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 Classic Model

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

Discussion List

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

Open

Mix of levels – novice and experienced

The network structure
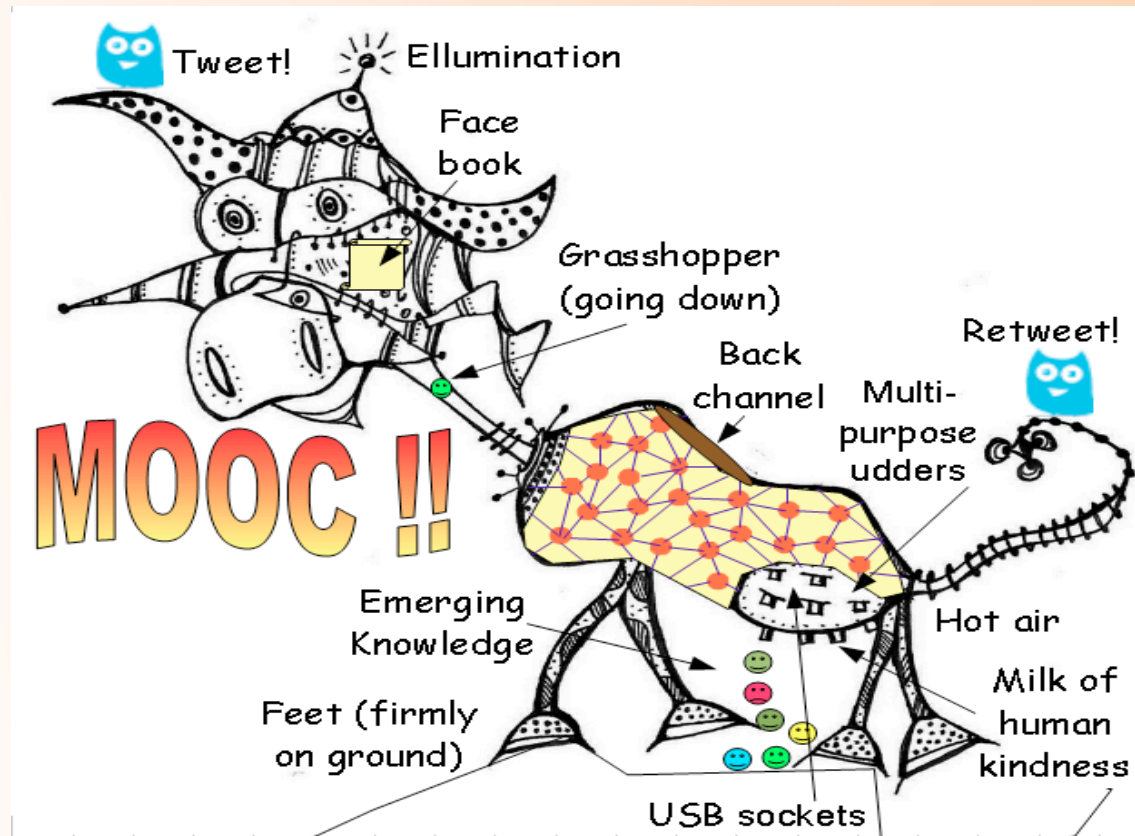
Aggregation – bringing together
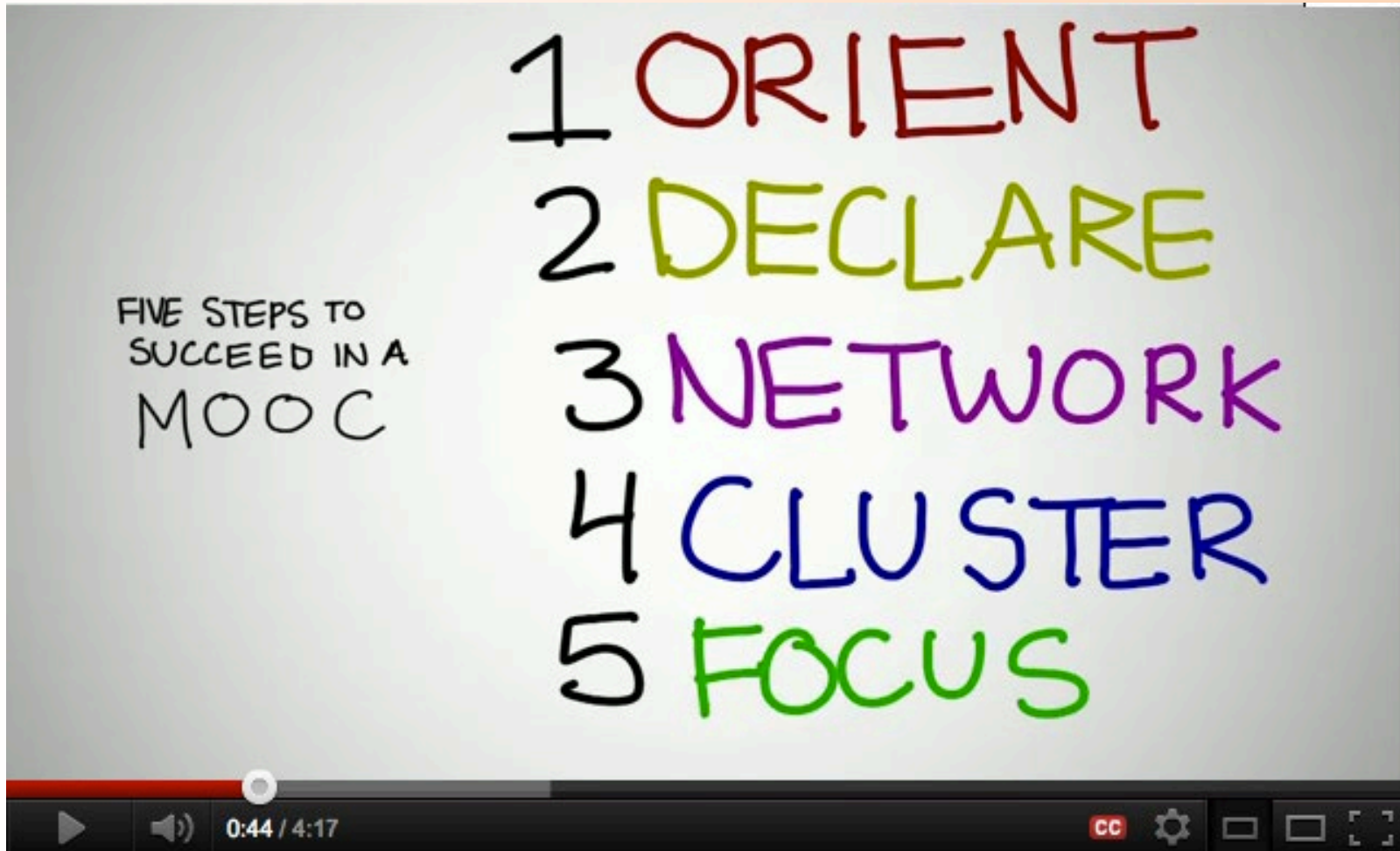
The abundance of content

