

NRC Publications Archive Archives des publications du CNRC

MOOC Workshop
Downes, Stephen

NRC Publications Archive Record / Notice des Archives des publications du CNRC :
<https://nrc-publications.canada.ca/eng/view/object/?id=7ddfd095-caaf-4b94-8f2b-e979096c46d3>
<https://publications-cnrc.canada.ca/fra/voir/objet/?id=7ddfd095-caaf-4b94-8f2b-e979096c46d3>

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.



The MOOC Workshop

Stephen Downes – Toronto – February 5, 2015

“Walk away with a plan to integrate MOOCs within your higher education learning environments.”

What would such a plan look like?

<http://www.downes.ca/post/63374/rd>

X
FOCUS ON
SCALABILITY

C
FOCUS ON
COMMUNITY
AND
CONNECTIONS

WHAT IS
MASSIVE?
100?
10,000?
1,000?
100,000?

M
MASSIVE

OPEN
REGISTRATION?

O
OPEN

CONTENT?

FREE?

SELF-PACED?

O
ONLINE

ROLE
OF THE
COHORT?

START/END DATES?

C
COURSE

FOR CREDIT?

ROLE OF THE
TEACHER?

SCRIPTED ASSESSMENT?

SCRIPTED FEEDBACK

EVERY LETTER
IS NEGOTIABLE!!!

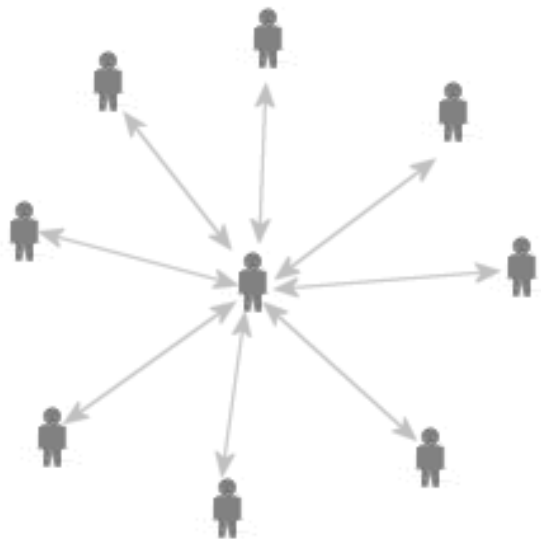
BASED ON CONVERSATIONS AT #EDUCON 2.5
CC BY MATHIEU PLOURDE
V. 1, FEB 5, 2013

What do we need to support MOOCs?

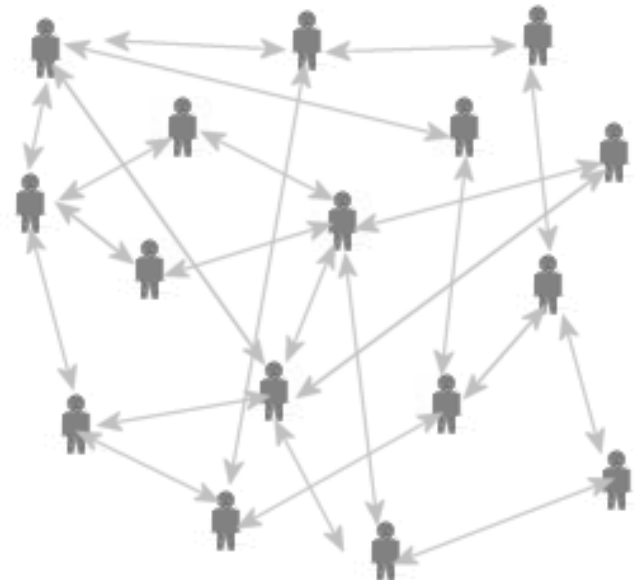
What would such a plan look like?

