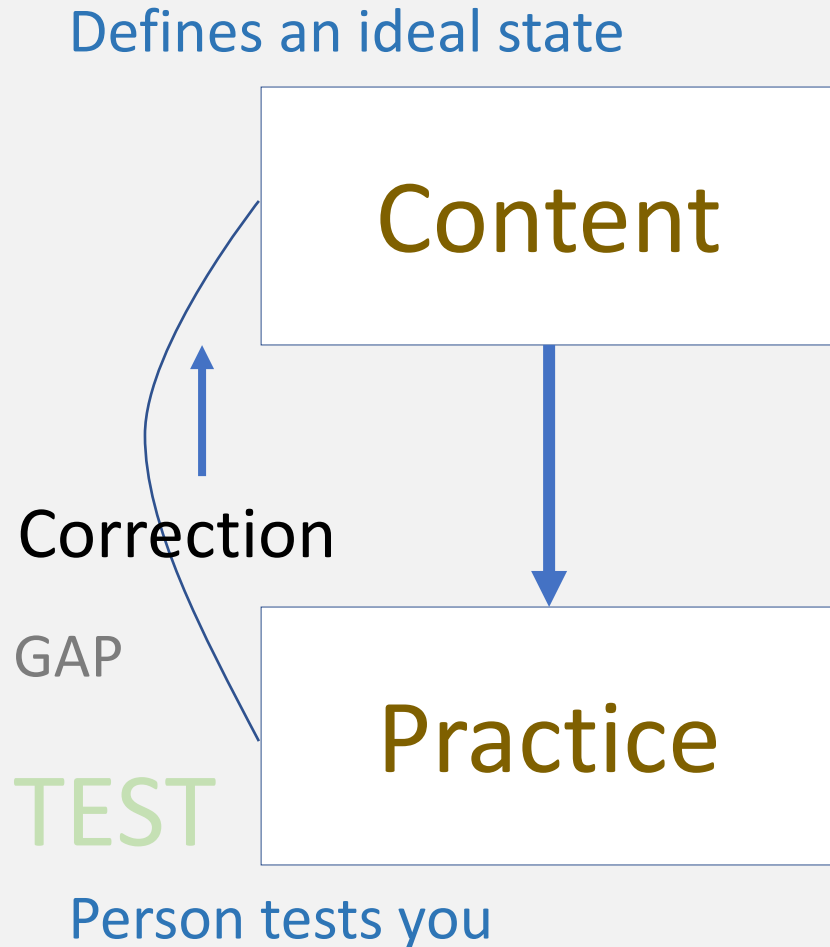


Content

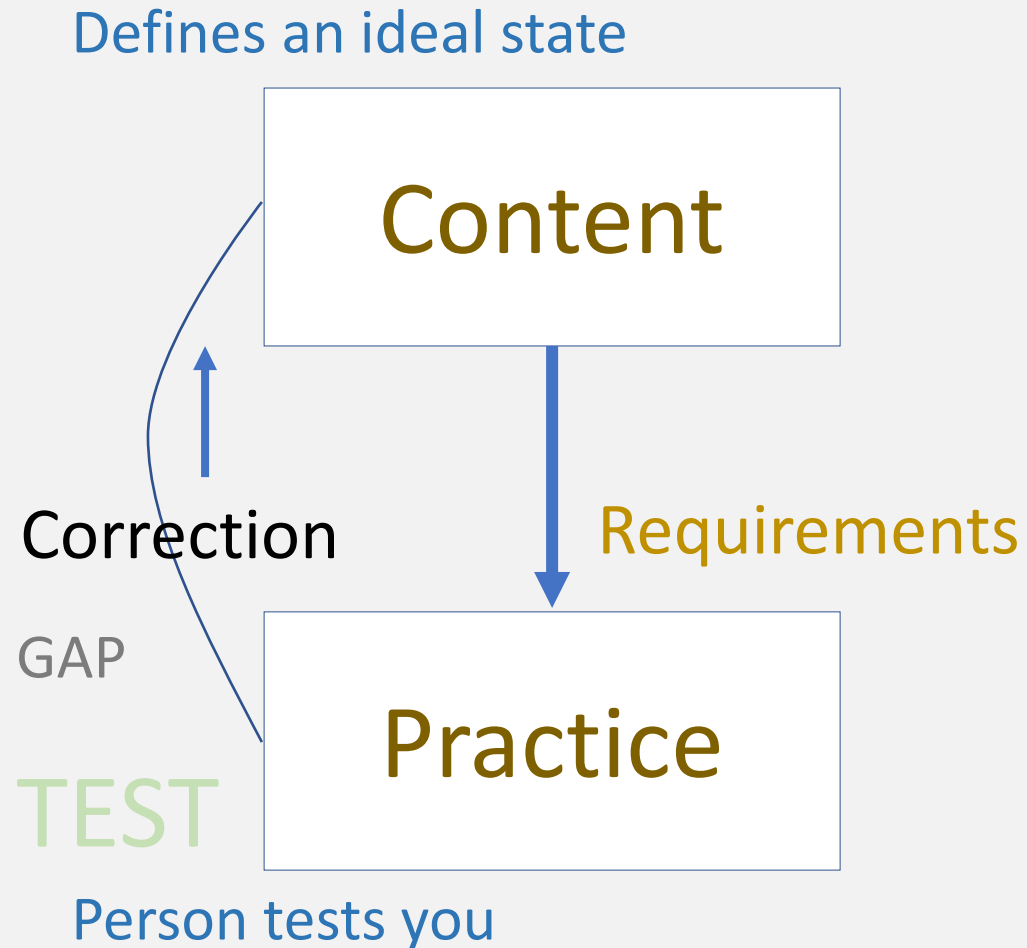
TRY

Person helps you

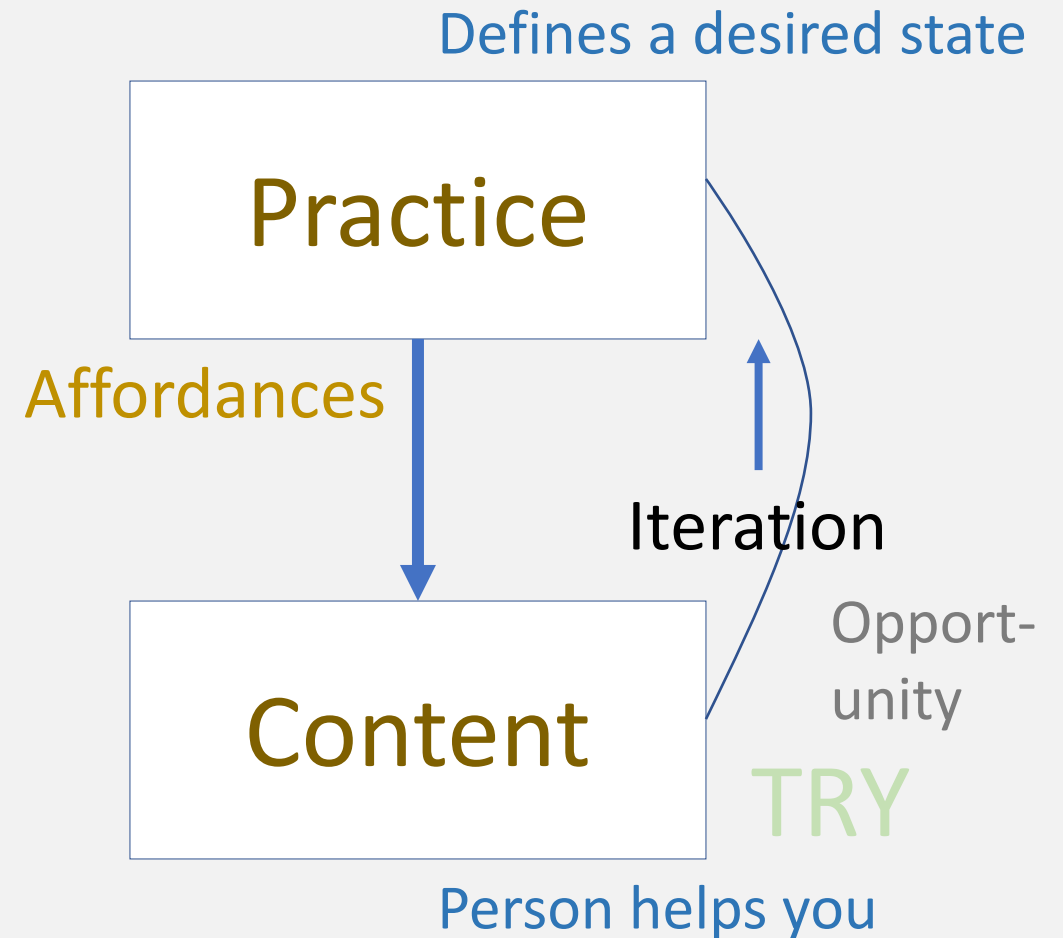
Two Approaches...



