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The Massive Course Meets the Personal Learner Downes, Stephen

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The Massive Course Meets the Personal Learner



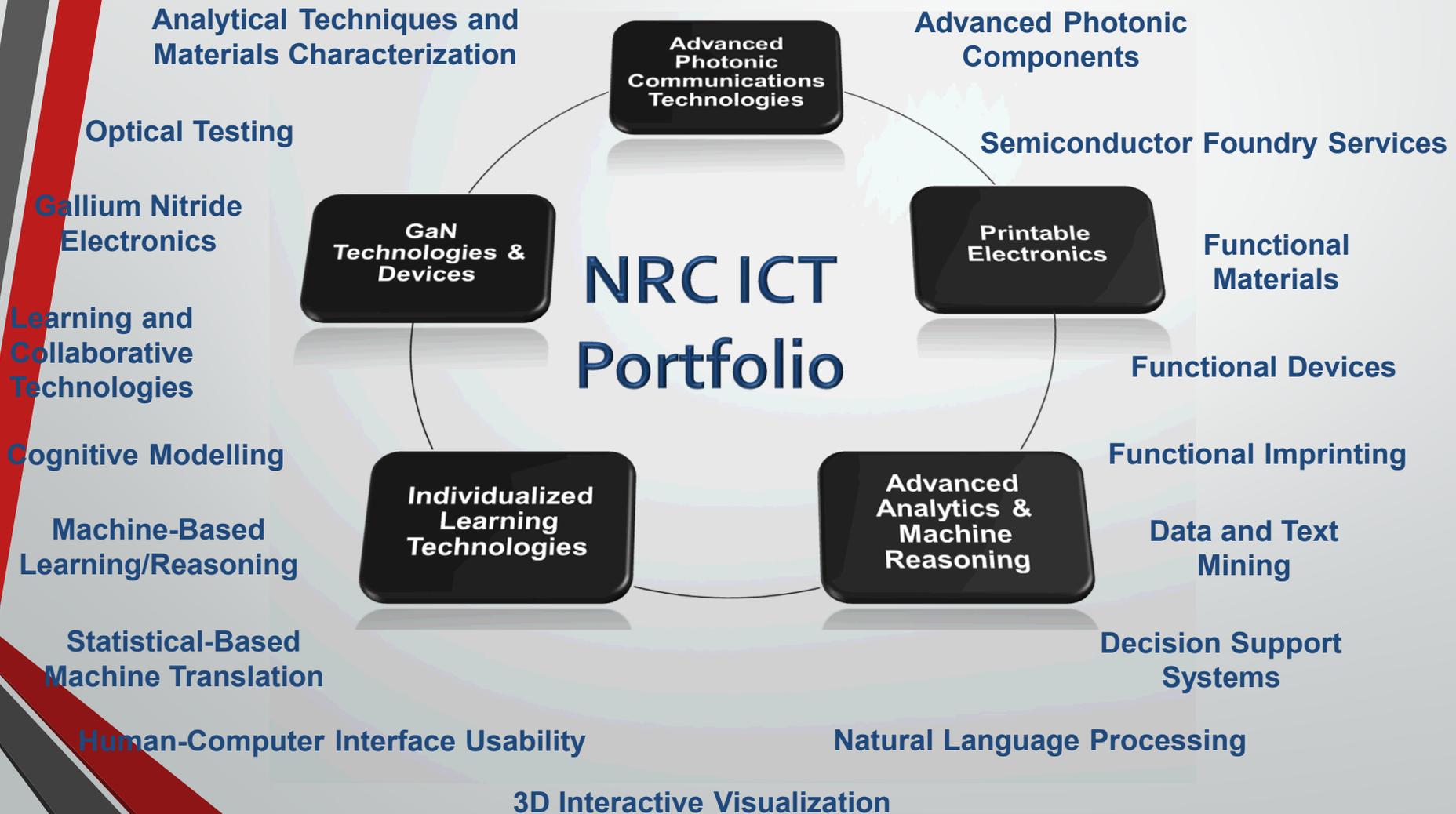
Stephen Downes

Istanbul, April 3, 2014

<http://www.downes.ca/presentation/338>



World-Renowned Competencies



The Skills Shortage

August 26, 2013

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OTTAWA CITIZEN

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An answer to Canada's mining skills shortage

BY DANIEL BLAND, OTTAWA CITIZEN AUGUST 26, 2013

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While economists and labour market researchers agree one of Canada's greatest challenges over the next decade will be how to solve skilled worker shortages, there seems that.

STORY TOOLS
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PARLIAMENT of CANADA

Home Parliamentary Business Senators and Members

LABOUR AND SKILLS SHORTAGES IN CANADA: ADDRESSING CURRENT AND FUTURE CHALLENGES

Report of the Standing Committee
on Human Resources, Skills and Social Development
and the Status of Persons with Disabilities

Ed Komarnicki, M.P.
Chair

DECEMBER 2012
PARLIAMENT, FIRST SESSION

Report on Business Economy Lab

Delving into the forces that shape our living standards
Best Business Blog, EPPY awards, 2011 and 2012

Home » Report on Business » Economy » Economy Lab



Canada's labour pain: 1.3 million jobless, but not enough skills

TAVIA GRANT - ECONOMICS REPORTER
The Globe and Mail
Published Sunday, Mar. 31 2013, 6:41 PM EDT
Last updated Tuesday, Apr. 02 2013, 9:00 AM EDT

The Conference Board
of Canada

NEWS RELEASE 14-09

Skills Shortages Cost Ontario Economy Billions of Dollars Annually

Share Tweet 27 +1 0 Like 0 E-mail Print

"This is money that could provide substantial economic and social benefits to Ontarians. Closing the skills gap could help the province reduce public debt or invest in much needed infrastructure improvements," said Michael Bloom, Vice-President, Organizational Effectiveness and Learning. "Consider, for example, that a proposed expansion of public

ion Area
on per year,

itbusiness.ca

Syndicated Education Human Resources

IT skills shortage still a problem in Canada

Published on: July 10th, 2013

CANADIAN BUSINESS JOURNAL

Home | Features | March 09 | Advanced Skills Shortages in Canada – Getting to the Root of the Problem

