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### Open education and personal learning

Downes, Stephen

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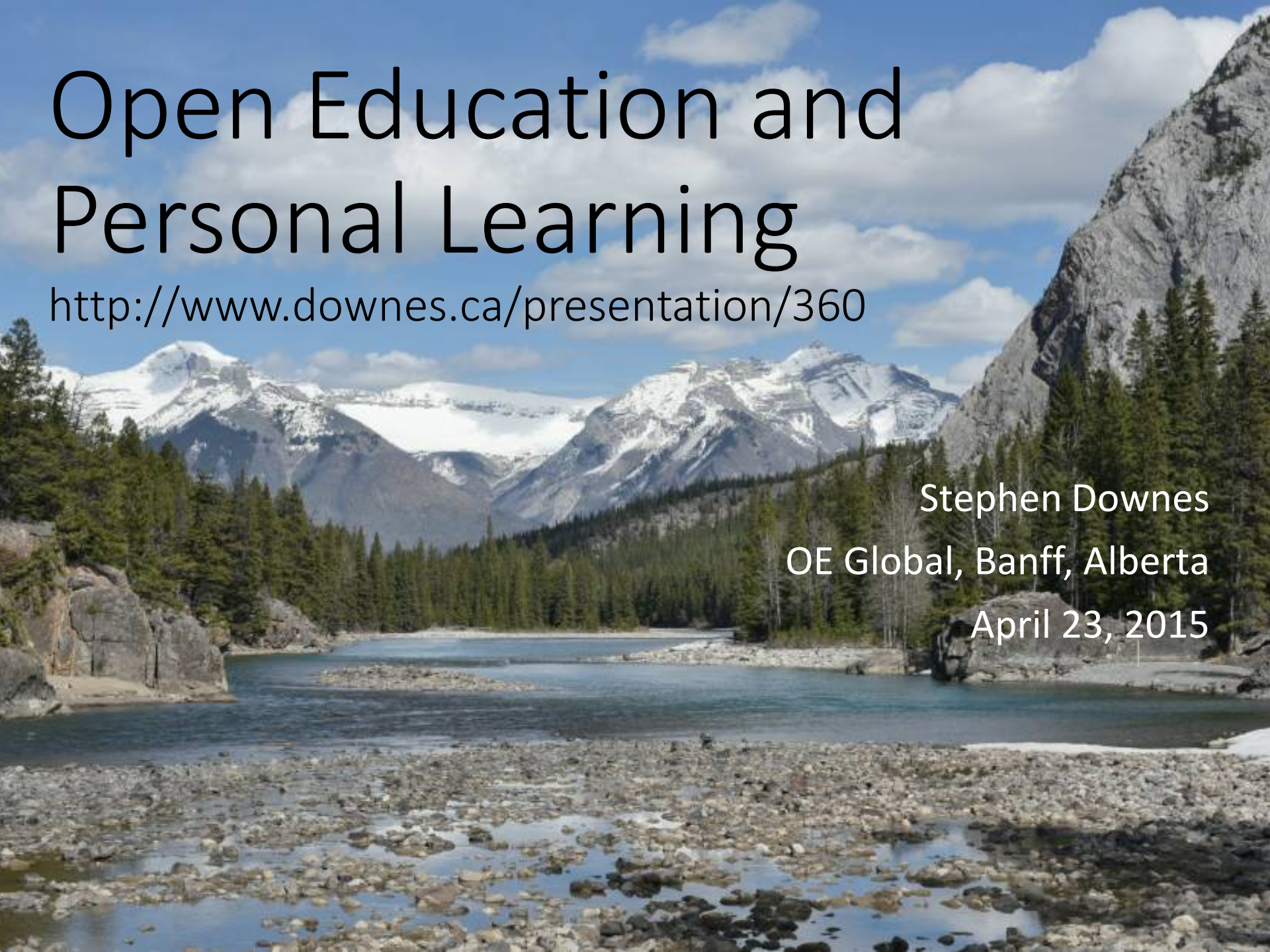
# Open Education and Personal Learning

<http://www.downes.ca/presentation/360>

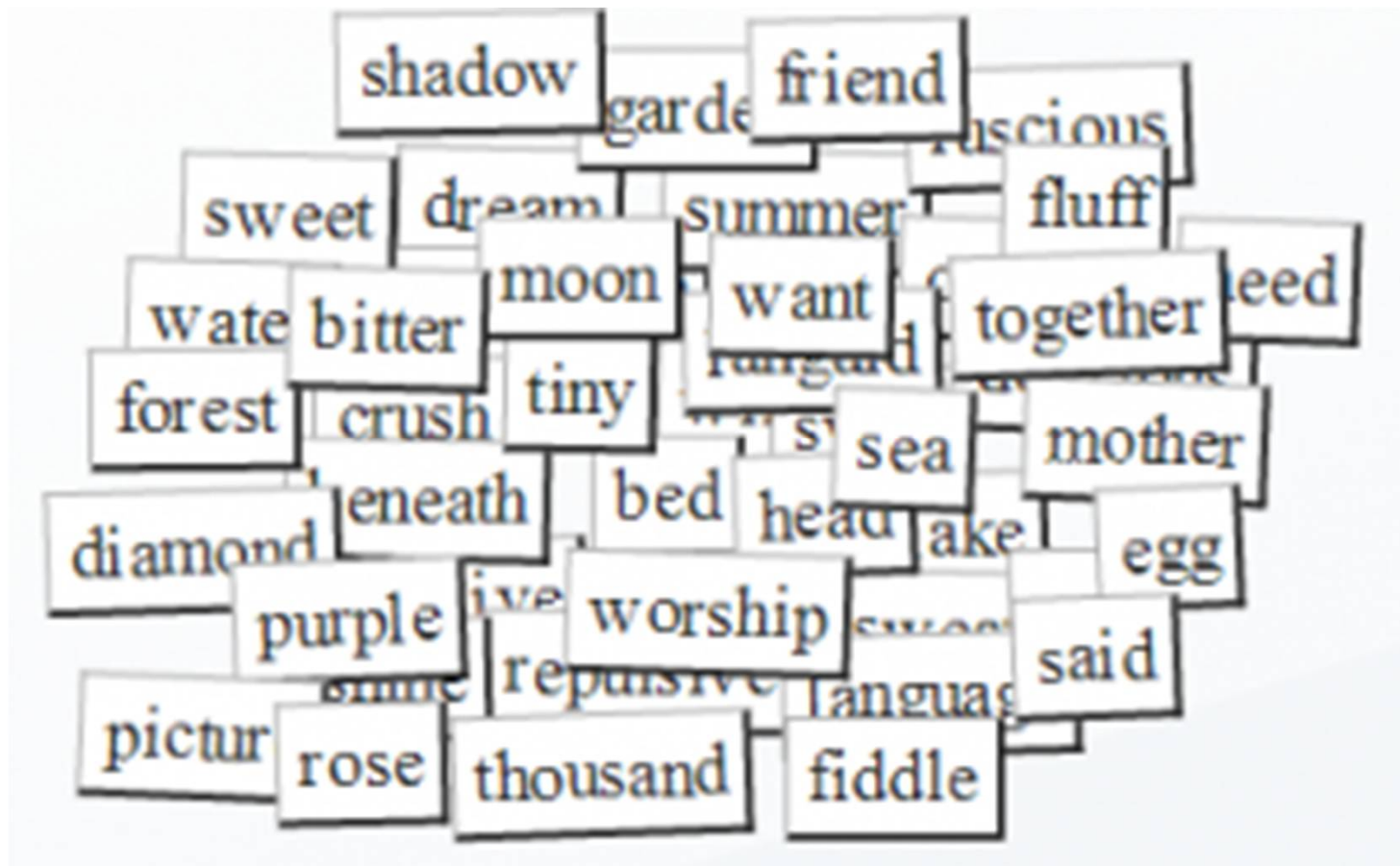
Stephen Downes

OE Global, Banff, Alberta

April 23, 2015



Think of OERs as words in a conversation

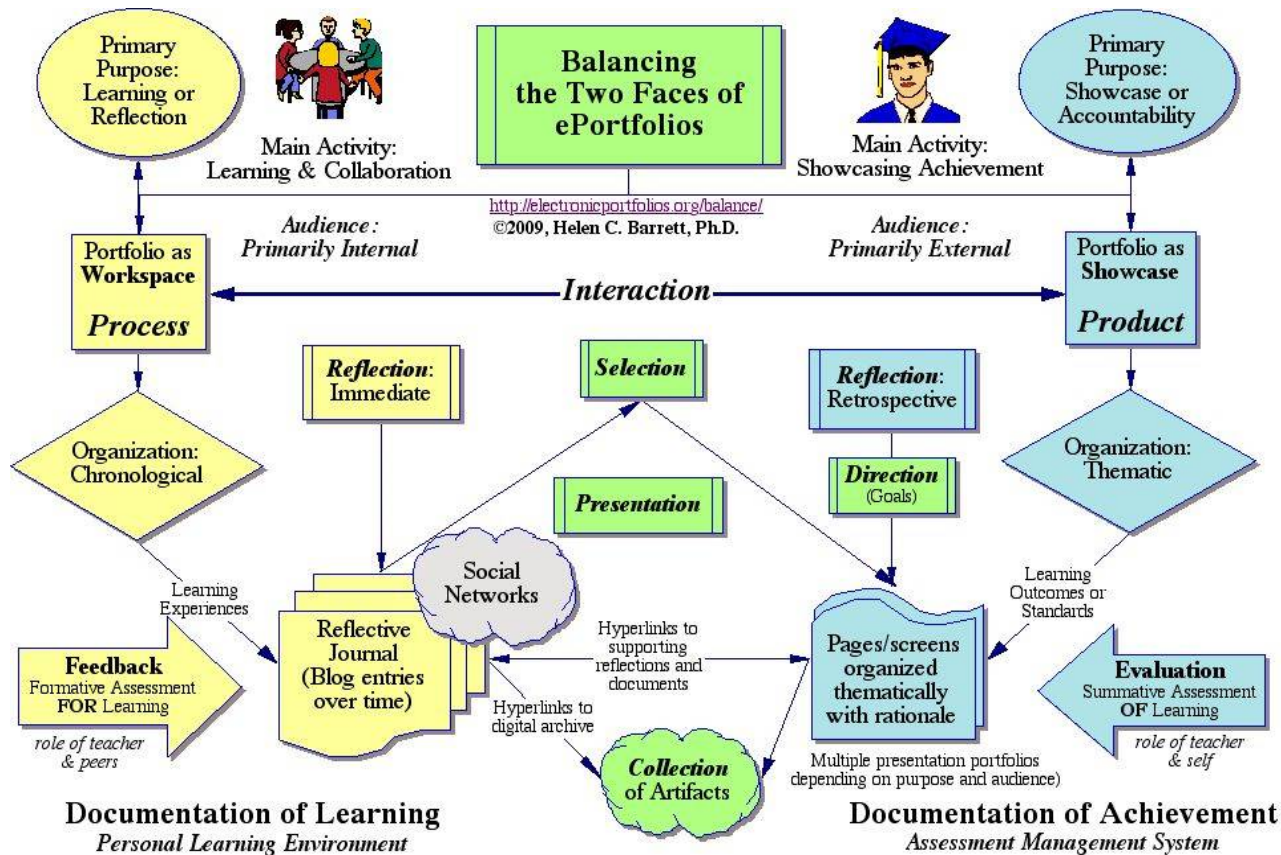




It forces us to think about how they can be used.