- Some analogies:
  - following football – there are more games in the world than you could possibly watch
  - recipes – there is more food int eh 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, ou cannot possibly see everything

Social versus Solo

Success in a MOOC

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/
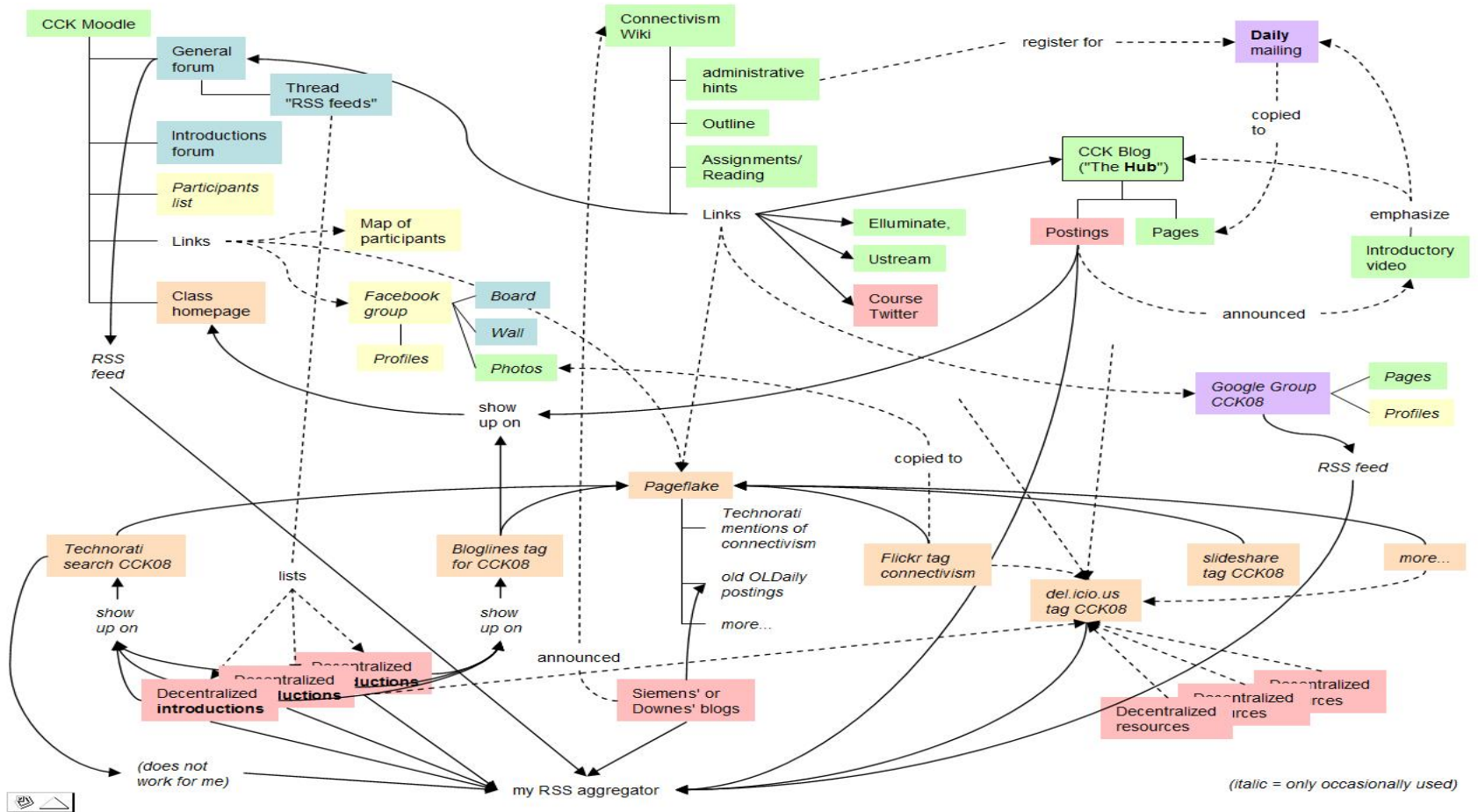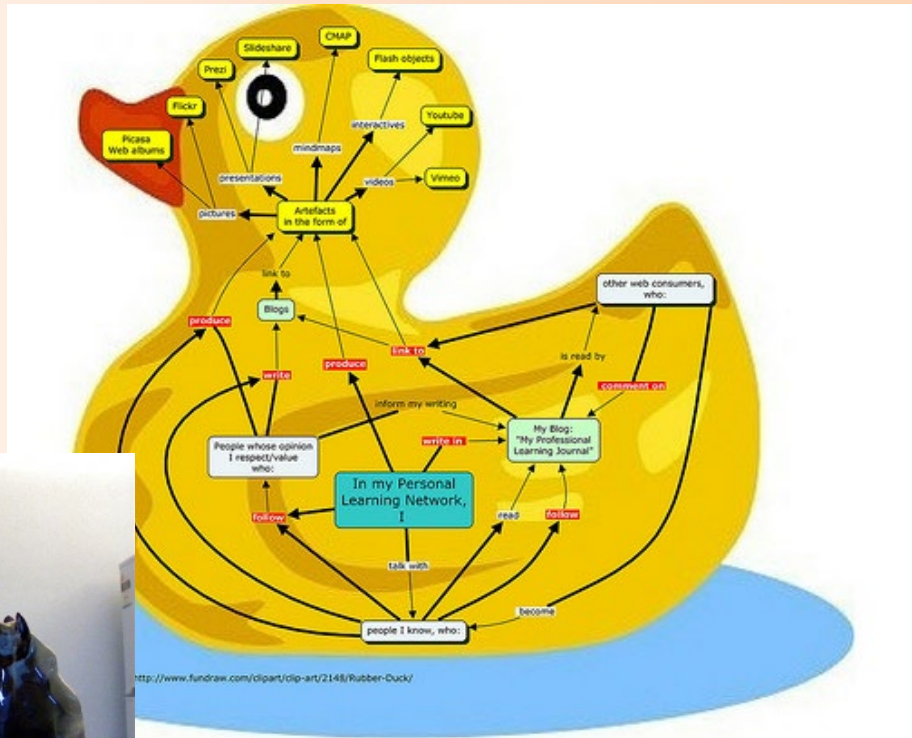
The Connectivism Courses

gRSShopper

Feeds

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home   about   contact

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YOU ARE LOGGED IN AS **ADMIN** [OPTIONS] [LOGOUT]

