

NRC Publications Archive Archives des publications du CNRC

Reclaiming personal learning Downes, Stephen

NRC Publications Archive Record / Notice des Archives des publications du CNRC :
<https://nrc-publications.canada.ca/eng/view/object/?id=f53160d2-4a8d-4f89-a2e5-1787e40a9f1c>
<https://publications-cnrc.canada.ca/fra/voir/objet/?id=f53160d2-4a8d-4f89-a2e5-1787e40a9f1c>

Access and use of this website and the material on it are subject to the Terms and Conditions set forth at
<https://nrc-publications.canada.ca/eng/copyright>

READ THESE TERMS AND CONDITIONS CAREFULLY BEFORE USING THIS WEBSITE.

L'accès à ce site Web et l'utilisation de son contenu sont assujettis aux conditions présentées dans le site
<https://publications-cnrc.canada.ca/fra/droits>

LISEZ CES CONDITIONS ATTENTIVEMENT AVANT D'UTILISER CE SITE WEB.

Questions? Contact the NRC Publications Archive team at
PublicationsArchive-ArchivesPublications@nrc-cnrc.gc.ca. If you wish to email the authors directly, please see the
first page of the publication for their contact information.

Vous avez des questions? Nous pouvons vous aider. Pour communiquer directement avec un auteur, consultez la
première page de la revue dans laquelle son article a été publié afin de trouver ses coordonnées. Si vous n'arrivez
pas à les repérer, communiquez avec nous à PublicationsArchive-ArchivesPublications@nrc-cnrc.gc.ca.



Reclaiming Personal Learning

Stephen Downes
Online Educa Berlin
December 5, 2014



Education is in for a reality check



Educators and education technology companies will have to come to grips with the fact that they no longer own students or student work





“Facebook's boardroom isn't talking about how to make Johnny more friends. It's talking about how to monetise Johnny's social graph.”

Facebook: you are not a customer, you are the product



Douglas Rushkoff – Wired
<http://www.wired.co.uk/news/archive/2011-09/21/doug-rushkoff-hello-etsy>

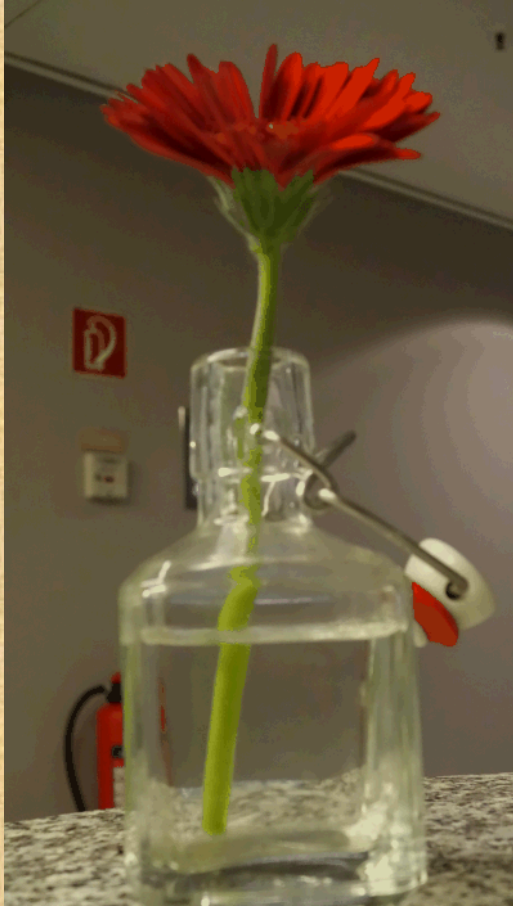
The learning process is interactive

- Aggregate
- Remix
- Repurpose
- Feed Forward



To teach is to model and demonstrate,
to learn is to practice and reflect

Learning is a form of recognition



- It's what we do naturally, as humans, from the day we are born
- And it's something that grows and evolves into a complex set of basic literacies, including pattern recognition, critical thinking, action and behaviour, awareness of context, inference and imagination, and change (the 'critical literacies')

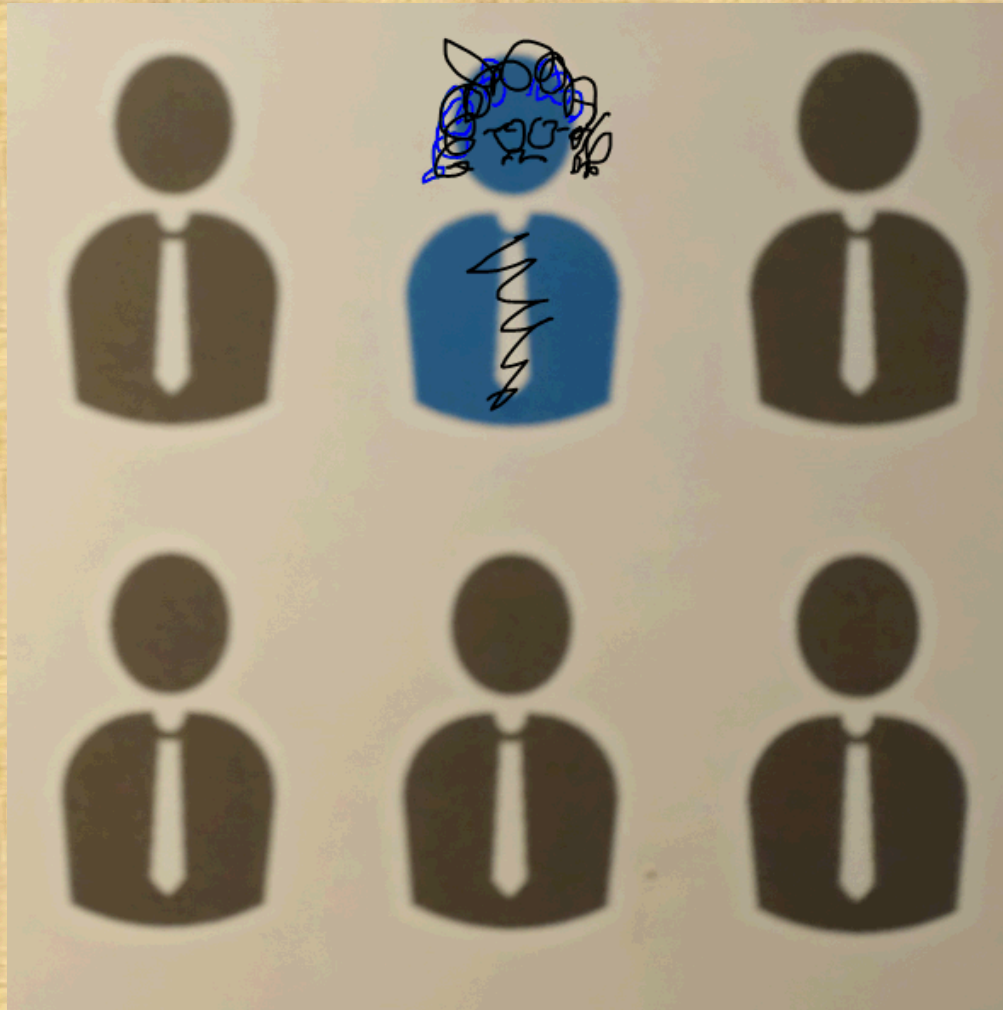
<http://halfanhour.blogspot.de/2014/11/knowledge-as-recognition.html>


This has been the basis of our approach to learning technologies

- 1999 – Learning communities
- 2001 – The learning marketplace
- 2004 – E-Learning 2.0
- 2005 – Learning Networks / Connectivism
- 2005 – Open Educational Resources
- 2008 – MOOC
- 2010 – Personal Learning Environments
- 2013 – LPSS



My own web –
<http://www.downes.ca>





stephen downes

intro about newsletter presentations articles archives contact

YOU ARE LOGGED IN AS DOWNES [Options] [Logout] EN - FR

Subscribe to OLDaily E-Learning News, Opinion, Technology.

New Today

Digital Natives Like a Good Lecture, Too
Kebina Gulliver, *Chronicle of Higher Education*, Dec 04, 2014


Bob Rightside said, in Facebook, "Finally, someone else said it (in the Chronicle)." My first thought was, "well of course it was the Chronicle. Authored by a professor who polled her students (because, of course, that's the source of all social science these days) the article professes that "we have the qualifications and skill, and for students, being in the same room as an expert is an valuable part of university experience. "These same people saying all the nice things about professors, who paid so much money to be in a class with professors - they're not being graded by these professors, are they?" Why oh why is basic simple logic so difficult for the Chronicle?

