

The LMS and the MOOC

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MoodleMootUY,
Montevideo, Uruguay

November 22, 2012



- **Title: The LMS and the MOOC**
- **Abstract:** With the widespread adoption of the massive open online course (MOOC) over the last year, questions are now being raised about the role of a learning management system (LMS) such as Moodle. Where previously the focus was on the management of course materials and cohorts progressing according to predefined objectives and curricula, the learning environment of the future is more open-ended and less overtly managed. In this talk Stephen Downes, one of the originators of the MOOC format, describes the differences between types of MOOCs, compares them to the LMS, and outlines the changes LMSs such as Moodle are looking at in the future.

1. The Classic Model
2. A bit about MOOC Structure
3. The Connectivist Courses
4. Improving MOOCs
5. Reconceptualizing MOOCs
6. The Education Platform



1. The Classic Model



A Typical Course

The screenshot displays a Moodle course interface for 'BRED_Test'. At the top, the Moodle logo and course name are visible, along with buttons for 'Turn editing on' and 'Turn student view on'. The breadcrumb trail shows 'moodle-test > Moodle Pilot > BRED_Test', and the user is logged in as 'Admin User (Logout)'.

Course Menu:

- BRED_Test
 - Control Panel
 - Turn editing on
 - Gradebook
 - Course Information
 - Course Documents
 - Discussion Boards
 - Tools
 - Calendar
 - Show All Sections

Activities:

- Assignments
- Chats
- Forums
- Quizzes
- Resources
- Wikis

Topic outline:

- Announcements
 - Announcements Forum
- 1 Course Information
 - Course Information Files
- 2 Course Documents
 - Course Document Files
 - Classroom Notes
 - Javascript Resources
- 3 Discussion Boards
 - Cuckoo's Egg
 - Thesaurus Game
- 4 Tools
 - Sample Assignment
 - Virtual Office Hours
 - Sample Quiz
 - Sample Wiki

Calendar: February 2007

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			

Legend: Global events (green), Course events (orange), Group events (yellow), User events (blue).

File Manager:

- My Links
- Shared Links
- Admin Settings

The Classic Model

- Objectives / Competences
- (Pre-test or warmup)
- Presentation of content
- Learning Activity
- Discussion / Reflection
- Evaluation or Assessment
- Reflection

Discussion List



You are logged in as Steve Margallon (Logout)

Main Menu

- [EGRPS HomePage](#)
- [Access your files from home](#)
- [Acceptable Use Policy](#)
- [Terms of Use](#)
- [Site news](#)

My courses

- [French 1](#)
- [English 9](#)
- [Test Behrendt](#)
- [EGRMS VIDEO YEARBOOK](#)
- [Test Williams](#)
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20	21	22	23	24	25	26
27	28	29	30	31		

We are now using Moodle 1.7.2+
by [Jeff Crawford](#) - Saturday, 25 August 2007, 04:45 AM

The Technology Department is pleased to announce that the EGRPS Moodle System has now been upgraded to version 1.7.2+!

This is a significant upgrade from the previous version, 1.5.3+.

This is just a milestone upgrade. The Technology Department plans to perform one more Moodle upgrade before the start of the 2007-2008 school year.

Thanks,
Jeff Crawford
Manager of Networking and Security
East Grand Rapids Public Schools

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[Discuss this topic](#) (0 replies so far)

Welcome to Moodle!
by [Jeff Crawford](#) - Sunday, 19 February 2006, 11:52 PM

Find:

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Characteristics

- Managed enrollment
- Linear structure
- Organized local content
- Set curriculum to be remembered
- Competitive assessment
- Knowledge as constructed or created

2. A bit about MOOC Structure



The MOOC Experience



CHANGE.MOOC.CA

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Welcome to Change: Education, Learning, and Technology!

The Massive Open Online Course (MOOC) #change11

[To Register for this Course, Click Here!]


Being connected changes learning. When those connections are global, the experience of knowledge development is dramatically altered as well. Over the past four years, a growing number of educators have started experimenting with the teaching and learning process in order to answer critical questions: "How does learning change when formal boundaries are reduced? What is the future of learning? What role with educators play in this future? What types of institutions does society need to respond to hyper-growth of knowledge and rapid dissemination of information? How do the roles of learners and educators change when knowledge is ubiquitous?"

Experimenting with answers to these questions has produced what is now called "massive open online courses" or MOOCs. Three of us - George Siemens, Stephen Downes, and Dave Cormier - have had over 10,000 participants in the various courses we've run since 2008. The learning experience has been terrific. We've refined our pedagogical approaches, improved the software (well, actually, just Stephen did that), and developed a research agenda around learning in networks in open online courses.

We've always been a bit uncomfortable being the sole facilitators of open courses - knowledge, after all, is networked. To grow knowledge is to grow connectedness and diversity.

Contents

Calendar



This Course

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


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
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- [Login](#)
- [Manage Account](#)
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- [Listen to Audio](#)
- [Join a Backchannel Chat](#)
- [Read Discussion Threads](#)
- [Read Daily Newsletter](#)
- [Newsletter Archives](#)

Change 2011
MOOC

 **desn_innovation** Alternative Ways to Earn Your Degree: Discussing #OER #University w Rory McGreal goo.gl/27VQO #OERu #change11 #eci831 #cmcl1 #ds106
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 **EarnDegreeuniv** Alternative Ways to Earn Your Degree: Discussing #OER #University w Rory McGreal tco/9BuSspmQ #OERu #change11... bit.ly/o04iiv
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 **sui fajohnmak** RT @gsiemens: RT @ErikDuval: ...
Join the conversation

Open

COOLCast - w/ Dave Cormier on Rhizomatic

jefflebow

54 videos

Subscribe

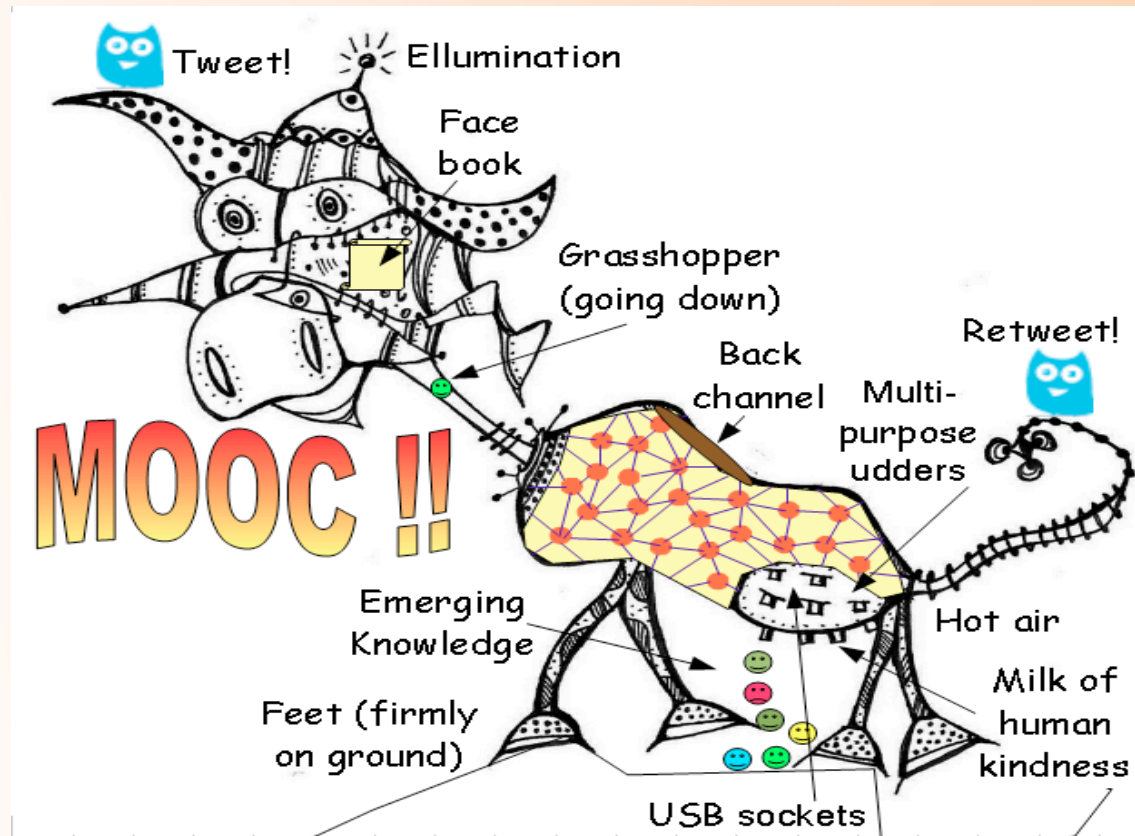


A screenshot of the Livestream webcaster control panel. The panel is dark-themed and features several sections: VIDEO, AUDIO, and LIVESTREAM. The VIDEO section includes a video preview window showing a man with long hair and glasses, and controls for video source (USB Video Class Video), aspect ratio (4:3), frame rate (13), and quality (LOW, MED, HIGH). The AUDIO section includes a preview window showing a man with a headset, and controls for audio source (Built-in Microphone), input volume (50), and quality (LOW, MED, HIGH). The LIVESTREAM section includes buttons for GET HIGHER QUALITY, CONFIGURE CHANNEL, and Auto-live (AUTO). A 'GO LIVE' button is also visible. The panel also includes a 'Try the all new... livestream procaster' banner and a 'FREE DOWNLOAD' button.