Advanced Skills Shortages in Canada – Getting to the Root of the Problem

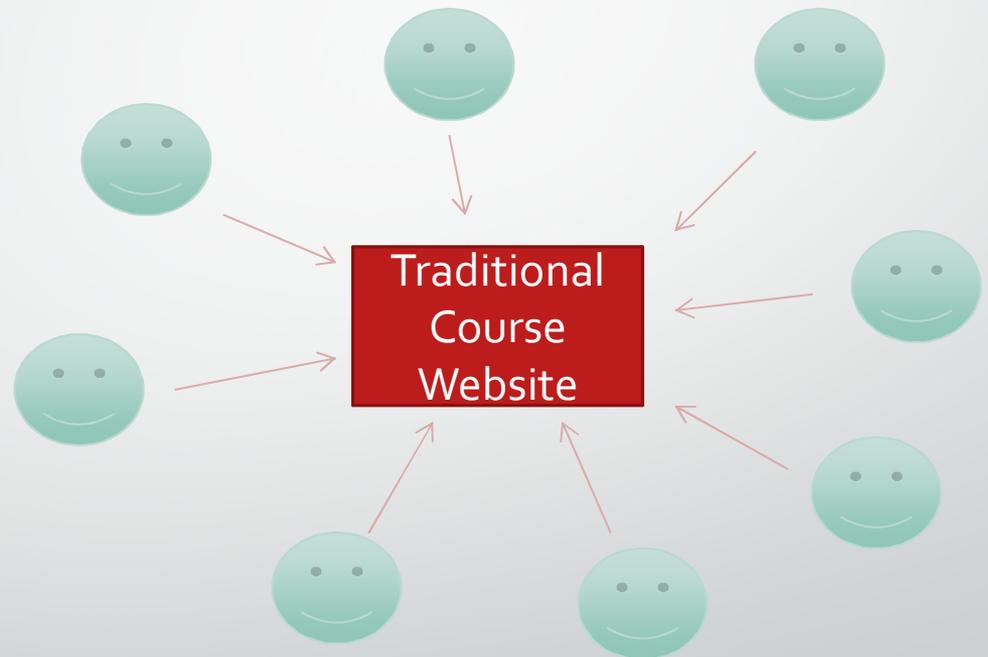
Font size: [A] [A-] [A+]

Share » [Facebook] [Twitter] [LinkedIn] [Google+] [Print]

In November of last year, the Canadian Chamber of Commerce published a report on skills shortages in Canada, expressing a view felt by many: the skills shortage is a critical economic issue that impacts Canadian productivity, and ultimately, competitiveness in a global market. The Chamber commented in the report that skills shortages are not "just a 'made-in-Canada' problem", saying that the country is in a global fight for talent.

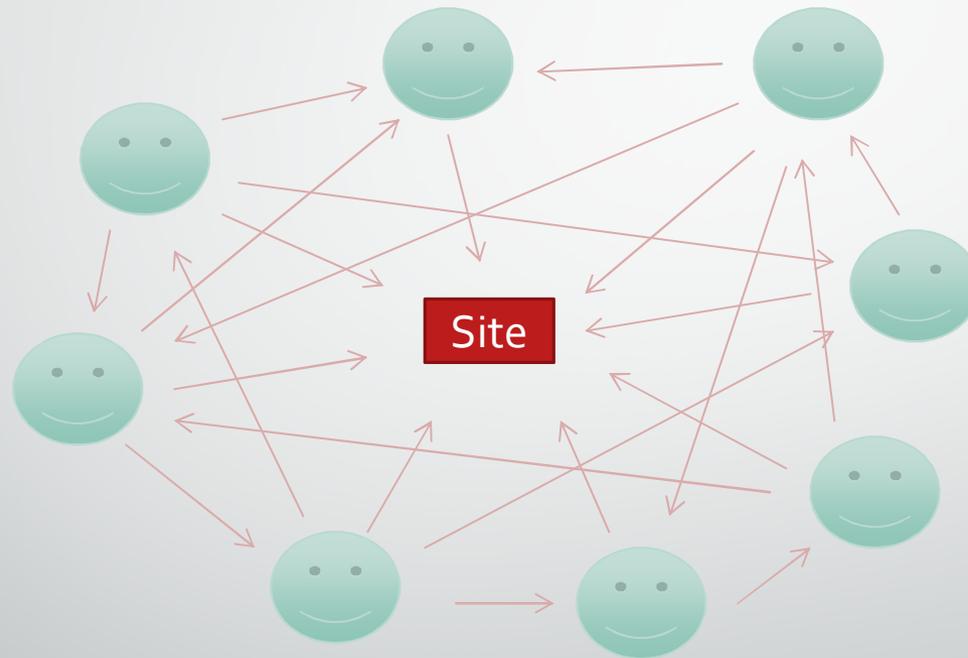
Traditional Course

In the traditional course, we just throw content at people, and hope it sticks.



Most online courses are based on content-based websites (even Coursera, Khan and Udemy)

Massive Open Online Course



A MOOC is a Web, not a Website

Connectivism and Connective Knowledge

You are currently using guest access (Login)

Courses ▸ CCK08

Links
CCK08 Facebook Group

Activities
Forums
Resources

Topic outline

Connectivism and Connective Knowledge is a twelve week course that will explore the concepts of connectivism and connective knowledge and explore their application as a framework for theories of teaching and learning. It will outline a connectivist understanding of educational systems of the future.

- Introductions
- Google Map of participants
- General Forum
- Connectivas Spanish pageflakes site
- Connectivism English Pageflakes site
- 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
- Week 12: Next Steps and Research

- 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
- 10 Openness: social change and future directions

Calendar
February 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

<http://wwwapps.cc.umanitoba.ca/moodle/course/view.php?id=20>
2300 students

Connectivism & Connective Knowledge

[Home] [The Daily] [Wiki] [About] [Aggregations] [Readings]

[Options] [The Daily Archives] [The Daily RSS Feed] [Feeds] [Posts] [Places]

The Daily

October 15, 2008

Illuminate Discussions Today

Today we welcome Alec Couros into our course and our week 6 discussion of chaos and complexity. Two Illuminate 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.

Highlighted Resources

[Connected Without Modem?](#)

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>

Other Courses

PLENK2010
Personal Learning Environments
Networks and Knowledge 2010

home discussion wiki the daily blog live sessions recordings about

YOU ARE LOGGED IN AS DOWNES [OPTIONS] [LOGOUT]

Welcome to the Course

SEE! I CAN PLENK, TOO!

