



Reclaiming Personal Learning

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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>

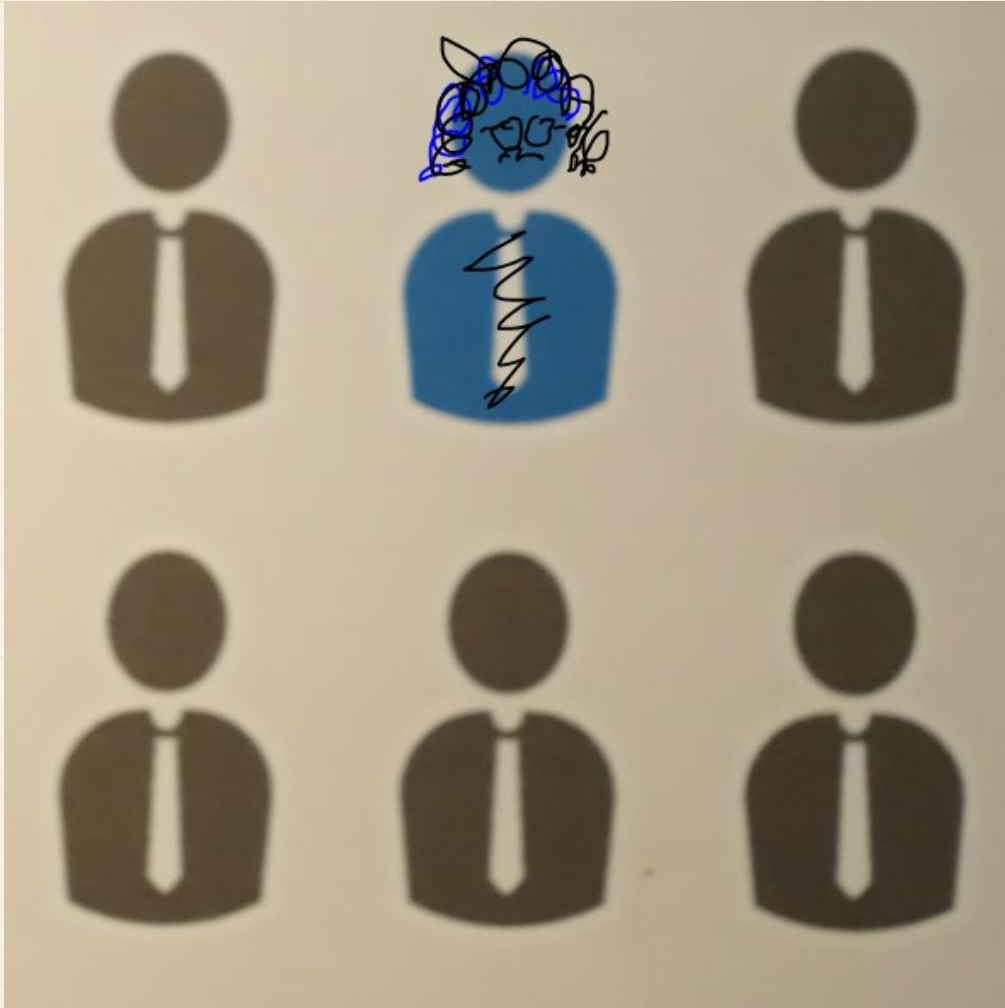
This has been the basis of our approach to learning technologies

- 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>



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New Today

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

Bob Rightsaid 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
Arpine 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 altering content like textbook or lecture. The idea is that you share the actual experience 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 in personal development rather than content acquisition.

My eBooks

Free Learning

Stephen Downes

Ed Radio

Ed Radio - Adèle live live at The Tabernacle - 1

OFF Ed Radio

Current song: Adèle live live at The Tabernacle - 1

Bit rate: 128 Kbps

Current listeners: 0

Maximum listeners: 100

Server status: Online



This is what is meant by 'reclaiming'