Open teaching philosophy is about sharing
Armen Grigoryan, *PanArmenianNet*, Dec 04, 2014

This is an interview I gave to an Armenian magazine while I was in Yerevan. Some good stuff, for example: "What is the open education? The open teaching philosophy is about sharing and what's really significant about it -- it's not sharing content like textbook or lecture. The idea is that you share the actual experiences you have or practice you want to talk about."


Why MOOCs are only part of the answer for higher education
Tony Bates, *online learning and distance education resources*, Dec 04, 2014

For the record, I have never thought of Tony Bates as a critic of MOOCs, particularly, though he has certainly weighed in with his opinions on how they could be improved (which is what we would hope for and expect). Here is a case in point. He writes, "MOOCs have the most potential, because lifelong learning will become increasingly important, and the power of bringing a mix of already well educated and knowledgeable people from around the world to work with other committed and enthusiastic learners on common problems or areas of interest could truly revolutionize not just education, but the world in general. However, MOOCs at present are unable to do this, because they lack organization and do not apply what is already known about how online groups work best." Of course, I regard these criticisms of MOOCs as features of MOOCs, and not flaws. I respect the research, but I believe it was conducted with an incomplete understanding of internet technologies and learning models based on personal development rather than content acquisition.




My eBooks

Free Learning
Read it right now! Download it right now!



Stephen Downes
Author of *Free Learning*

Ed Radio
Ed Radio - Adele live live at The Telernadio - 1



Current song: Adele live live at The Telernadio - 1
Bit rate: 128 Kbps
Current listeners: 0
Maximum listeners: 100
Server status: Online



This is what is meant by 'reclaiming'

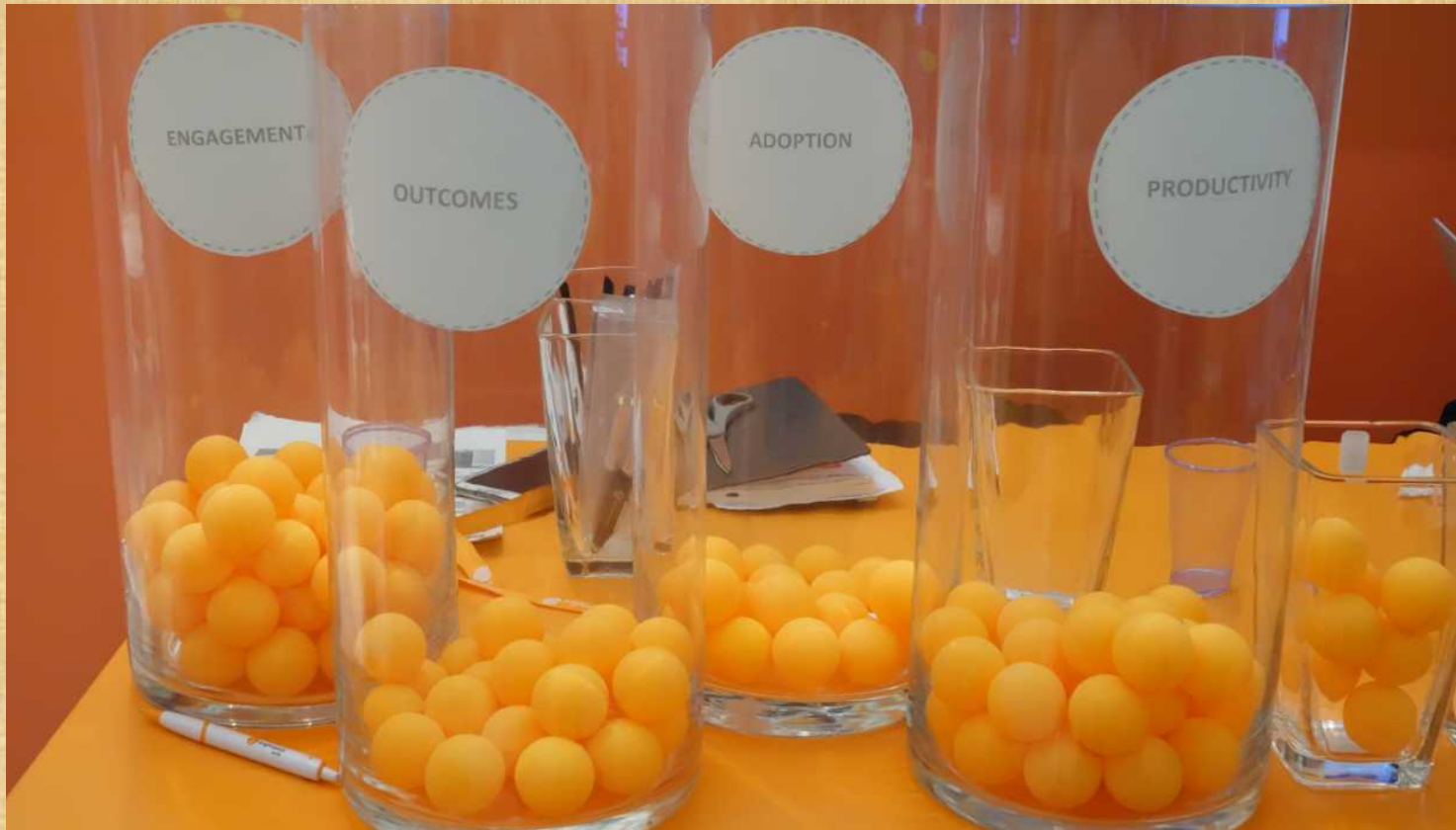


Image credit:
"No Dash for
Gas"

<http://www.nodashforgas.org.uk/>

From
<http://bavatusdays.com/reclaim-the-web-with-reclaim-hosting/>

Education – march of the LMS – the giant silos of learning



Reality: students will no longer be the products



“Students, like citizens, are free and equal, and they have the power of reason.”

NPR 2010-11-05

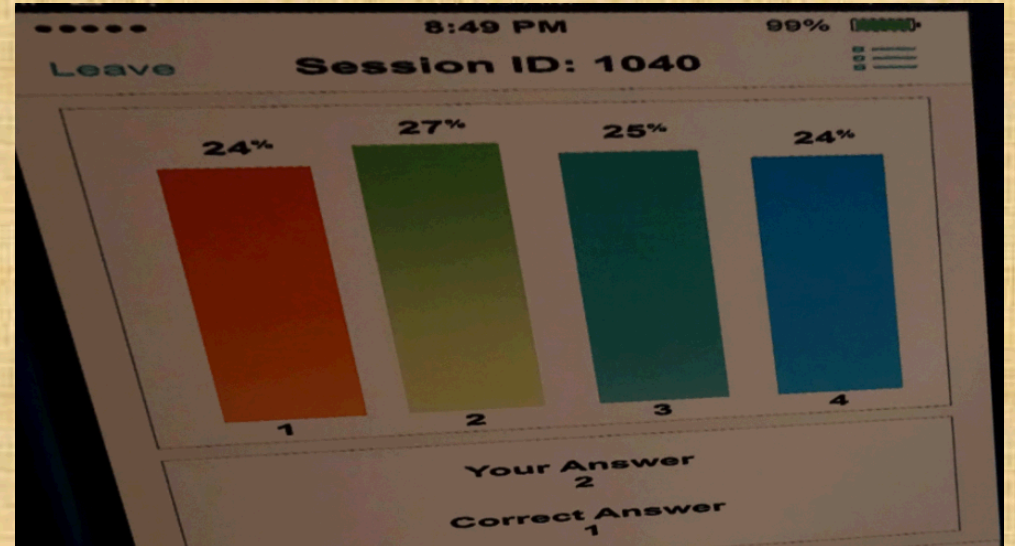
<http://www.npr.org/blogs/13.7/2010/11/05/131088812/politics-respect-and-the-teacher>