PLENK 2010

If you would like to register for PLENK2010 there
[Click here to Register](#)

If you have subscribed to The Daily, then you will

Schedule

WEEK OF...
12TH SEPTEMBER 2010
[A TOUR OF PLES AND PLNS](#)

19TH SEPTEMBER 2010
[CONTRASTING PLES WITH LMSS](#)

26TH SEPTEMBER 2010
[THE NEXT/EXTENDED WEB](#)

3RD OCTOBER 2010
[PLE/PLN AND LEARNING THEORIES](#)

10TH OCTOBER 2010
[EVALUATING LEARNING IN PLE/NS](#)

17TH OCTOBER 2010
[USING PLES SUCCESSFULLY](#)

24TH OCTOBER 2010
[PLE/IN TOOLS](#)

31ST OCTOBER 2010
[PERSONAL KNOWLEDGE](#)

3000 students

<http://edfuture.net/>

CFHE12 An Open Online Course

1800 students

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

2800 students

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

CHANGE.MOOC.CA

home about contact

YOU ARE LOGGED IN AS DOWNES [OPTIONS] [LOGOUT]

Week 35: Terry Anderson
Change in formal education systems

Announcements

Terry Anderson Session Recording

Terry Anderson's week35 session recordings:

- [MP3 Audio](#)
- [Illuminate Recording](#)
- [Slides](#)

Week 35: Terry Anderson

Live Session Today

This is the last week of the Change11 course and we are pleased to welcome Terry Anderson. Our live session is **TODAY**.

Contents

Calendar

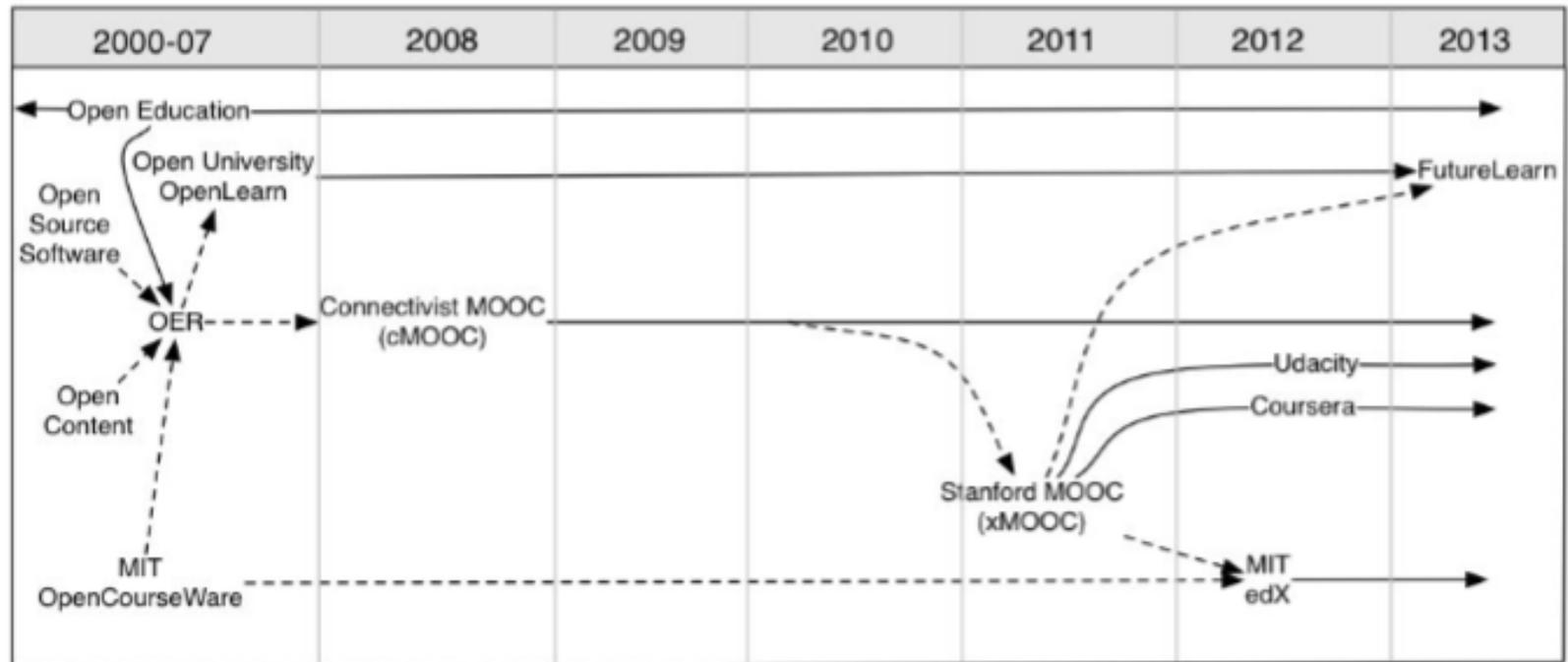
This Course

- [Home Page](#)
- [About This Course](#)
- [Course Outline](#)
- [How It Works](#)
- [Course Facilitators](#)
- [Your Privacy](#)
- [Contact Us](#)

Your Account

- [Register](#)
- [Login](#)
- [Manage Account](#)

Evolution of MOOCs



-----> An influence
—————> Directly related

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

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/>

eduMOOC underground



Jeff
Lebow

Jeff Lebow, Google+ hangout, and Livestream:
Taking something ordinary, and making it
something special – YOU make the MOOC

<http://www.livestream.com/jefflebow/>

Currently

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.

