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The MOOCs Challenge Downes, Stephen

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MOOCS 4 DEVELOPMENT

Stephen Downes

Philadelphia, April 11, 2014



DEMOCRATIZATION?

- getting people into jobs, etc (India - 500 million people need employment skills)
- question of how much is a production problem and how much is a distribution problem
- how much of this economy depends on creating scarcities rather than responding to them
 - issues of licensing
 - 'giving knowledge for free' vs 'creating knowledge'



- democratic MOOCs - vs? what leads us closer to meeting needs of developing world
- & education isn't a 'delivery problem' so much as a creation problem
- we need to get away from delivering learning



THE INVENTION OF MOOCS

- Developed in 2008 in Canada
- Based on network principles
 - No central organizing principle or content
 - Knowledge created rather than propagated

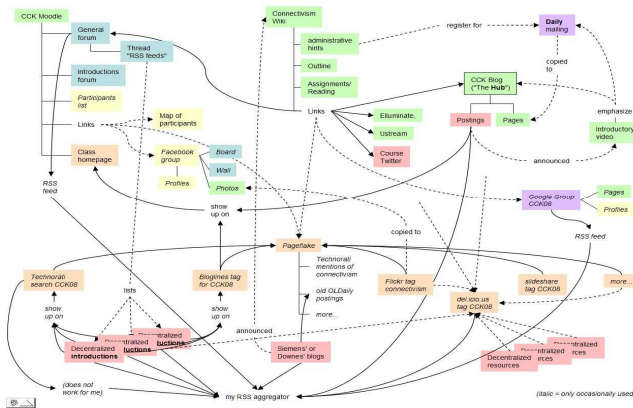


Image: Matthias Melcher

<https://www.flickr.com/photos/37794987@N00/2843707657/>

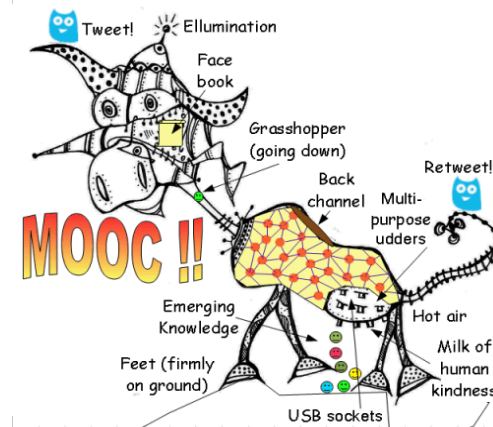


Image: Gordon Lockhart

<http://gbl55.wordpress.com/2011/03/08/cck11-man-this-mooc-is-something-else/>



MOOCS DEFINED

- ‘Massive’ by design
 - Network design avoids bottlenecks; scaling achieved by mesh
- ‘Open’ as in door
 - Free as in ‘beer’ and ‘libre’, Open as in ‘content’ and in ‘door’
- ‘Online’ as in online
 - Local events encouraged, but the course isn’t offline
- Course (as opposed to community)
 - In the sense of ‘a course of lectures’



CCK08

The screenshot shows a Moodle course page for 'Connectivism and Connective Knowledge'. The page title is 'Connectivism and Connective Knowledge'. Below the title, there is a 'Topic outline' section. The outline lists the course structure, including introductions, general forum, and 12 weeks of topics. The weeks are: Week 1: What is connectivism, Week 2: Rethinking Knowledge, Week 3: Networks, Week 4: History of Learning Networks, Week 5: Groups and Networks, Week 6: Complexity and Chaos, Week 7: Instructional Design, Week 8: Power, Authority, Control, Week 9: Changing Roles, Week 10: Openness, Week 11: Systemic Change, and Week 12: Next Steps and Research. Below the outline, there is a list of 10 topics: 1. What is Connectivism?, 2. Rethinking epistemology: Connective knowledge, 3. Properties of Networks, 4. History of networked learning, 5. Connectives and Collectives: Distinctions between networks and groups, 6. Complexity, Chaos and Research, 7. Instructional design and connectivism, 8. Power, control, validity, and authority in distributed environments, 9. What becomes of the teacher? New roles for educators, and 10. Openness: social change and future directions. The page also features a sidebar with links to the CCK08 Facebook Group, Forums, and Resources. A calendar for February 2013 is visible on the right side of the page.