This is where
'personal'
comes in

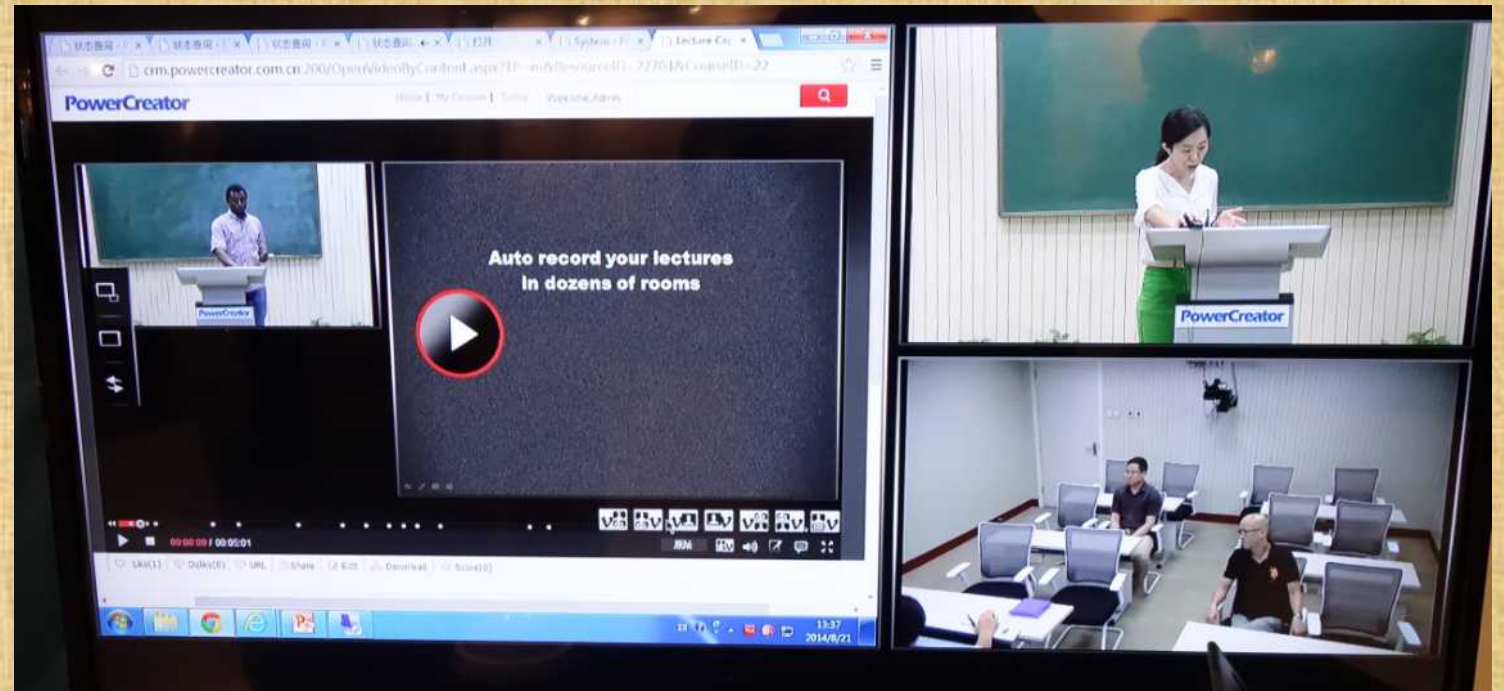




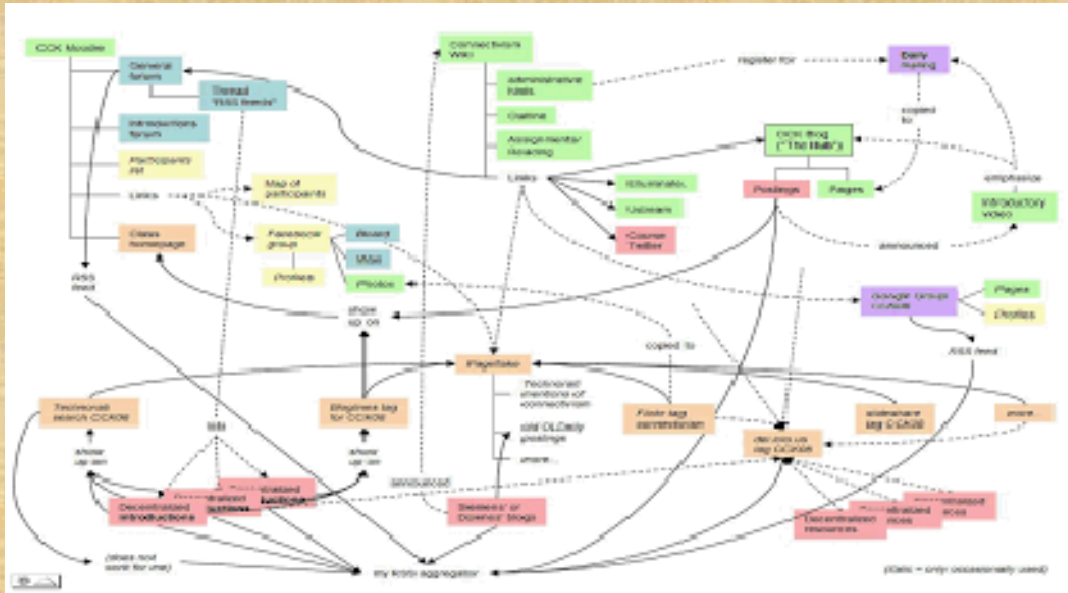
‘personal’ vs ‘personalized’



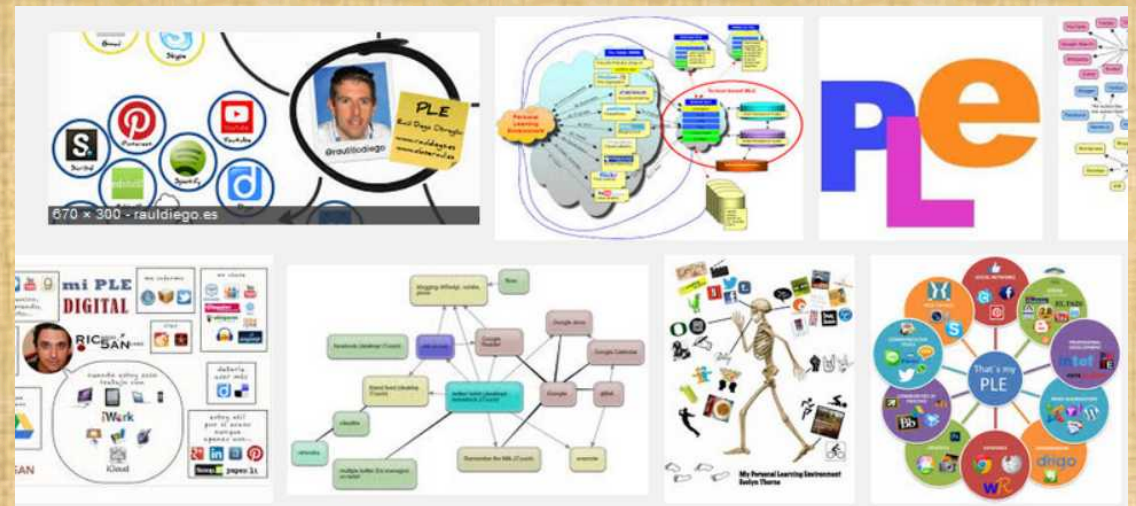
The web isn't One Big Thing – it isn't a 'platform'



The design of the (original) MOOCs



<https://sites.google.com/site/themoocguide/>



SEPT. 26 ~ DEC. 16, 2011



INTRODUCTION TO

Artificial Intelligence

You can join Stanford's AI class online, worldwide, this fall!
Get a certificate matching your skills to the Stanford grading curve!