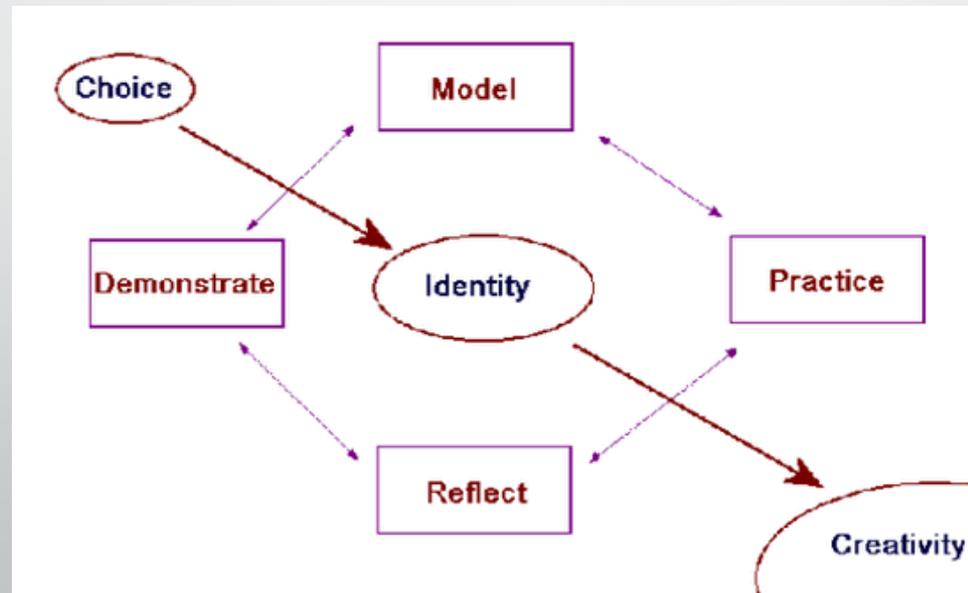
Introduction au CLOM REL 2014

MOOC REL 2014

<http://rel2014.mooc.ca>

Pedagogical Models

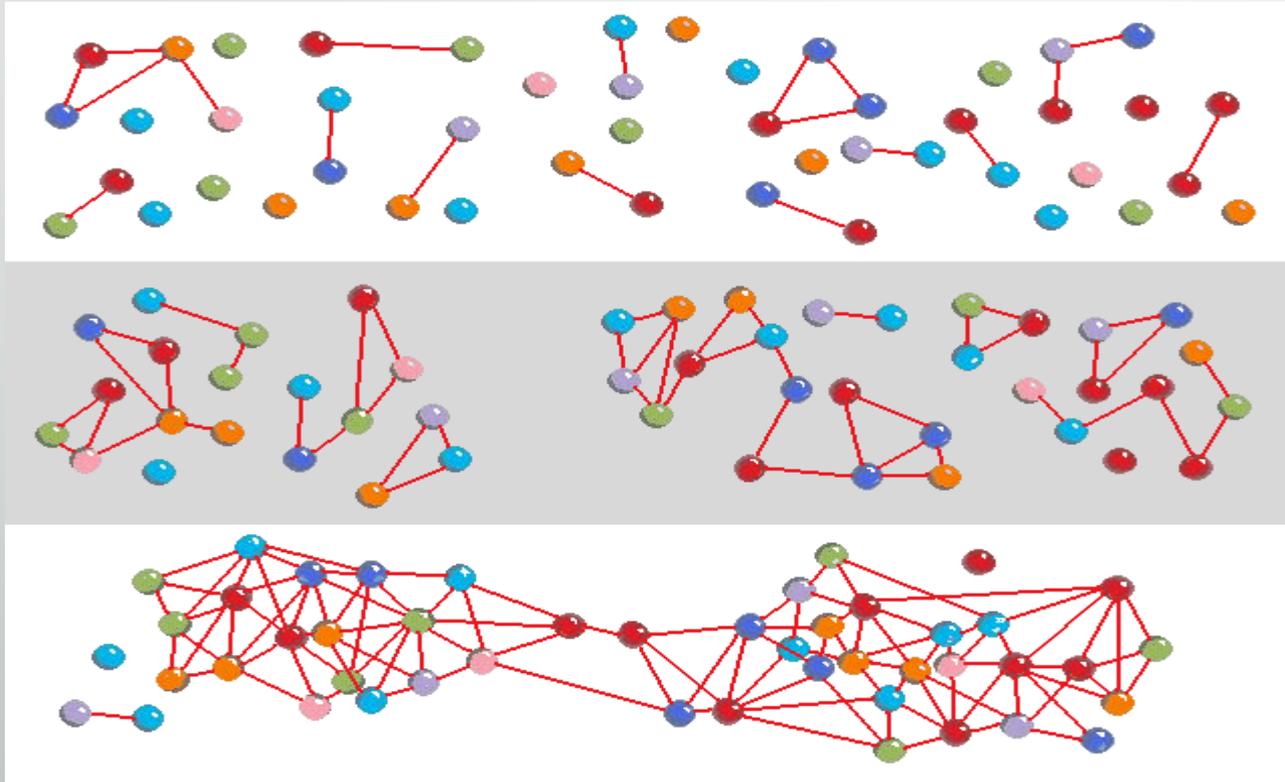
- Instructivist – knowledge as transmission
- Discovery – knowledge as experience
- Constructivist – knowledge as representation
- Connectivist – knowledge as recognition



Connectivist Learning Design

- A non-curricular based approach
 - course content is the 'McGuffin' vs (Freire) the 'banking system'
 - learning takes places through interaction and creativity
 - Seymour Papert – constructionism
 - Aggregate, remix, repurpose, feed forward
- Learning a matter of growth, not accumulation