List feeds

Listing 0 to 1000 of 179 feeds

● [Harvest][Retire] [Edit] [Delete] Links: #CCK11 OR CCK11 OR Connectivism - Twitter Search (edubloggers)
● [Approve] [Edit] [Delete] Links: @bigenho Twitter Feed (category)
● [Harvest][Retire] [Edit] [Delete] Links: A Chronicle of a Learning Journey (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: A Learning Quest (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: A Point of Connect (edubloggers)
● [Approve] [Edit] [Delete] Links: A Small World (category)
● [Harvest][Retire] [Edit] [Delete] Links: Aboluay's (Anas) Musings (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: Alliant News Network » Page not found (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: alQpr (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: amaniram (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: Aprendizaje en Red (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: Autoria coletiva (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: Özlem Ozan (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: barbaramworks (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: base camp (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: Before it is too late (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: Best content in CCK2011 | Diigo - Groups (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: binzeh (edubloggers)
● [Harvest][Retire] [Edit] [Delete] Links: BLOGGING USING WEB 2.0 AND SOCIAL MEDIA IN XXI CENTURY

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home   about   contact

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Edit Feed

[VIEW FEED] [LIST ALL FEEDS] [CREATE NEW FEED]

Title	Gillian's Learning and Qualifications Blog
Creatorname	Gillian Palmer
Link	http://learningandqualifications.wordpress.com/feed/
Html	http://learningandqualifications.wordpress.com
Type	RSS 2.0
Timezone	America/New York
Country	us
Category	Education Blogs
Status	Approved

Description

Lifelong Learning and Qualifications

Harvester

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home   about   contact

General | Harvester | Users | Newsletters | Database

Harvester

On this page you can manage and operate your harvester. To add, manage and delete content sources, create, edit and delete feeds (see the menu at left) or use the OPML options below.

Operate Harvester

- ○ Harvest Next In Queue
- ○ Harvest Feed: Please select a feed from the list....
- ○ Harvest URL: Enter full URL here
- ○ Harvest File: File name, file needs to be in same directory
- ○ Harvest All

Harvest Feed

View Harvest Results

- Viewer

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[New] [List] Template
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Viewer

Are you MOONing or MOOCing ?

Source: Janus, by Susan O'Grady. noreply@blogger.com (Pandora) A cynic is simply a disillusioned idealist
Date: March 20, 2011

Description

While belatedly establishing some links in my MOOC Live Binder, I returned once again to the eminently practical, critically thinking , Sean Fitzgerald's Blog where he ruminated on the Semantic challenges of courses, PLEs, PLNs. learning etc.

"......From the beginning of this course I stated (I'm baaaaack! And I'm reviving this blog for the PLENK2010 MOOC) that my intention was to explore how we can use the MOOC model and principles to engender the "large-scale and rapid social transformations I believe we need in this time of change, challenge and crisis. (I'm not so much interested in the content of #PLENK2010 – PLEs & PLNs – as I am in the process.)..."

 and

 "..... If the goal is to extend the MOOC model beyond a strict learning or education focus then shouldn't we come up with another name for it? Wouldn't calling it a "course" hold it back from its full potential? Suggestion ? What about **Massive Open Online Network** ? (MOON) or **Massive Online Network (MON)**, since it's only open in relation to historically closed courses anyway? Or what about **Massive Network** (MN), since the "online" is a given and therefore superfluous? What about just **Network**, as they can be small or large, depending on need? Does it really even need a name?......."

 which directed me to:
Cris Crissman's comment on Sean's blog directed me to Ulises Mejias blog. He suggests:

The lack of a critical approach to understanding digital networks is partly due to the fact that most analyses have theorized the digital network only from within (what I call a 'nodocentric' approach), while I am also interested in looking at the social, political and economic impact of the digital network as it looks from the outside (except that in networks, the outside is everywhere)

Commenter

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home   about   contact

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[New] [List] Feed
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Edit Page

[VIEW PAGE] [LIST ALL PAGES] [CREATE NEW PAGE]

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[View Generated Version of Page]
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Title	CCK11 Daily Newsletter		
Location	newsletter.htm		
Header	email_header	Footer	email_footer
Feed	http://cck11.mooc.ca/newsletter.xml		
Autopub	yes	Archive	yes
Sub	yes		
Days	Monday,Tuesday,Wednesday,Thursday,Friday		
Type	email ⬍		