<http://moocnewsandreviews.com/ultimate-guide-to-xmoocs-and-cmoocso/>



The need to
reclaim once
again

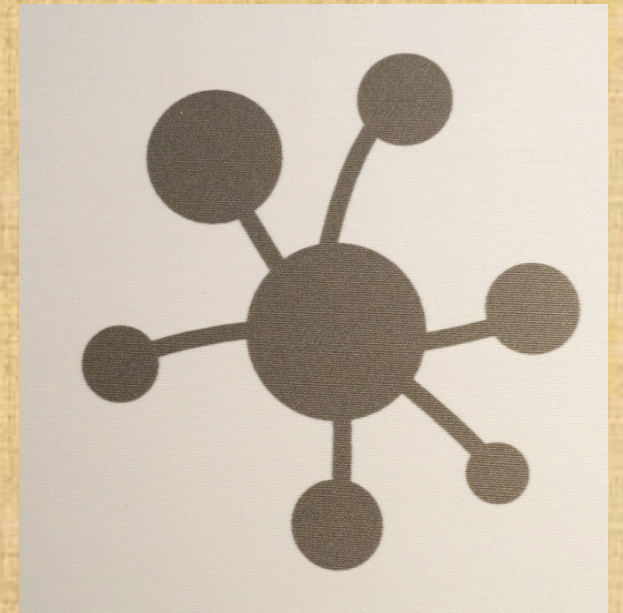
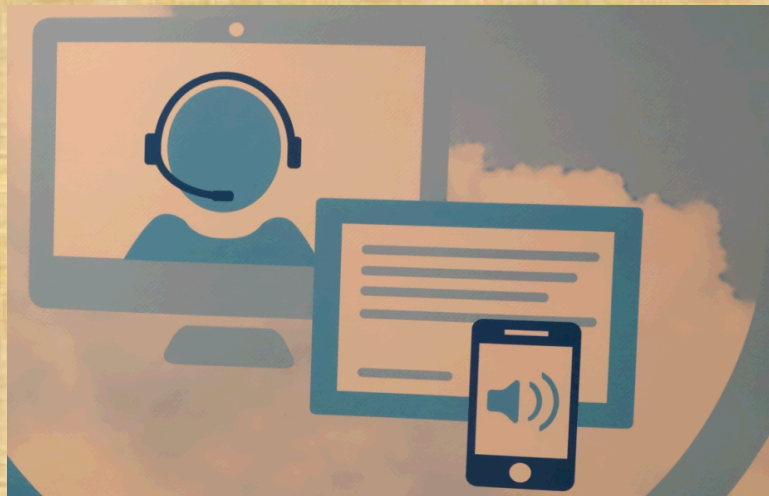


Learning data, explained (the layers of data – actions, interactions, credentials, artifacts)





Platforms and
proprietors do not own
this data

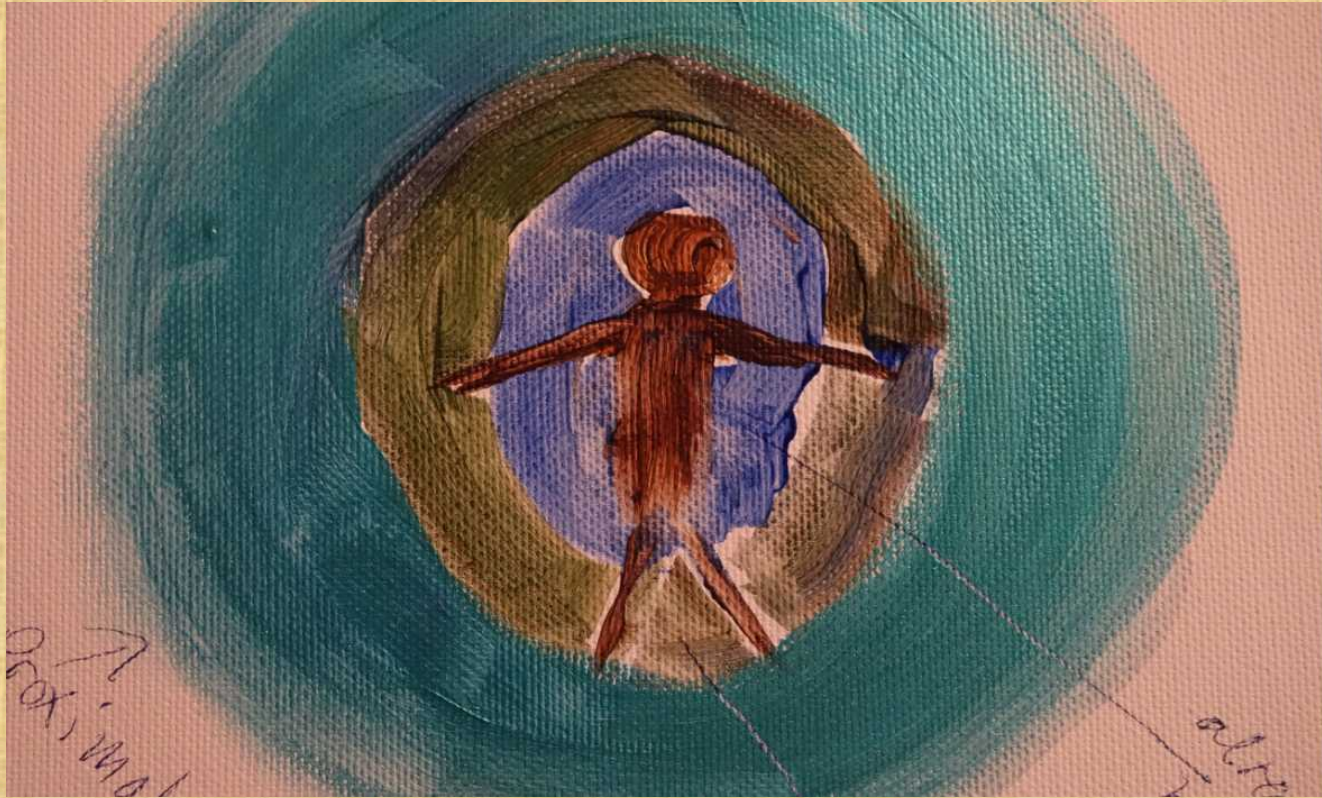


They do not own this market



$$\frac{1}{x} dx = \log \left| \operatorname{tg} \frac{x}{2} \right| + c \quad \int f$$
$$dx = \log |x| + c$$





Learning – acquiring
something vs becoming
something



Analytics – purports to
tell you who you are



Big Data



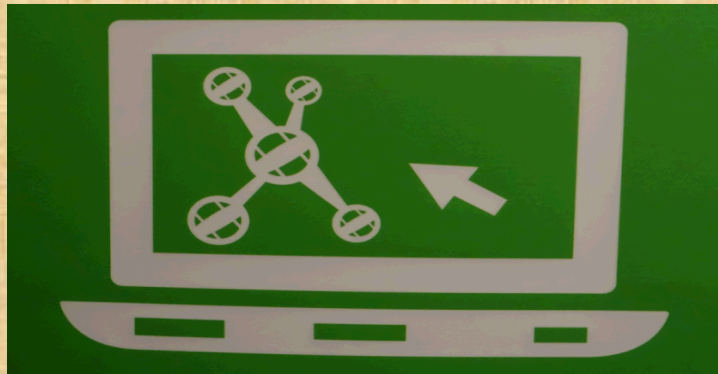
*Many people, one service
= shallow analysis*