<http://www.downes.ca/post/63375/rd>

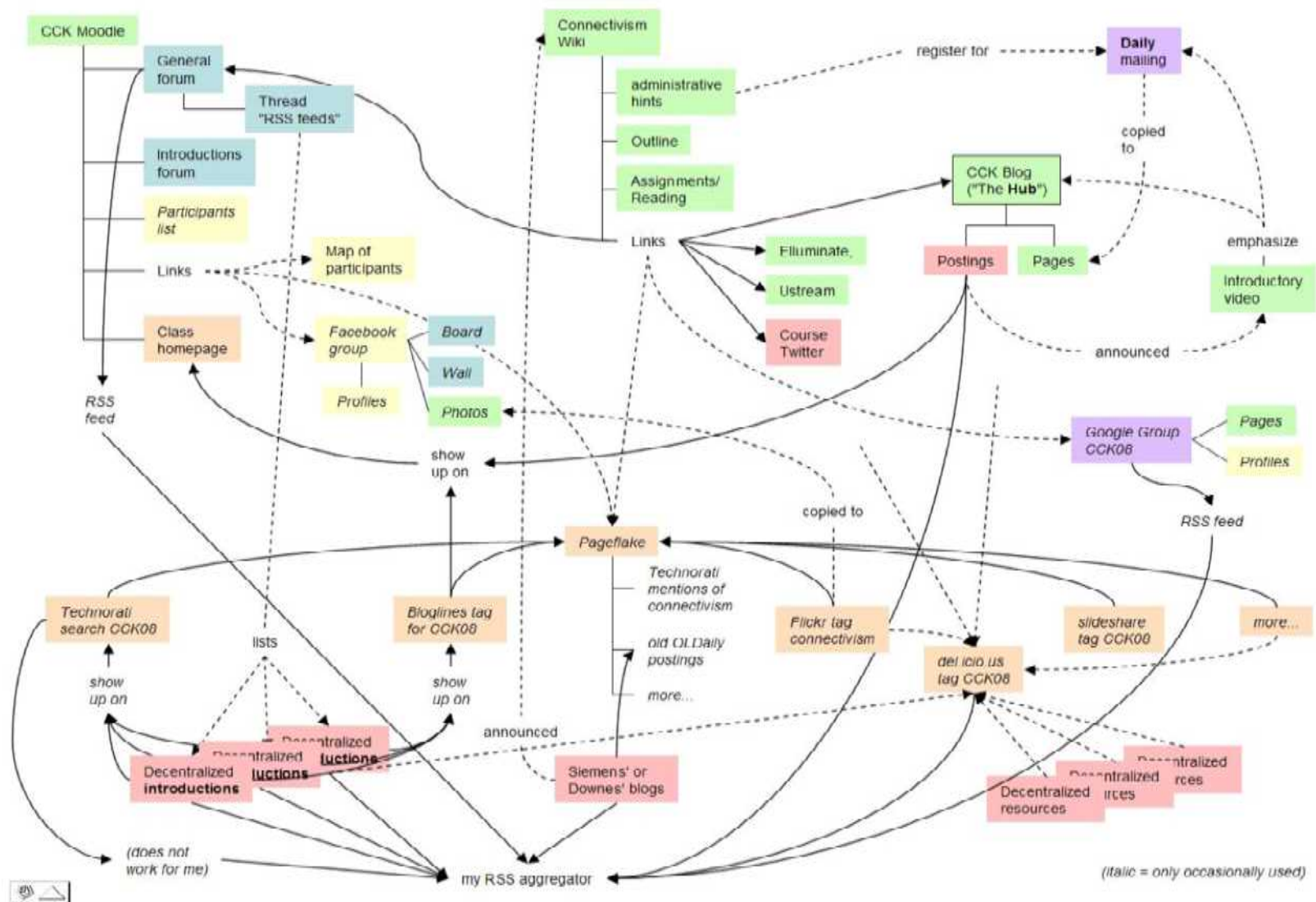
Why we designed MOOCs the way we did...
In Education...



this does not scale



this does



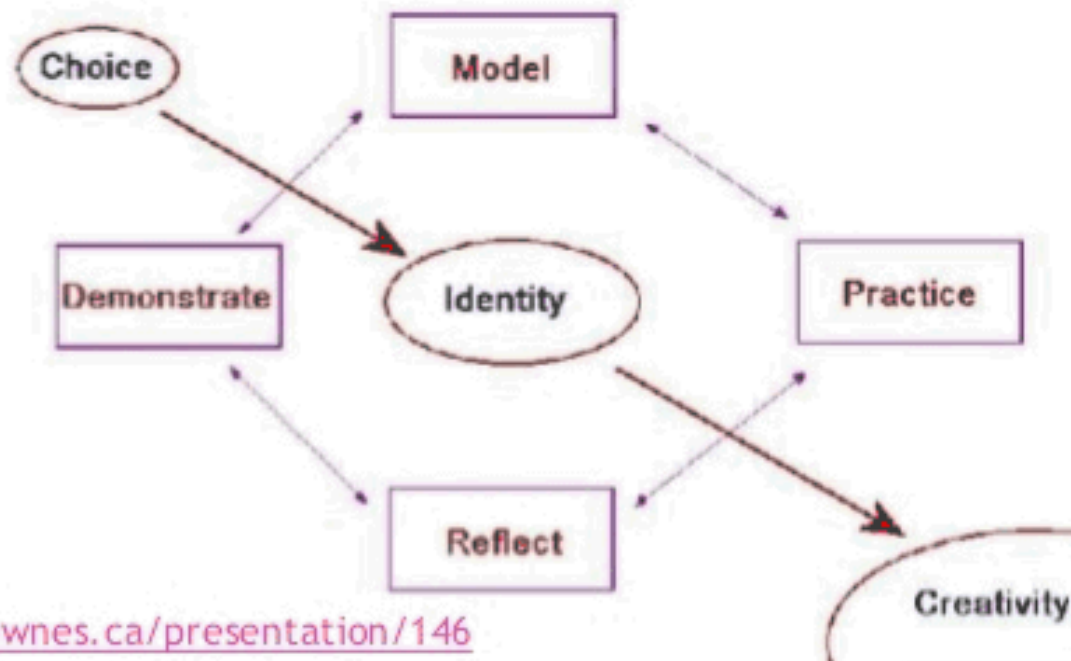
What does content look like in a MOOC?