○ Publish to Twitter ○ Publish RSS **Update Record**

Code
<div style="margin:15px;">

Page Design Code

○ Publish to Twitter ○ Publish RSS **Update Record**

Code

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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>
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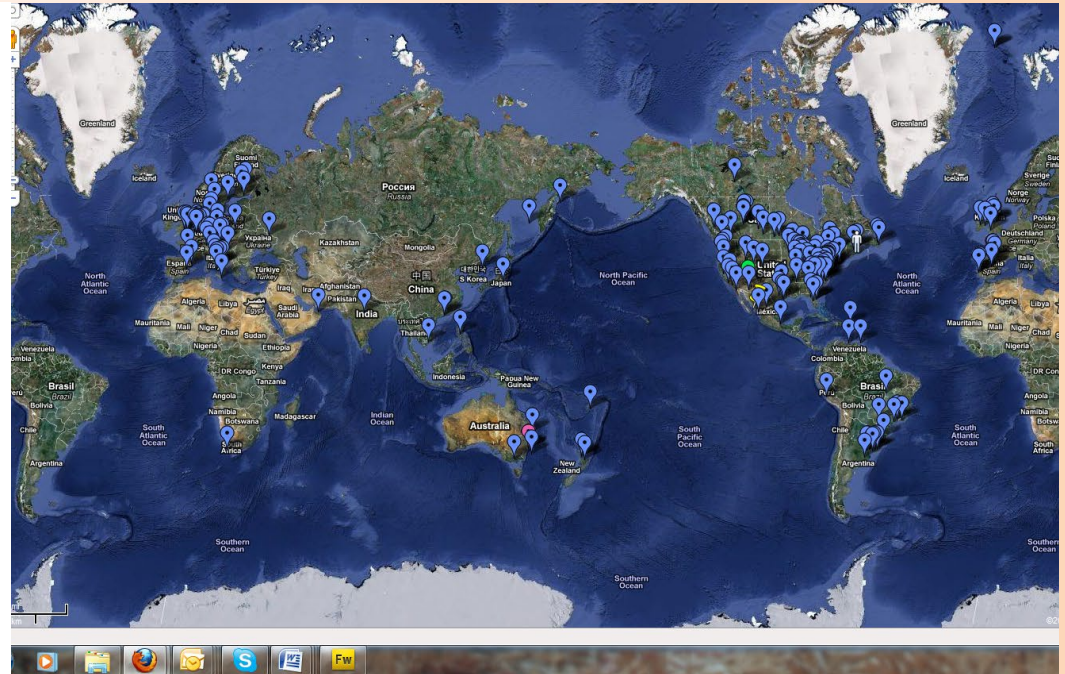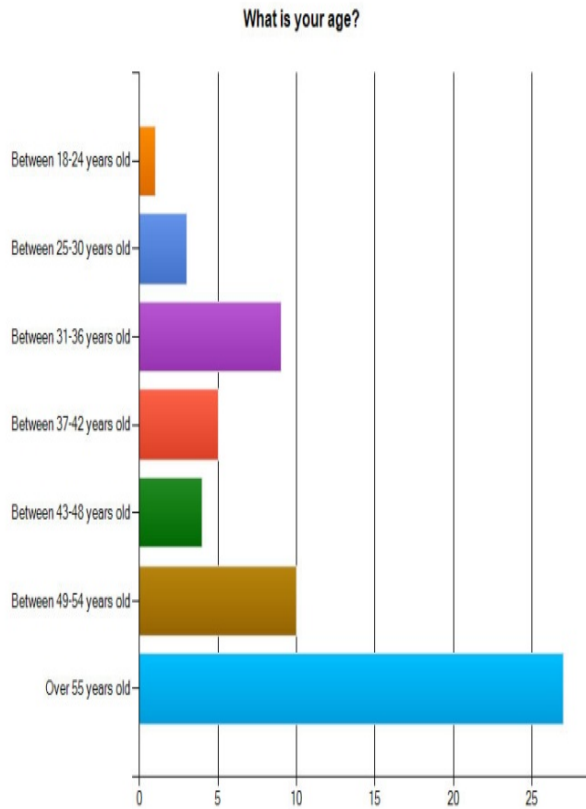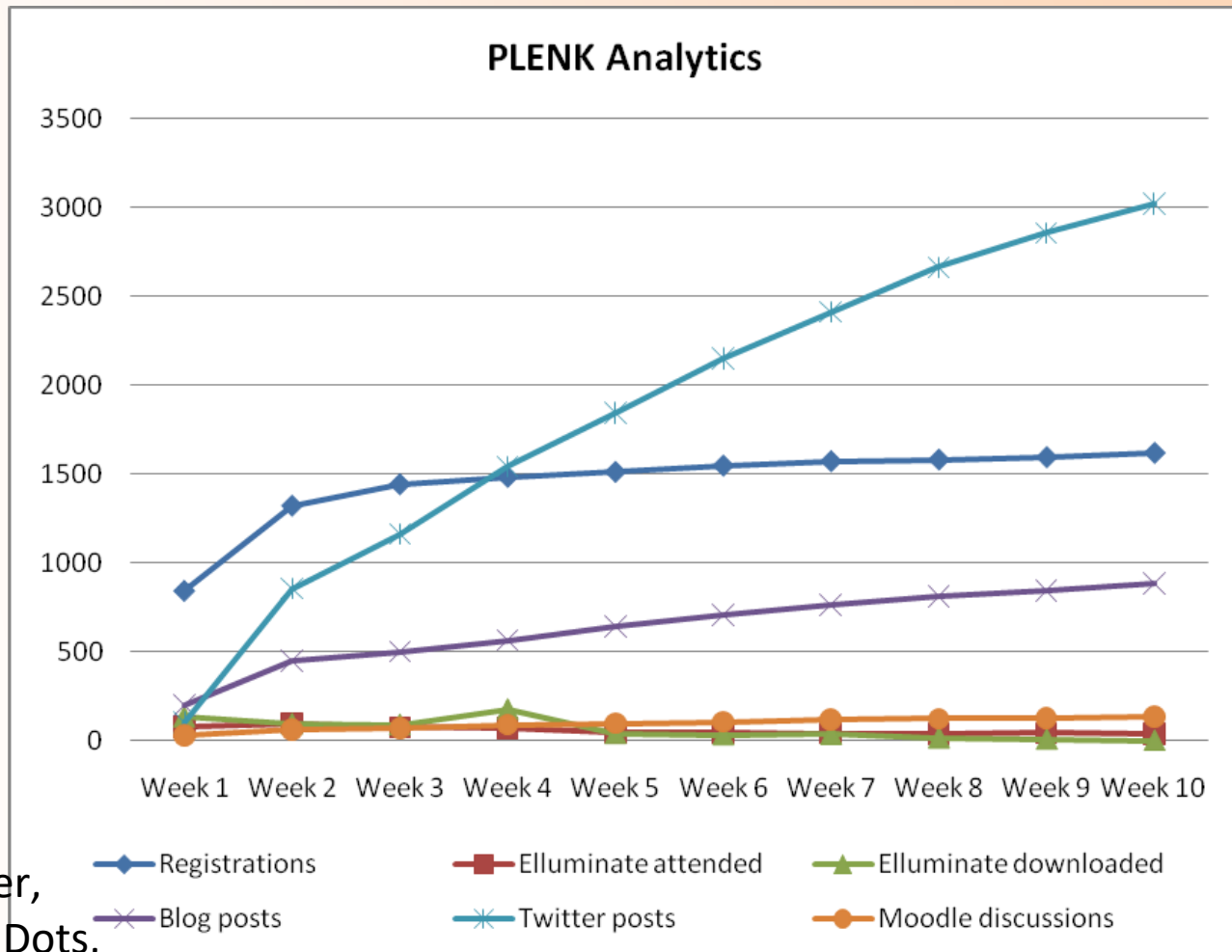
Description