<http://wwwapps.cc.umanitoba.ca/moodle/course/view.php?id=20>

2300 students

The screenshot shows the 'The Daily' page from the Connectivism and Connective Knowledge course. The page title is 'Connectivism & Connective Knowledge'. Below the title, there are links for [Home], [The Daily], [Wiki], [About], [Aggregations], and [Readings]. Below these links, there are links for [Options], [The Daily Archives], [The Daily RSS Feed], [Feeds], [Posts], and [Places]. The main heading is 'The Daily'. Below the heading, the date 'October 15, 2008' is displayed. The section title is 'Elluminate Discussions Today'. The text reads: 'Today we welcome Alec Couros into our course and our week 6 discussion of chaos and complexity. Two Elluminate discussions (both sessions can be accessed via this link): 11 am CST: See time zone conversions 7 pm CST: See time zone conversions. Alec Couros will be presenting during both times, followed by informal conversation.' Below the text, there is a section titled 'Highlighted Resources'. The first resource is 'Connected Without Modem?'. The text reads: 'Is feedback a form of coercion? Muru writes, "I have seen some behaviourism taking place in the feedback or lack of feedback given, I perceive some kind of light coercion going on, not in a direct way. It is in a vicarious way, I ignore your behavior and acknowledge the behaviour that I consider right for'.

<http://connect.downes.ca/cgi-bin/archive.cgi?page=thedaily.htm>



Other Courses

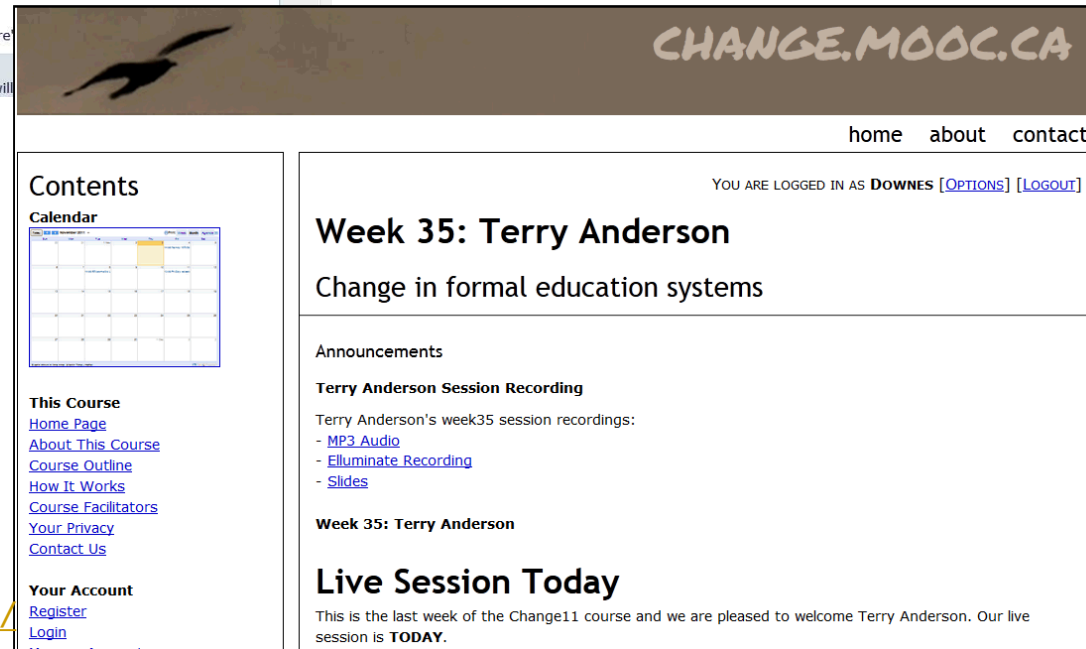
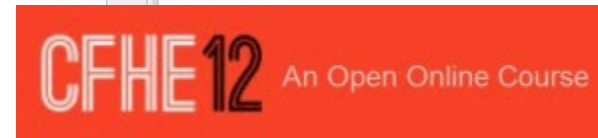