What would we consider 'MOOC Pedagogy'?

<http://www.downes.ca/post/63376/rd>

Pedagogical Models

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





<http://jackiegloves.com/en/2013/02/18/ana-locking-2013-mcguffin/>

Aggregate

Remix

Repurpose

Feed Forward



ARRFF

feedly | cover

digest security apple programming tech news time-wasters google local

Cover

Use a Spoon to Prevent Milk from Boiling Over
 58 You're boiling milk, you turn your back for a moment, and—boom!—like Godzilla
 Lifehacker • 17 hours ago

Use a Waffle Maker to Roll Your Own Pizza Pockets
 56 If you want to squeeze even more miles out your seemingly one-trick waffle iron,
 Lifehacker • 20 hours ago

First Malicious iPhone Worm in the Wild
 17 An anonymous reader writes "After the Ikea worm that displayed a picture of Rick
 Slashdot • 20 hours ago

Pinball Machines Were Sneakier Than You Think
 11 There's a great read over at Cheap Talk about how digital pinball machines
 Gizmodo • 15 hours ago

Malicious iPhone worm
 5 We've received a sample of a malicious iPhone worm with botnet functionality. Like the Ikea worm, it
 F-Secure Antivirus Research Weblog • 10 min

Does AT&T turn into a pumpkin in June?
 2 Its Cinderella contract with Apple for the iPhone runs out in seven months, says one analyst Brian
 FORTUNE Apple 2.0 • by Philip Elmer-DeWitt • 1 hour ago

Refurbished Sony BRAVIA 32" 720p
 Sony Style offers the factory-refurbished Sony BRAVIA 32" 720p Widescreen LCD HD Television, model no.
 dealmac • 20 most recent deals • by dealmac.com • 1 hour ago

Toshiba 500GB Portable External Hard Drive
 OfficeMax offers the Toshiba 500GB Portable External Hard Drive, model no. HDDR500E04XL, for \$39.99.
 dealmac • 20 most recent deals • by dealmac.com • 3 hours ago

TUAW Review: Checkout, top notch Point
 Filed under: Software, Cool tools, Reviews I had the opportunity to speak with the creators of Checkout: an
 The Unofficial Apple Weblog (TUAW) • by Josh Gari • 3 hours ago

Thus you shall go to the stars: Michael
 3 Sic itur ad astra = Latin for "thus you shall go to the stars." Yet another space-related work from artist Michael

<http://feedly.com>

<http://rudis.net/content/2009/11/22/feedly-safari-fluidapp-painless-updates>



[\[Admin\]](#)

[\[New\]](#) [\[List\]](#) [Author](#)
[\[New\]](#) [\[List\]](#) [Box](#)
[\[New\]](#) [\[List\]](#) [Event](#)
[\[New\]](#) [\[List\]](#) [Feed](#)
[\[New\]](#) [\[List\]](#) [Field](#)
[\[New\]](#) [\[List\]](#) [File](#)
[\[New\]](#) [\[List\]](#) [Graph](#)
[\[New\]](#) [\[List\]](#) [Journal](#)
[\[New\]](#) [\[List\]](#) [Link](#)
[\[New\]](#) [\[List\]](#) [Lookup](#)
[\[New\]](#) [\[List\]](#) [Mapping](#)
[\[New\]](#) [\[List\]](#) [Media](#)
[\[New\]](#) [\[List\]](#) [Optlist](#)
[\[New\]](#) [\[List\]](#) [Page](#)
[\[New\]](#) [\[List\]](#) [Person](#)
[\[New\]](#) [\[List\]](#) [Post](#)
[\[New\]](#) [\[List\]](#) [Presentation](#)
[\[New\]](#) [\[List\]](#) [Project](#)
[\[New\]](#) [\[List\]](#) [Publication](#)
[\[New\]](#) [\[List\]](#) [Publisher](#)

[*PAGE_UPDATE*] - YOU ARE LOGGED IN AS **DOWNES** [\[OPTIONS\]](#) [\[LOGOUT\]](#) [EN](#) - [FR](#)

[General](#) [Harvester](#) [Users](#) [Newsletters](#) [Database](#) [Meetings](#) [Accounts](#) [Permissions](#) [Viewer](#)

List feeds

Find: Sort:

Listing 0 to 1000 of 304 feeds

- [\[Analyze\]](#)[\[Harvest\]](#)[\[Retire\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: --I know this much is true.-- (category)
- [\[Analyze\]](#)[\[Harvest\]](#)[\[Retire\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: Academic Aesthetic (category)
- [\[Analyze\]](#)[\[Harvest\]](#)[\[Retire\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: Circulating Ideas (category)
- [\[Analyze\]](#)[\[Harvest\]](#)[\[Retire\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: Downes's posts (category)
- [\[Analyze\]](#)[\[Harvest\]](#)[\[Retire\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: Ed Tech Crew Podcast (category)
- [\[Analyze\]](#)[\[Harvest\]](#)[\[Retire\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: EdTechTalk (category)
- [\[Analyze\]](#)[\[Harvest\]](#)[\[Retire\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: Education (category)
- [\[Analyze\]](#)[\[Harvest\]](#)[\[Retire\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: education on Huffduffer (category)
- [\[Analyze\]](#)[\[Harvest\]](#)[\[Retire\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: EDUCAUSE | Podcasts (category)
- [\[Analyze\]](#)[\[Harvest\]](#)[\[Retire\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: EDUtalk (category)
- [\[Analyze\]](#)[\[Harvest\]](#)[\[Retire\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: Flying Colours Maths » podcasts (category)
- [\[Analyze\]](#)[\[Harvest\]](#)[\[Retire\]](#) [\[Edit\]](#) [\[Delete\]](#) Links: Forum - A World of Ideas (category)

<http://www.downes.ca/cgi-bin/admin.cgi?db=feed&action=list&number=1000>

Let's talk about 'open'

What is it? Why should we care?

<http://www.downes.ca/post/63378/rd>

Logic Model



Students awarded credible degree or credential



Participating institutions grant credit for courses



Open assessment from participating institutions



Open student support via "Academic Volunteers International"



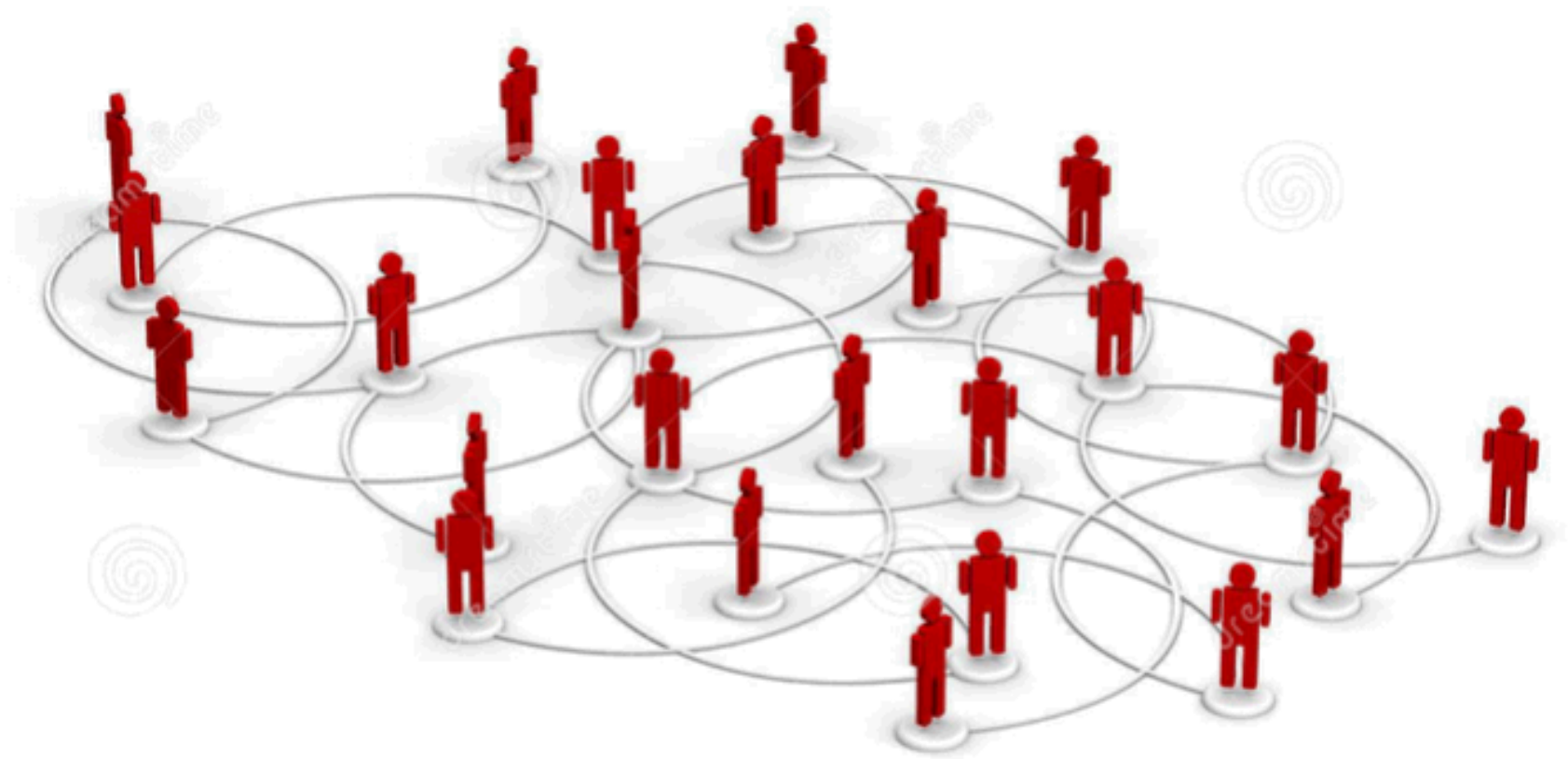
Learners access courses based solely on OER