Self-Organizing networks



These are at once perceptual systems
and reasoning systems

Design Principles

Autonomy

- Choice of contents
- Personal learning
- No curriculum

Openness

- Open access
- Open content
- Open activities
- Open assessment

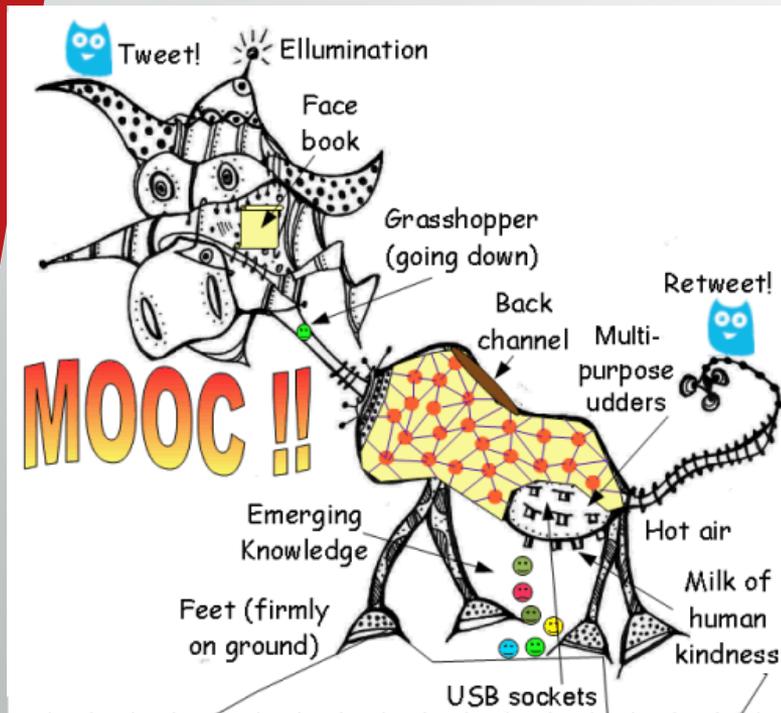
Diversity

- Multiple tools
- Individual perspective
- Varied content

Interactivity

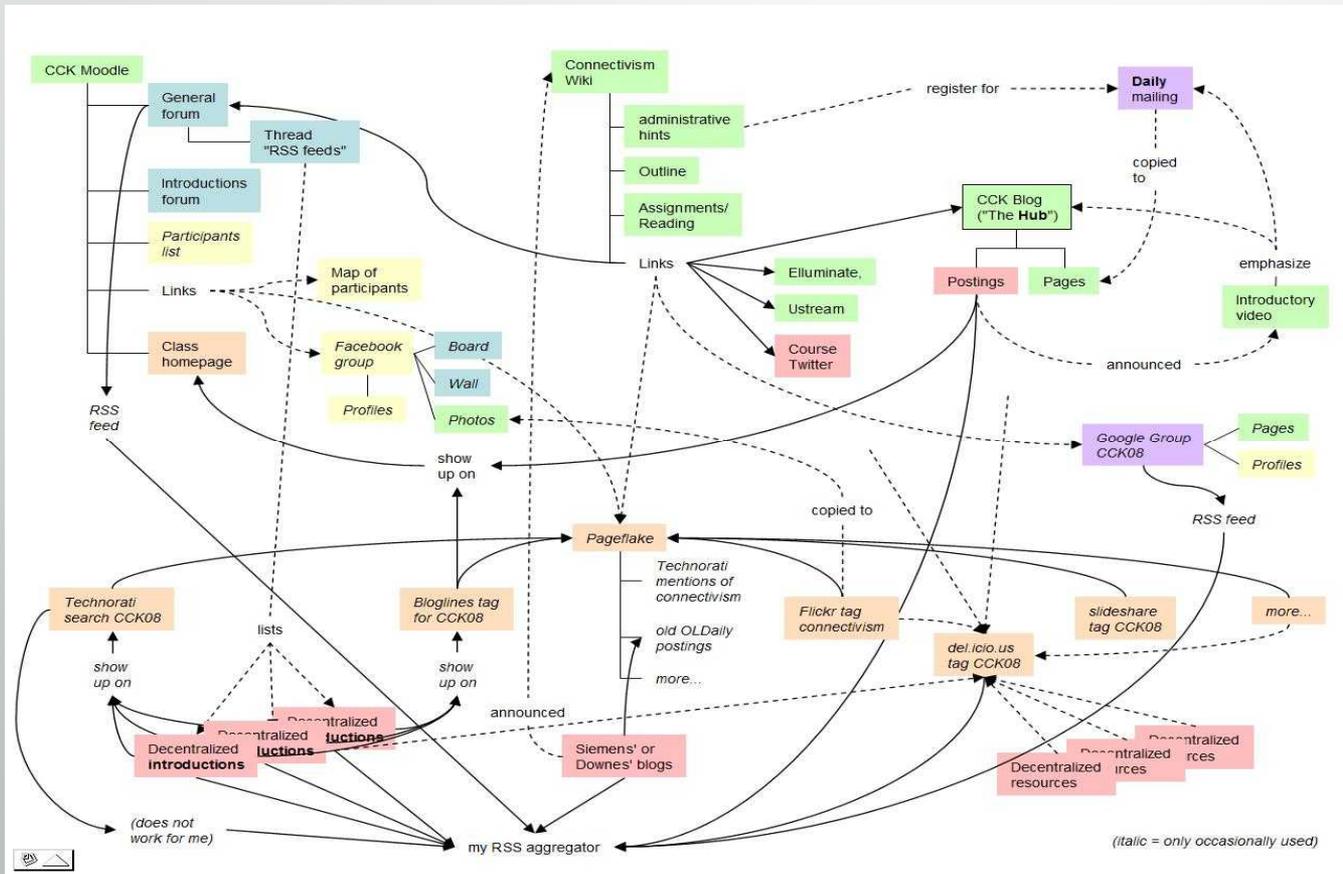
- Encourage communication
- Cooperative learning
- Emergent knowledge