Mix of levels – novice and experienced

The network structure



<http://cor-ar.blogspot.in/2012/03/two-distinct-course-formats-in-delivery.html>

Aggregation – bringing together



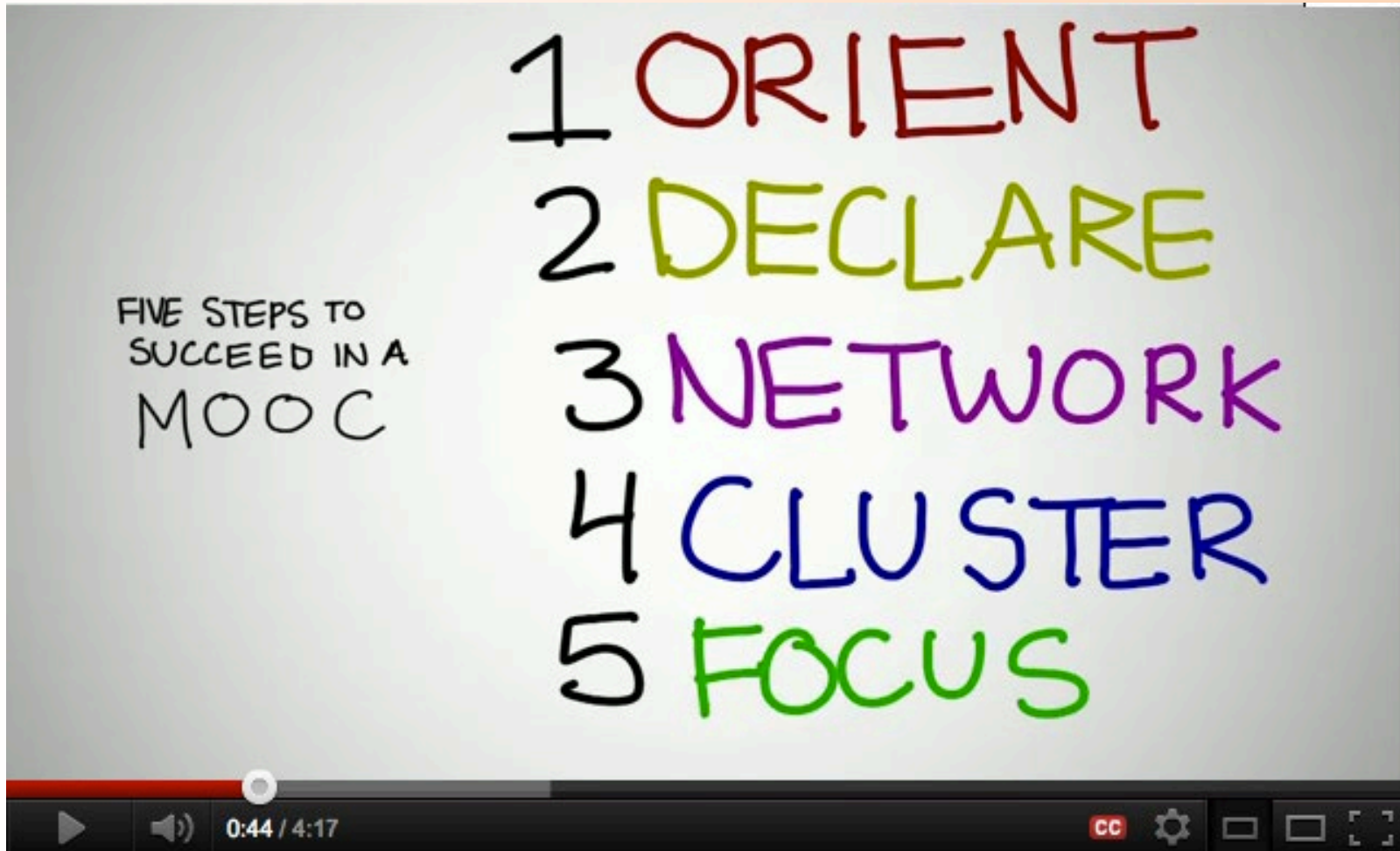
The abundance of content

- Some analogies:
 - following football – there are more games in the world than you could possibly watch
 - recipes – there is more food in the world than you could possibly eat, more ways of eating food than you could experience in a lifetime
 - places to visit – the world is vast, you cannot possibly see everything

Social versus Solo



Success in a MOOC



FIVE STEPS TO
SUCCEED IN A
MOOC

- 1 ORIENT
- 2 DECLARE
- 3 NETWORK
- 4 CLUSTER
- 5 FOCUS

0:44 / 4:17

CC

<http://www.youtube.com/watch?v=r8avYQ5ZqM0>

Self-Education

Bates: “They belong philosophically within the context of thinkers such as R. H. Tawney, Ivan Illich and Paulo Freire, who believed strongly in self-education, as part of their broader socialist views on equality, the need to open access to knowledge, and to educate the workers in order to break the existing hegemony, etc.”

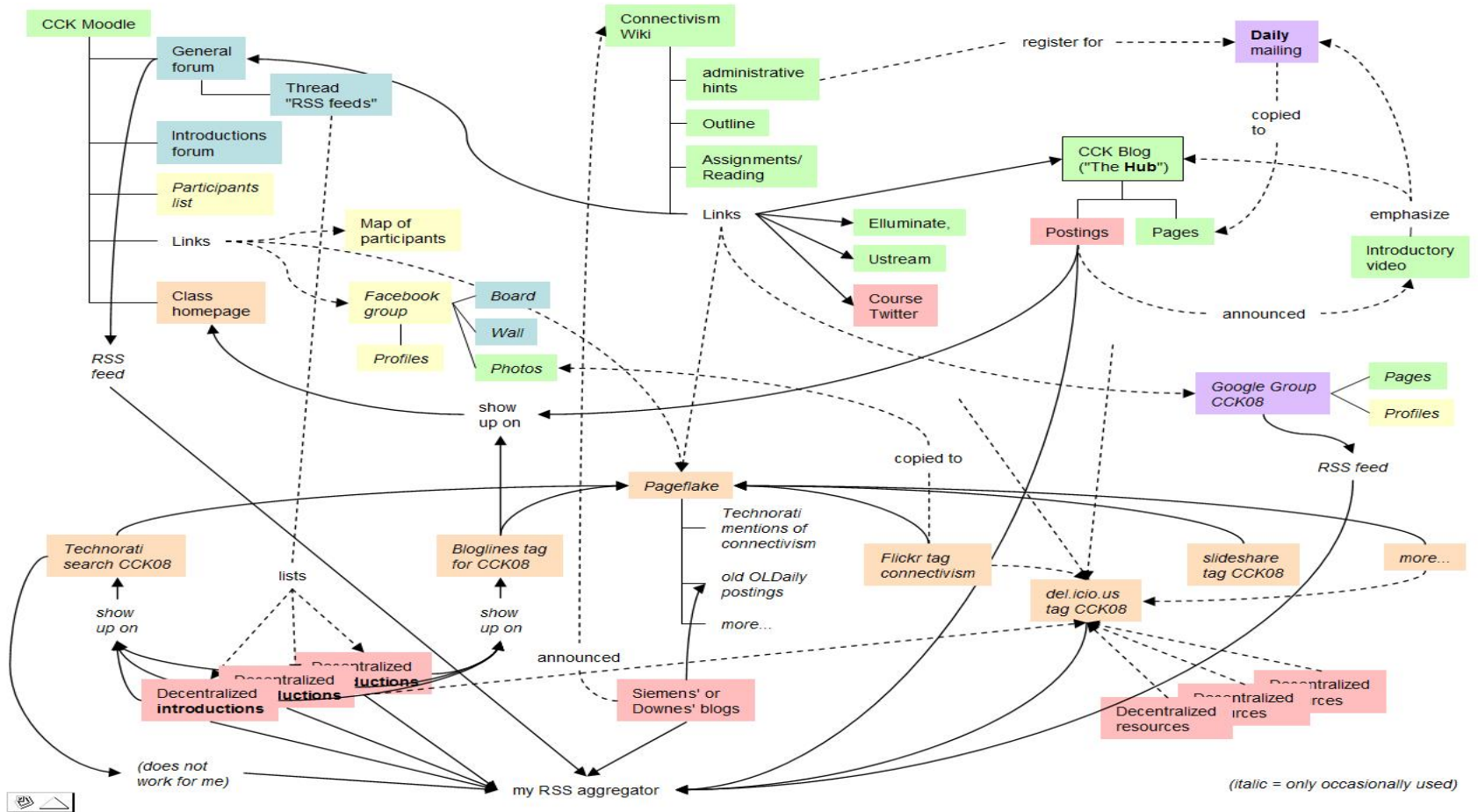
<http://www.tonybates.ca/2012/03/03/more-reflections-on-moocs-and-mitx/>