vs Personal Data



*One person, many services
= deep analysis*

Personal network vs institutional library

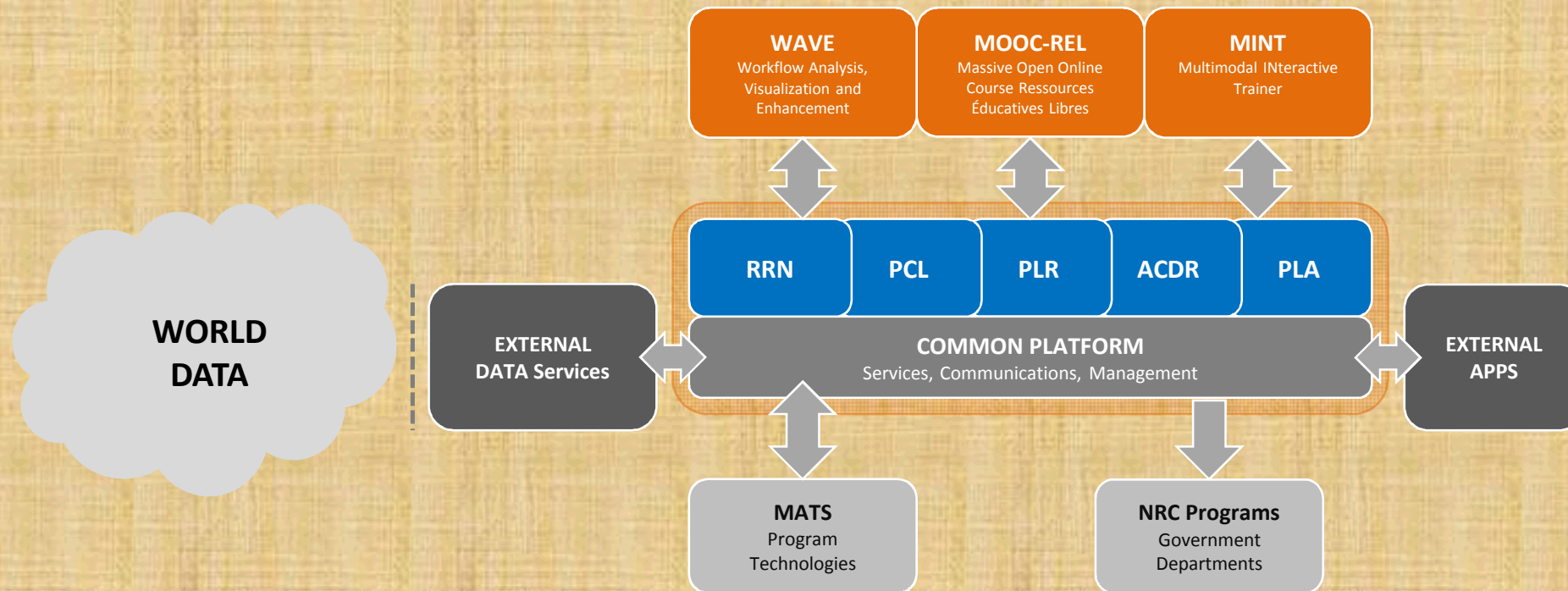




	49 / 14 01/12 05/12	50 / 14 08/12 12/12	51 / 14 15/12 19/12	52 / 14 22/12 26/12	01 / 15 29/12 02/01	02 / 15 05/01 09/01	03 / 15 12/01 16/01	04 / 15 19/01 23/01	05 / 15 26/01 30/01	06 / 15 02/02 06/02	07 / 15 09/02 13/02	08 / 15 16/02 20/02	09 / 15 23/02 27/02	10 / 15 02/03 06/03	11 / 15 09/03 13/03
Entry without trainer															
SZ Susanne Ziegler	NO Wo 0	NO Wo 0	NO Wo 0	Urlaub	Urlaub				FU Fu 0		EXCEL 2 PA		NO Wo 0		
DB Dr. Dirk Bade				HOLIDAY	HOLIDAY			FU&MO Führun 0 PA R0003			GE En 0 RO	Onsite Training on the			
GNU Nüssel, Georg	Reserv			Urlaub	Urlaub			FU&MO Führun 0 PA R0003	FU Fuh 0	1 0 1	FU Fu 0 RO		VVER F Inn 0 O		
JR Jost Richstein		FU Fuh 0		Urlaub	Urlaub		FU Fuh 2 R00					JA Ja 0			
DBA Backin, Dieter				Urlaub	Urlaub			GRPKR Grund 0 PA	047 Führen 0 PA		FIT Fit 1 0 PA R00-1		EKB1 Kunde 0 PA		
SUSI Dr. Susi Sorgies				Urlaub	Urlaub		GRPKR Grund 0 PA	GRPKR Grund 0 PA	047 Führen 0 PA		EXCEL EXCEL 0 PA	EKB1 Kunden 0 PA		F F 0	
RMA Mals, Ralf			Reserviert für	Reserviert für	Reserviert für					FU Fuh 1					

Education as the commodity, not the student

Learning and Performance Support Systems



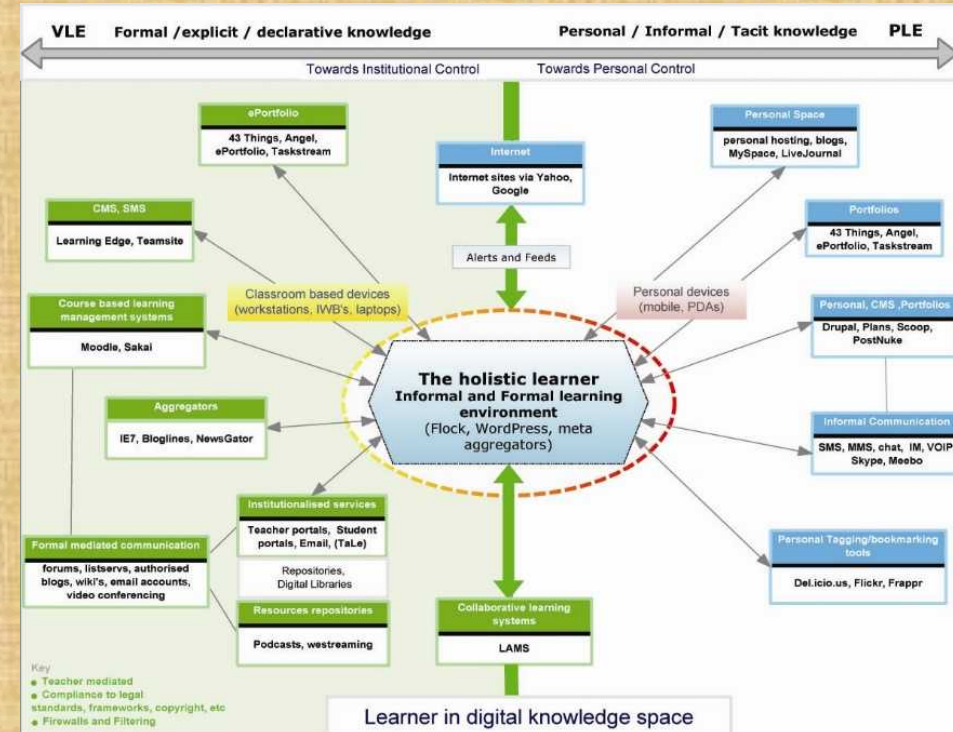
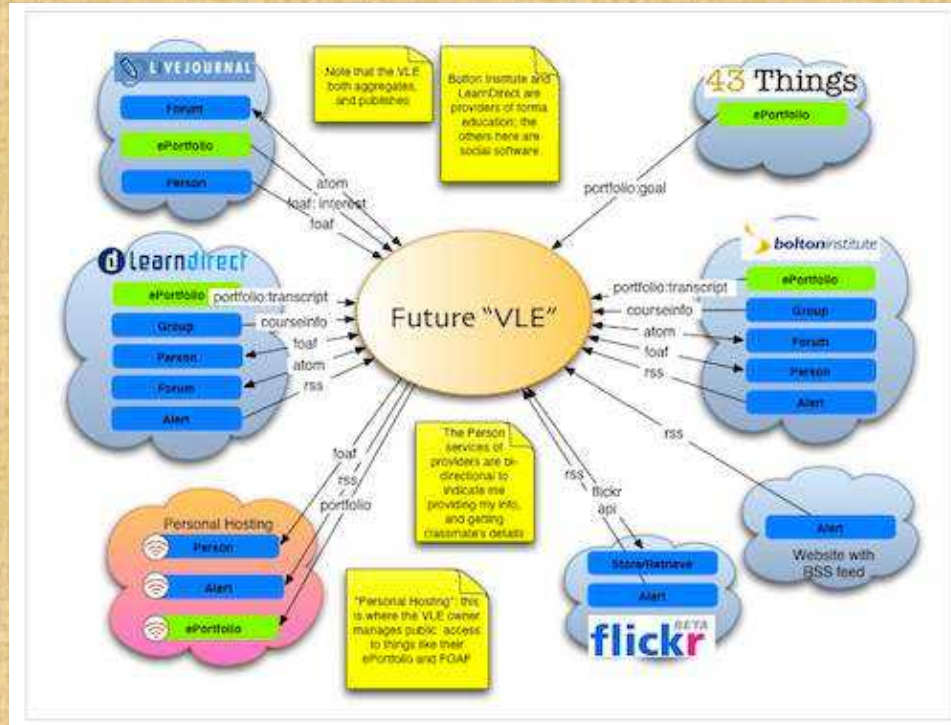
- *It's a network of personal learning environments...*
- *... connected to a large array of learning services*

<http://lpss.me> – prototype PLE

The screenshot displays the LPSS (Learning Personalized System) prototype PLE interface. The top navigation bar includes the LPSS logo, a home icon, and links to Resources, Competencies, Learning record, About, Help, Settings, and Logout. The main section is titled 'Browse competencies' with a [help] link. Below the title is a search bar with the placeholder text 'Search for what interests you' and a 'Search' button. To the right of the search bar is a pagination control showing page numbers 1, 2, 3, ..., 7, and navigation arrows. Below the search bar are two buttons: 'Competency' (highlighted in green) and 'Import'. To the right of these buttons are two checkboxes: 'Competency hierarchies' (checked) and 'Competencies' (checked). Further right is an unchecked checkbox labeled 'Only my competencies'. The main content area displays a grid of competency cards. Each card contains a description of a competency, an 'Add to my profile' button, and a resource count. The competencies shown are:

- Acknowledges the practical limits of a system for problem solving [1] (resources: 69)
- Analyze a situation in a systematic manner. [2] (resources: 19)
- Applies different software development methodologies [1] (resources: 59)
- Be familiar with adult learning techniques such as mentoring, coaching, and the sharing of expertise and best practices. [2] (resources: 72)
- Communicate to clients those activities that can and cannot be done. [2] (resources: 15)
- Acts with fairness, courtesy and good faith towards clients, colleagues and others [1] (resources: 16)
- Analyze issues to separate the cause from the symptoms. [2] (resources: 16)
- Applies the correct statistical methods to analyze and investigate data [1] (resources: 16)
- Build mutual trust by being reliable, consistent and credible. [2] (resources: 10)
- Communication [2] (resources: 10)

The design is based on putting the learner at the center

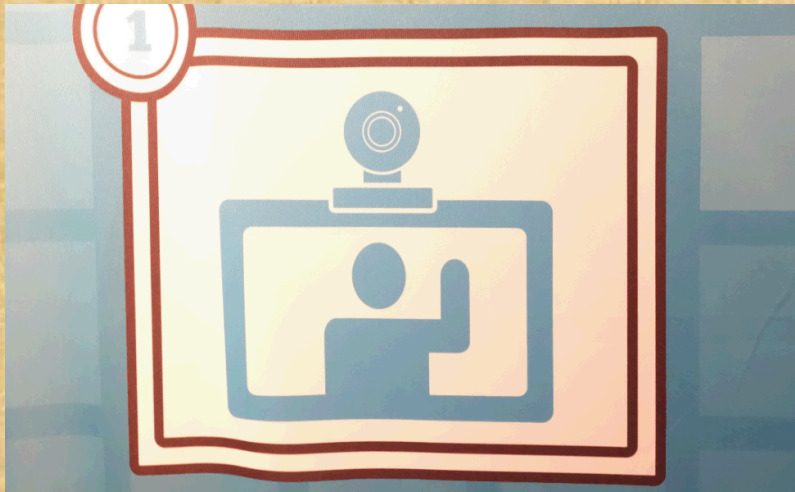


Scott Wilson (left), Tim Hand (right)

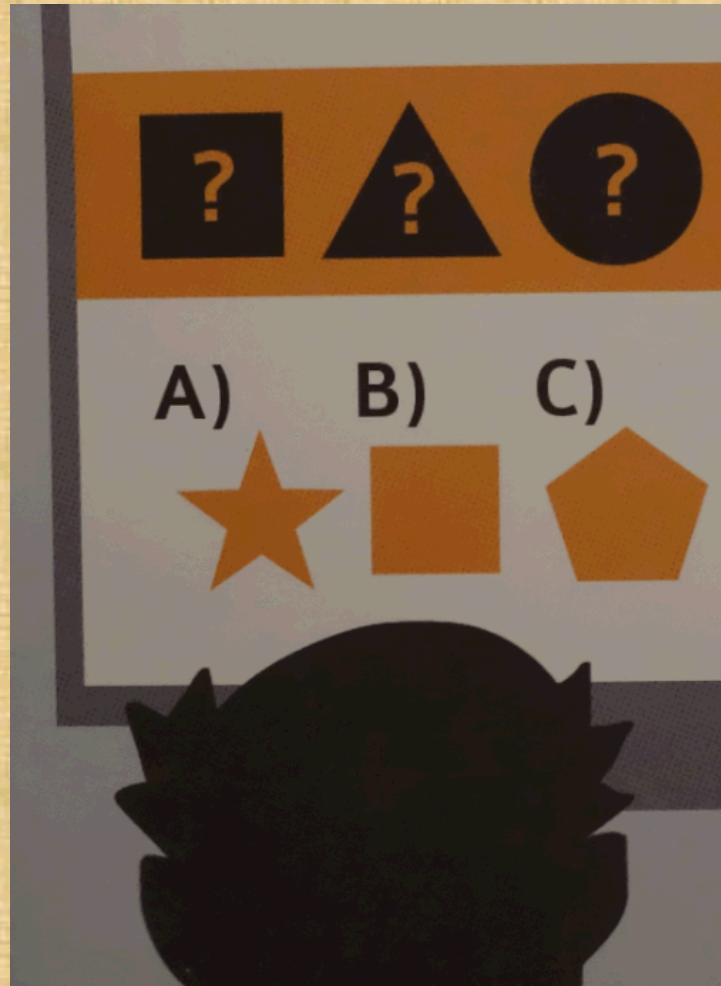
<https://www.google.com/search?q=ple+diagrams>

http://www.edtechpost.ca/ple_diagrams/index.php/mind-map-3

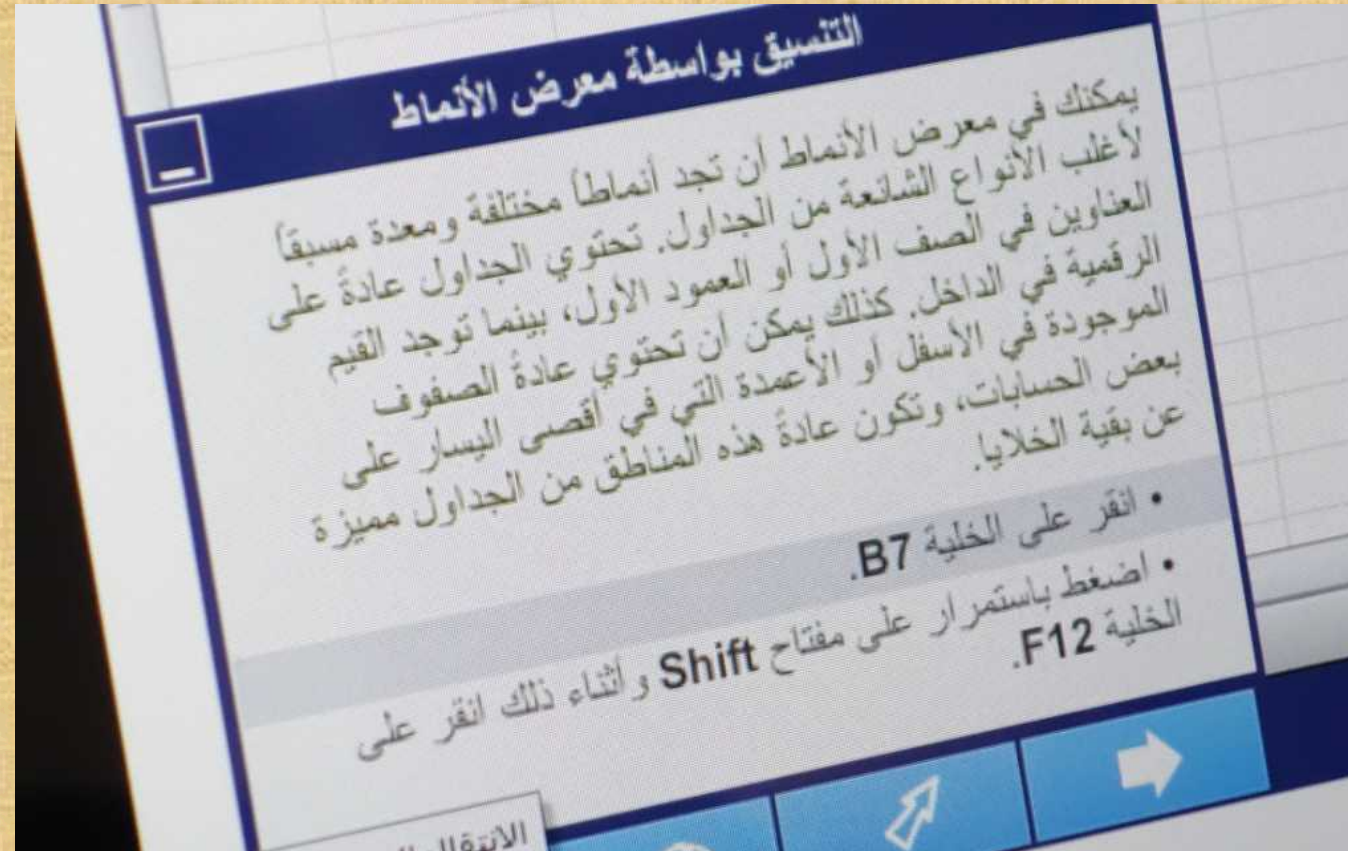
Not a platform, but a connector
of resources and services



Easy



An open marketplace of free and non-free educational goods and services (all this and Ed Net Neutrality?)