# Consider how words are used in education.



# We are constrained in so many ways

- Limited to objectives and educational purpose
- The words have to contain educational *content*
- They must perform (say) one of Gagne's tasks
- That pedagogy is limited to one of knowledge *transfer*
- Students are rendered essentially mute

# Pask: Conversational Theory

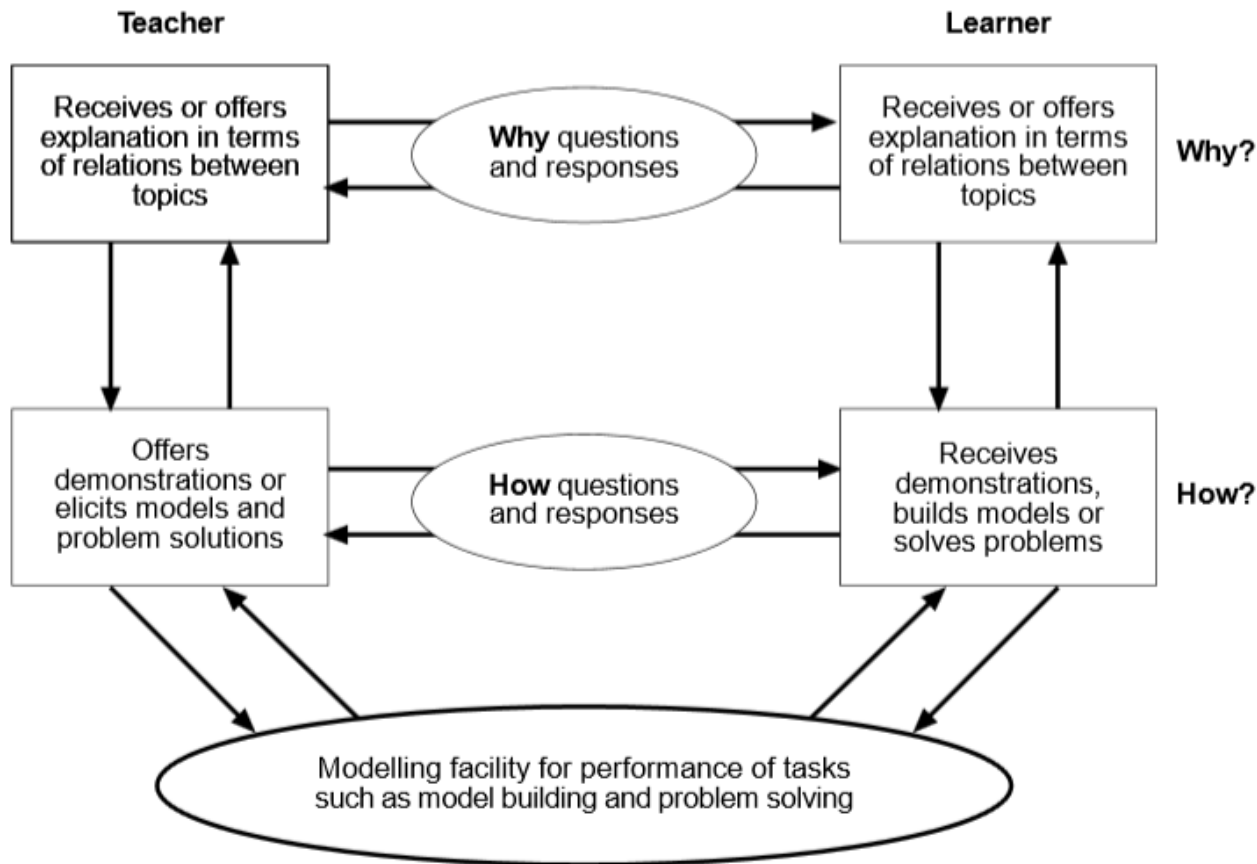
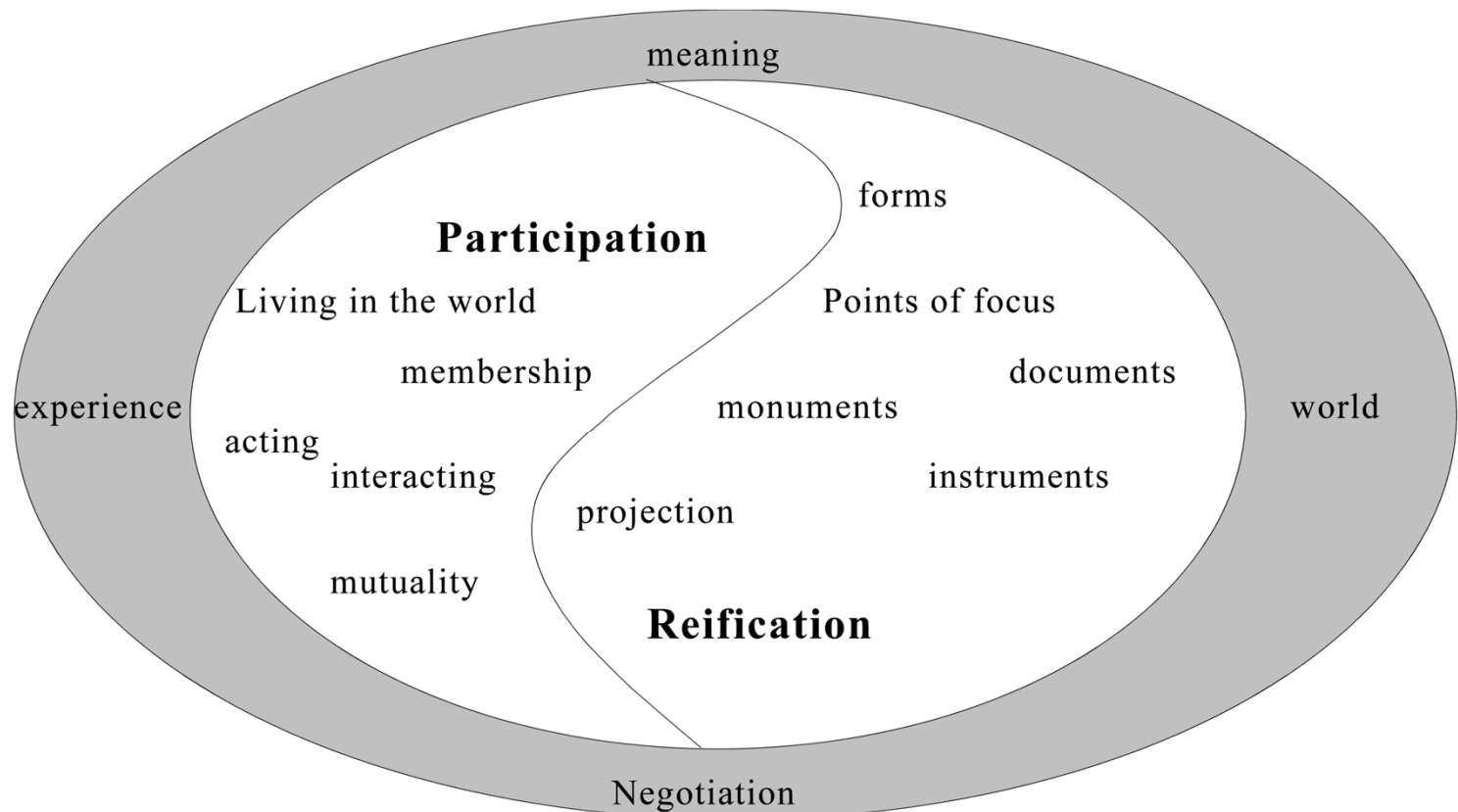


Figure 3 The "skeleton of a conversation" (after Pask).

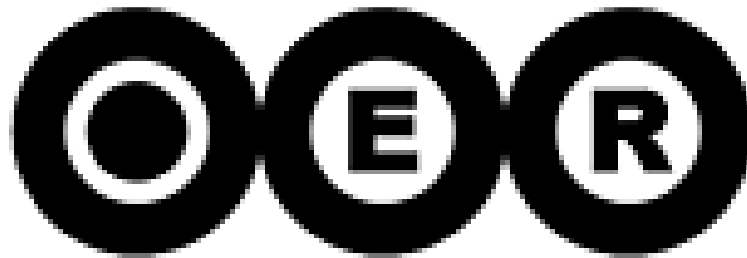
Knowledge is reified by, and is the product of, not only an individual, but of the wider community.





# What are OERs?

“OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation.”



**OPEN EDUCATIONAL RESOURCES**

<http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/what-are-open-educational-resources-oers/>

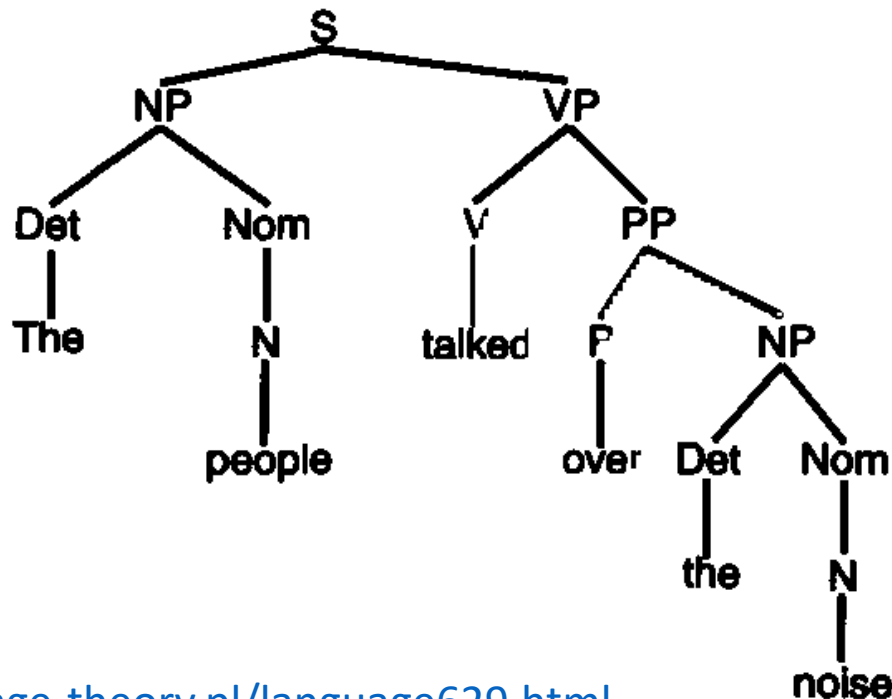
# So what follows?