Our Experience

Kop and Fournier,
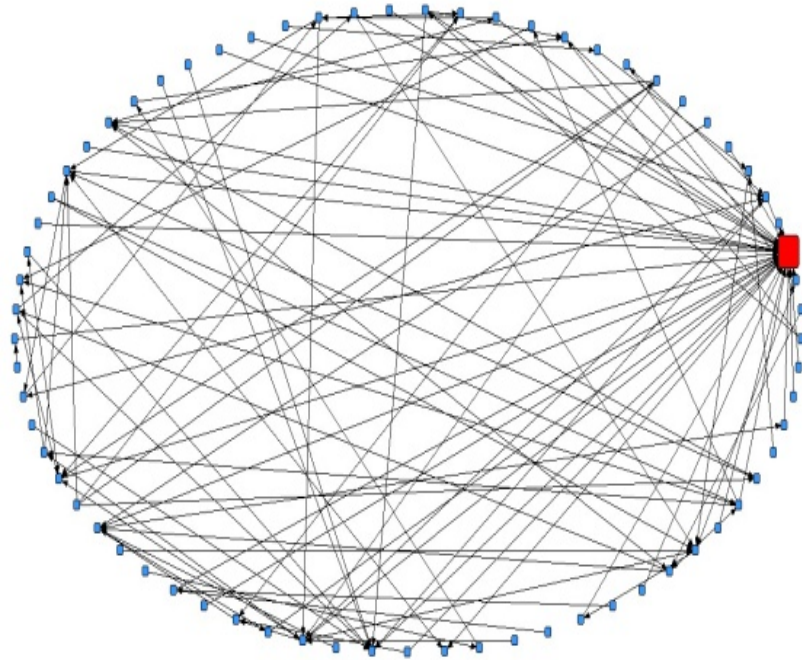Connecting the Dots,
CIDER, 2011

Our Experience

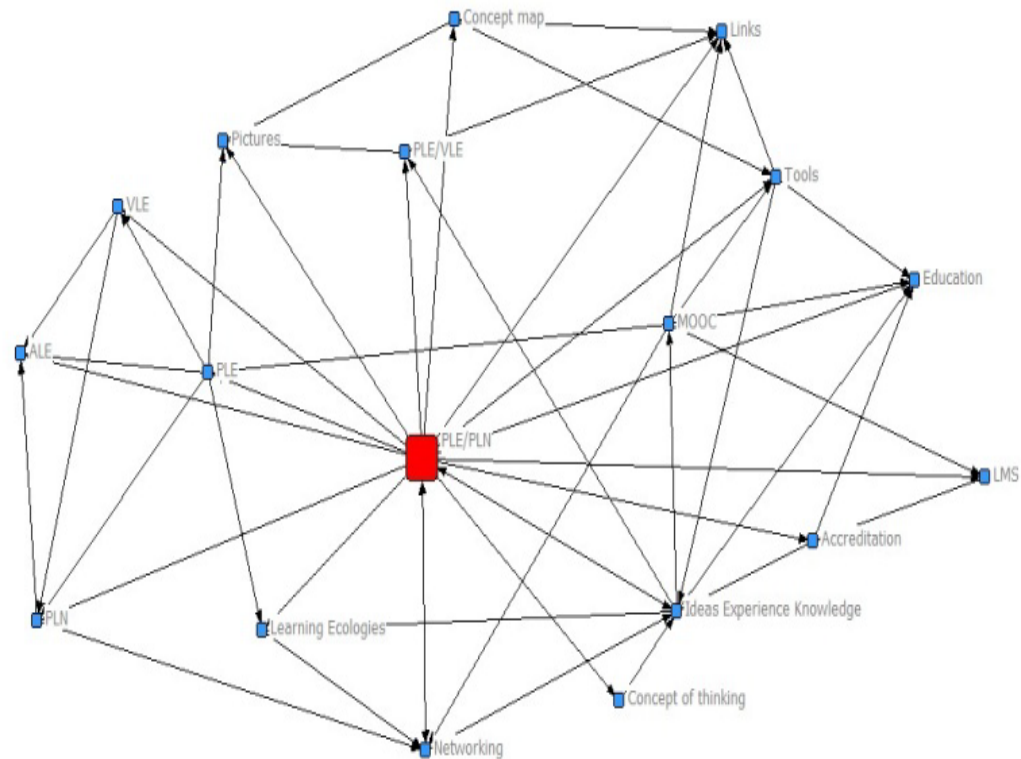Kop and Fournier,
Connecting the Dots,
CIDER, 2011