<http://creativecommons.org.nz/2012/10/the-oer-university/>

Models of Sustainability

- Commercial Models
 - Upselling and Extended Services
 - Advertising and marketing
 - Product and Labour Support
- Non-commercial Models
 - Public Knowledge
 - ‘Giving’ Knowledge for Free
 - Apache, Wikipedia and Open Source



Why it matters

<https://frankounl.wordpress.com/tag/massive-open-online-course/>

“Advance Higher Education?”

Let’s talk about deep learning

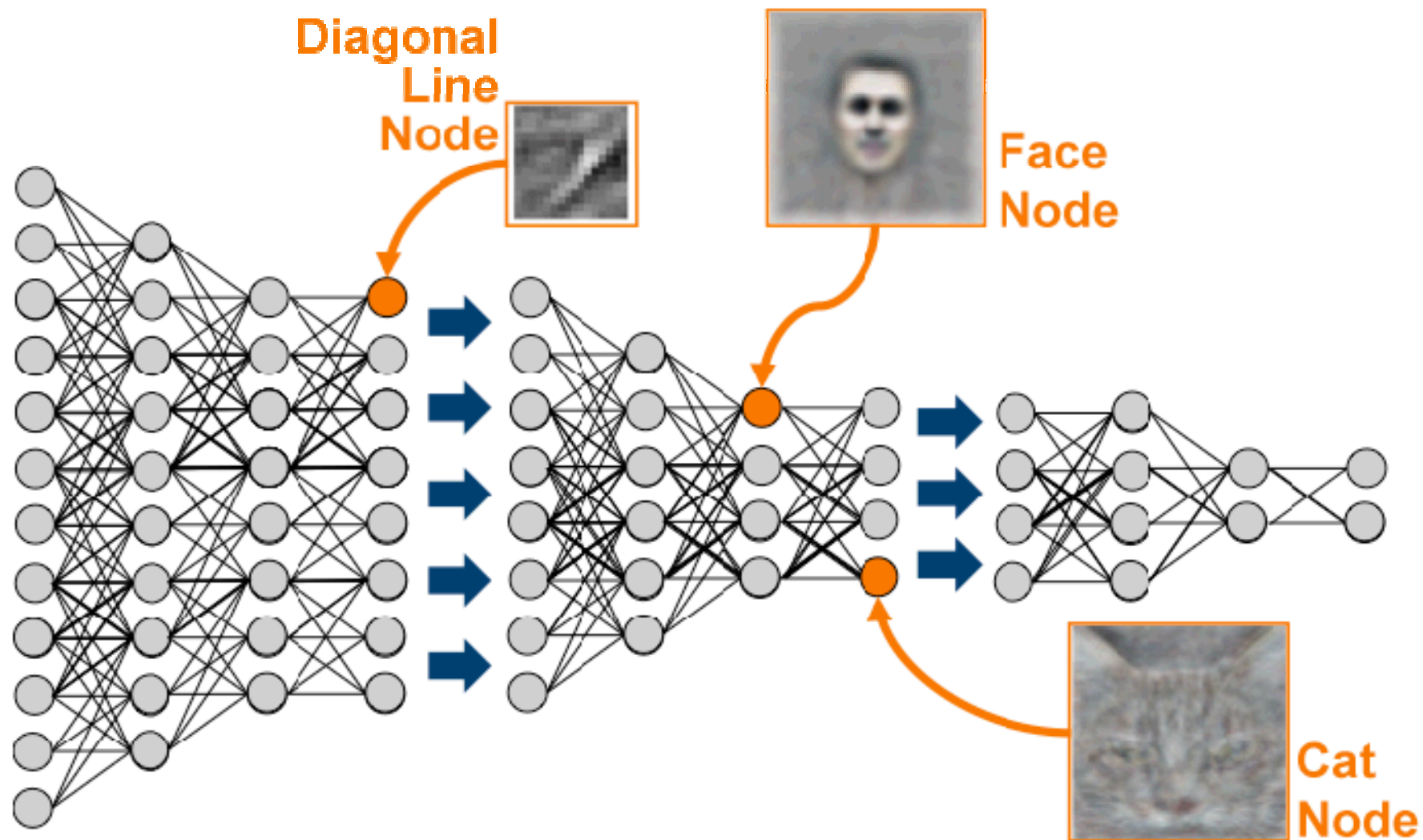
<http://www.downes.ca/post/63379/rd>

Deep learning vs. Shallow learning

- Focus on entities and connections
- Relates previous and new knowledge
- Uses reflection to relate theory with experience
- Creates understanding, meaning and new ideas
- Leads to positive emotions and attitudes about learning and self