- Deconstructing OERs
- Representing knowledge and understanding
- Students as authors of OERs

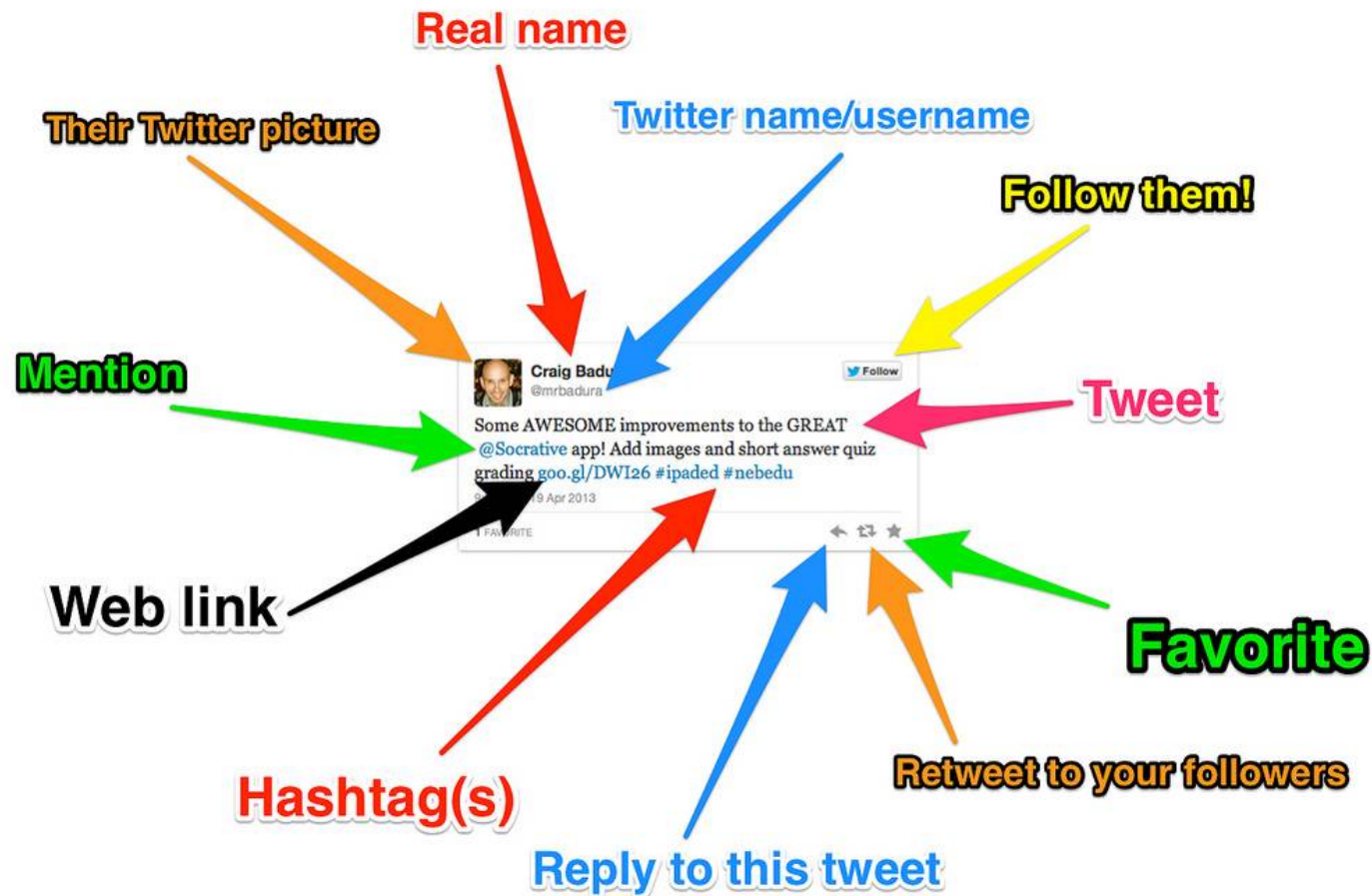


# Deconstructing Sentences

- A simple sentence has subject-object-verb
- A complex sentence can have much more