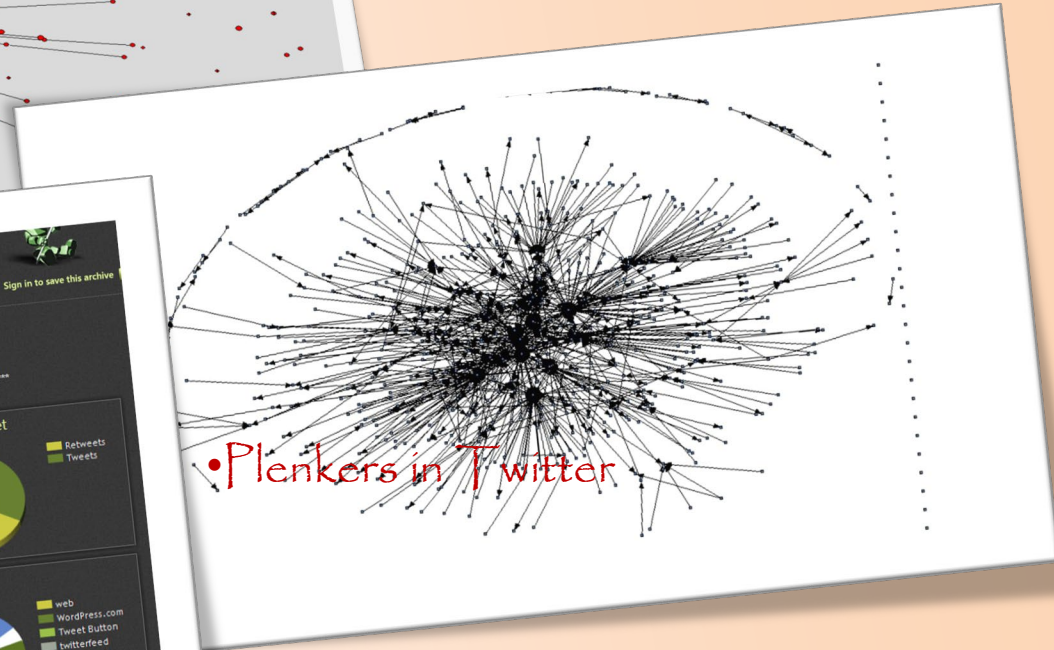PLENK participation rates

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

•Plenkers in Twitter
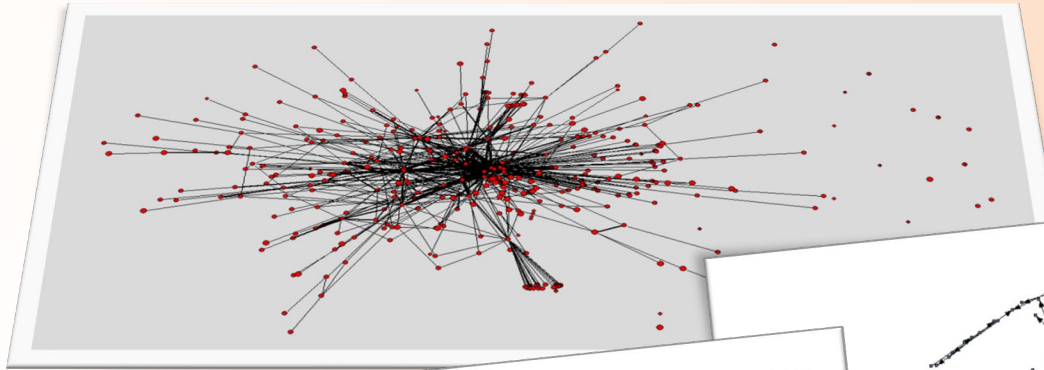
Tweets for a week: Tweets, retweets, replies

Kop and Fournier,
Connecting the Dots,
CIDER, 2011

Our Experience

Twitter PLENK connections to hash-tag networks
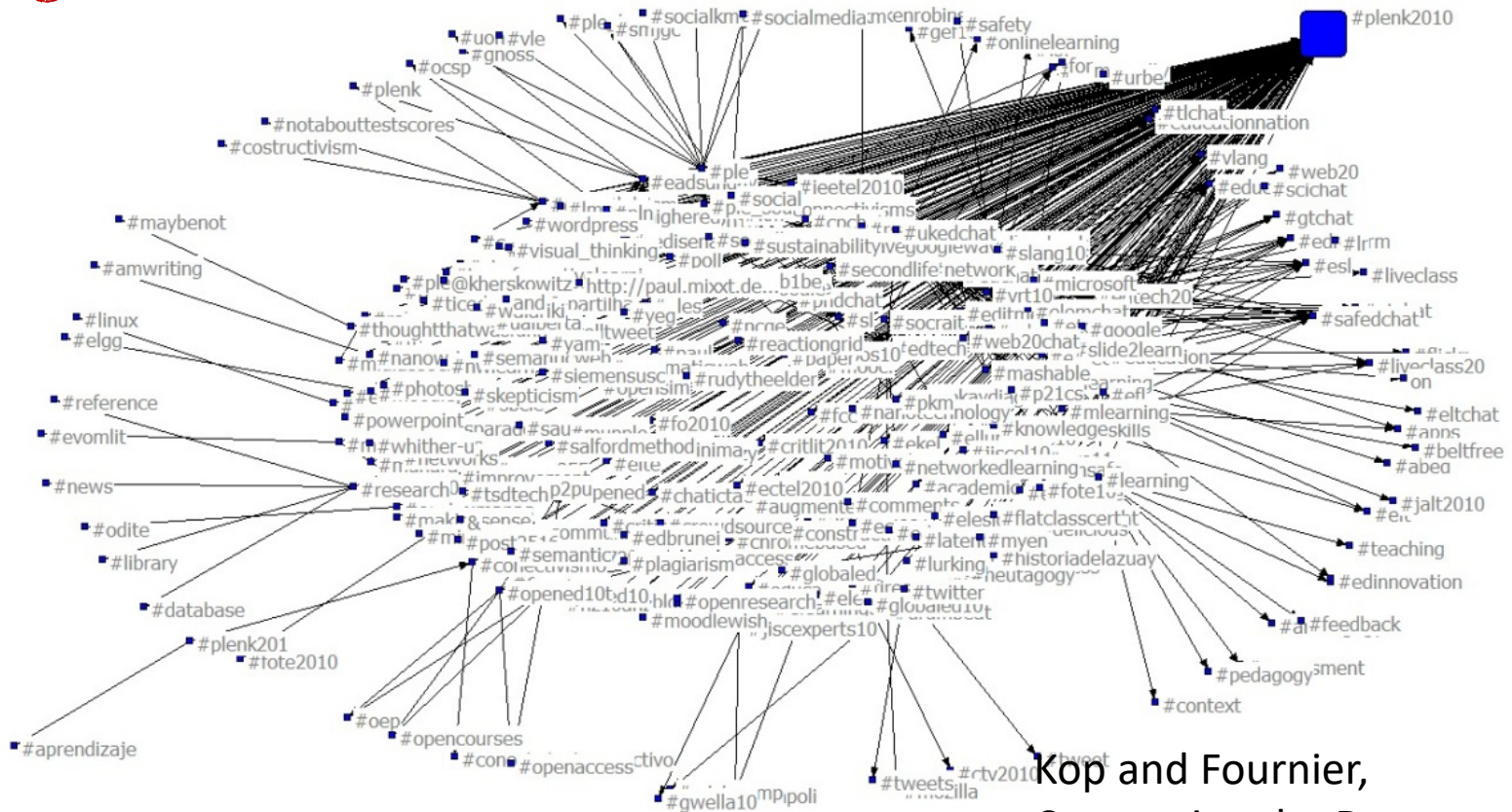
#tags related to Twitter posts in the PLENK Daily - six weeks duration

Kop and Fournier, Connecting the Dots, CIDER, 2011

4. Improving MOOCs

The Bootstrap Problem

Navigation

Size versus Connectedness

Lisa Chamberlin and Tracy Parish
http://elearnmag.acm.org/featured.cfm?aid=2016017

Elitism

Effectiveness

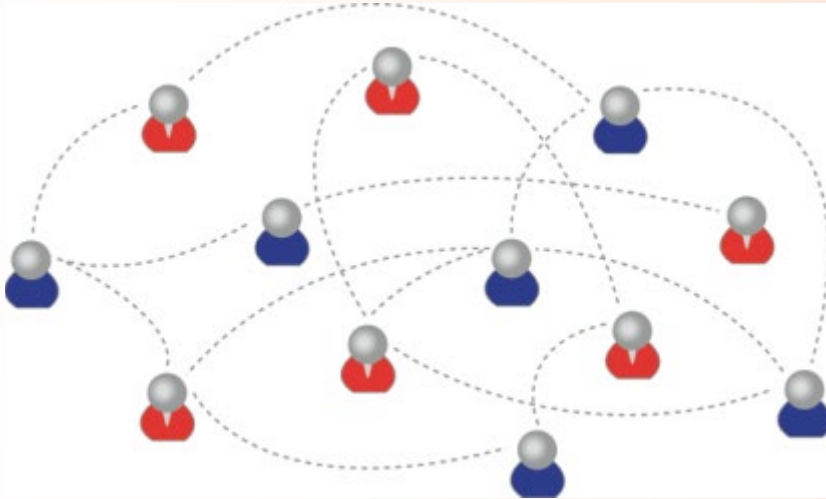- What is learning if it isn't learning content? How can we assess it, credentialize it?