Knowledge as Grown

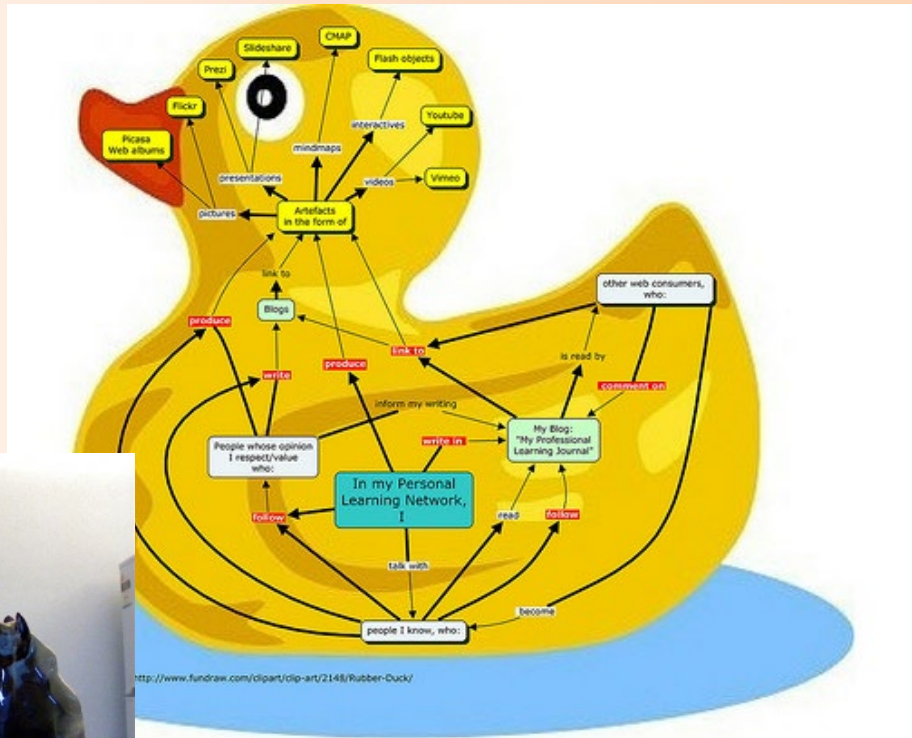
There is a contrast between knowledge as something that is acquired, ingested, retained, remembered, and knowledge that is something that is grown as a response to experience rather than as a representation of it



3. The Connectivism Courses



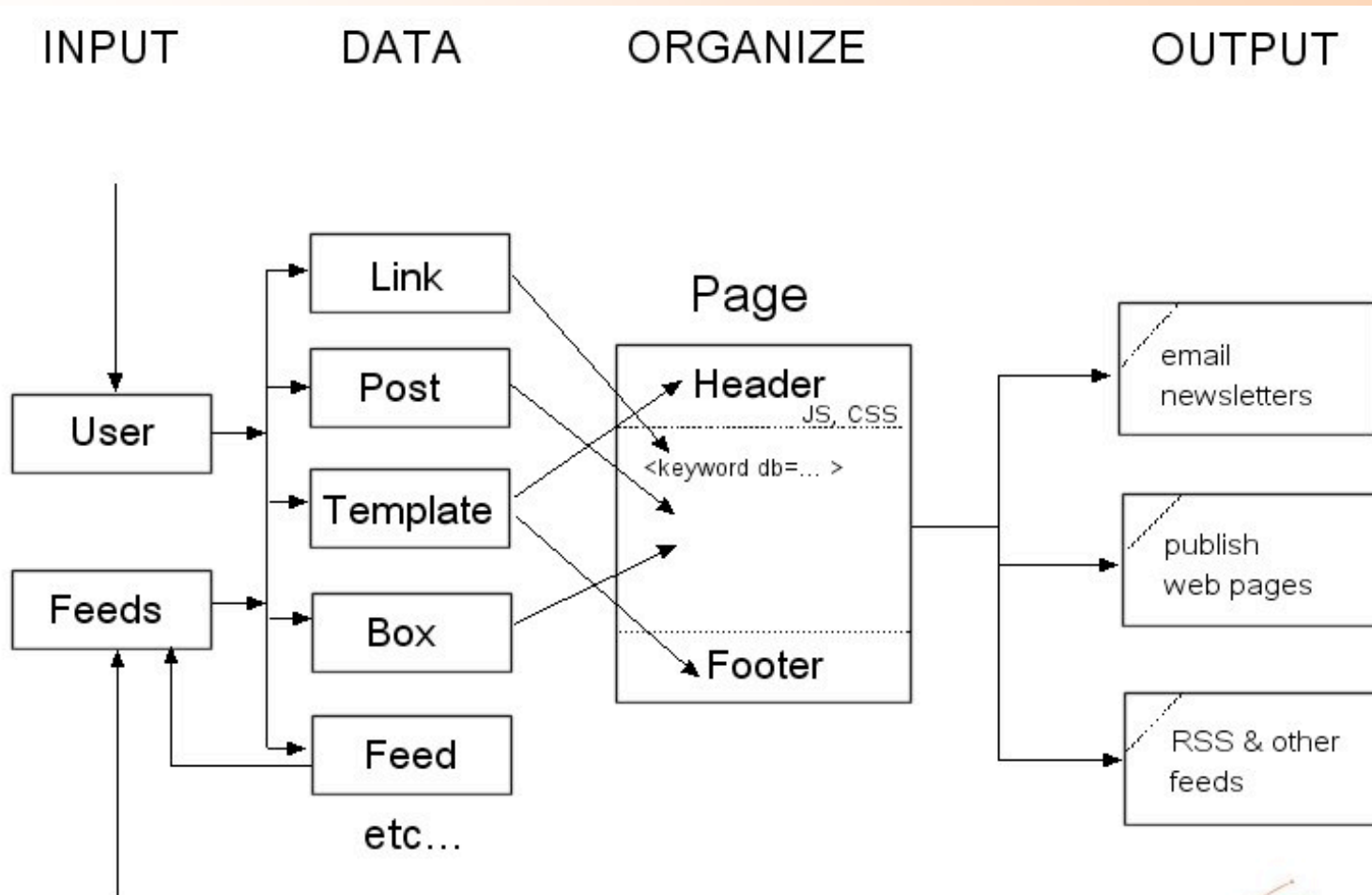
<http://connect.downes.ca>
<http://www.mooc.ca>
<http://cck11.mooc.ca>
<http://change.mooc.ca>
<http://edfuture.mooc.ca>



<http://suifaijohnmak.wordpress.com/2011/03/10/cck11-how-to-explain-connectivism-mooc-and-plepln/>

The Connectivism Courses

gRSShopper



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[home](#) [about](#) [contact](#)

[\[Admin\]](#)

[\[New\]](#) [\[List\]](#) [Author](#)
[\[New\]](#) [\[List\]](#) [Box](#)
[\[New\]](#) [\[List\]](#) [Event](#)
[\[New\]](#) [\[List\]](#) [Feed](#)
[\[New\]](#) [\[List\]](#) [File](#)
[\[New\]](#) [\[List\]](#) [Journal](#)
[\[New\]](#) [\[List\]](#) [Link](#)
[\[New\]](#) [\[List\]](#) [Mapping](#)
[\[New\]](#) [\[List\]](#) [Optlist](#)
[\[New\]](#) [\[List\]](#) [Page](#)
[\[New\]](#) [\[List\]](#) [Person](#)
[\[New\]](#) [\[List\]](#) [Post](#)
[\[New\]](#) [\[List\]](#) [Presentation](#)
[\[New\]](#) [\[List\]](#) [Project](#)
[\[New\]](#) [\[List\]](#) [Publication](#)
[\[New\]](#) [\[List\]](#) [Publisher](#)
[\[New\]](#) [\[List\]](#) [Task](#)
[\[New\]](#) [\[List\]](#) [Template](#)
[\[New\]](#) [\[List\]](#) [Thread](#)
[\[New\]](#) [\[List\]](#) [Topic](#)
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[home](#) [about](#) [contact](#)