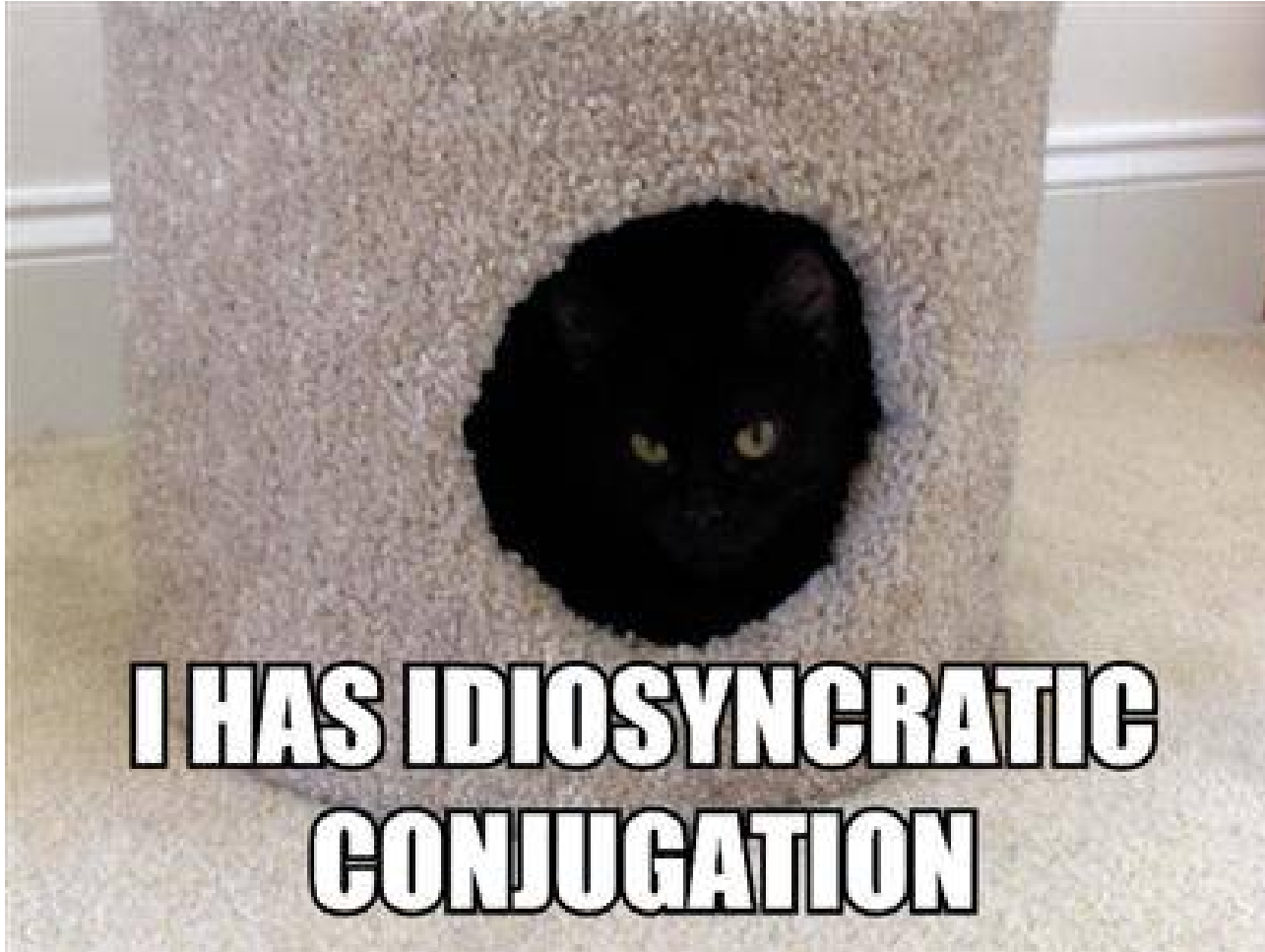


# Anatomy of a Tweet





# Understanding LOLcats & Memes



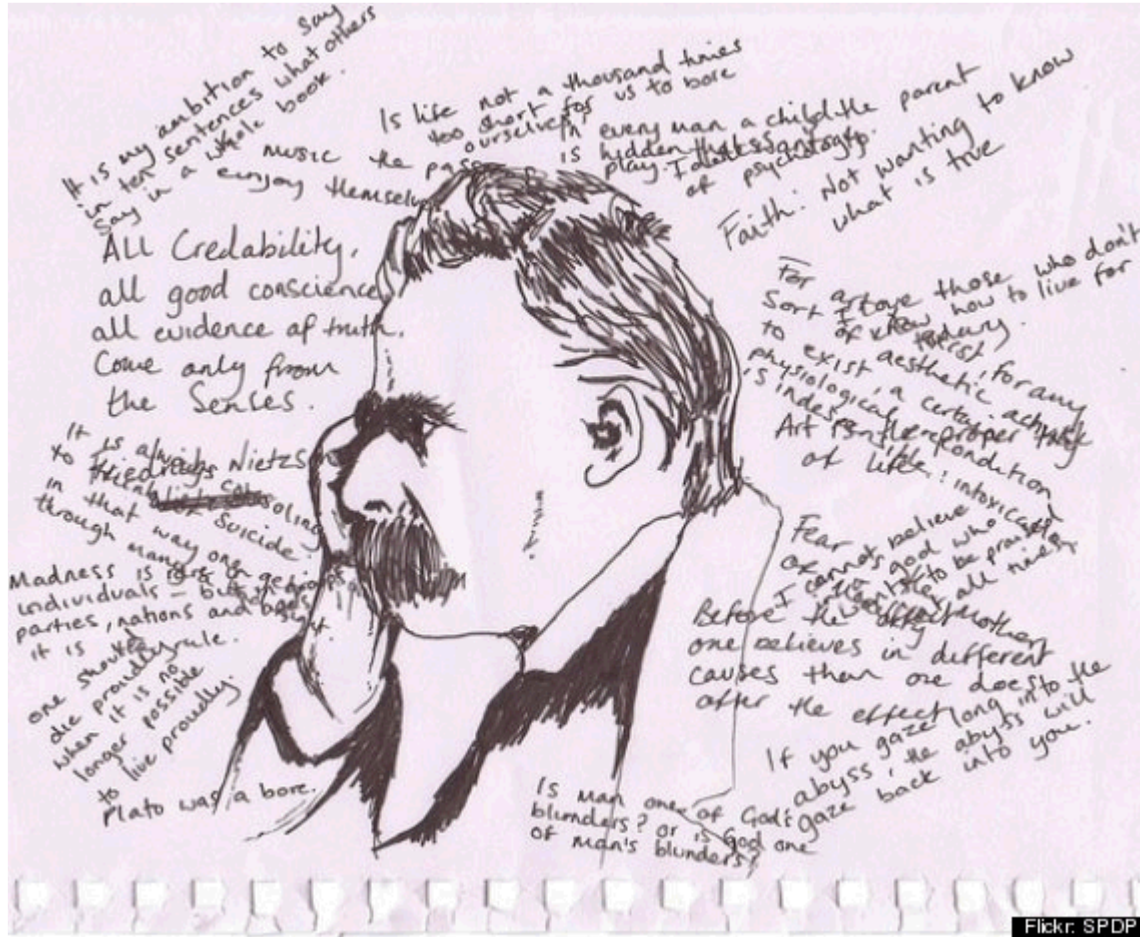
<http://dashes.com/anil/2007/04/cats-can-has-gr.html>

# Where Conversations Happen



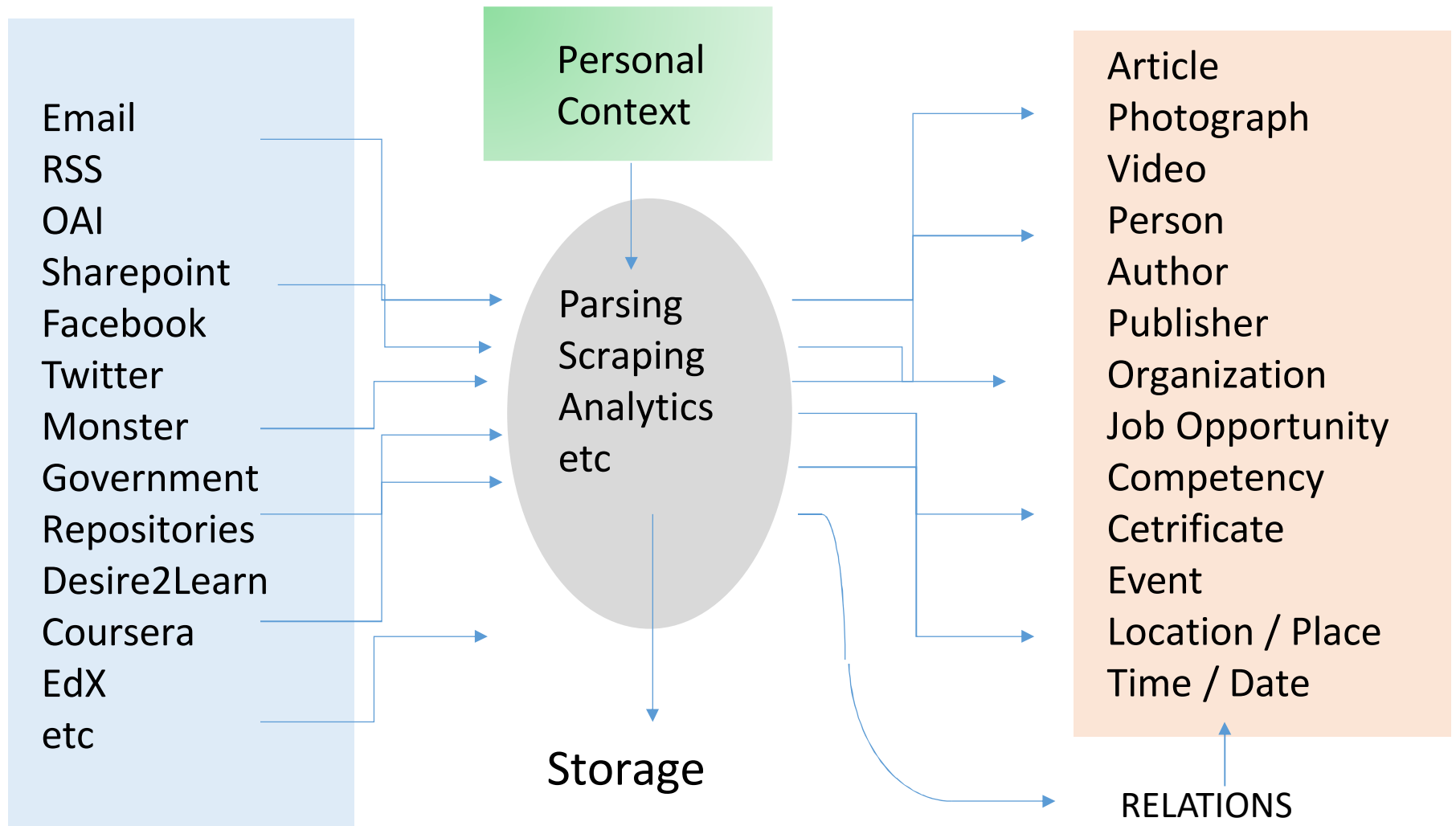
<http://profitecture.com/how-to-get-conversations-going-on-social-media-2/>

# What Conversations Contain



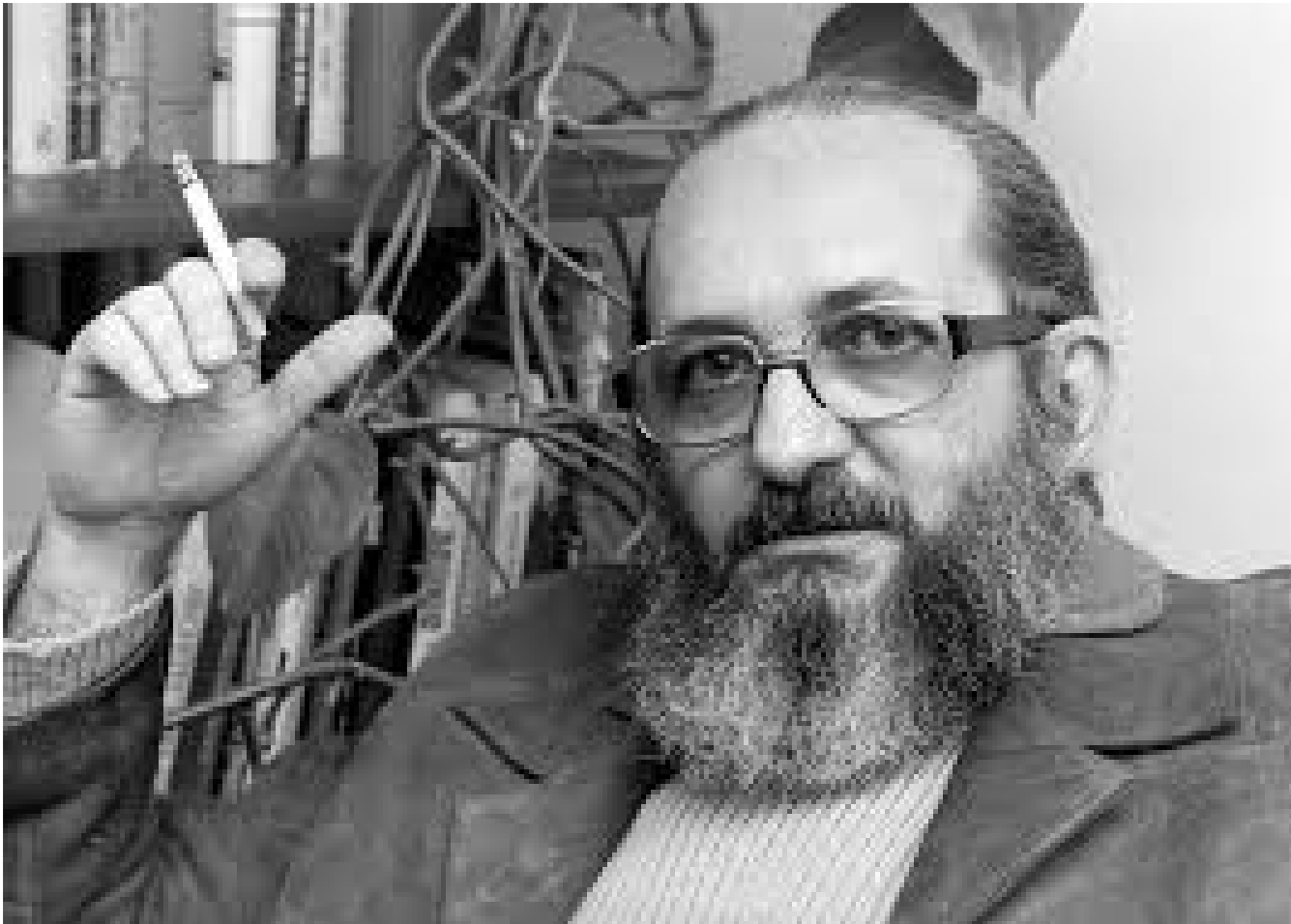
[http://www.huffingtonpost.com/2013/08/20/introverts-signs-am-i-introverted\\_n\\_3721431.html](http://www.huffingtonpost.com/2013/08/20/introverts-signs-am-i-introverted_n_3721431.html)