The MOOC

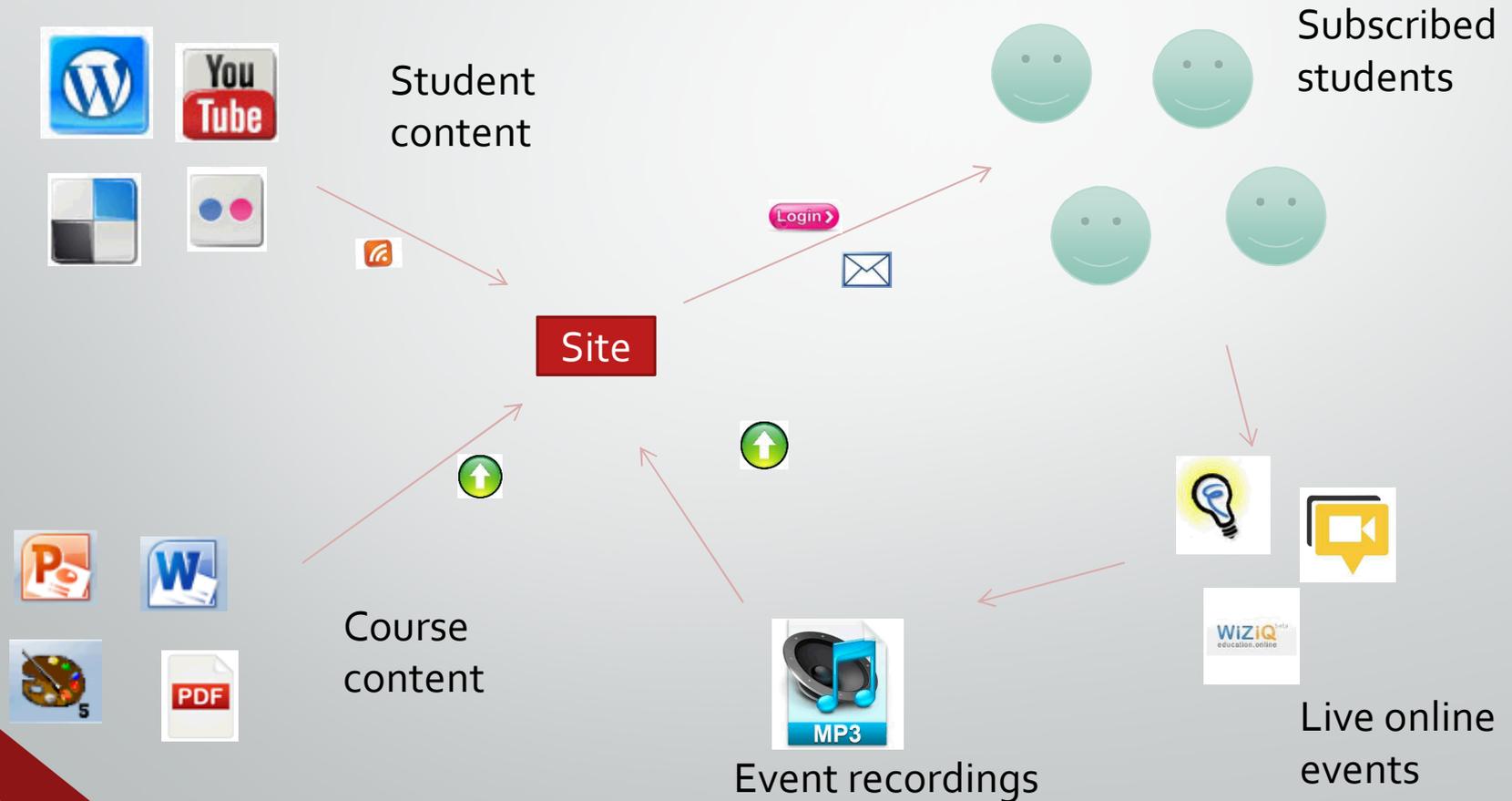


- **Massive** – by design
- **Open** – gratis and libre
- **Online** – not blended, not wrapped
- **Courses** – not communities, websites, video collections, etc

Connectivist MOOCs



Course Provider Perspective



Underlying MOOC Support

1. First student creates resource and sends info to course

Site

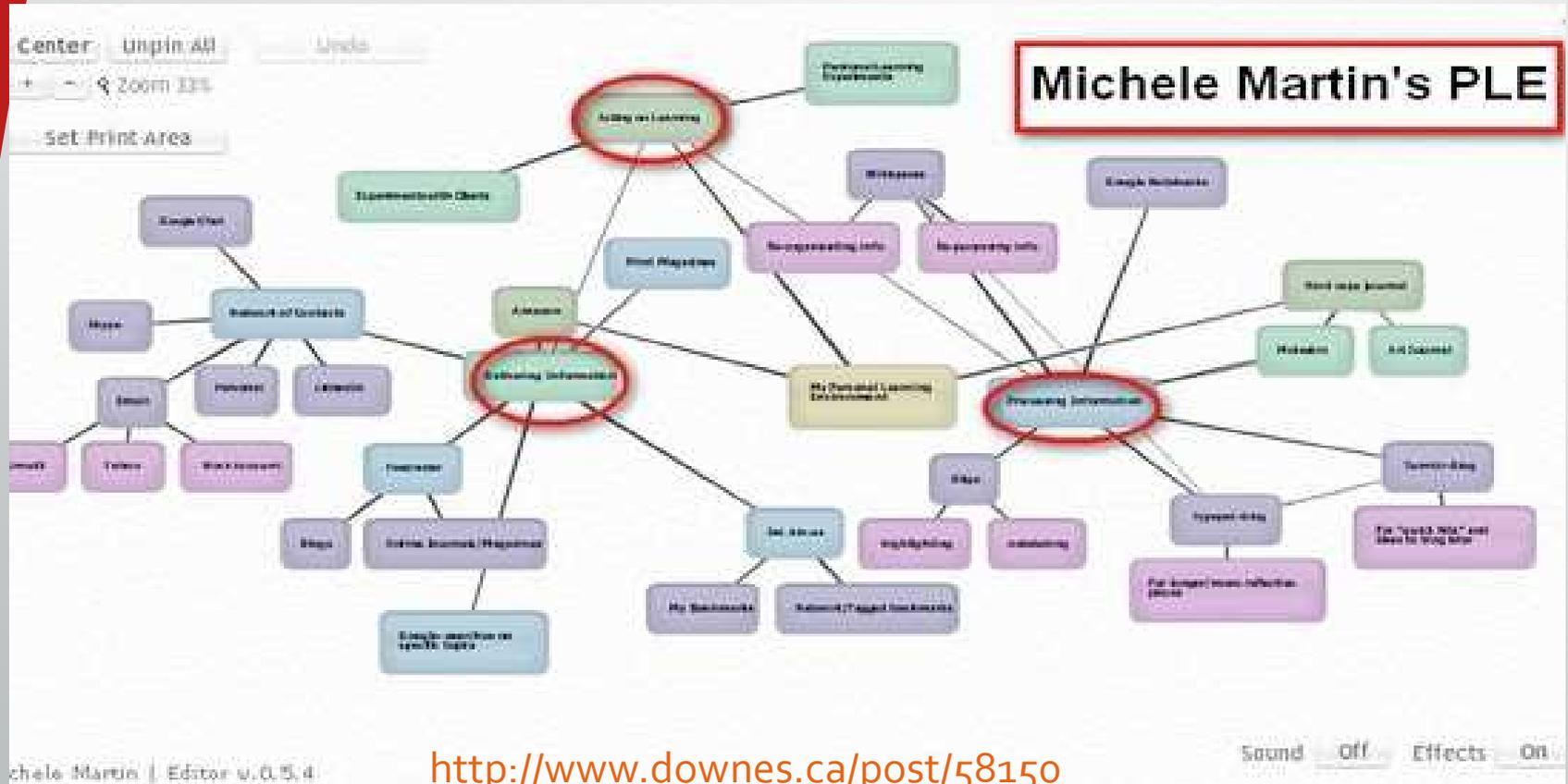
2. Second student sees resource info in newsletter and RSS feed