- Focus on unrelated details
- Information is simply memorized
- Facts and concepts accepted unreflectively
- Aims to pass (or perform) instead of understanding
- Leads to negative emotions and attitudes about learning and self

<http://e-learning-teleformacion.blogspot.ca/2014/08/deep-learning-tutorials-deeplearnng-01.html>

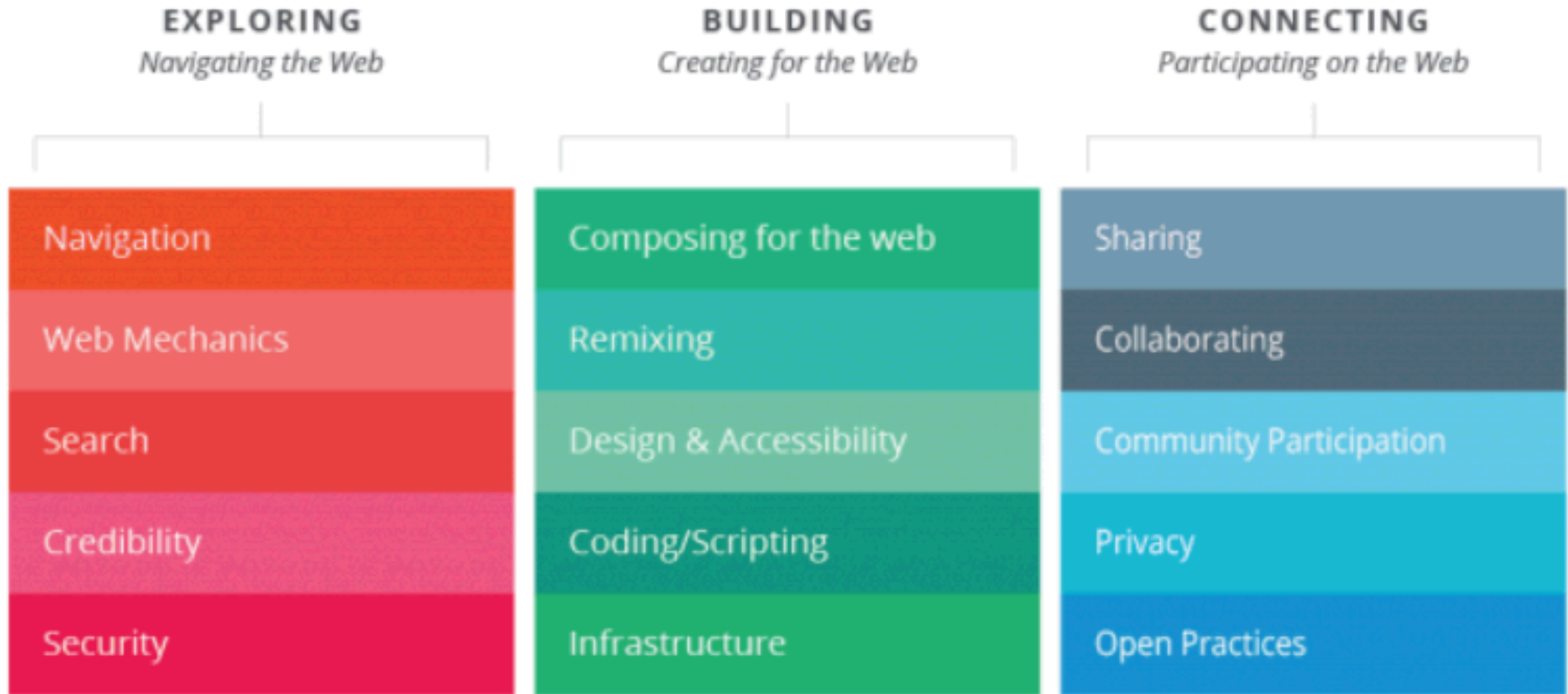




21st century Literacies

<http://runteacherrunriley.blogspot.ca/>

Web Literacy Map

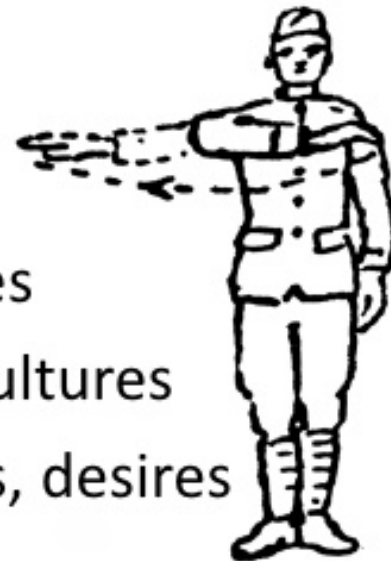


VERSION 1.1

<https://wiki.mozilla.org/Webmaker/WebLiteracyMap>

Critical Literacies

- The six critical literacies:
 - Cognition – argument, explanation, definition, description
 - Change – patterns of change
 - Pragmaticism – use, effect, cause
 - Syntax – construction, possibilities
 - Context – frames, perspectives, cultures
 - Semantics – meaning, truth, goals, desires



“Help to achieve learning goals”

What does success look like?

<http://www.downes.ca/post/63380/rd>