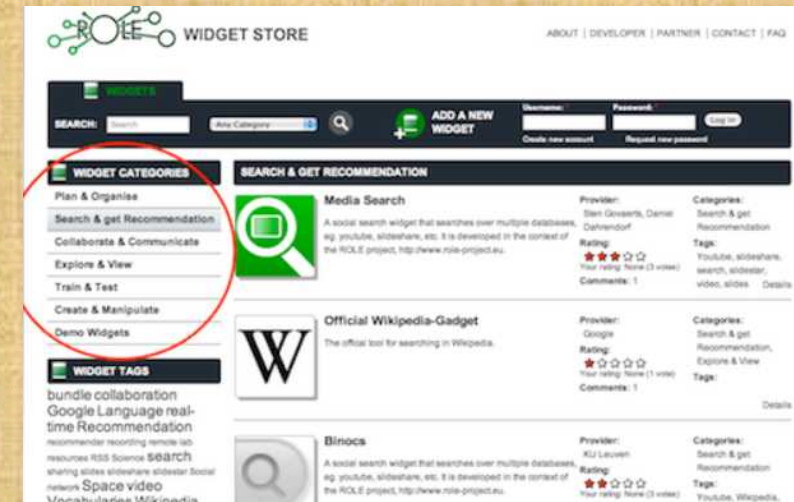
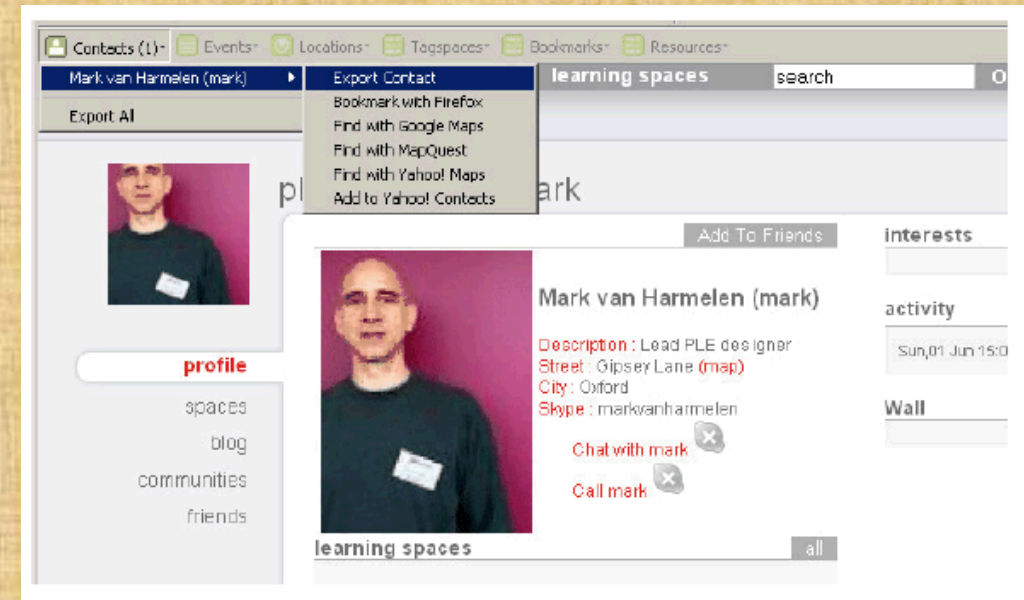


The Personal Learning Record – data owned by the individual, shared only with permissions

<http://halfanhour.blogspot.de/2014/12/eportfolios-and-badges-workshop-oeb14.html>

Relevant PLR Projects

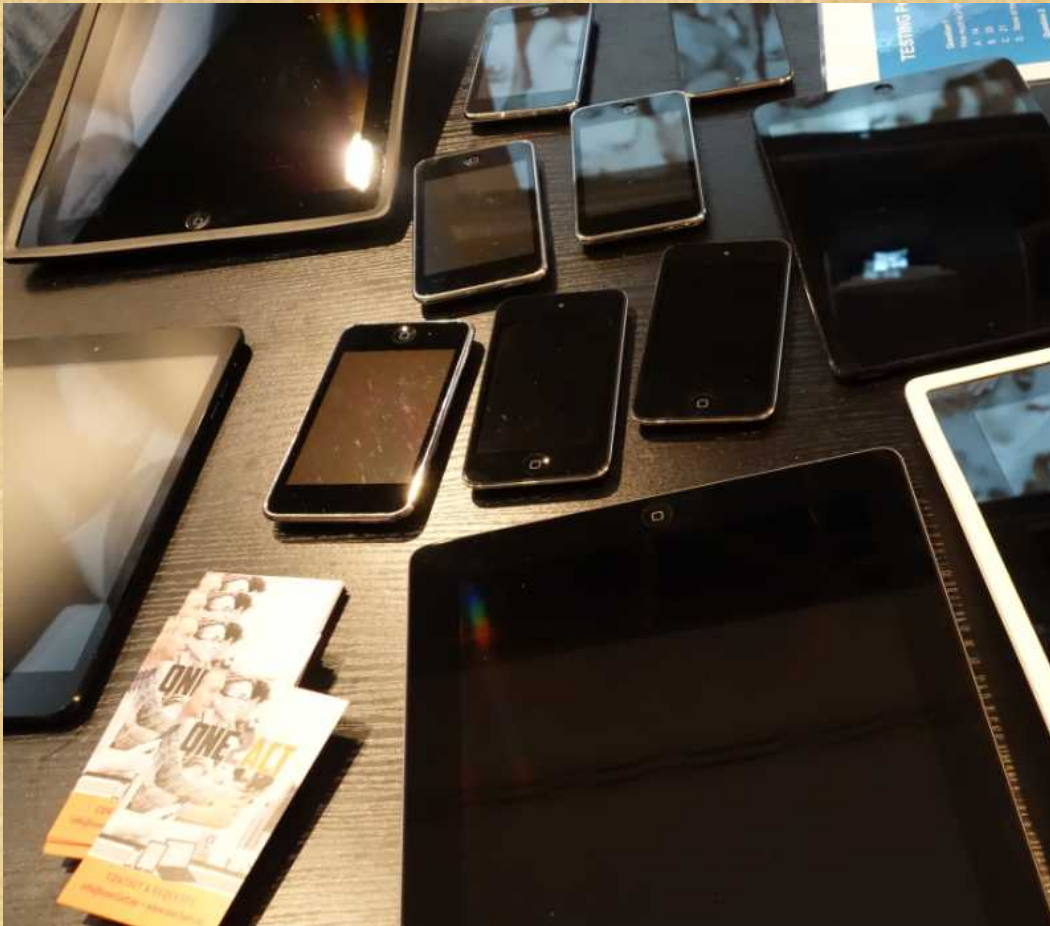
- Manchester PLE Project
- Responsive Open Learning Environments (ROLE) <http://www.role-project.eu/>
- Known <http://withknown.com/>
- Learning Locker <http://learninglocker.net/>
- Mahara <https://mahara.org/>
<http://personalis.wikispaces.com/PLE+Projects>



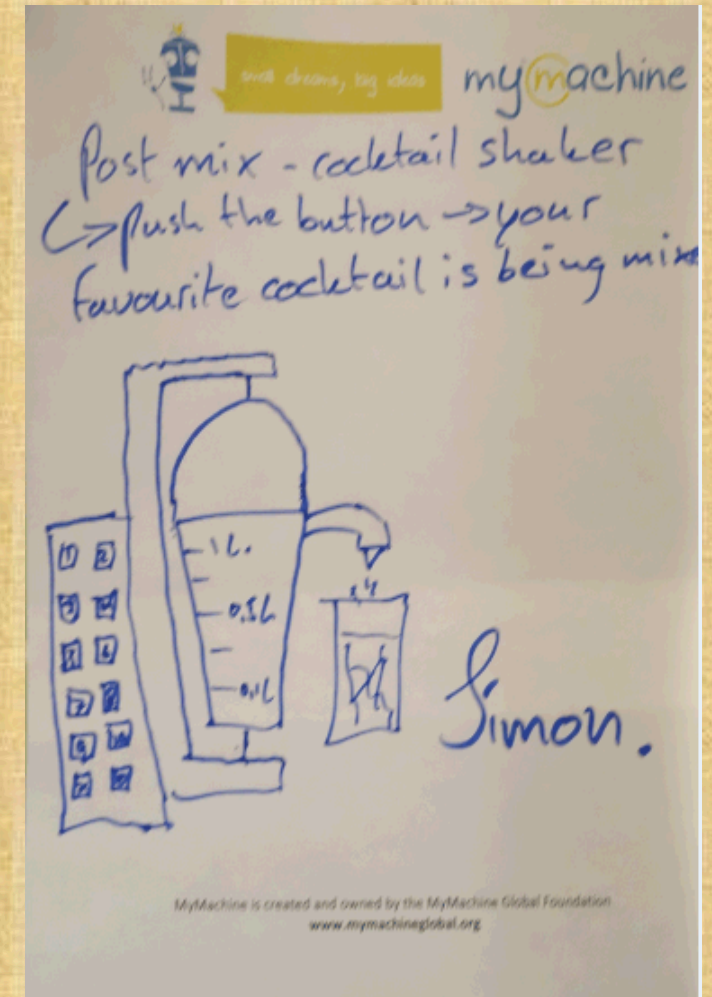
Third parties can provide analytics services, but they don't get free unfettered access to the data any more (think of data like money)