Library

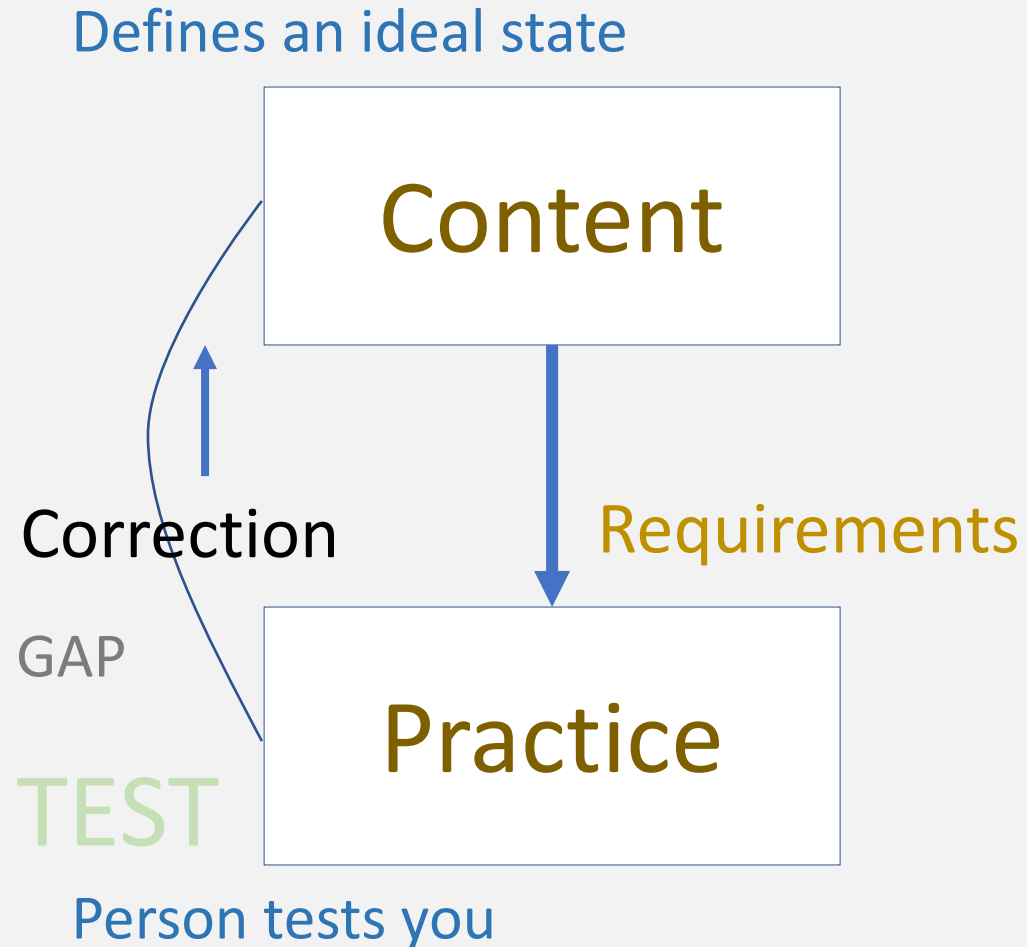


Environment



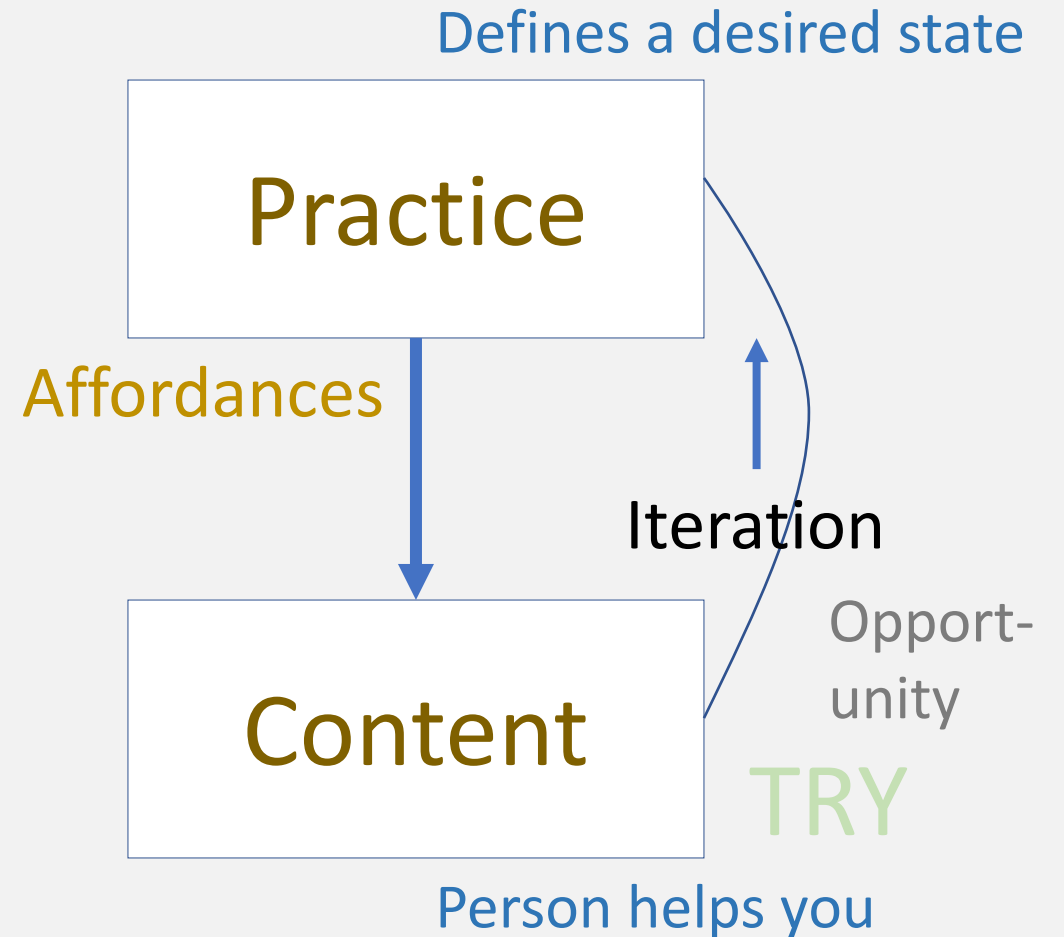
Personalized

We do for you



Personal

You do for yourself



2

What Personal Learning Means to Me



2

and How We Make it Work for
Everyone



Choice

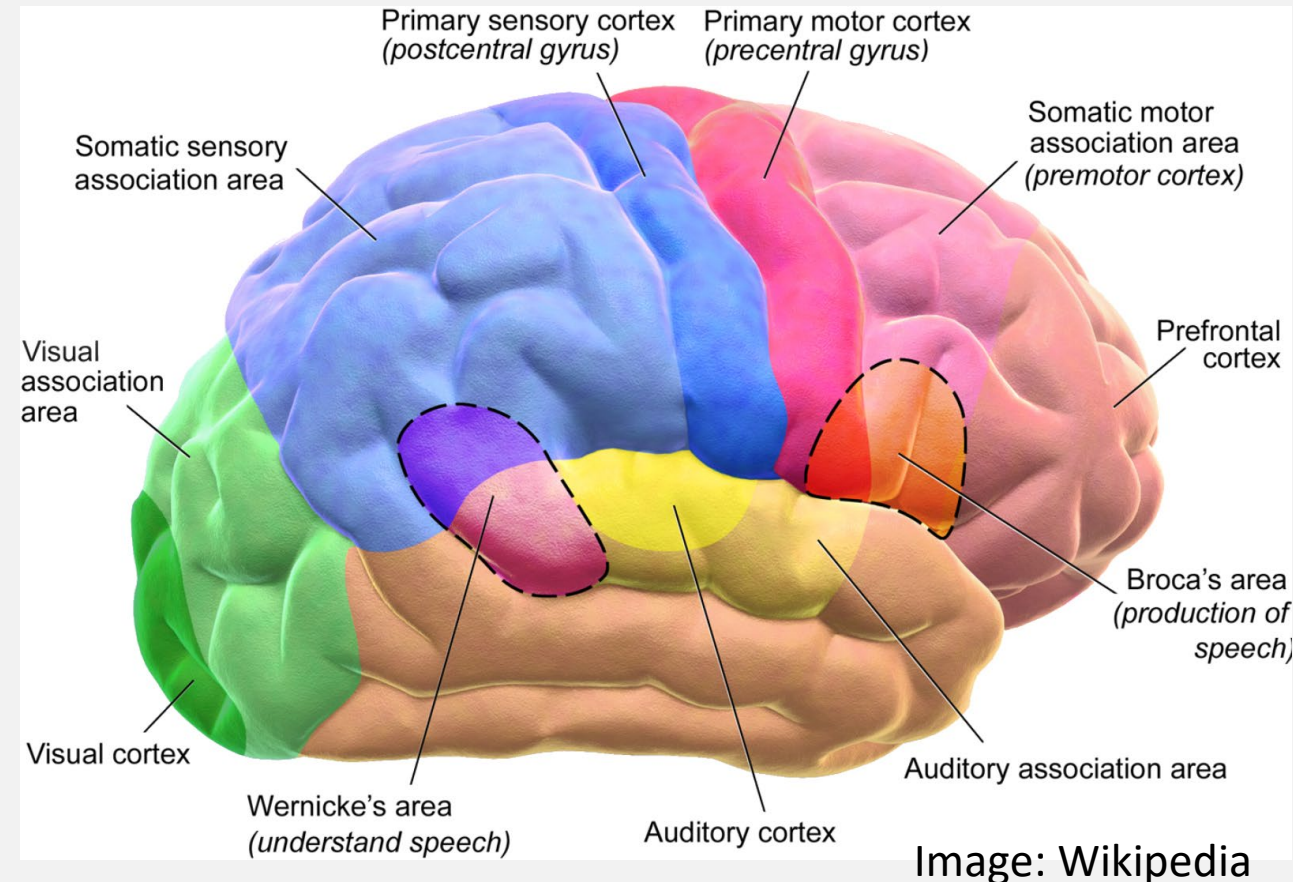


a

I make my own learning decisions