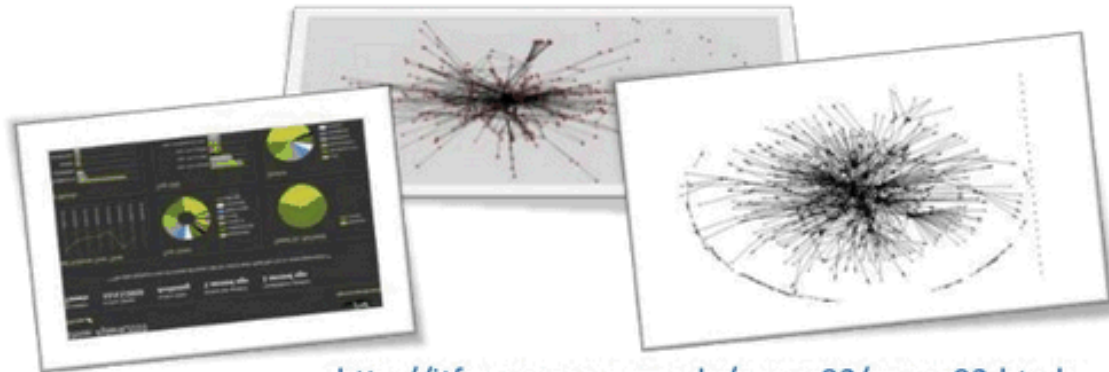
Criteria for aligning the use of technologies

- enhances collaboration
- rigorous engagement with curriculum
- increases opportunities for authentic learning
- supports differentiated learning through various modalities
- creates greater efficiency in the delivery of the lesson
- increases opportunities for self-regulation
- promotes and supports generative thinking
- allows for a wider range of perspectives to be represented

Garfield Gini Newman

The Semantic Condition

- Autonomy, diversity, openness, interactivity
- These conditions are the conditions for a constructive dialogue...
- And are thus the design principles for a MOOC



<http://itforum.coe.uga.edu/paper92/paper92.html>

<http://www.slideshare.net/Downes/free-learning-and-the-wealth-if-nations>

The Semantic Condition

<http://www.downes.ca/presentation/323>



[\[HOME\]](#) [\[TOP\]](#) [\[ARCHIVES\]](#) [\[MOBILE\]](#) [\[ABOUT\]](#) [\[THREADS\]](#) [\[OPTIONS\]](#)