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[\[New\]](#) [\[List\]](#) [Author](#)
[\[New\]](#) [\[List\]](#) [Box](#)
[\[New\]](#) [\[List\]](#) [Event](#)
[\[New\]](#) [\[List\]](#) [Feed](#)
[\[New\]](#) [\[List\]](#) [File](#)
[\[New\]](#) [\[List\]](#) [Journal](#)
[\[New\]](#) [\[List\]](#) [Link](#)
[\[New\]](#) [\[List\]](#) [Mapping](#)
[\[New\]](#) [\[List\]](#) [Optlist](#)
[\[New\]](#) [\[List\]](#) [Page](#)
[\[New\]](#) [\[List\]](#) [Person](#)
[\[New\]](#) [\[List\]](#) [Post](#)
[\[New\]](#) [\[List\]](#) [Presentation](#)
[\[New\]](#) [\[List\]](#) [Project](#)
[\[New\]](#) [\[List\]](#) [Publication](#)
[\[New\]](#) [\[List\]](#) [Publisher](#)
[\[New\]](#) [\[List\]](#) [Task](#)
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[\[New\]](#) [\[List\]](#) [Thread](#)
[\[New\]](#) [\[List\]](#) [Topic](#)
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Creatorname	<input type="text" value="Gillian Palmer"/>
Link	<input type="text" value="http://learningandqualifications.wordpress.com/feed/"/>
Html	<input type="text" value="http://learningandqualifications.wordpress.com"/>
Type	<input type="text" value="RSS 2.0"/>
Timezone	<input type="text" value="America/New York"/>
Country	<input type="text" value="us"/>
Category	<input type="text" value="Education Blogs"/>
Status	<input type="text" value="Approved"/>
Description	<input type="text" value="Lifelong Learning and Qualifications"/>

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[home](#) [about](#) [contact](#)

[\[Admin\]](#)

[\[New\]](#) [\[List\]](#) Author
[\[New\]](#) [\[List\]](#) Box
[\[New\]](#) [\[List\]](#) Event
[\[New\]](#) [\[List\]](#) Feed
[\[New\]](#) [\[List\]](#) File
[\[New\]](#) [\[List\]](#) Journal
[\[New\]](#) [\[List\]](#) Link
[\[New\]](#) [\[List\]](#) Mapping
[\[New\]](#) [\[List\]](#) Optlist
[\[New\]](#) [\[List\]](#) Page
[\[New\]](#) [\[List\]](#) Person
[\[New\]](#) [\[List\]](#) Post
[\[New\]](#) [\[List\]](#) Presentation
[\[New\]](#) [\[List\]](#) Project
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[\[New\]](#) [\[List\]](#) Publisher
[\[New\]](#) [\[List\]](#) Task
[\[New\]](#) [\[List\]](#) Template
[\[New\]](#) [\[List\]](#) Thread
[\[New\]](#) [\[List\]](#) Topic
[\[New\]](#) [\[List\]](#) View

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- Harvest File:
- Harvest All

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- [Viewer](#)

Commenter

Connectivism and Connective Knowledge 2011

[home](#) [about](#) [contact](#)

Contents

This Course

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

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Journal	<input type="text" value="1154 - Communications & Society"/>
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[home](#) [about](#) [contact](#)

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[\[New\]](#) [\[List\]](#) [Author](#)
[\[New\]](#) [\[List\]](#) [Box](#)
[\[New\]](#) [\[List\]](#) [Event](#)
[\[New\]](#) [\[List\]](#) [Feed](#)
[\[New\]](#) [\[List\]](#) [File](#)
[\[New\]](#) [\[List\]](#) [Journal](#)
[\[New\]](#) [\[List\]](#) [Link](#)
[\[New\]](#) [\[List\]](#) [Mapping](#)
[\[New\]](#) [\[List\]](#) [Optlist](#)
[\[New\]](#) [\[List\]](#) [Page](#)
[\[New\]](#) [\[List\]](#) [Person](#)
[\[New\]](#) [\[List\]](#) [Post](#)
[\[New\]](#) [\[List\]](#) [Presentation](#)
[\[New\]](#) [\[List\]](#) [Project](#)
[\[New\]](#) [\[List\]](#) [Publication](#)
[\[New\]](#) [\[List\]](#) [Publisher](#)
[\[New\]](#) [\[List\]](#) [Task](#)
[\[New\]](#) [\[List\]](#) [Template](#)
[\[New\]](#) [\[List\]](#) [Thread](#)
[\[New\]](#) [\[List\]](#) [Topic](#)
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[\[VIEW PAGE\]](#) [\[LIST ALL PAGES\]](#) [\[CREATE NEW PAGE\]](#)

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[\[View Generated Version of Page\]](#)

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Feed	http://cck11.mooc.ca/newsletter.xml		
Autopub	yes	Archive	yes
Sub	yes		
Days	Monday, Tuesday, Wednesday, Thursday, Friday		
Type	email		
<input type="radio"/> Publish to Twitter <input type="radio"/> Publish RSS Update Record			
Code	<div style="margin:15px;">		

Page Design Code

Publish to Twitter Publish RSS **Update Record**

Code

```
db=post;number=30;type=link;source=admin;format=link_email;expires=40;
all;sort=crdate DESC>

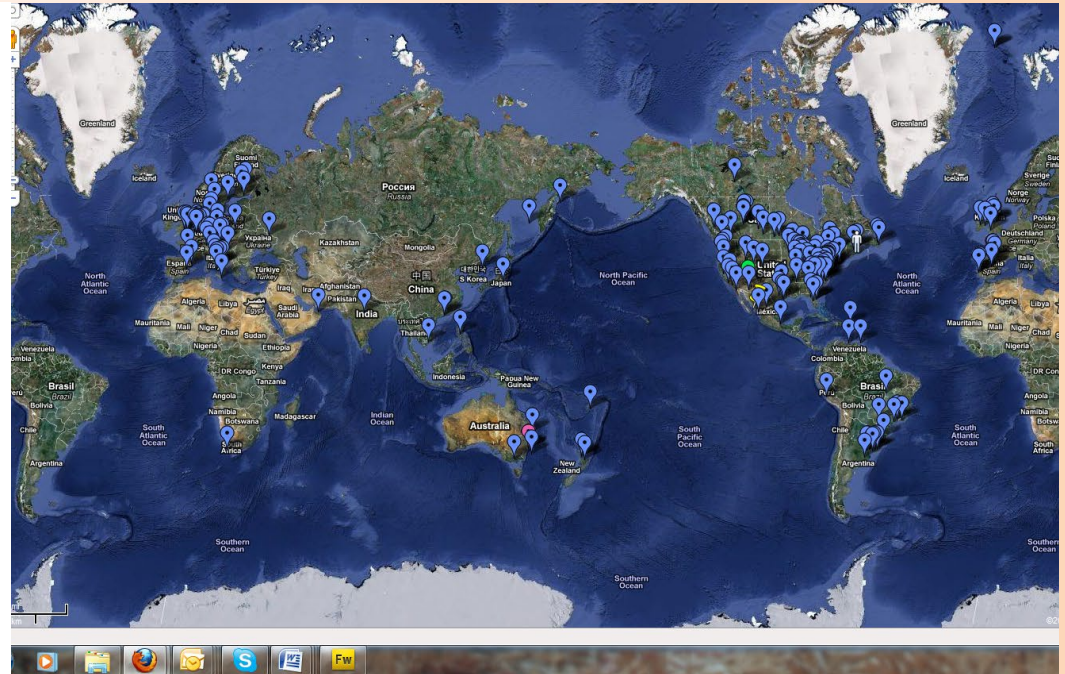
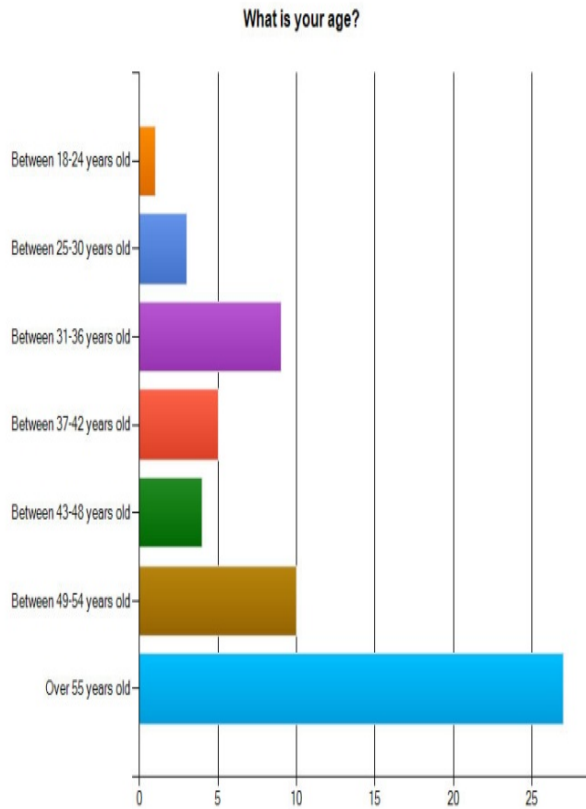
<h2>Participants' Blog Posts</h2>

<p>This is a list of the blog posts mentioning the CCK11 keyword or tag
harvested from the list of blogs submitted by participants. <br />[<a
href="http://cck11.mooc.ca/cgi-bin/page.cgi?action=viewer">Browse all Blog
Posts</a>]</p>

<keyword
db=link;title,description,category,content~cck11;expires=40;truncate=500;all;
type~html;format=email;sort=crdate DESC>
```