My learning choices are directly related to my:

- current projects
- career choices
- opportunities
- needs



Help me decide

We need systems that show the relation between specific learning goals and our career choices



Image: Wikipedia

I make my own learning decisions

I selected my own learning

resources to suit my:

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



Image: NASA/JPL Internship Program

<https://www.jpl.nasa.gov/edu/news/column/meet-jpl-interns/>

Narrow the choice

Recommend learning resources that suit my:

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

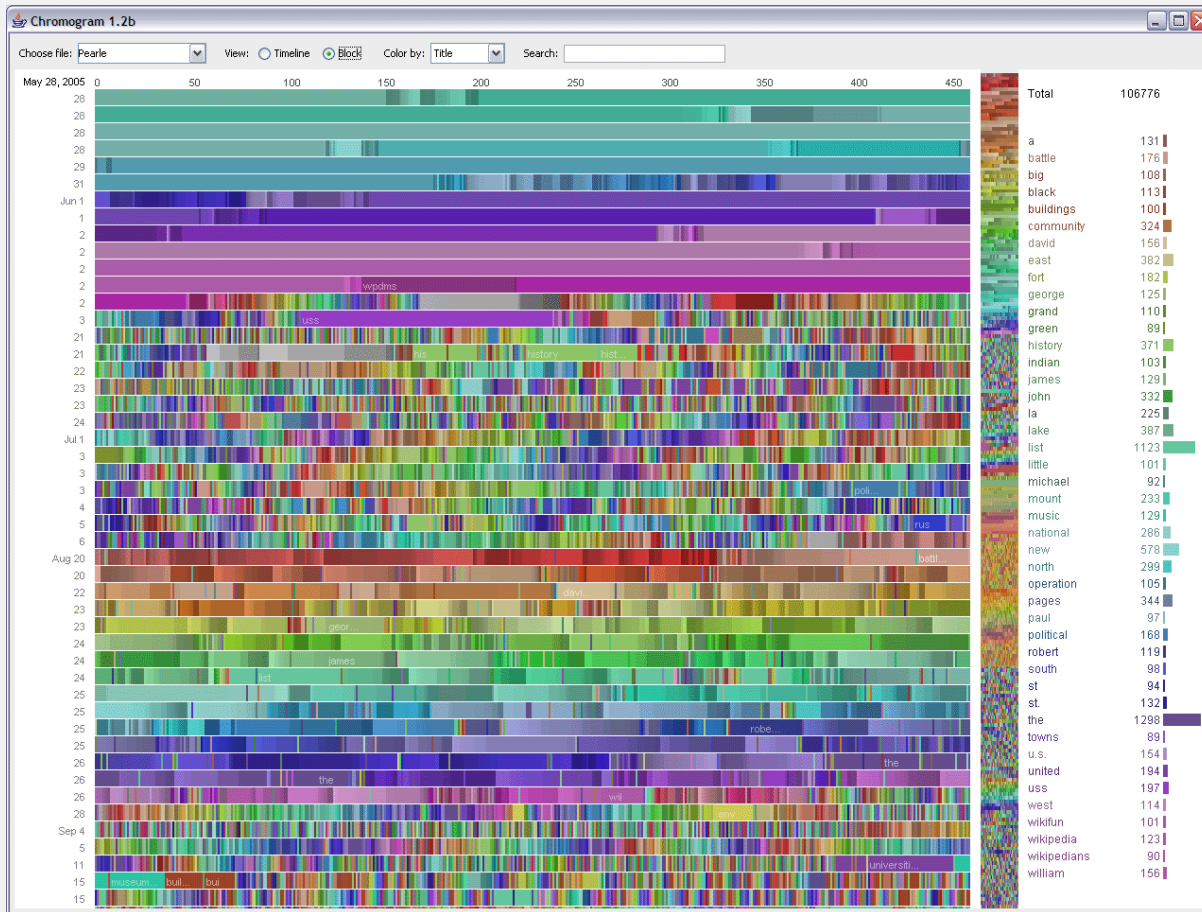
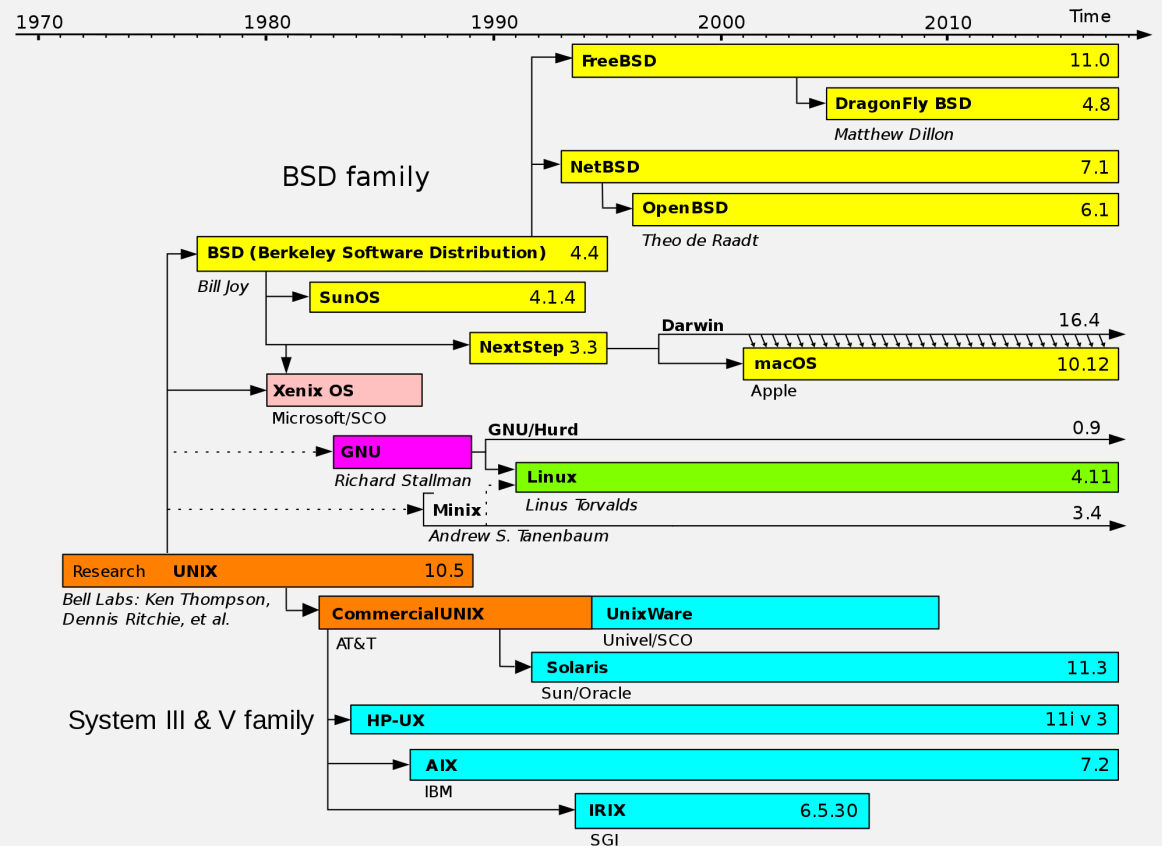