1800 students

<http://connect.downes.ca/>

3000 students

<http://edfuture.net/>

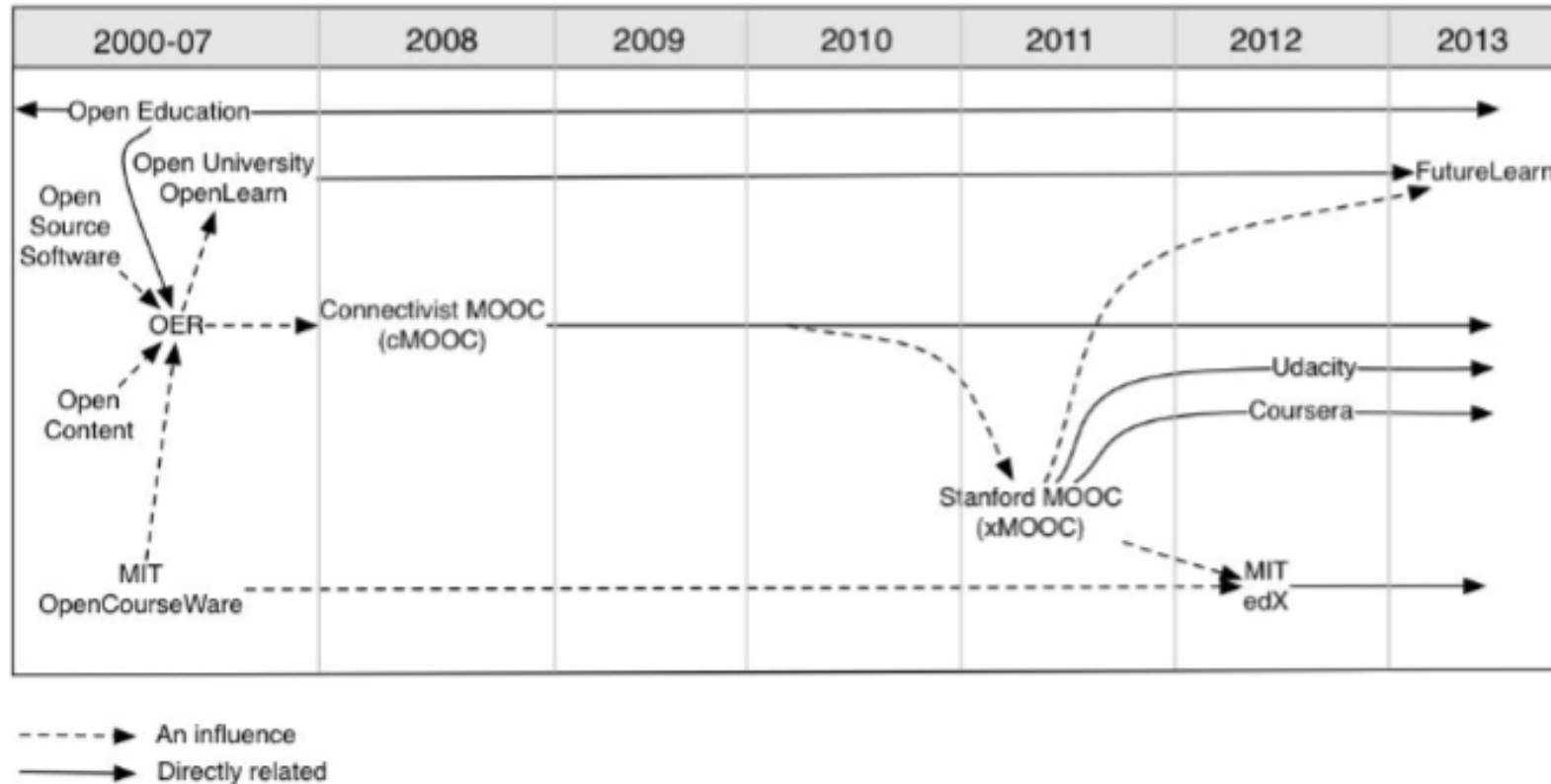


2800 students

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