Description

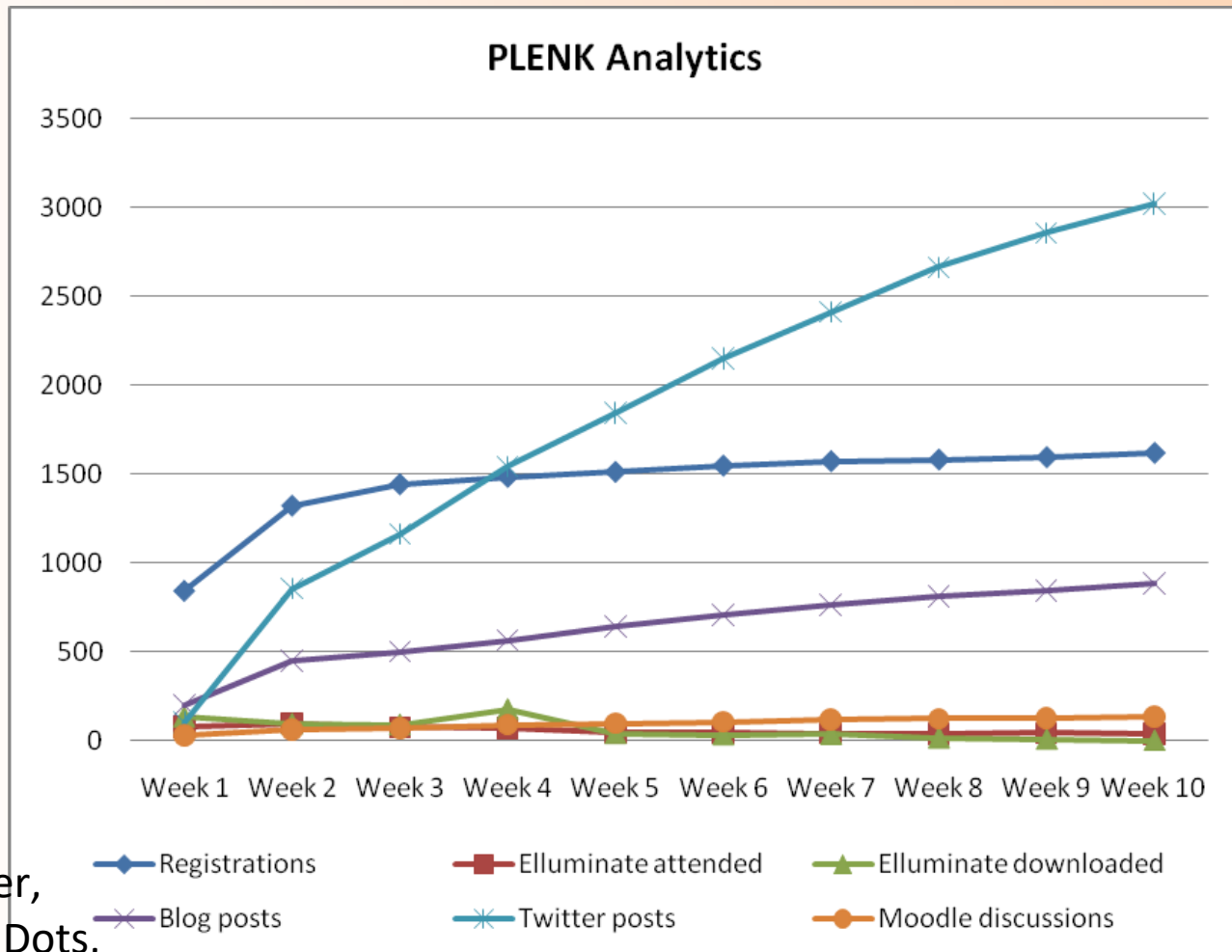
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faculty higher independent instructional language learning lecture librarian manager math mentor network non-profit product
professional researcher retired rhetoric senior service software teacher teaching
technology trainer university web workshop writing-university

Kop and Fournier,
Connecting the Dots,
CIDER, 2011

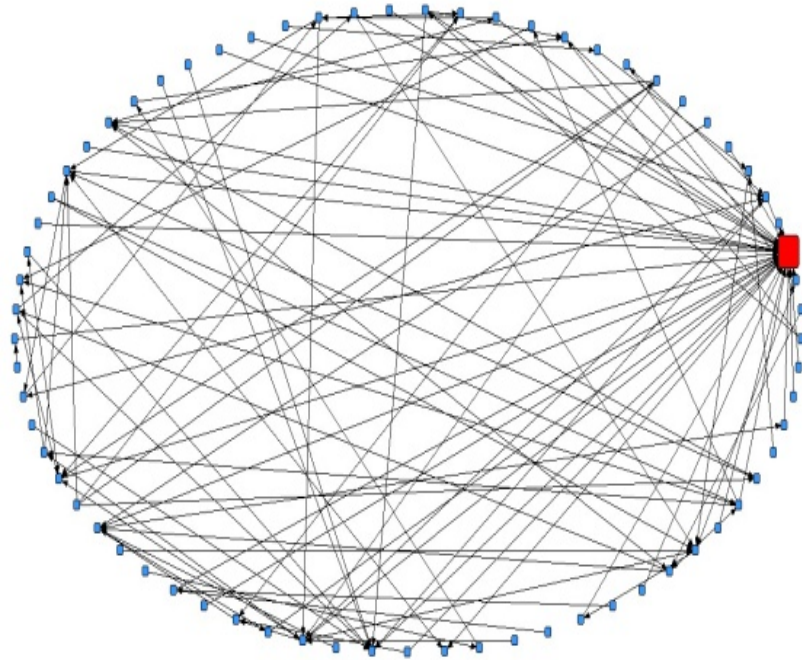
Our Experience



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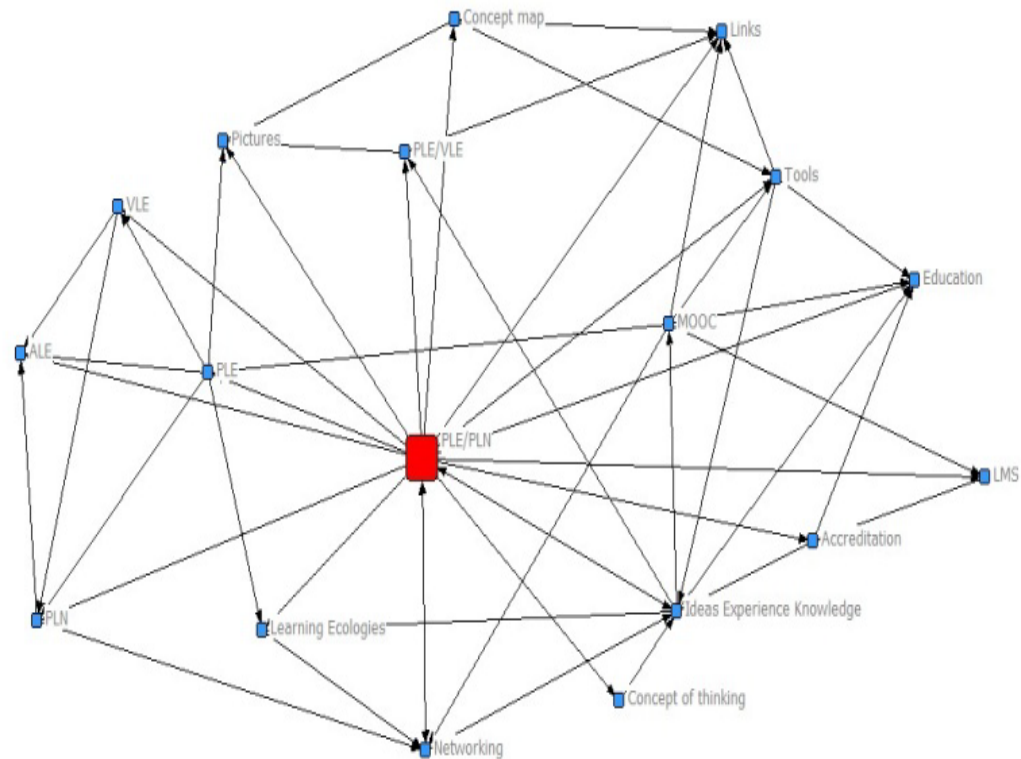
PLENK participation rates