Image: Wikipedia – Big Data

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

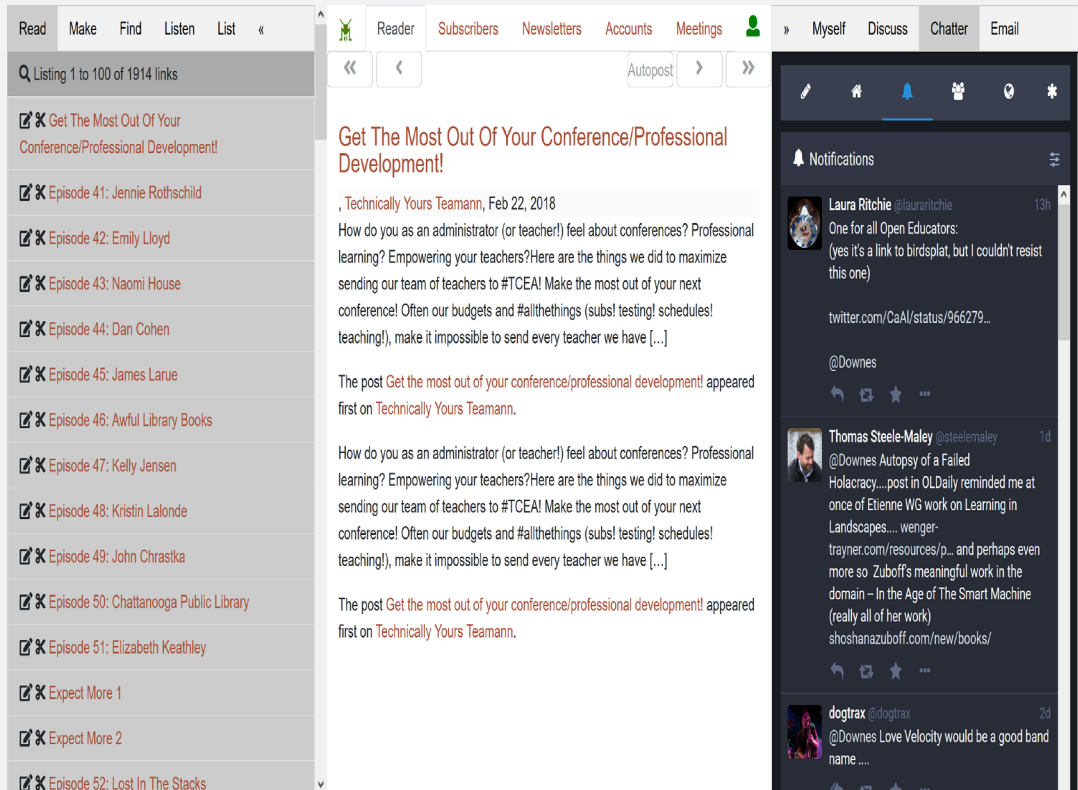


Personal Learning Environment

I design my own learning environment to add:

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

Image: Wikipedia



I'm not locked in a box

My courses come from multiple sources:

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




Image: Molly <https://www.flickr.com/photos/maulleigh/407259826>

Give me Choice

Online access to courses
from different institutions
on various learning
platforms


Popular Online Courses

[All](#) [Computer Science](#) [Business](#) [Health](#) [Humanities](#) [View all subjects →](#)




Learning How to Learn

Learning How to Learn: Powerful mental tools to help you master tough subjects
University of California, San Diego via *Coursera*
★★★★★ (5392)




PYTHON
GETTING STARTED


Programming for Everybody (Getting Started with Python)
University of Michigan via *Coursera*
★★★★★ (4194)




Quantum Mechanics for Everyone
Georgetown University via *edX*
★★★★★ (54)



Modern & Contemporary American Poetry ("ModPo")
University of Pennsylvania via *Coursera*
★★★★★ (181)



Introduction to Dutch
University of Groningen via *FutureLearn*
★★★★★ (87)



Introduction to Computer Science and Programming Using Python
Massachusetts Institute of Technology via *edX*
★★★★★ (118)

Screenshot: Class Central <https://www.class-central.com/>

Ownership

b



I'm not locked in a box

I use multiple learning technologies:

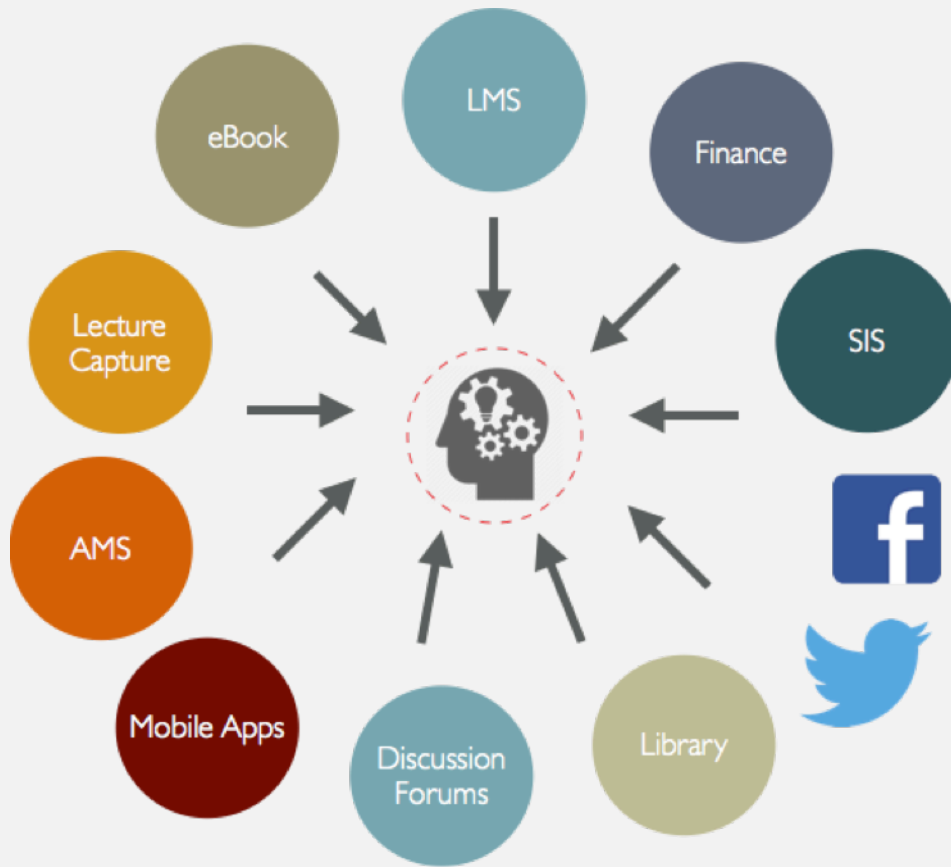
- audio, video, animations
- 3rd party platforms for discussions and interaction
- games and virtual reality
- future tech



Image: Jisc

Support Multiple Media

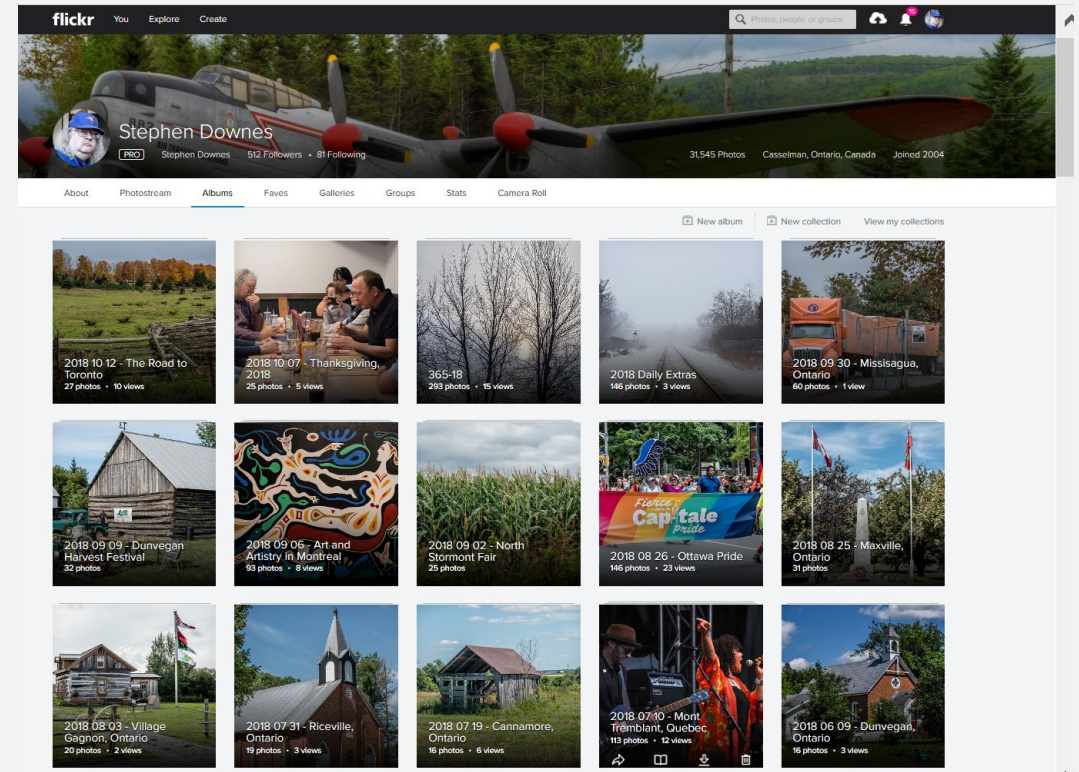
- Provide access to resources in audio, video, animations, etc
- Support 3rd party platforms for discussions and interaction