# RRN Aggregation and Storage





# Understanding Knowledge



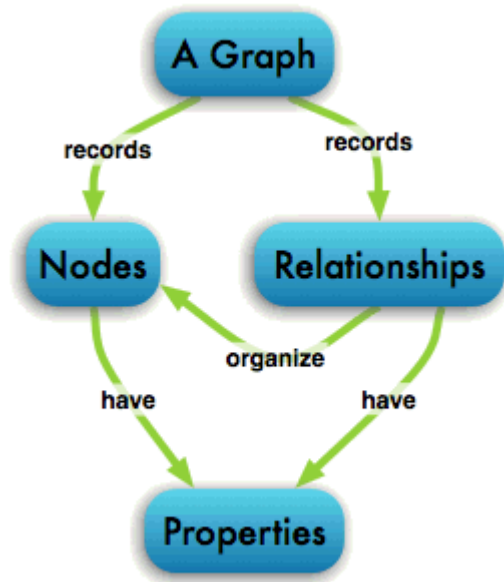
<http://www2.webster.edu/~corbetre/philosophy/education/freire/freire-2.html>

# Knowing a Pile of Facts?

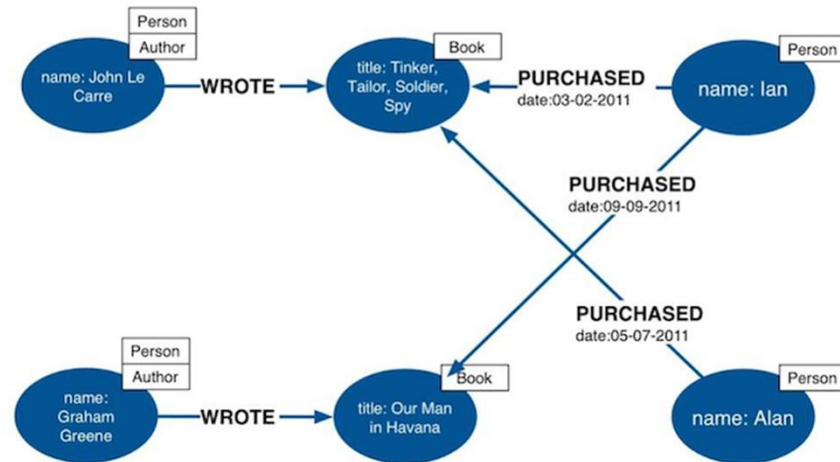


Image: <http://www.rightattitudes.com/>

# The Graph Database



## Labeled Property Graph Data Model



<http://neo4j.com/developer/graph-database/>

# Quality & Narrative

- Accuracy
- Reputation of author/institution
- Standard of technical production
- Accessibility
- Fitness for purpose

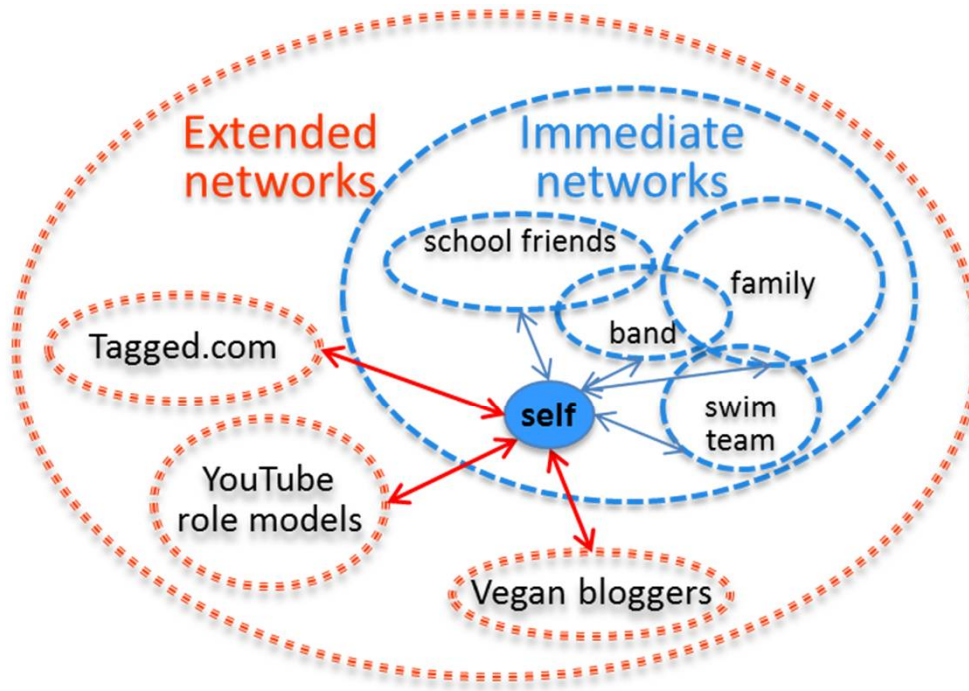


*Really? These?*

<https://openeducationalresources.pbworks.com/w/page/24838164/Quality%20considerations>



# Learning in Context



Informal learning opportunities via extended networks

Task-Focused  
Network-based

# How OERs (Really) Begin

The screenshot shows the Khan Academy website interface. At the top left, the logo features a tree icon and the text "156,590,606 lessons delivered KHANACADEMY". To the right, there are links for "Login" and "Donate". A search bar contains the text "Search for a video or topic". Navigation tabs include "WATCH", "PRACTICE", "COACH", "VOLUNTEER", and "ABOUT".

The main content area features a video player with the title "LeBron asks about the chances of making 10 free throws". The video content shows a hand-drawn illustration of LeBron James and a probability tree diagram. The tree starts with "FT#1" and branches into "75%" and "25%". Subsequent nodes are labeled "FT#2" and "FT#3", with the 75% branch continuing to "FT#10". The final calculation shown is  $0.75^{10} = 0.75 \times 0.75 \times 0.75 \times 0.75 \times 0.75 \times 0.75 \times 0.75 \times 0.75 \times 0.75 \times 0.75$ . A play button is visible in the center of the video player.

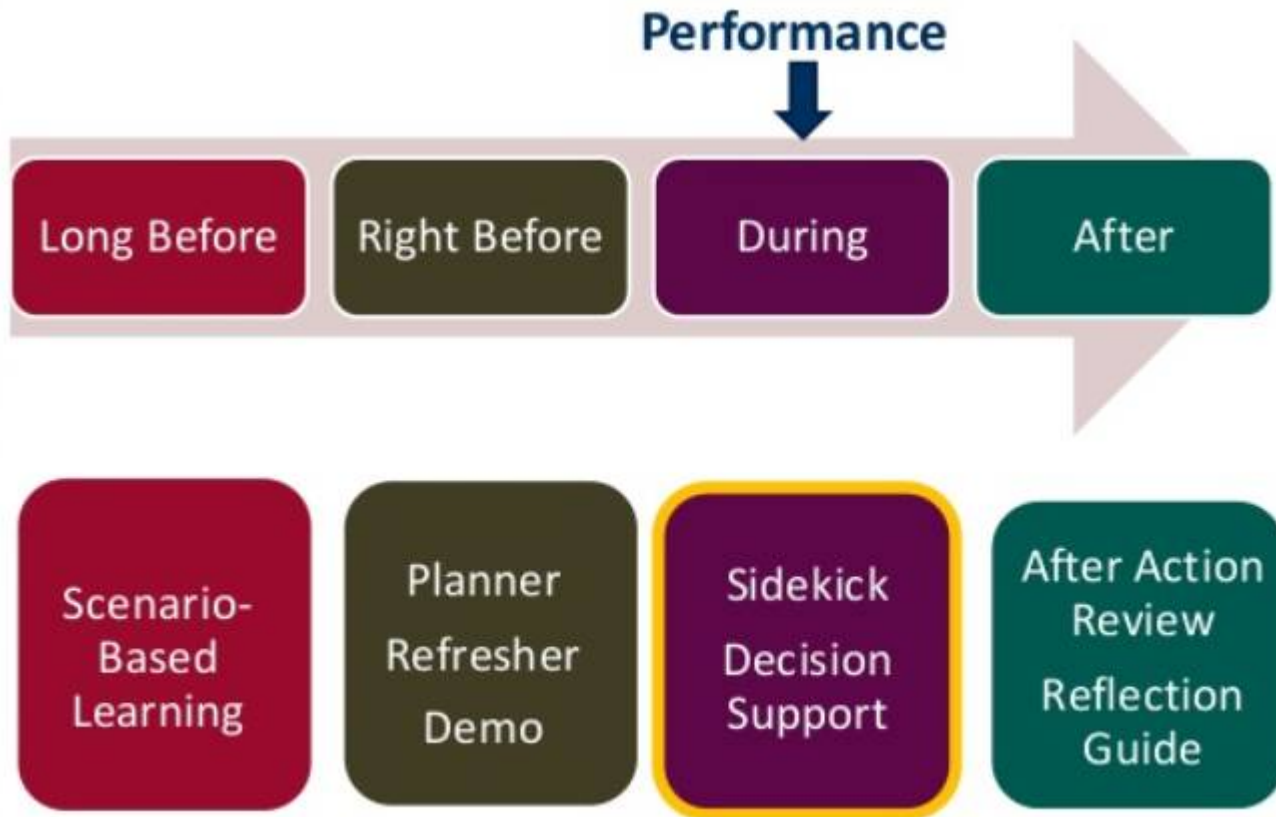
To the right of the video player, the text reads "Watch. Practice. Learn almost anything for free." Below this, it states "With over 3,200 videos on everything from arithmetic to physics, finance, and history and hundreds of skills to practice, we're on a mission to help you learn what you want, when you want, at your own pace." There are two buttons: "Watch a Video" (green) and "Take a Challenge" (dark blue). Below these buttons, it says "Teacher or administrator? Explore our Teacher Resources." Social media sharing options for Facebook (897k), Send, Twitter (28.4K), and a share icon (18k) are present. At the bottom of this section, there is an email subscription field with the text "Enter your email to learn about new courses." and a "Get Updates" button.

Below the video player, the section "New & Noteworthy" displays four video thumbnails with navigation arrows on either side. The thumbnails are titled: "Balance of Payments- Current ...", "Balance of Payments- Capital ...", "Why Current and Capital Acco...", and "Accumulating Foreign Currenc...".

At the bottom of the page, a navigation bar contains the text "Browse our library of over 3,200 educational videos..." followed by a list of categories: "Jump to topic: Math", "Science", "Finance & Econ.", "Humanities", "Test Prep", and "Talks and Interviews".