3. Second student accesses the resource directly

4. Second student finds link to third student's resource



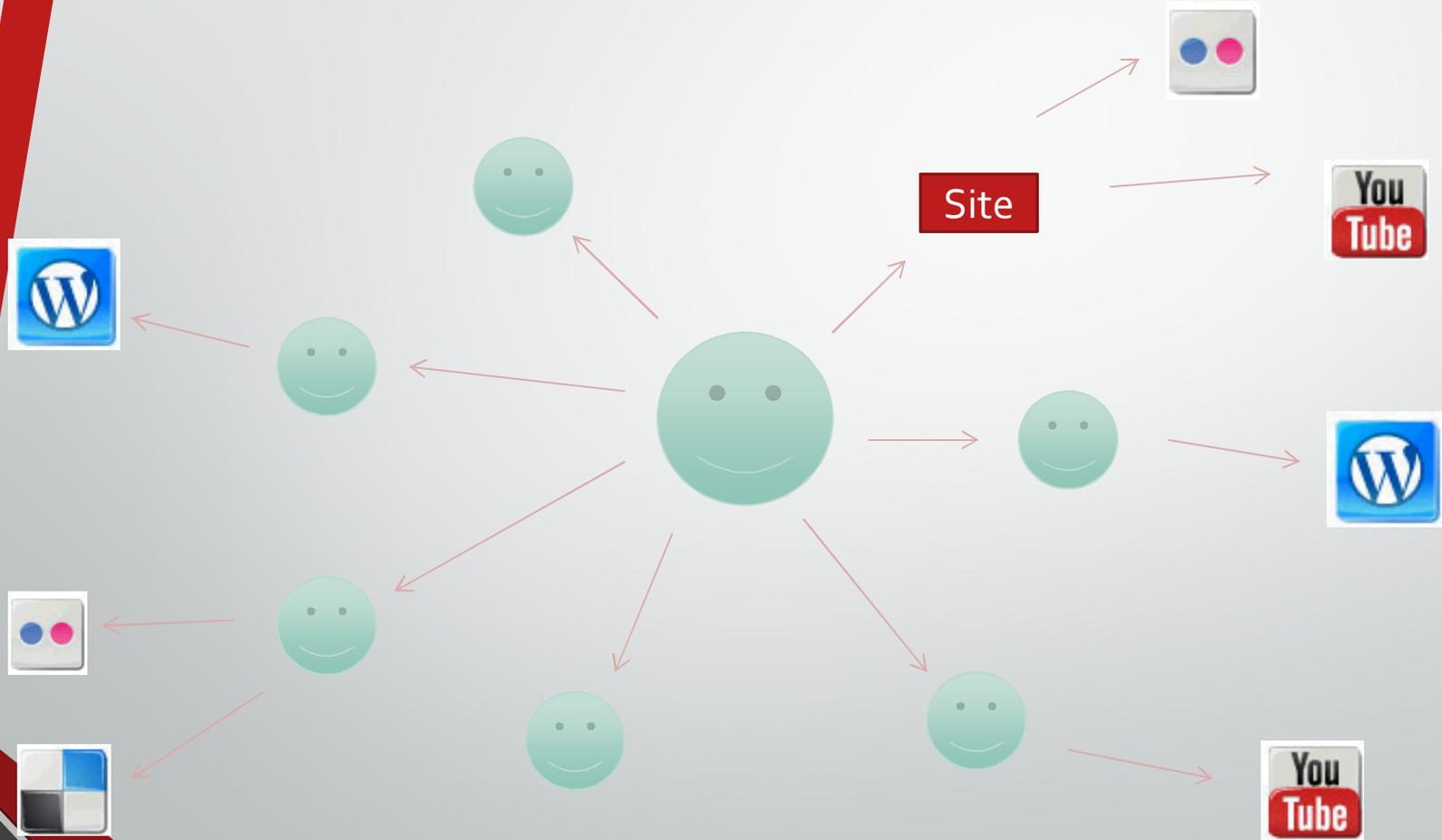
Personal Learning



<http://www.downes.ca/post/58150>

<http://dmlcentral.net/blog/howard-rheingold/diy-u-interview-anya-kamenetz>

The Student's Perspective



A range of different resources and services

LPSS program

Personal Learning and Performance Support

Single point of access to all skills development and training needs

- Individual learning path
- Context-aware support
- Searchable and verifiable
- Tailored to industry needs
- Always available

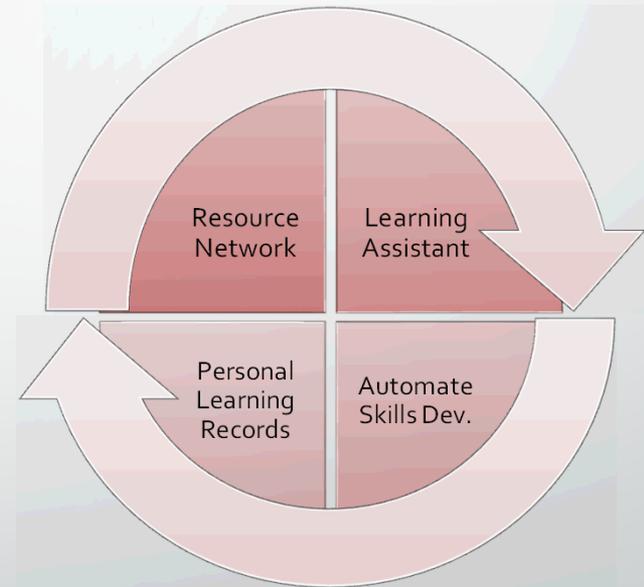


LPSS Program Overview

- LPSS is a \$19 million program over 5 years, average 30 FTEs per year
- Based on hosted services used to develop and monetize core technologies, which are then transferred to commercial receptors
- Will work with Canadian learning technology providers and target verticals to address critical skills shortages in that industry
- Revenues during program execution, with potential for ongoing licensing revenues

Learning and Performance Support System: Core Technology Development Projects

- Learning services network and marketplace
- Automated skills development and recognition
- Lifetime management of learning and training records and credentials
- Personal learning assistant to view, update and access training