I'm not locked in a box

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

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



Screenshot: Flickr

Recognize and Enable Ownership



Image: Alastair Creelman <http://acreelman.blogspot.com/>

- Use and support open content formats
- Support downloading, uploading and cloud storage
- Content portability

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



Image: Photoshop brushes, Garcya,
Deviant Art

<https://www.deviantart.com/garcya/art/5-Flowers-Photoshop-Brushes-343330158>

Support Sharing

Methods to create resources as we learn:

- Support blogs and wikis
- Sharing networks (e.g., RSS, Webmentions)
- Social Media

The screenshot shows the 'KIDS' ZONE' website header with navigation links: HOME, TOOLS, GRAPH, DARE TO COMPARE, GRAB BAG, and CHANCES. The main title is 'CREATE A GRAPH'. On the left, a 'Help' section explains that graphs and charts are used to communicate information visually. Below it, an 'Examples' section states that NCES uses graphs in publications and on the web to make information easier to understand. A 'Create A Graph Tutorial' link is provided. The main content area displays five graph types: Bar, Line, Area, Pie, and XY, each with a small icon. A prompt says 'Please select a graph type to begin'. Below the graph types, a link for 'New to creating graphs? Then try... CREATE A GRAPH Classic' is shown. At the bottom, a counter displays '41,601,673 Graphs Created Since 2005' and the URL 'http://nces.ed.gov/nceskids/createagraph/default.aspx'.

KIDS' ZONE
Learning with NCES

HOME TOOLS GRAPH DARE TO COMPARE GRAB BAG CHANCES

CREATE A GRAPH

Help ? Graphs and charts are great because they communicate information visually. For this reason, graphs are often used in newspapers, magazines and businesses around the world.

Examples NCES constantly uses graphs and charts in our publications and on the web. Sometimes, complicated information is difficult to understand and needs an illustration. Graphs or charts can help impress people by getting your point across quickly and visually.

Here you will find five different graphs and charts for you to consider. Not sure about which graph to use? Confused between bar graphs and pie charts? Read our:

[Create A Graph Tutorial](#)

Bar Line Area

Pie XY

Please select a graph type to begin

New to creating graphs? Then try...

[CREATE A GRAPH Classic](#)

41,601,673
Graphs Created Since 2005

<http://nces.ed.gov/nceskids/createagraph/default.aspx>

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



Stephen Downes

Books

Knowledge, Learning, Community

Stephen Downes

<http://www.downes.ca>

Senior Research Officer

Learning and Performance Support Systems

National Research Council Canada

Education

University of Alberta: PhD Candidate (All But Dissertation) 1993

University of Calgary: MA (Philosophy) 1987

University of Calgary: BA (Philosophy) 1986

Experience

Give me Credit



- Badging or credentials service
- Machine-readable personal learning record is automatically created

Community



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



Image: Austin Community College

<https://www.flickr.com/photos/accdistrict/41255840484/in/photostream/>

Community



- Support community that extends beyond the school or the company
- Eg. Shopify Meetups

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



Image: Coachella

<http://coachellaunincorporated.org/2012/11/01/community-group-poised-to-take-action-following-youth-research-finding/>

Support Community



- Encourage people to work openly and share insights
- Recognize and reward mentoring and training activities

Image: Sahana Chattopadhyay

<http://idreflections.blogspot.com/2015/02/moocs-in-workplace-learning-part-3.html>