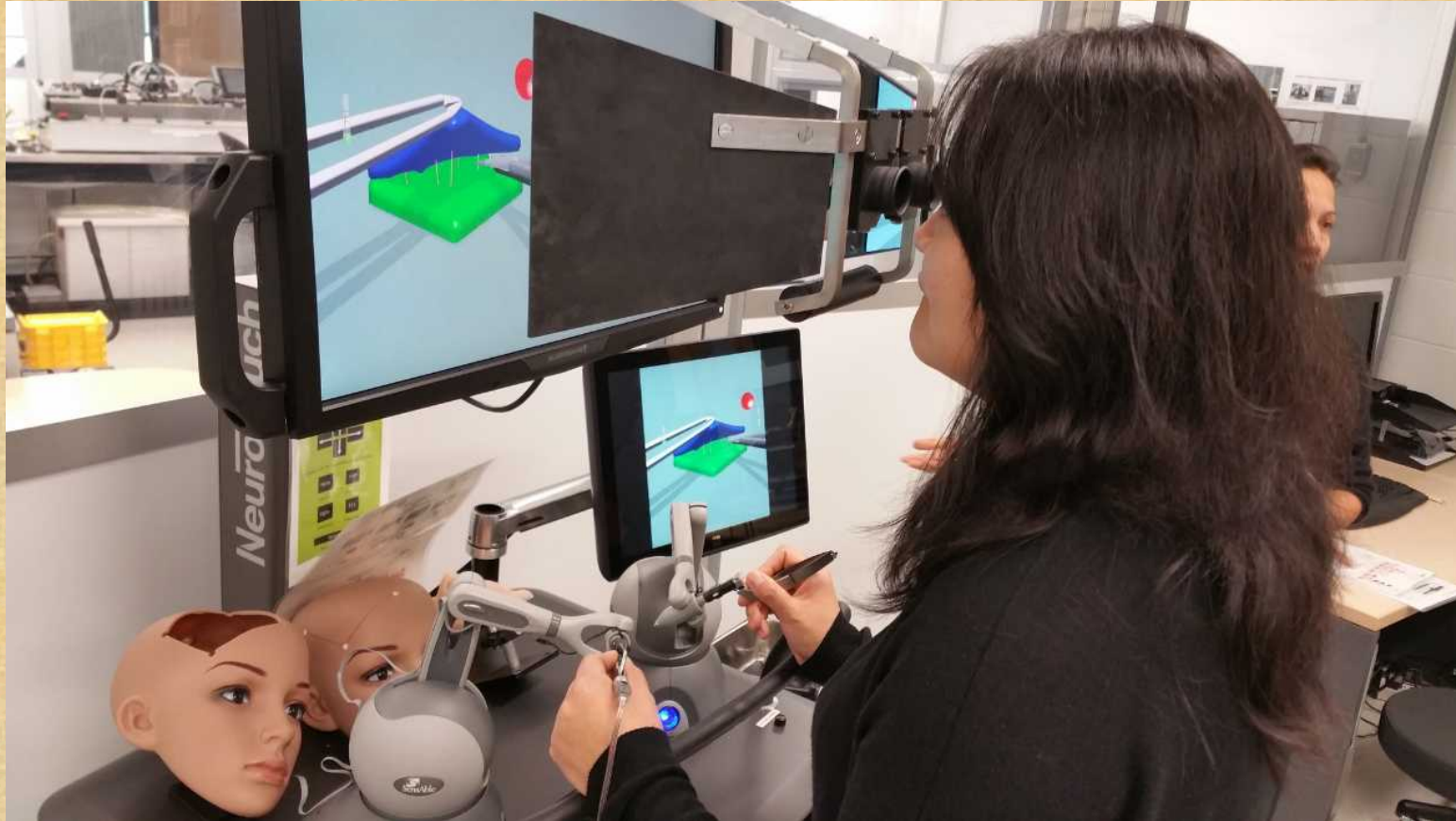


Synchronized cloud
data services
(including Owncloud)
to support data
portability



Projection of learning services into multiple platforms

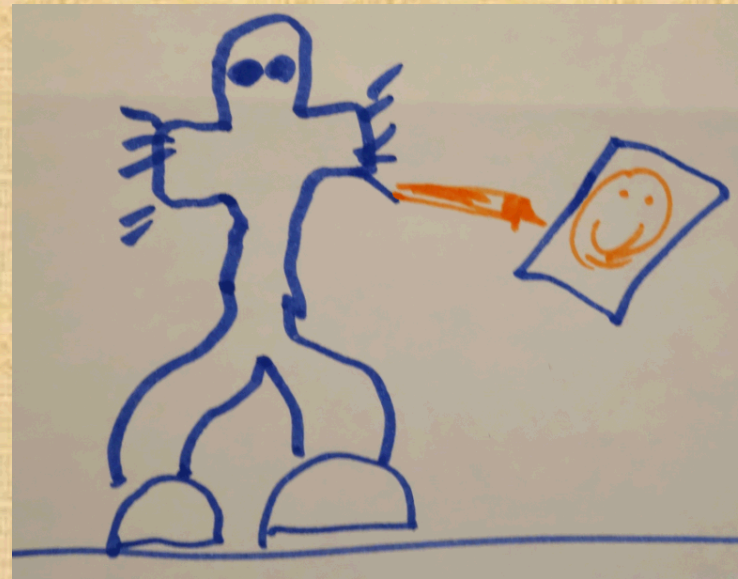
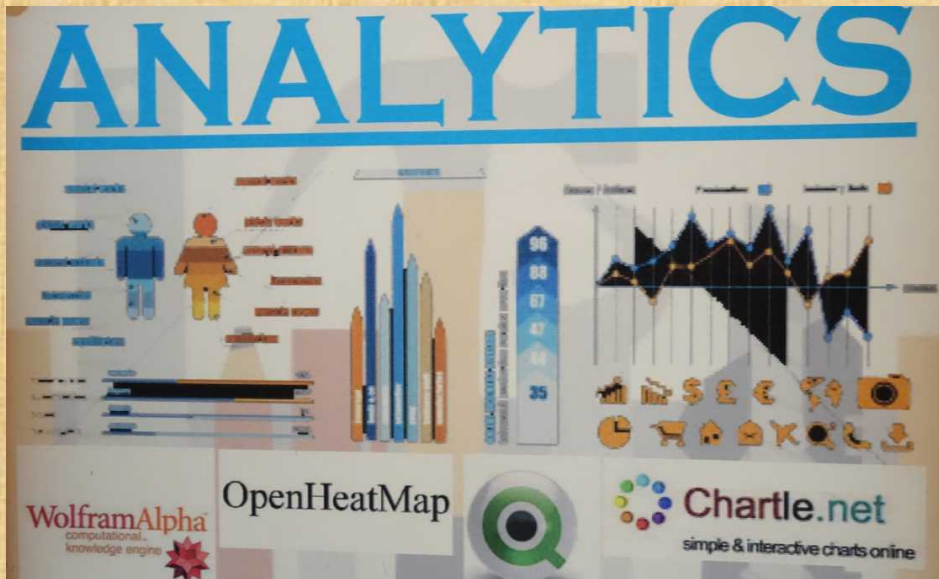




Connecting to real learning and workplace environments

<http://www.nrc-cnrc.gc.ca/eng/rd/medical/>

Analytics as a service – analogy with web translation





What's Next?



Stephen Downes
<http://www.downes.ca>