OLDaily

by Stephen Downes
Feb 05, 2015

Create Your Own Newsletter

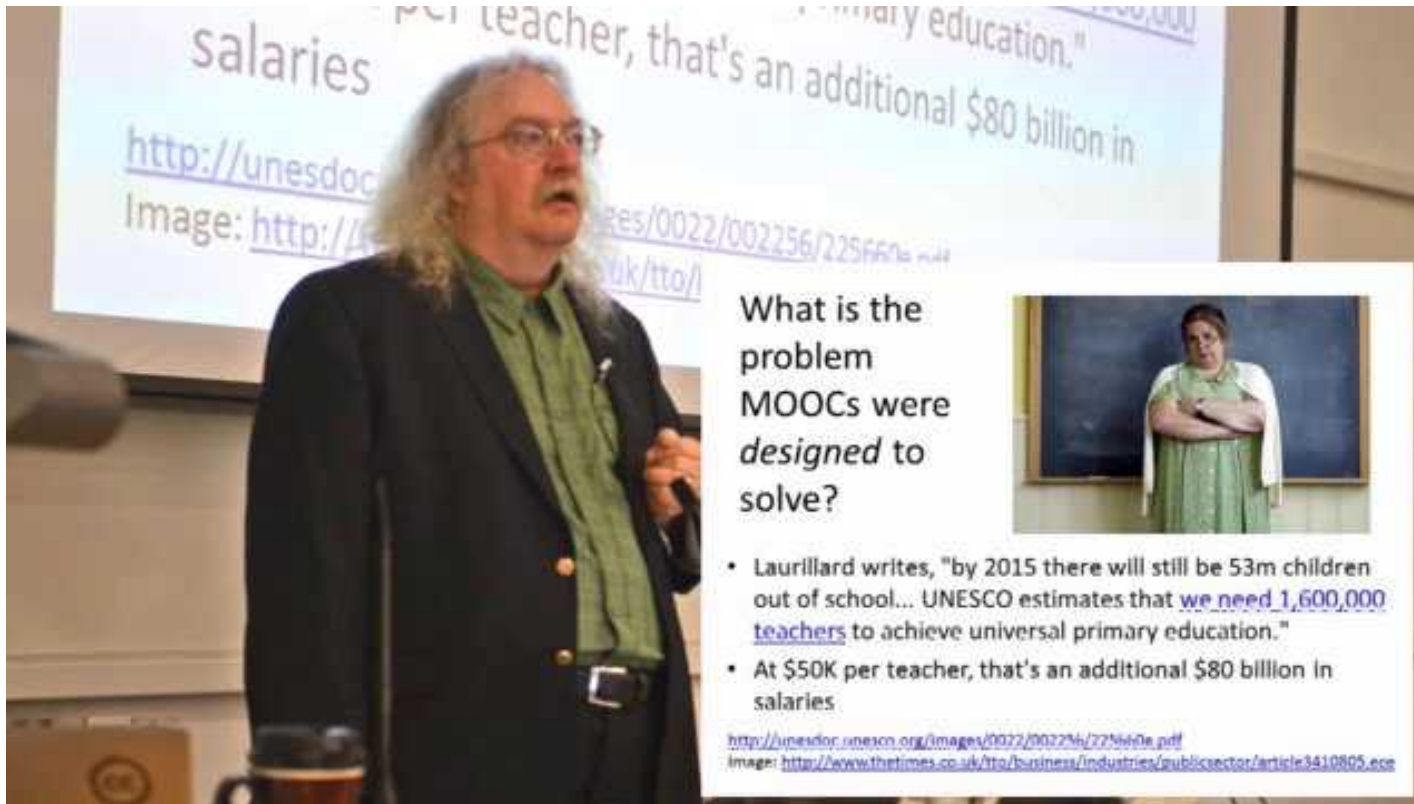
Create your own newsletter! The links in today's OLDaily connect to documents used in my workshop today. You can click on the links and help edit the documents as well. Whatever you create will be the content of today's newsletter.

[What Would a Solution Look Like?](#)

2015/02/05

Click on the title to co-edit the document.

http://www.downes.ca/archive/15/02_05_news_OLDaily.htm




salaries per teacher, that's an additional \$80 billion in

<http://unesdoc.unesco.org/images/0022/002256/22566fn.pdf>

Image: <http://www.thetimes.co.uk/tto/business/industries/publicsector/article3410805.ece>

What is the problem MOOCs were designed to solve?



- Laurillard writes, "by 2015 there will still be 53m children out of school... UNESCO estimates that we need 1,600,000 teachers to achieve universal primary education."
- At \$50K per teacher, that's an additional \$80 billion in salaries

<http://unesdoc.unesco.org/images/0022/002256/22566fn.pdf>

Image: <http://www.thetimes.co.uk/tto/business/industries/publicsector/article3410805.ece>

Stephen Downes

<http://www.downes.ca>

00:00 - 00:10 Introductions

00:10 - 00:15 Interactivity - how it works

00:15 - 00:25 Solution to the problem - <http://www.downes.ca/post/63374/rd>

00:25 - 00:40 What is a MOOC?

00:40 - 00:50 Supporting a MOOC - <http://www.downes.ca/post/63375/rd>

00:50 - 01:05 Design and Structure of a MOOC

01:05 - 01:10 Curriculum and Content - <http://www.downes.ca/post/63376/rd>

01:15 - 01:30 AARFF

01:30 - 01:45 Break

01:45 - 01:55 What is Openness? Why Should We Care?

- <http://www.downes.ca/post/63378/rd>

01:55 - 02:10 OER Logic Model / Models for Sustainability

02:10 - 02:20 Higher learning / Digital Literacies - <http://www.downes.ca/post/63379/rd>

02:20 - 02:30 Critical literacies

02:30 - 02:40 What is Success? - <http://www.downes.ca/post/63380/rd>

02:40 - 02:50 The Semantic Condition

02:50 - 03:00 Wrap Up

- Massive Open Online Courses are an alternative to the traditional classroom setting within higher education. The opportunity to take part in these classes from anywhere that is convenient for a student is an advantage. Weigh the pros and cons to including MOOCs within a diverse learning environment. Walk away with the knowledge and know-how of implementing these kinds of courses. Learn about the following:
 - Support learning environments
 - Current and future impacts of curriculums
 - Open education format
 - Advance higher education
 - Help to achieve learning goals
- Walk away with a plan to integrate MOOCs within your higher education learning environments.