Our Experience



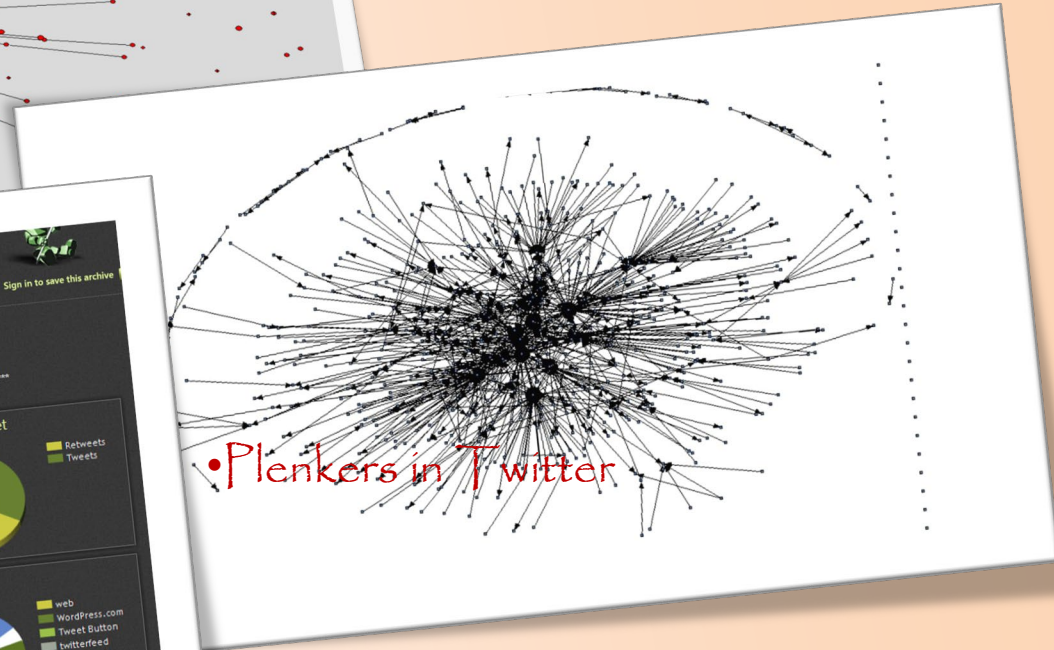
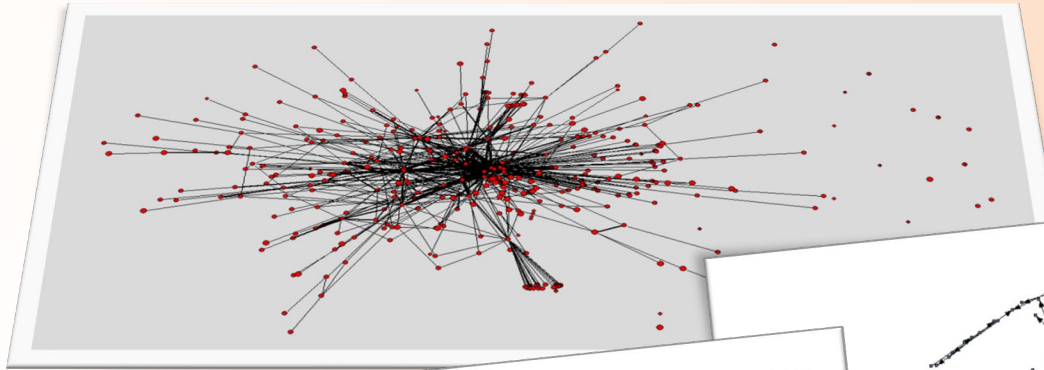
The complex network a facilitator's post generated

Kop and Fournier,
Connecting the Dots,
CIDER, 2011



Relationships between topics in a discussion in week 1

Our Experience

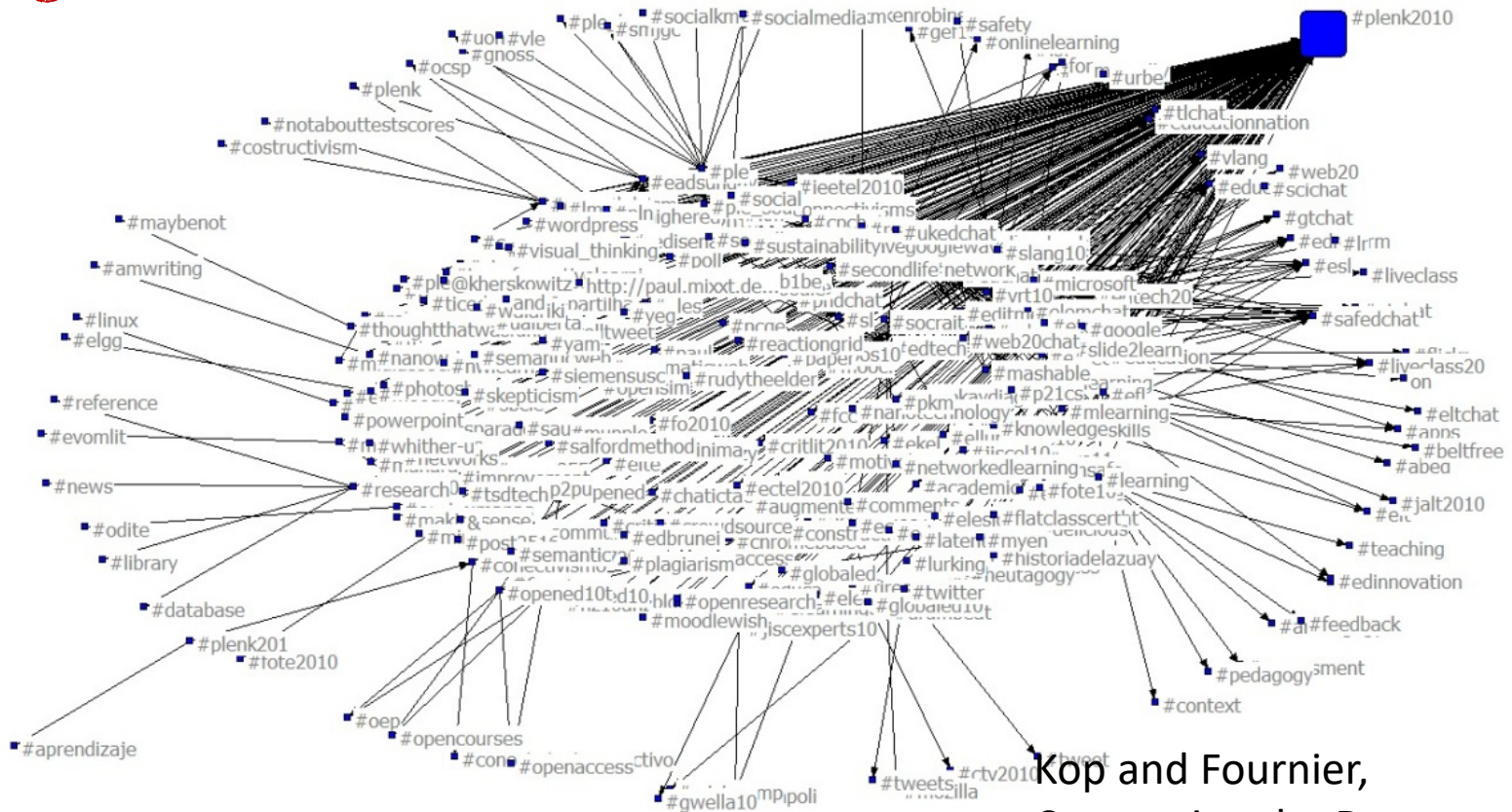


Tweets for a week: Tweets, retweets, replies

Kop and Fournier,
Connecting the Dots,
CIDR, 2011

Our Experience

Twitter PLENK connections to hash-tag networks



Kop and Fournier,
Connecting the Dots,
CIDER, 2011

#tags related to Twitter posts in the PLENK Daily - six weeks duration

4. Improving MOOCs



Navigation



Size versus Connectedness



Lisa Chamberlin and Tracy Parish

<http://elearnmag.acm.org/featured.cfm?aid=2016017>

Elitism



Effectiveness



- What is learning if it isn't learning content?
How can we assess it, credentialize it?