<http://www.khanacademy.org/>

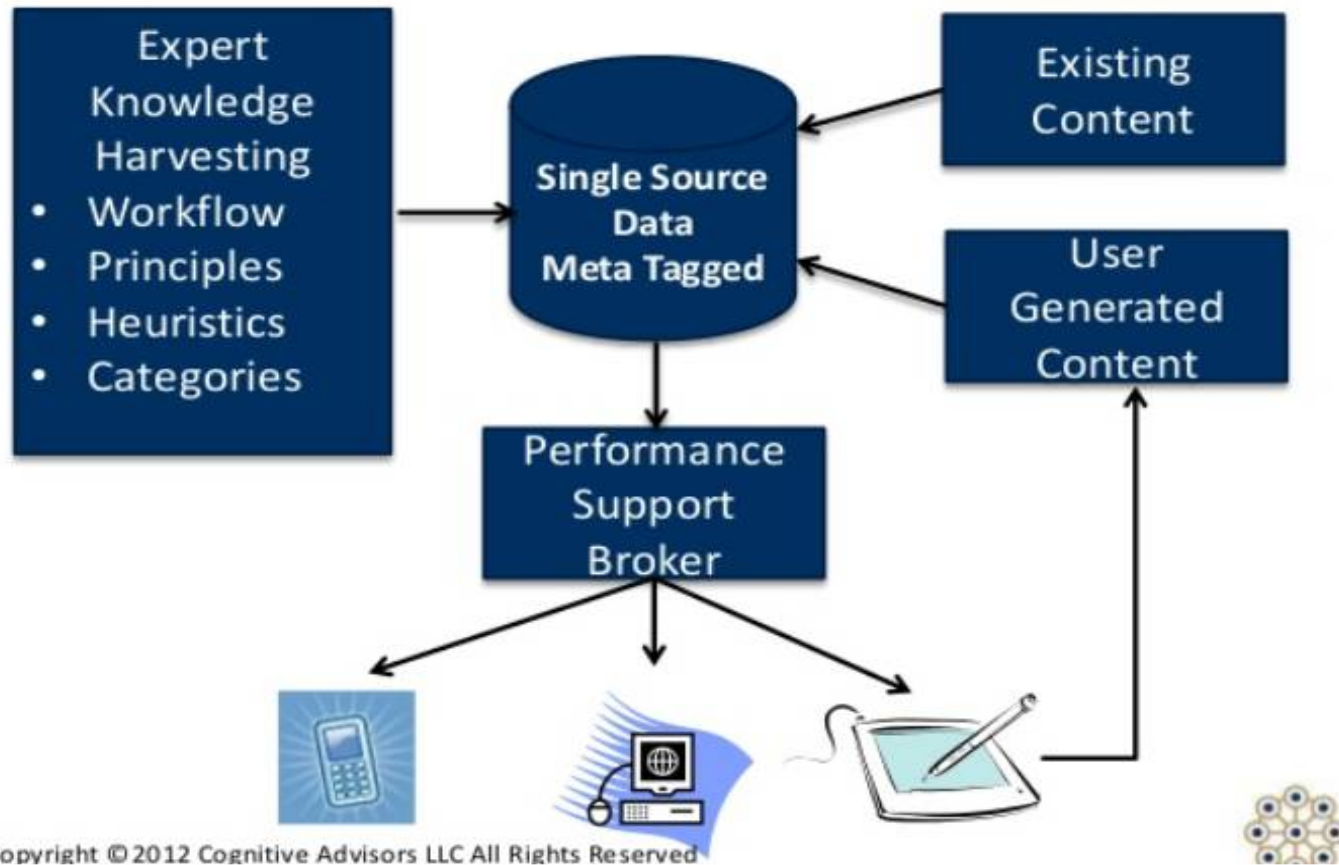
# Performance Support



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# User-Generated OERs



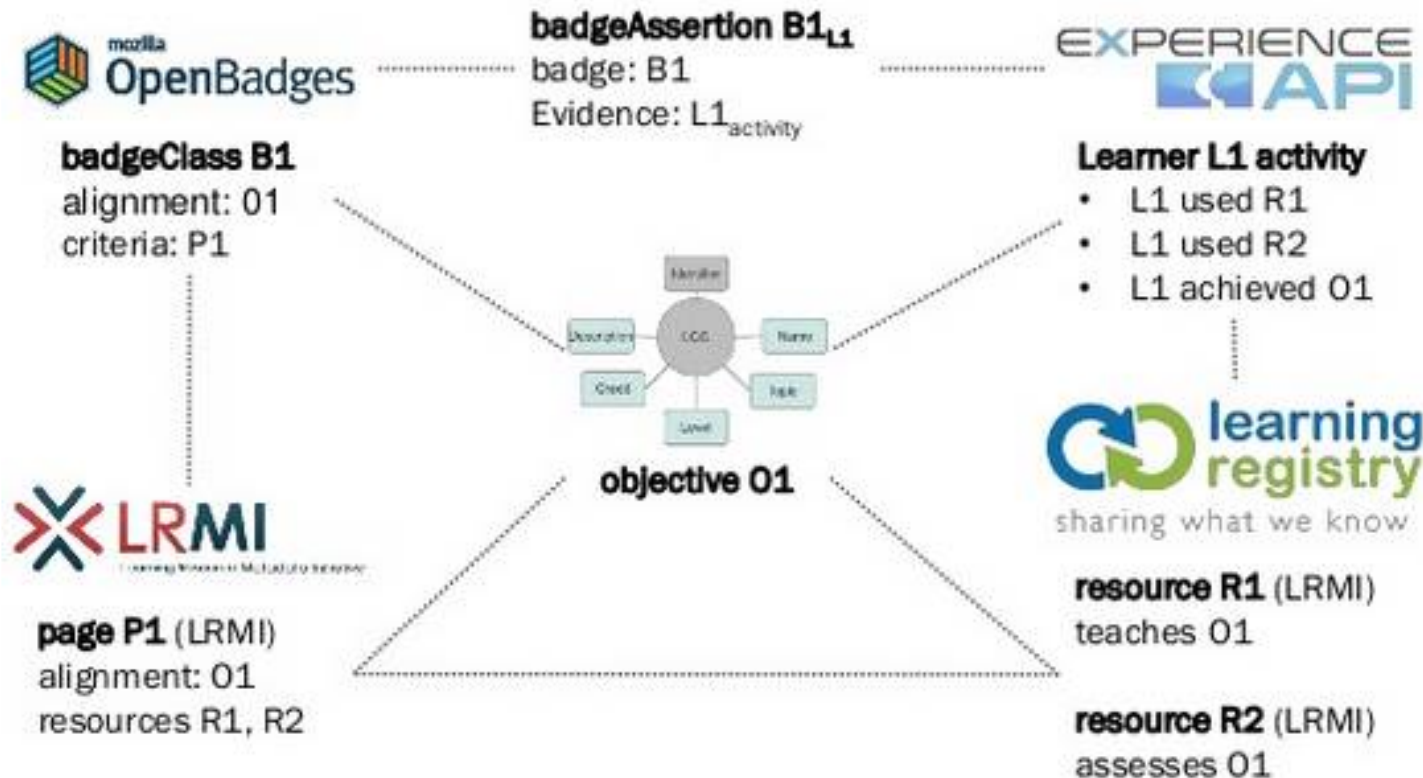


# Working Out Loud



<http://johnstepper.com/2014/01/04/the-5-elements-of-working-out-loud/>

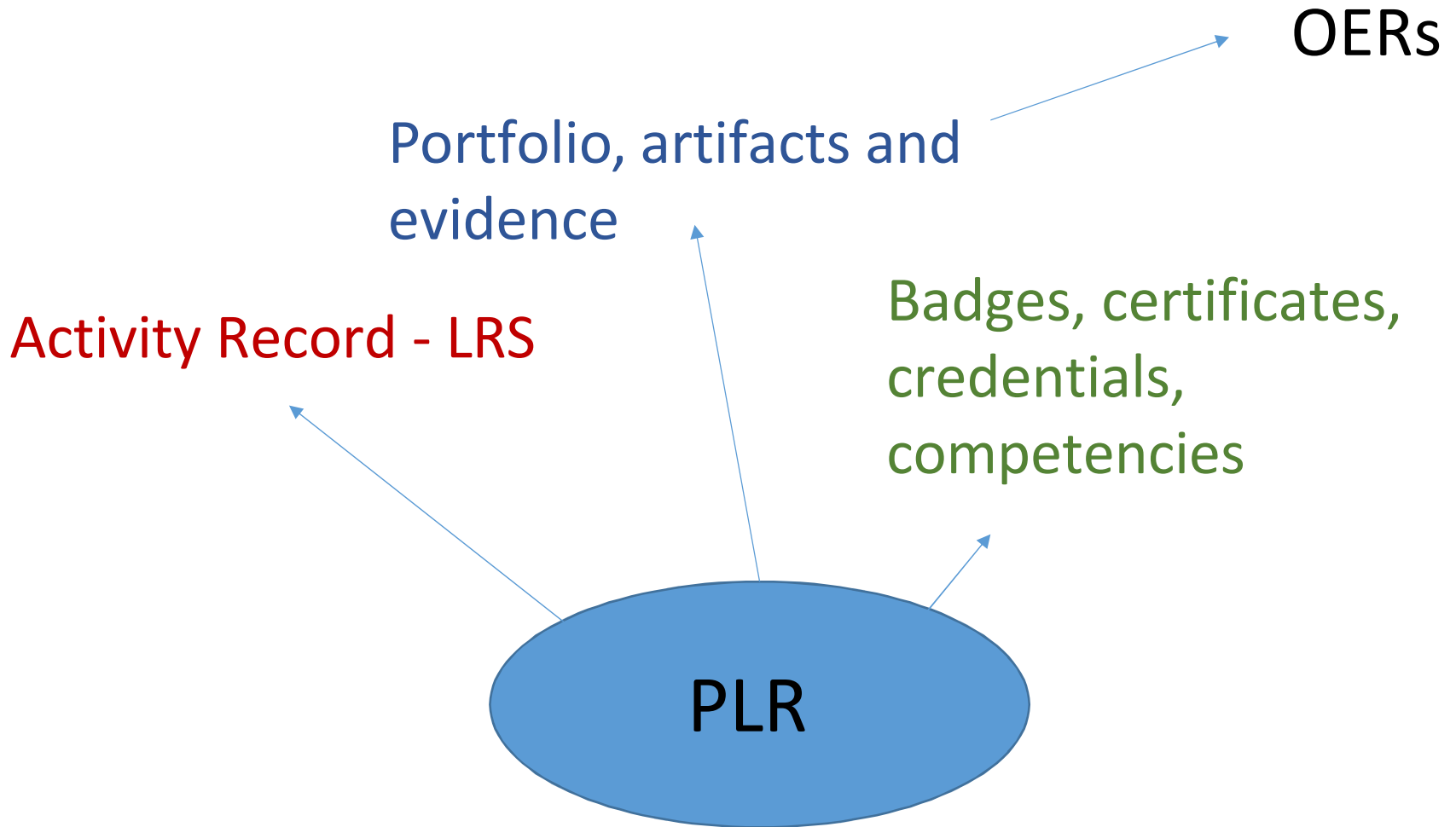
# Personal Assistant for Learning



<http://www.adlnet.org/adl-initiative-baa-new-submission-window-open-for-personal-assistant-for-learning-pal-proposals-2/index.html>