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



Image: BBC

I am connected

- Dashboards
- Visualization Tools
- Access to AI-as-a-service

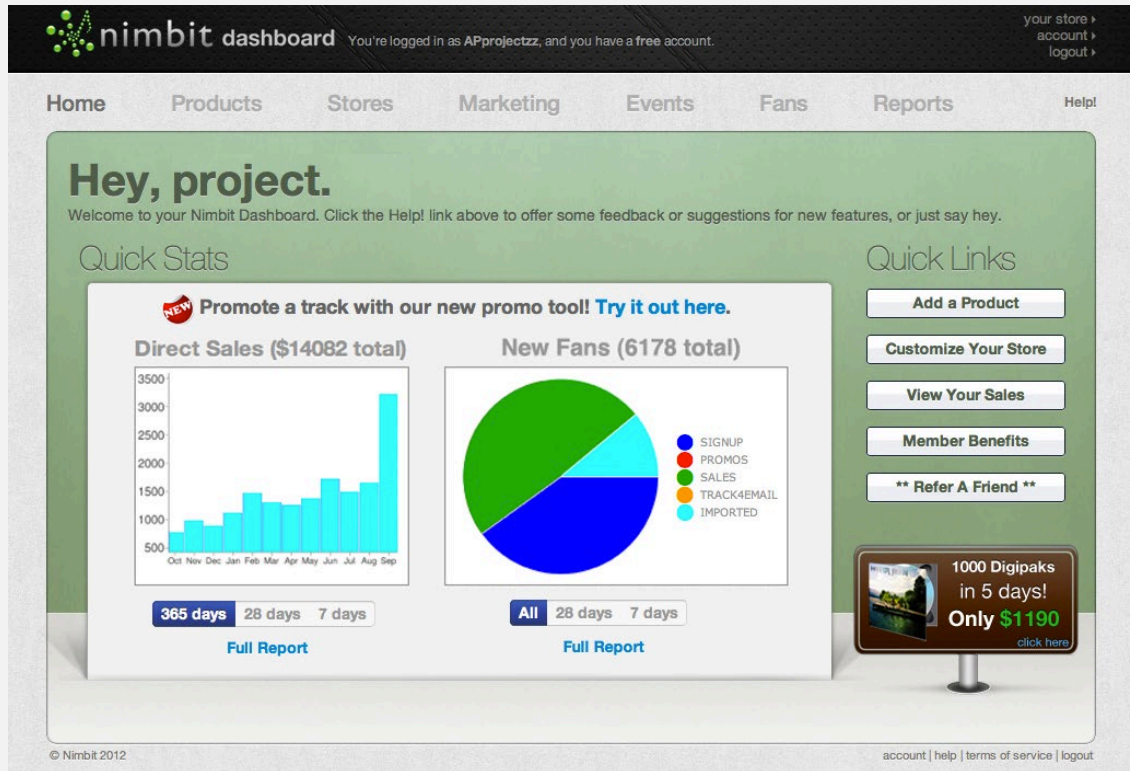


Image: Wikimedia

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



Image: Richard Masoner

<https://www.flickr.com/photos/bike/8428279662>

I am connected

- Quantified self
- Personal ownership of data
- Track impact – provide data from across different parts of my learning and work
- And from different platforms

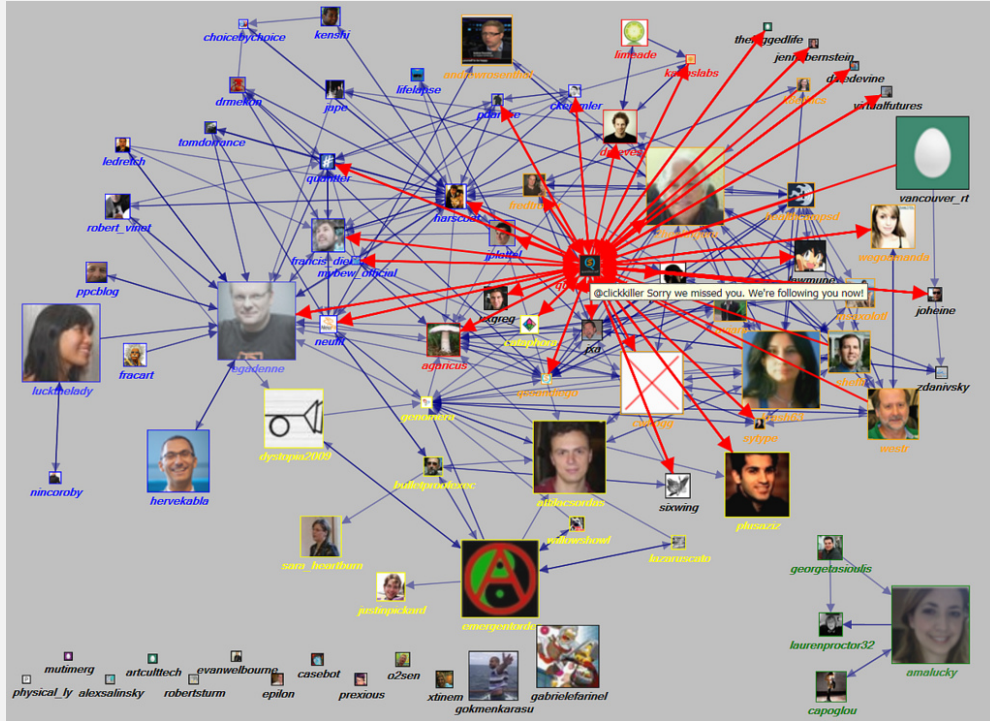


Image: Marc Smith

https://www.flickr.com/photos/marc_smith/5373492204

3

How We Make That Happen



Look for a job, contract, project...

ReadMakeFindListenList«

JobsCourses

[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

ReaderHarvestClassifyEdit



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

Apply

Save

Email

Want more jobs like this?

Subscribe

Job summary

Location

Toronto, ON

Job type

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

Register for the course

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List

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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

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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

Read resources while in my course

Read

Make

Find

Listen

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Q Listing 1 to 100 of 1914 links

✎✕ Get The Most Out Of Your Conference/Professional Development!

✎✕ Episode 41: Jennie Rothschild

✎✕ Episode 42: Emily Lloyd

✎✕ Episode 43: Naomi House

✎✕ 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

✎✕ Expect More 1

✎✕ Expect More 2

✎✕ Episode 52: Lost In The Stacks

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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.


 THE UNIVERSITY OF QUEENSLAND AUSTRALIA

Self-Paced
Starts on March 12, 2018

Enroll Now

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This course is part of a

 MicroMasters®

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

Make my personal learning record

[Read](#) [Make](#) [Find](#) [Listen](#) [List](#) [«](#)

Q Listing 1 to 100 of 7167 feeds

- & Brennan
- & The Future
- ∞Fouroboros
- (British Educational Communications
- (Re)writing English
- (the new) bgblogging
- (the teeming void)
- ../learninglab/joss
- .Edu.Co.Blog
- .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:

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

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:

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](#)

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:

Chat with social media friends

Read

Make



Find



Listen



List



«



Q Listing 1 to 100 of 1914 links



  Get The Most Out Of Your Conference/Professional Development!



  Episode 41: Jennie Rothschild



  Episode 42: Emily Lloyd



  Episode 43: Naomi House



  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

  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 [...]

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





   



Photo by Lorelei

<http://www.downes.ca>