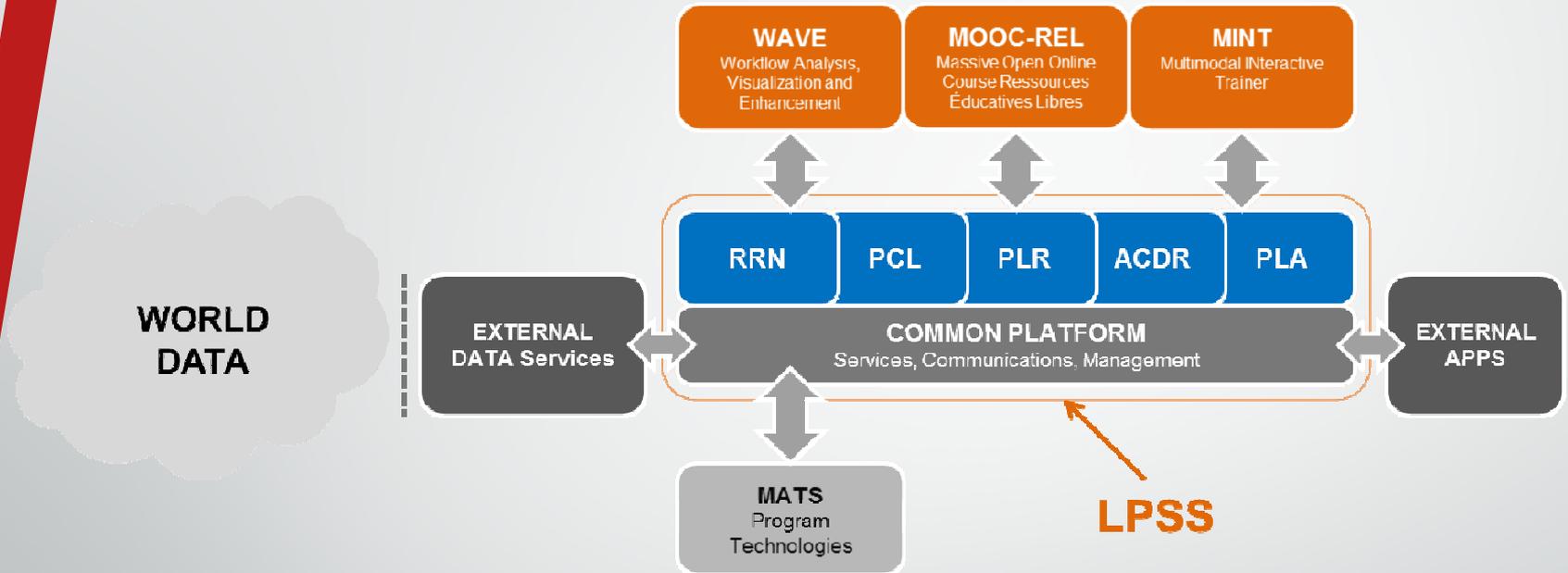


- Learning as a cloud service and deep integration with external systems

Why Is This Difficult?

- It's not one big thing...
- ... but a set of many small things
- Tasks that are simple in an enterprise system...
 - Like data storage
 - Like content distribution
 - Like authentication
 - Like analytics
- ... become that much more difficult

What is LPSS?

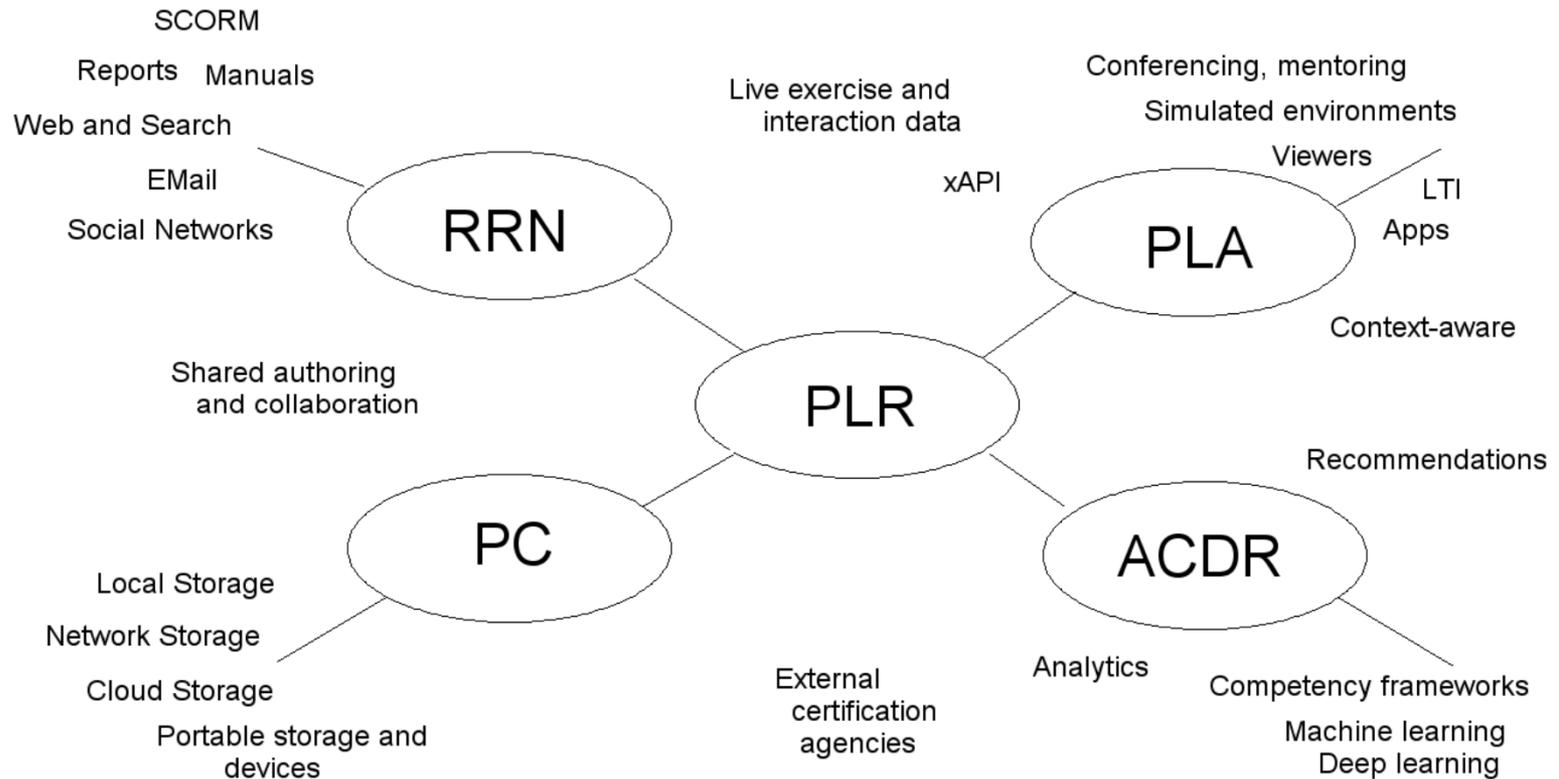


- ▶ It's a network of personal learning environments...
- ▶ ... connected to a large array of learning services

<http://halfanhour.blogspot.com.es/2013/12/learning-and-performance-support-systems.html>

<http://www.nrc-cnrc.gc.ca/eng/solutions/collaborative/lpss.html>

Core Projects



Triad Model

- Students, Teachers, Community = presence
- Sunshine Project, Slave Lake, Canada
http://www.huffingtonpost.com/stephen-downes/the-role-of-the-educator_b_790937.html
- Educamp Colombia, Bogota and Medellin
<http://www.irrodl.org/index.php/irrodl/article/view/884/1677>
- Jaaga – via EdgeX, India <http://jaaga.in/study/>





<http://www.downes.ca>

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