<http://www.slideshare.net/damonregan/regan-tla-infrastructureforfutureoflearningsintice2013>

# Personal Learning Record



# Informal OER Ecosystem



# Creating Live OERs





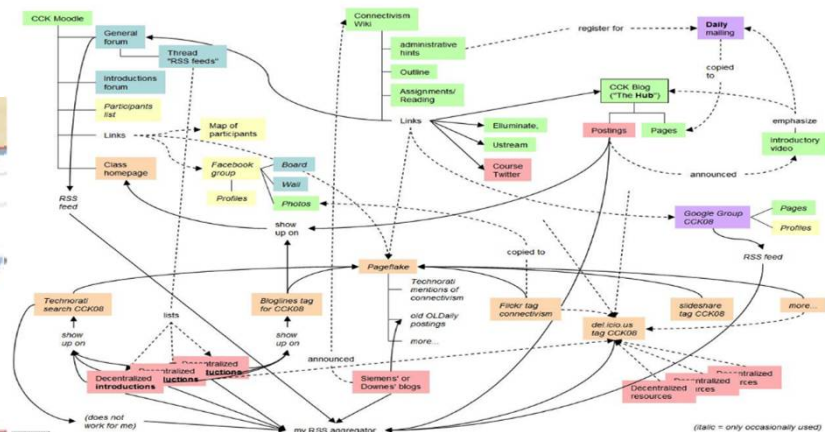




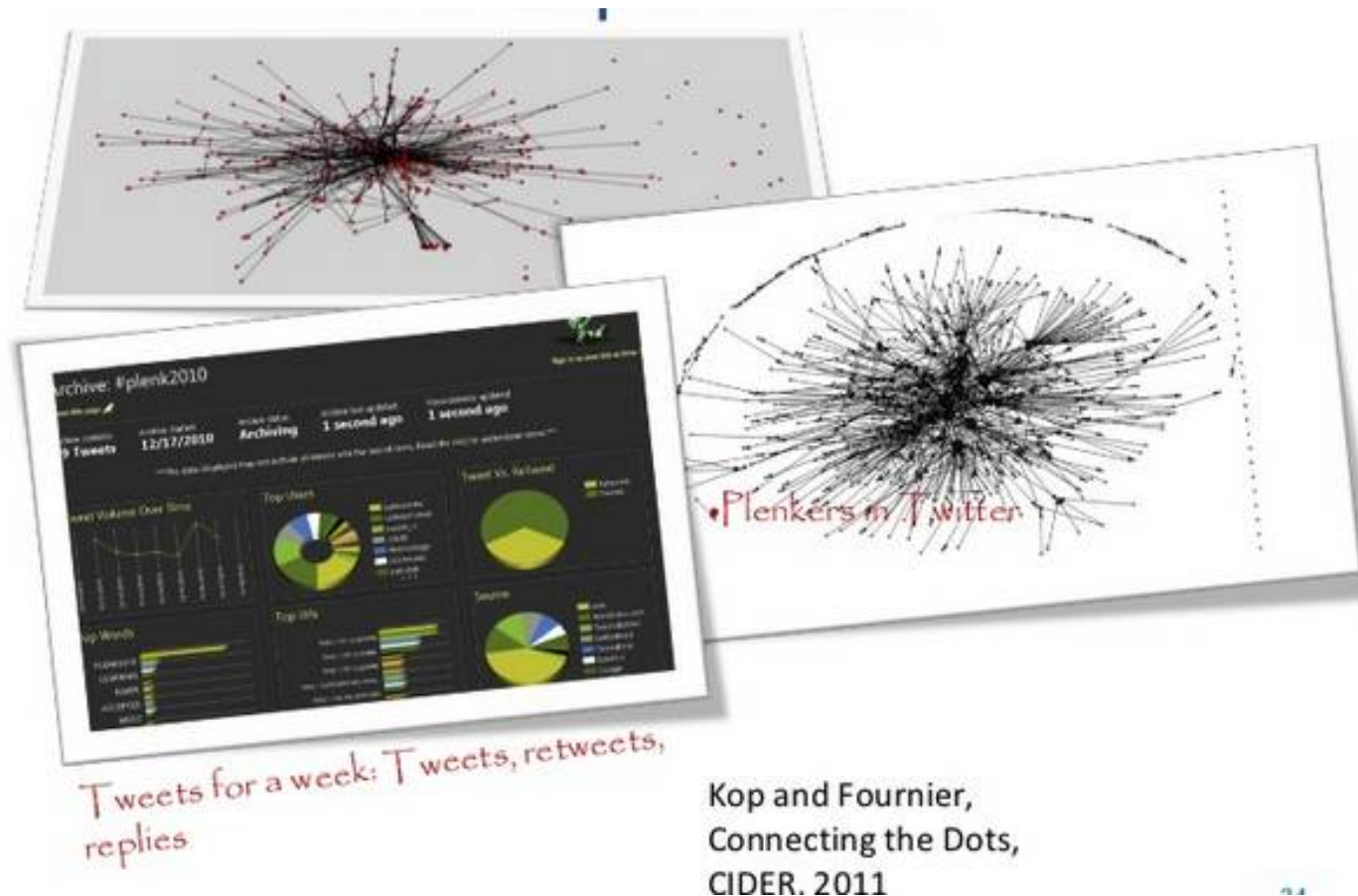
# MOOC – CCK08

**2008: CCK08**  
**Stephen Downes, George Siemens**  
**The First Massive Open Online Course (MOOC)**

[http://ltc.umanitoba.ca/wiki/Connectivism\\_2008](http://ltc.umanitoba.ca/wiki/Connectivism_2008)



# Plearn – Importance of the Graph



<http://www.slideshare.net/Downes/after-moodle>

<http://www.slideshare.net/Ritakop/kopfourniercanadianinstitutedistanceeducationresearchple>

# OIF – MOOC-REL

The screenshot shows the top navigation bar of the REL 2014 MOOC website. The main title is "REL 2014 - Pour une éducation libre". The navigation menu includes "ACCUEIL", "VOTRE COMPTE", "COMPTES RENDUS", "PARTICIPER", "SYNDICATION RSS", and "ARCHIVES". Below the navigation bar, a message states "Vous n'êtes pas connecté(e). [Connexion] - [Inscription]". The main content area features a large graphic on the left with the text "Réutiliser, retravailler, recombinaison, redistribuer" and icons representing people and documents. To the right, the main heading is "Réutiliser, Retravailler, Recombiner, Redistribuer – 4R des REL pour une Éducation libre". Below this, a welcome message reads: "Bienvenue à votre Cours en Ligne Ouvert et Massif (CLOM) de l'Organisation internationale de la Francophonie portant sur les ressources éducatives libres (REL).". A second paragraph states: "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." Below the text is a section titled "Introduction au CLOM REL 2014". On the left side of the main content area, there is a sidebar menu with "INTRODUCTION" and "1. DU CLOM CONNECTIVISTE ET FONCTIONNEMENT DE CE COURS".

REL 2014 - Pour une éducation libre

ACCUEIL VOTRE COMPTE COMPTES RENDUS PARTICIPER SYNDICATION RSS ARCHIVES

Vous n'êtes pas connecté(e). [Connexion] - [Inscription]

Réutiliser, retravailler, recombinaison, redistribuer

## 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

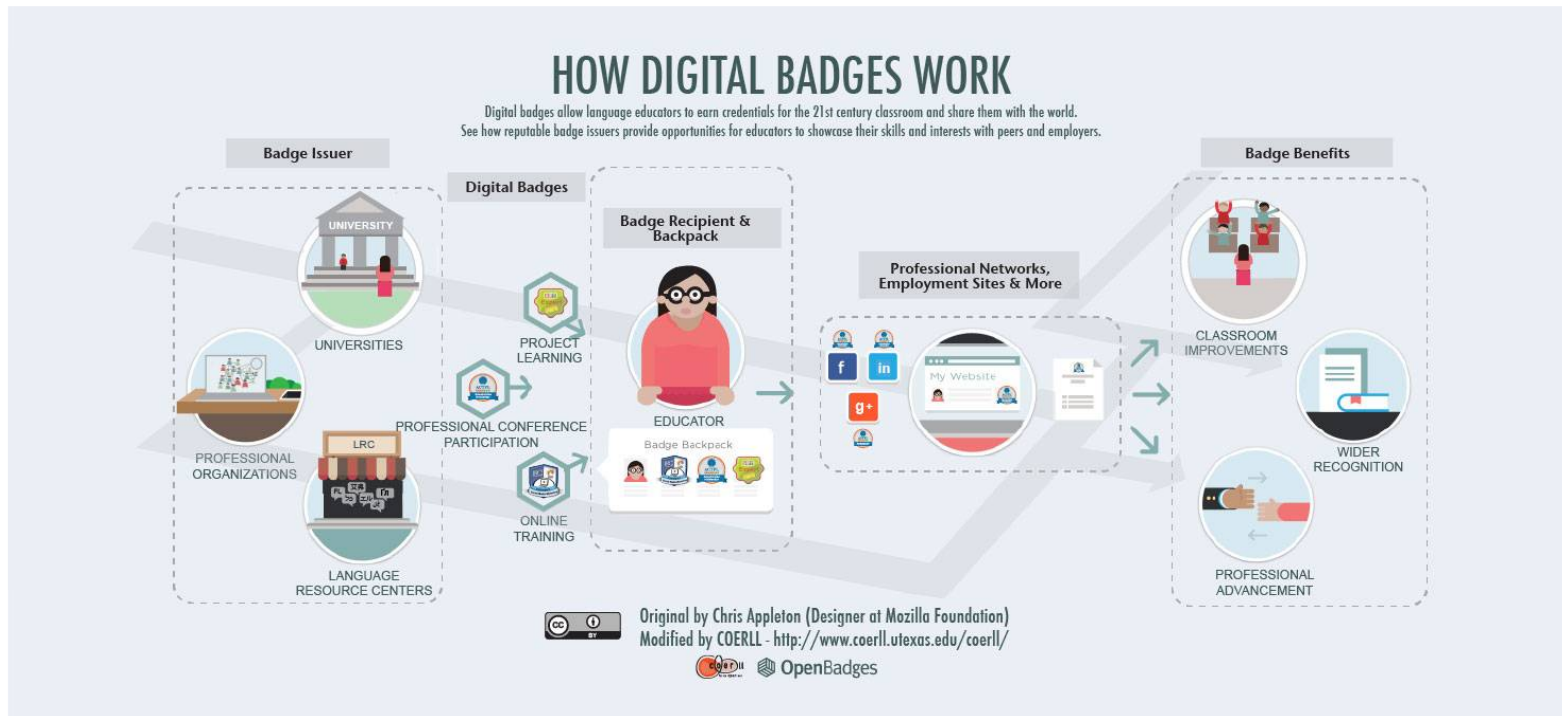
Vous trouverez ci-dessous une courte vidéo qui explique le contexte du présent cours. Nous vous