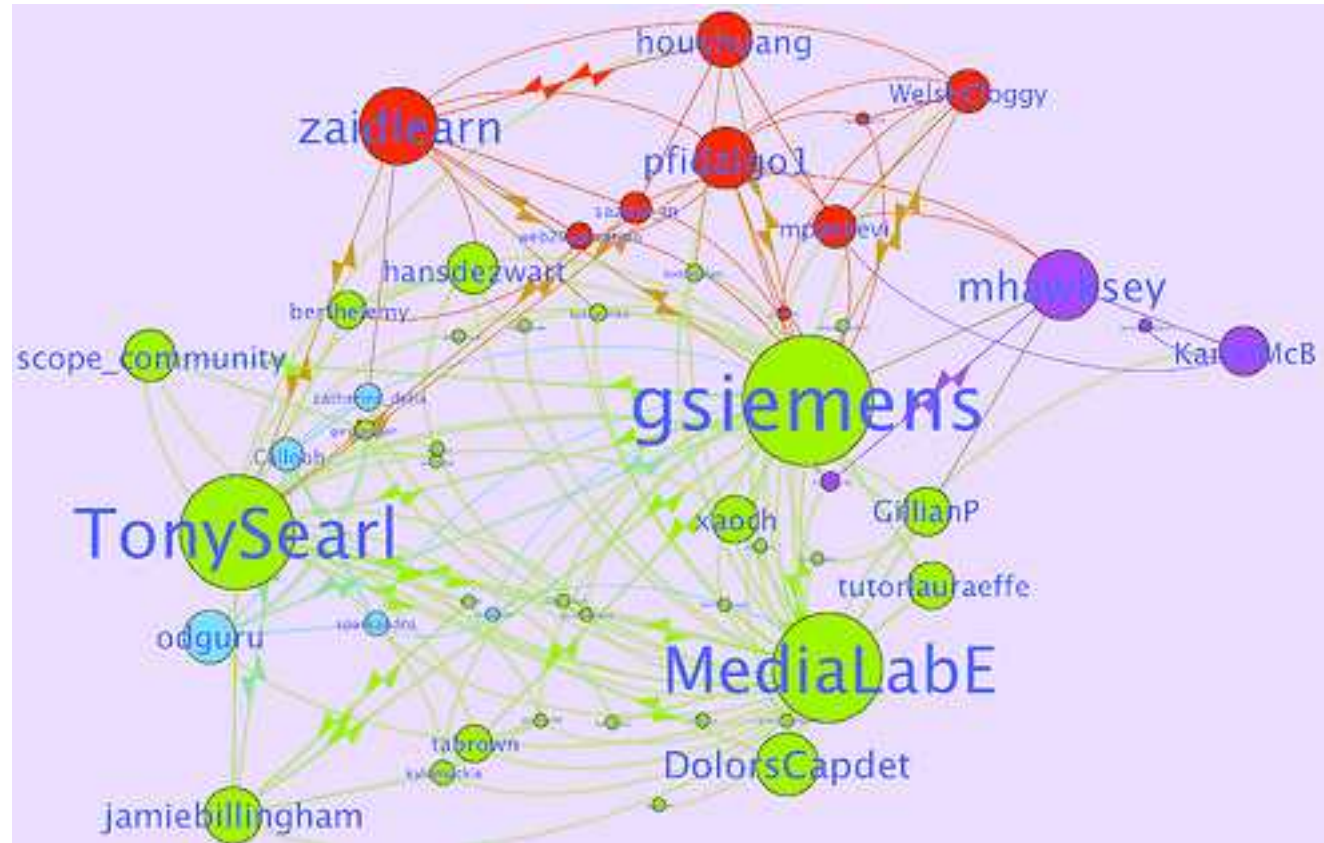
EVOLUTION OF MOOCS



<http://publications.cetis.ac.uk/wp-content/uploads/2013/03/MOOCs-and-Open-Education.pdf>