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
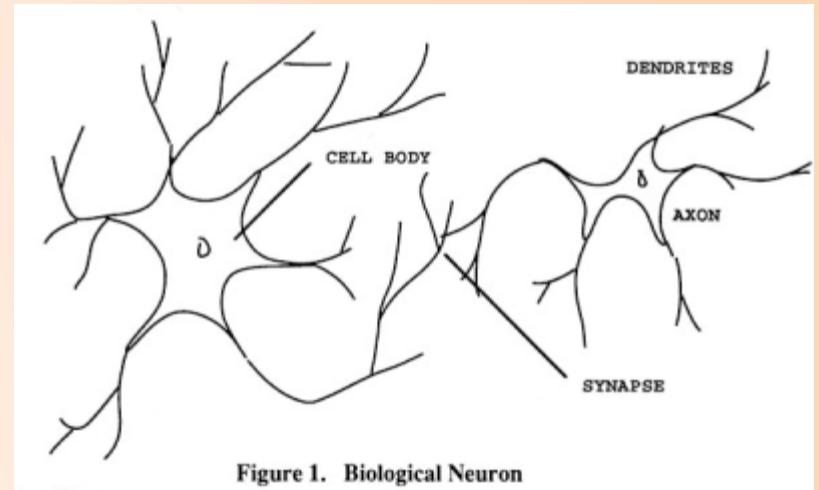

We are using one of these


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

Figure 1. Biological Neuron
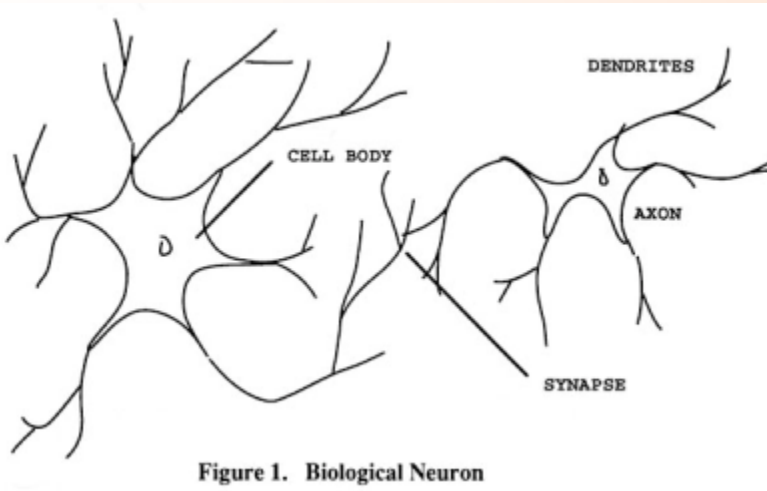
We recognize this
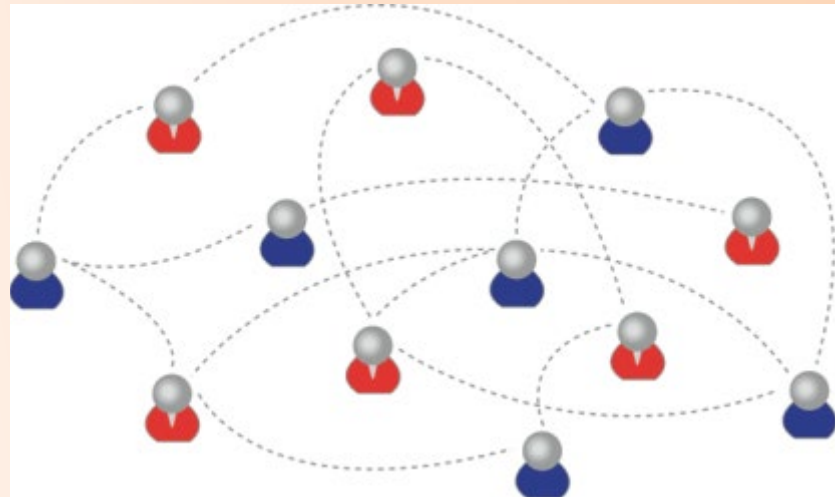
By perfomance in this