INTRODUCTION

1. DU CLOM CONNECTIVISTE ET FONCTIONNEMENT DE CE COURS

<http://rel2014.mooc.ca/>

# PCO Badges for Learning



<http://www.downes.ca/post/63738>

# ONGARDE



<http://www.journal.forces.gc.ca/vol14/no2/page70-eng.asp>



# ALECSO – Capacity Building



<http://www.downes.ca/presentation/337>

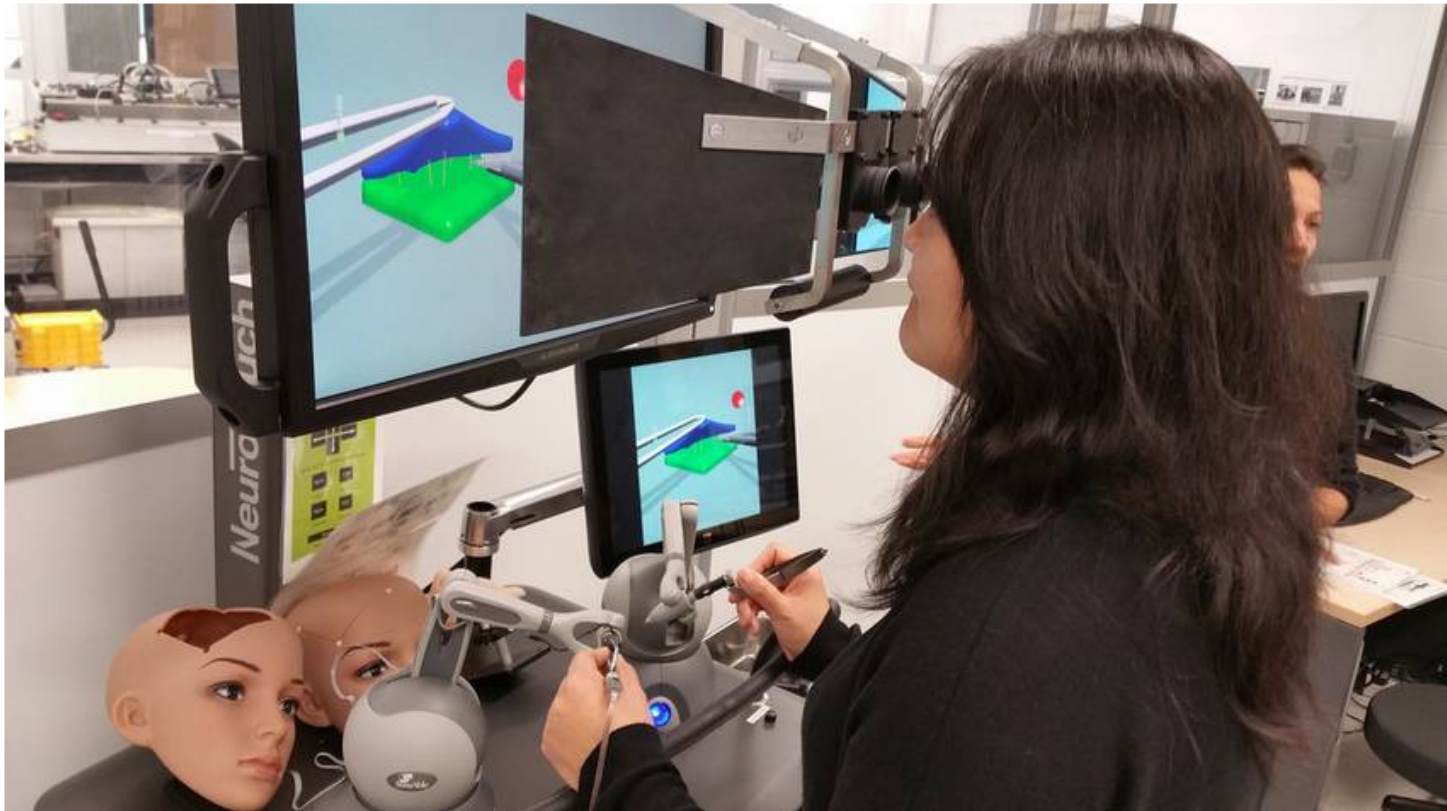


# MINT - Mobile INteractive Trainer



<http://www.downes.ca/post/59876>

# Collecting xAPI from Med Sims



[https://www.flickr.com/photos/stephen\\_downes/15710336207/](https://www.flickr.com/photos/stephen_downes/15710336207/)

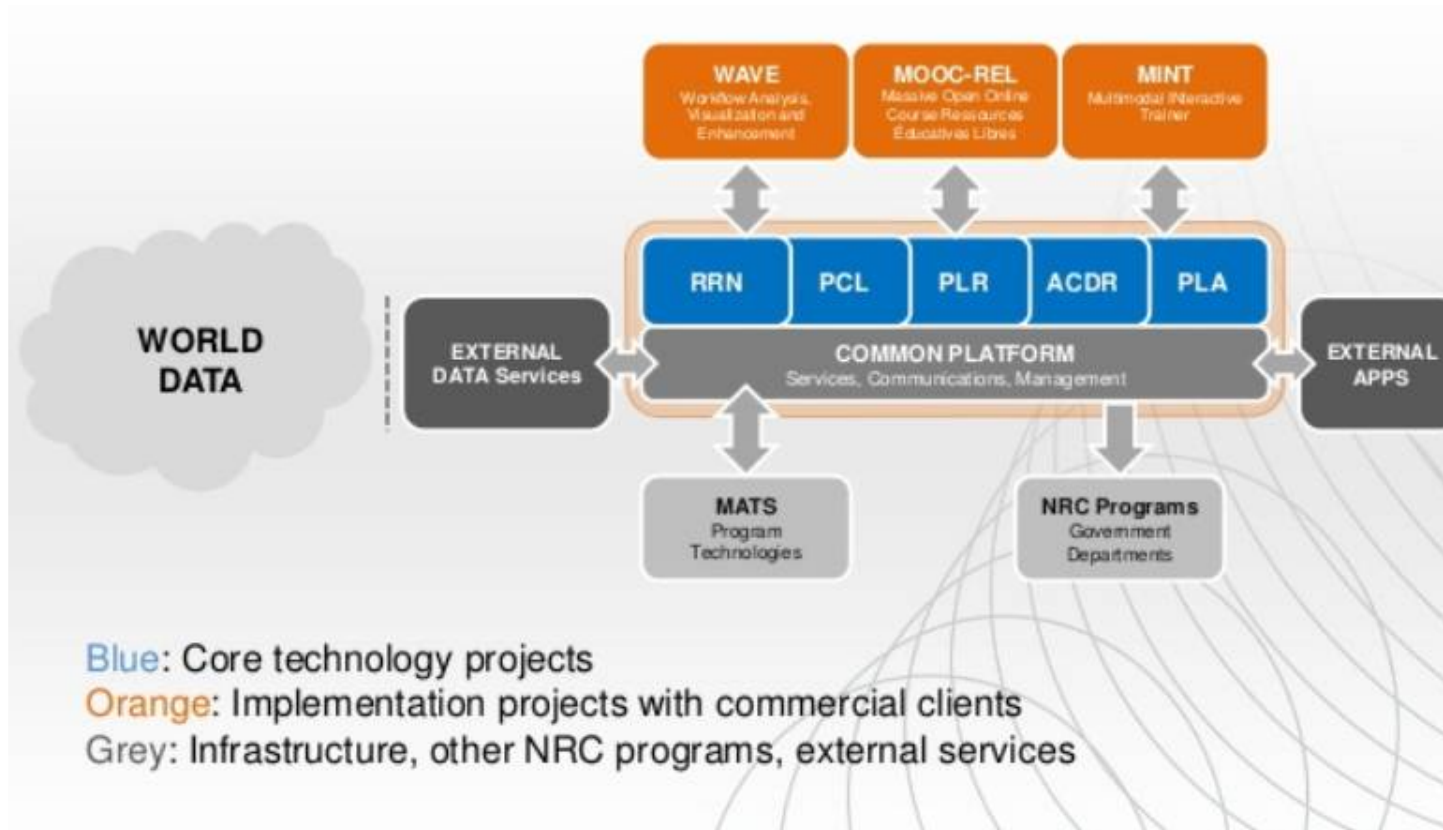
<http://www.nrc-cnrc.gc.ca/eng/rd/medical/>

# Concierge OMS

The screenshot shows the top navigation bar of the Concierge Service website. It includes the Government of Canada logo and name in both English and French, the website URL 'Canada.gc.ca', and links for 'Services', 'Departments', and 'Français'. The main header features the 'Concierge Service' title, a red maple leaf, and the 'Canada' logo. A search bar is located on the right side of the header. Below the header is a navigation menu with links for 'Home', 'About us', 'Find programs', 'Find facilities', and 'My concierge', along with 'Register' and 'Log in' buttons. The main content area starts with a breadcrumb trail 'Home → Your guide to innovation' and a heading 'Your guide to innovation'. A sub-heading reads 'Helping Canadian enterprises find and access programs and services that support business innovation.' Below this is a large image of a person in a suit holding a glowing lightbulb, with a search bar overlaid that says 'How can we help you?' and a 'Go' button. To the right of this image is a smaller image of a golden key on a background of binary code, with the text 'Create an account to get the benefits to support you & your business!'. At the bottom of the page, there is a section titled 'Find a program that meets your needs' and a partially visible image of people clapping.

<https://concierge.portal.gc.ca/>

# How to Engage



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





Stephen Downes

<http://www.downes.ca>