LEARNING ANALYTICS



LAK11: How to measure success in a MOOC

<http://scope.bccampus.ca/course/view.php?id=365>



MOBIMOOC



- ALL CATEGORIES
- VIA MOBIMOOC TEXT MESSAGE
- TWITTER #MOBIMOOC
- VIA MOBIMOOC CALL
- VIA MOBIMOOC EMAIL
- VIA CROWDMAP WEBSITE
- PROJECT: GGATIN (MANITOBA, CA)
- VIA SMARTPHONE APP
- PROJECT: SEAN ABAJIAN FIELD TESTS MLEARNING (LOS ANGELES, US)



Inge de
Waard

Supporting Mobile Learning Technology

<http://mobimooC.wikispaces.com/>



THE MADNESS AND MAYHEM OF DS106



Jim Groom

DS = Digital Storytelling
DS106 redefined activities and participation

<http://ds106.us/>



CURRENTLY



The screenshot shows the homepage of the 'REL 2014 - Pour une éducation libre' MOOC. The header is dark blue with the title in white. Below the header is a navigation bar with links: ACCUEIL, VOTRE COMPTE, COMPTES RENDUS, PARTICIPER, SYNDICATION RSS, and ARCHIVES. A status bar indicates the user is logged in as 'admin' with links for 'Déconnexion' and '[Profil]'. The main content area has a light green background. On the left, a sidebar shows a welcome message 'Bienvenue admin' with a profile picture, followed by a list of course sections: 'INTRODUCTION' and '1. DU CLOM CONNECTIVISTE ET FONCTIONNEMENT DE CE COURS'. The main content area features the title 'Réutiliser, Retravailler, Recombiner, Redistribuer – 4R des REL pour une Éducation libre' in green, followed by a welcome message and course details. The course starts on March 3, 2014, and lasts for nine weeks. It is a Massive Open Course (CLOM) of the International Organization of La Francophonie. The user is encouraged to register to receive a daily newsletter and participate in discussions. The section 'Introduction au CLOM REL 2014' is highlighted.

REL 2014 - Pour une éducation libre

ACCUEIL VOTRE COMPTE ▼ COMPTES RENDUS ▼ PARTICIPER ▼ SYNDICATION RSS ▼ ARCHIVES ▼

Vous êtes connecté(e) en tant que **admin** [Déconnexion] - [Profil]

Bienvenue
admin



INTRODUCTION ▼

1. DU CLOM CONNECTIVISTE ▼
ET FONCTIONNEMENT DE
CE COURS

Réutiliser, Retravailler, Recombiner, Redistribuer – 4R des REL pour une Éducation libre

Bienvenue à votre Cours en Ligne Ouvert et Massif (CLOM) de l'Organisation internationale de la Francophonie portant sur les ressources éducatives libres (REL).

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.

Introduction au CLOM REL 2014

MOOC REL 2014

<http://rel2014.mooc.ca>



DESIGN PRINCIPLES

- **Autonomy** - People make their own choices, select their own path
- **Openness** - Content in and out, people can come and go
- **Diversity** – a mosaic not a melting pot
 - Overt recognition that people have multiple motives, objectives, values
 - Includes but not limited to culture, language, technology, etc.
- **Interactivity** – knowledge that scales
 - Not a 'transmission' model of learning
 - Learning the result of growth and development