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

Chess.net

http://www.chess.net

Budget Simulators

What's Wrong With The Simulators

- they try to 'teach' – but instead become propaganda

- they reduce complex problems to simple fixes

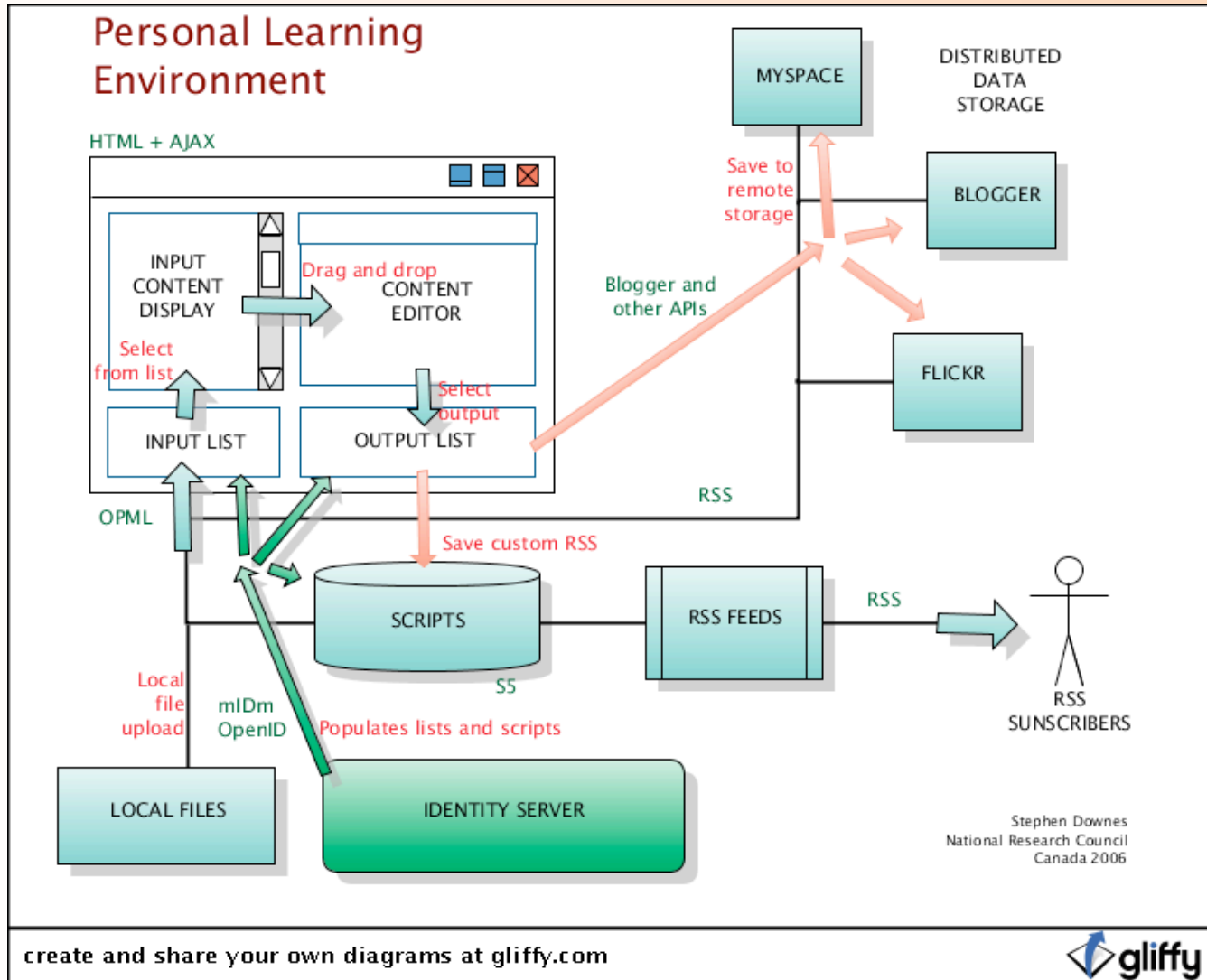# 6. The Education Platform

Critiquing the games

The Paucity of Badges

The Emptiness of Analytics
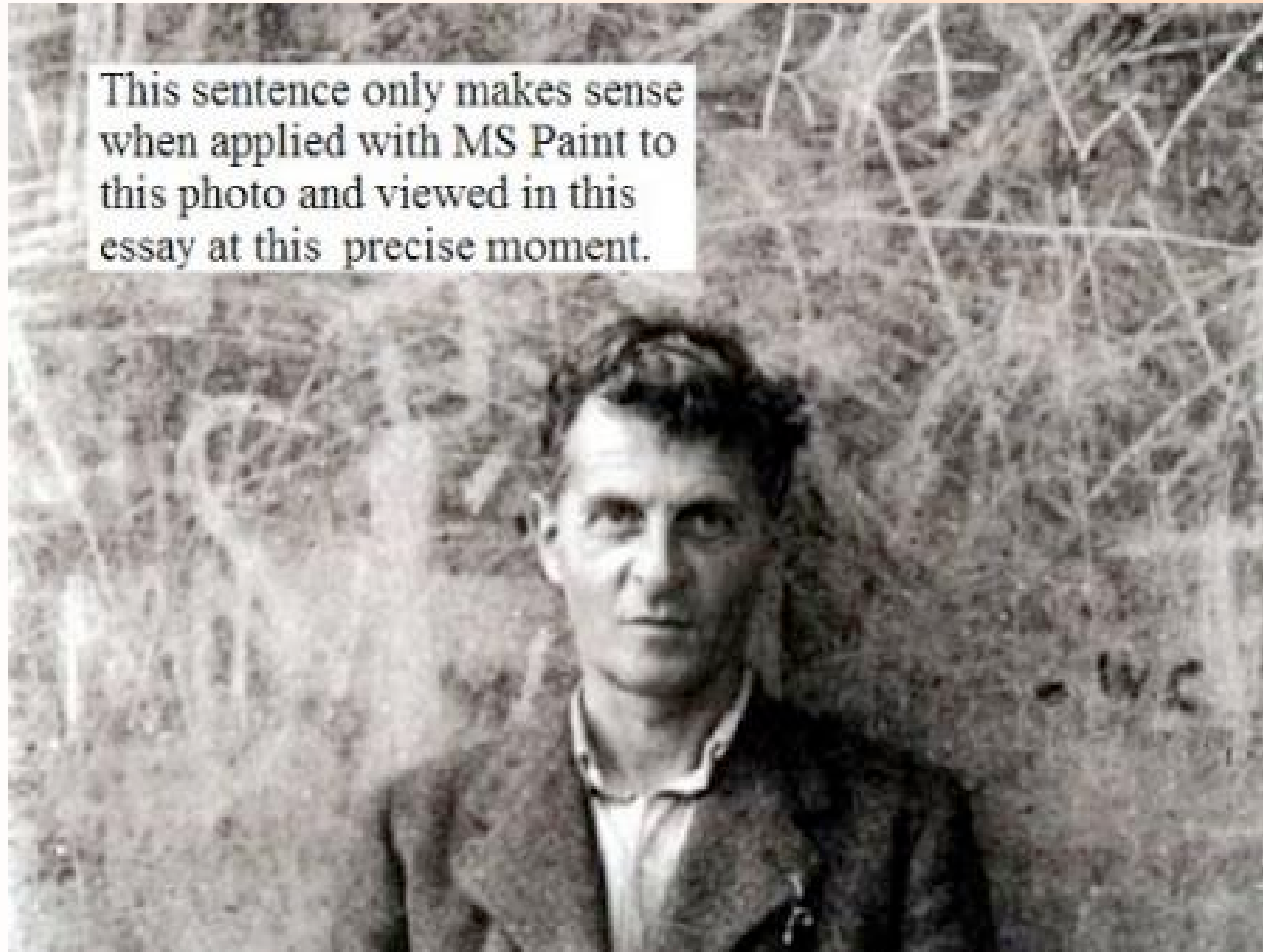
Personal Learning Environment

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

This sentence only makes sense when applied with MS Paint to this photo and viewed in this essay at this precise moment.

Ladders, Vectors, Networks

- Chess and other person-to-person games rank people in 'ladders' (people want to ran 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