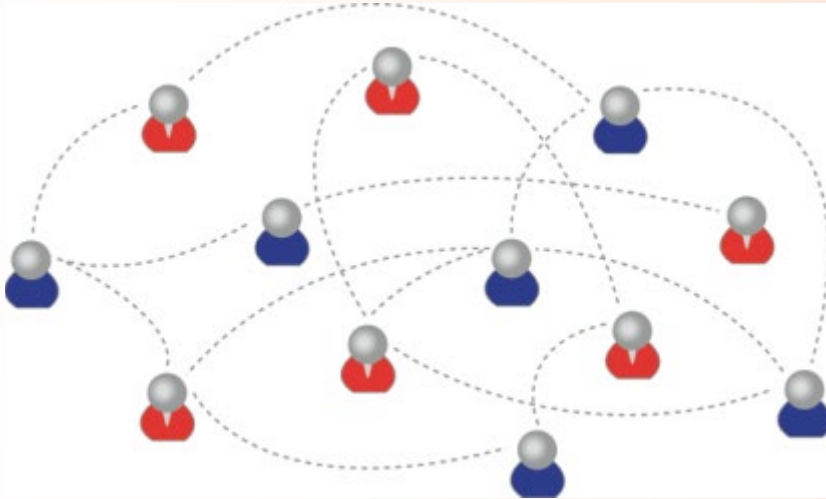
Assessment and Analytics

It makes no sense to rely on quizzes and tests



- Big Data, Web of Data, Semantic Web, RSS, Geo, FOAF...
- Mash-ups, APIs, the Cloud, Social Network

Learning Outcomes



We are using one of these

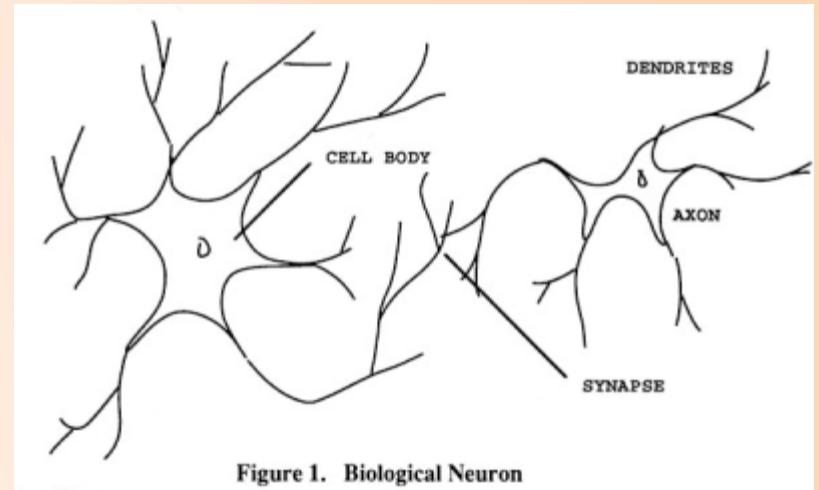


Figure 1. Biological Neuron

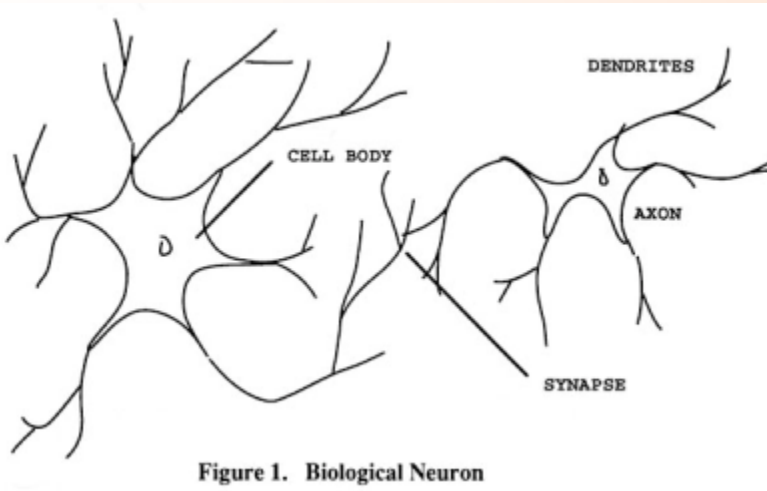
To create one of these

Personal knowledge consists of *neural* connections, not facts and data

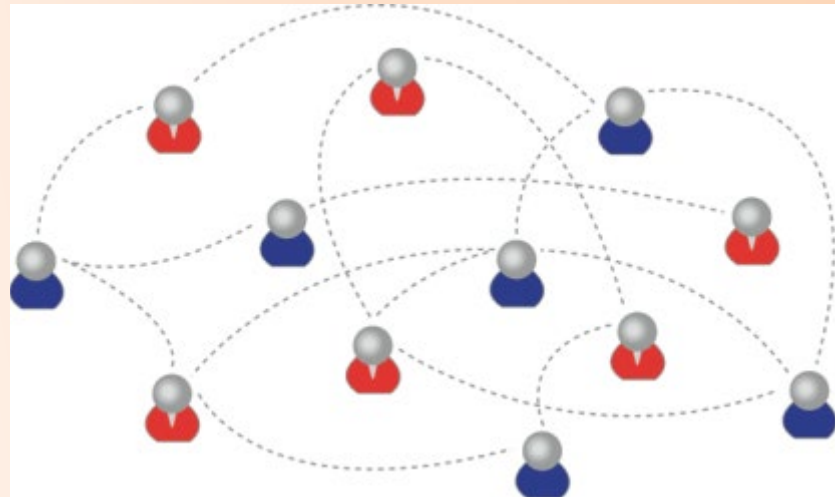
Learning Outcomes

- Learning a discipline is a *total state* and not a collection of specific states
- It is obtained through *immersion* in an environment rather than acquisition of particular entities
- It is expressed functionally (can you perform ‘as a geographer’ ?) rather than cognitively (can you state ‘geography facts’ or do ‘geography tasks’ ?)

Learning Outcomes



We recognize this



By performance in this

There are not specific bits of knowledge or competencies, but rather, personal capacities
(more on this later)

5. Reconceptualizing MOOCs



Open

- everybody can participate – but more importantly, there are many ways to participate
 - ‘open’ means being able to watch
 - ‘open’ means being able to participate at your own level
 - ‘open’ means participating publicly, so others can watch

Online

- means that it is connective, interactive
- You can't put a MOOC on a DVD
- The MOOC is the *process*
- It is a process that is greatly aided by being online
 - many tasks are automated, scaffolded
 - much greater communicative capacity
 - more access to data, calculations

Connective

- To the extent that a MOOC is about content, the MOOC fails
 - it's like confusing the learning of a game, or the playing of a game with memorizing the rules of a game
 - it's like confusing enjoying food and knowing how to cook with the memorization of recipes
 - it's like confusing the experience of travel with knowing where things are on a map

Restating the Problem

- our MOOCs are insufficiently connective, and tend to slip toward an emphasis on content
 - the form of connectivity – online conversation – is at once too simplistic and too complex
 - looking for other ways to connect – eg., artwork (a la ds106) or activities/projects (but these have been *very* poorly defined in our courses)

Rediscovering Process

- As we fail to provide process, the courses revert to their old ways
 - people think the course is about the content
 - they gravitate toward dependence on the leadership, and away from personal participation
- It's not that we don't scaffold enough, it's that there are not opportunities for participants to 'play'

MOOC, Meet Game

- The MOOCs we have offered have been very high level, involving professional presentations and conversations – but what would a MOOC look like for a 10-year old?
- My answer: it would look like a game



Searching for Chess Net

Click and Compete!



Player rating: **800**
Available time: 1 min
Dumbler

Player rating: **660**
Available time: 1 min
Your turn

Sign out: Play as guest

Play

Free Download



Chess.net for Windows
version 2.5.4, 3.76 MB

Download

Search

Type and press Enter

Chess.net

<http://www.chess.net>

Budget Simulators

Choices NEXT ▶

baseline as well as figures for many options and added results. Try it even if you have done the simulator before.

YOUR CHALLENGE:
Stabilize the U.S. Debt at 60% of GDP by 2018.

To begin the simulation, click the "Next" button above. There are 8 categories where your choices will affect the debt. Negative numbers next to a choice indicate how much the debt will be reduced, positive numbers add to the debt. Use the "Next" and "Back" buttons to navigate to each section; do not use your browser's navigation arrows. Click the "Done" button when finished making all the choices you want. The bar graph on the right will chart how your choices affect the debt-to-GDP ratio relative to the 60% goal. Visit the FAQ page for more on how the game works.

i For more information on any choice simply click the icon to the left of that choice.

STABILIZE THE U.S. DEBT

Your goal is to achieve 60% of GDP by 2018

The chart shows a vertical bar with a red segment at the bottom and a grey segment on top. The red segment is labeled '69%' and the grey segment is labeled '60%'. A blue arrow points from the 60% mark to the top of the red segment, with the text '\$12.8 Trillion' next to it. The y-axis is labeled '0%' at the bottom and '69%' at the top. A legend at the bottom right shows a red square next to the text 'Your Debt as a % of GDP'.