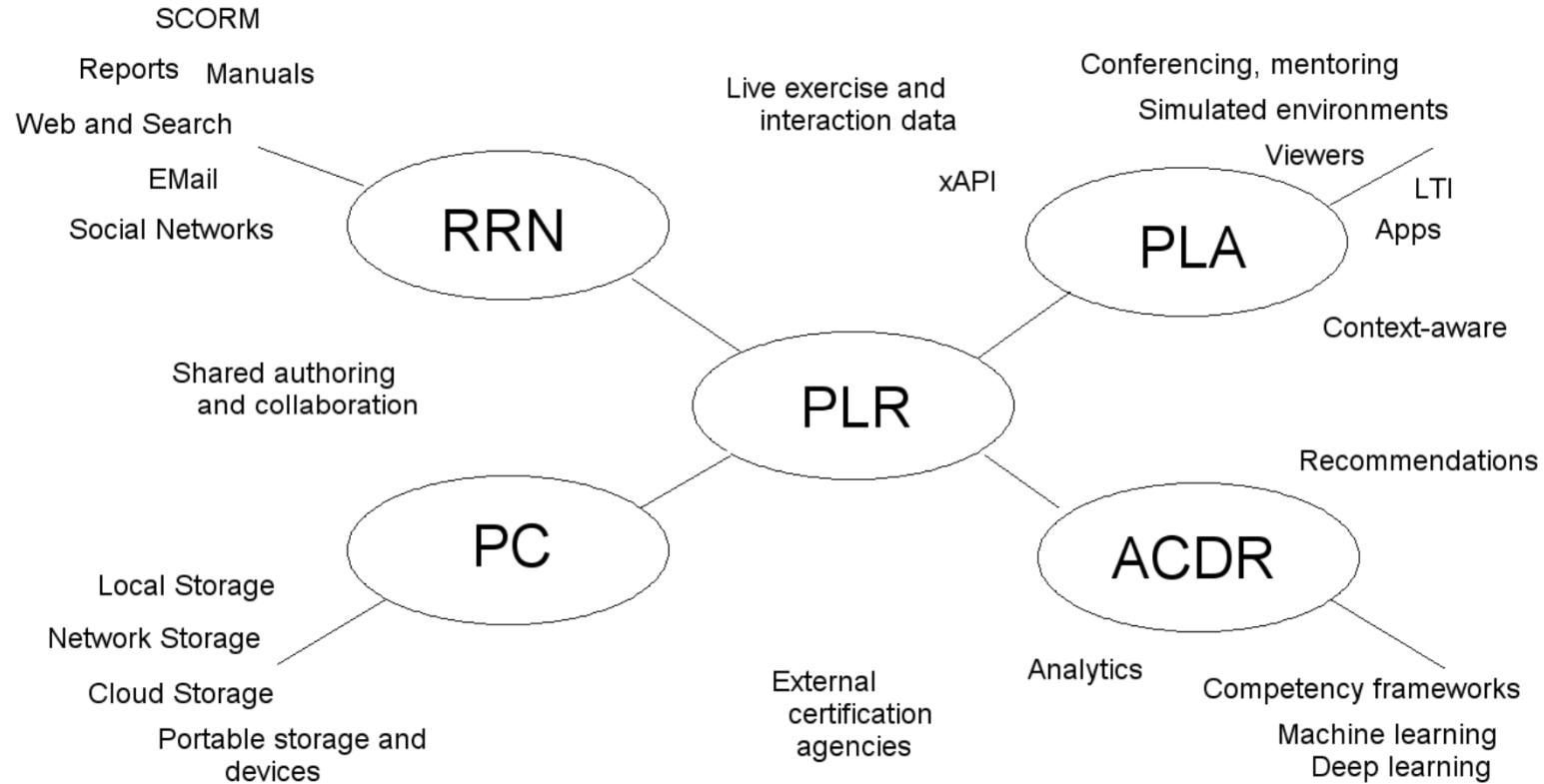


FUTURE TECHNOLOGY

- Personal learning and performance support systems
- Based on network principles designed for individual interactivity
- Our LPSS Program:
 - Personal Learning Record – badges and beyond
 - Resource Repository Network – syndication, not silos
 - Personal Cloud – distributed ubiquitous computing
 - Personal Learning Assistant – a projection of services into platforms
 - Competency Development – smart credentials



CORE PROJECTS



THANK YOU

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Systems

National Research Council Canada

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