69% **60%** **\$12.8 Trillion**

CLICK FOR A LIST OF YOUR **CURRENT CHOICES**

CLICK FOR A LIST OF ALL **POSSIBLE CHOICES**

0% **Your Debt as a % of GDP**

\$1,970 Dollars in Billions that you need to cut to get under 60% of the GDP by 2018

<http://crfb.org/stabilizethedebt/>

What's Wrong With The Simulators

- they try to 'teach' – but instead become propaganda
- they reduce complex problems to simple fixes



6. The Education Platform



Critiquing the games



<http://www.downes.ca/post/57523>

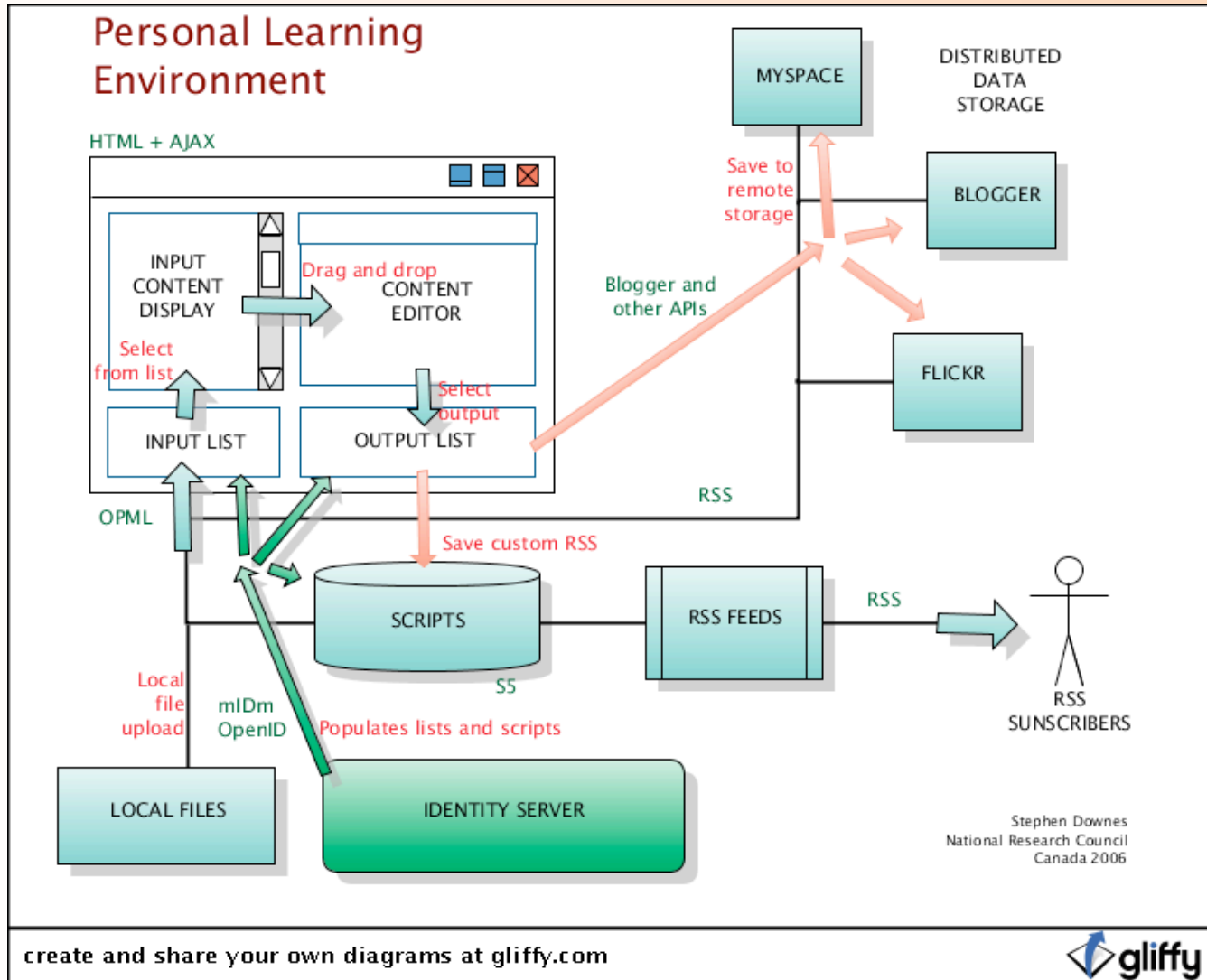
The Paucity of Badges



The Emptiness of Analytics



Personal Learning Environment



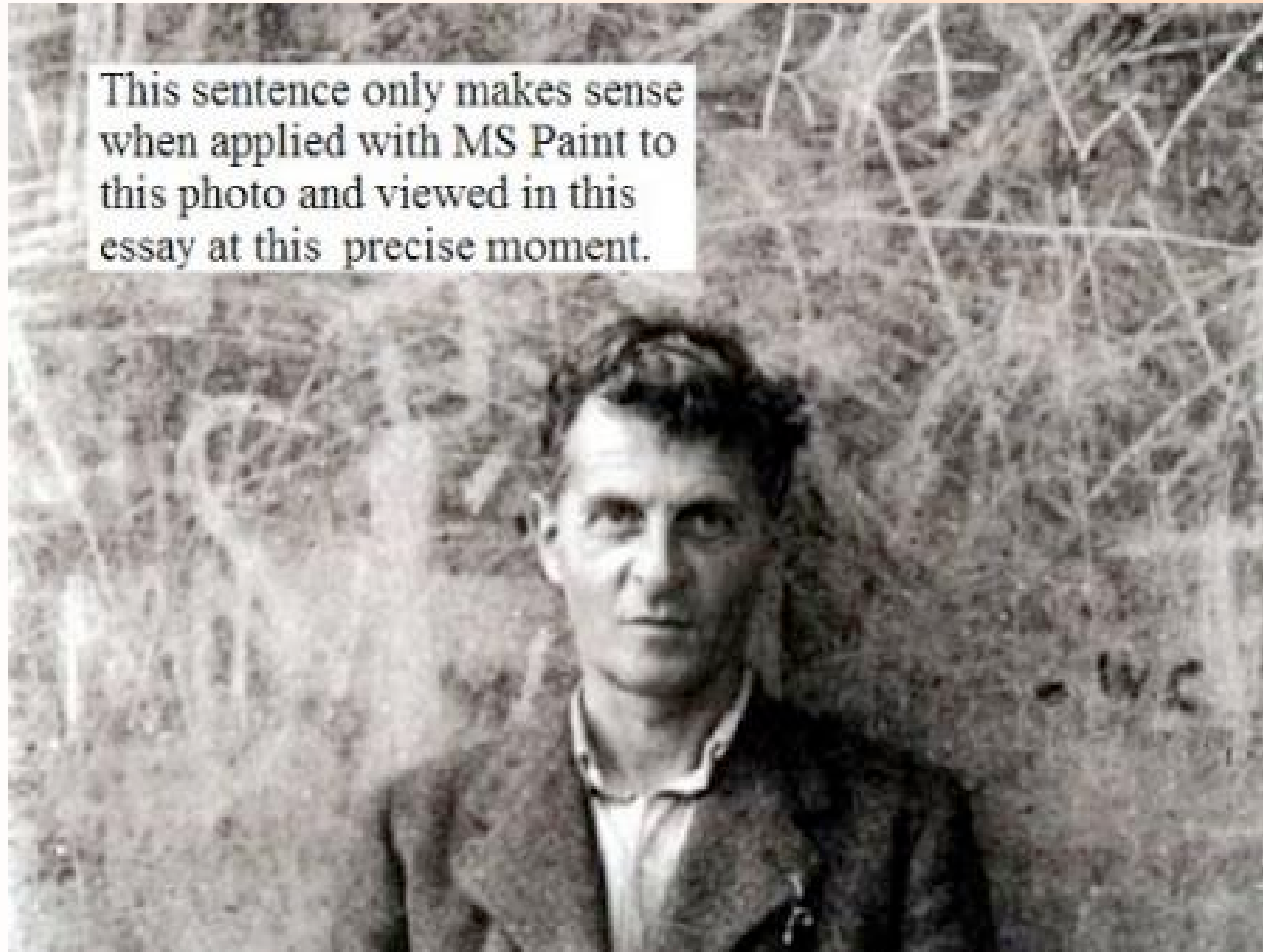
The Connectors

- Things – events, games, arenas, etc., to ‘connect’ individuals with each other
 - either as plug-ins on individual PLEs, or
 - as third-party services, like scrabble.net



Conversation?
Chess game?
Simulation?

Language Games



<http://www.popmatters.com/pm/post/65550-games-as-language-systems>

Ladders, Vectors, Networks

- Chess and other person-to-person games rank people in 'ladders' (people want to run schools this way too)
- One way to think of a network is as a multidimensional ladder
- Ranking is therefore 'position' in a network



<http://www.downes.ca>