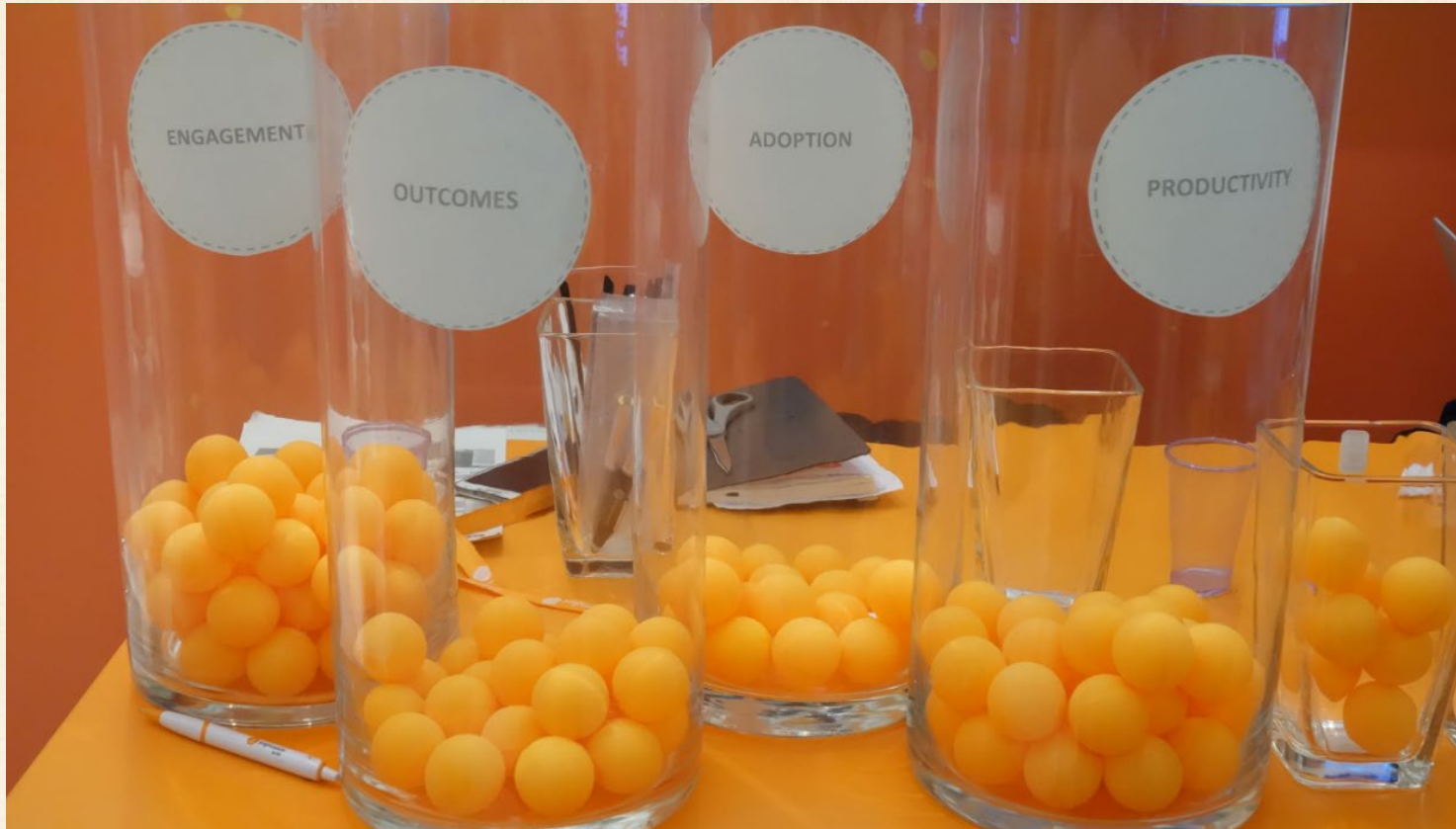


Image credit:
"No Dash for
Gas"

<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

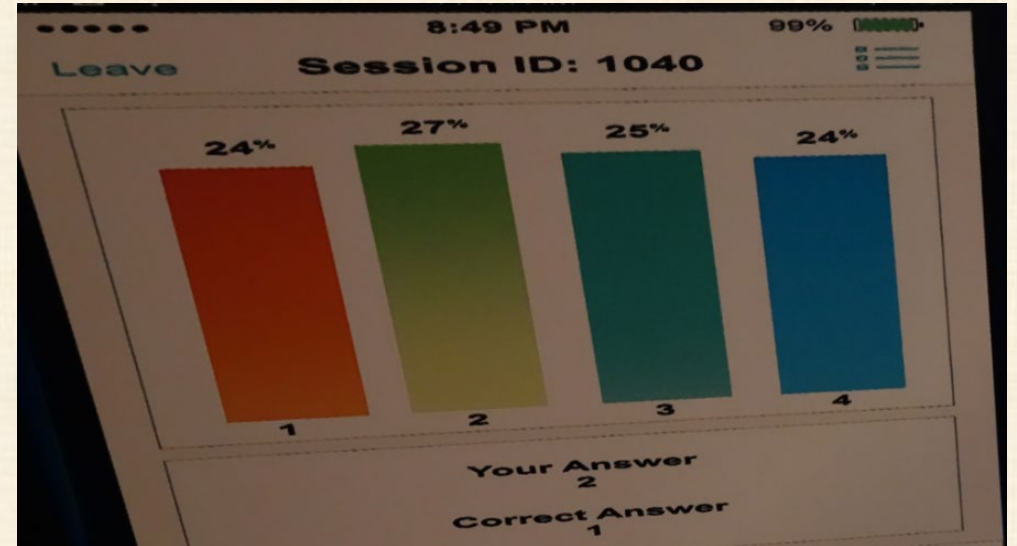
<http://www.npr.org/blogs/13.7/2010/11/05/131088812/politics-respect-and-the-teacher>

This is where
'personal'
comes in

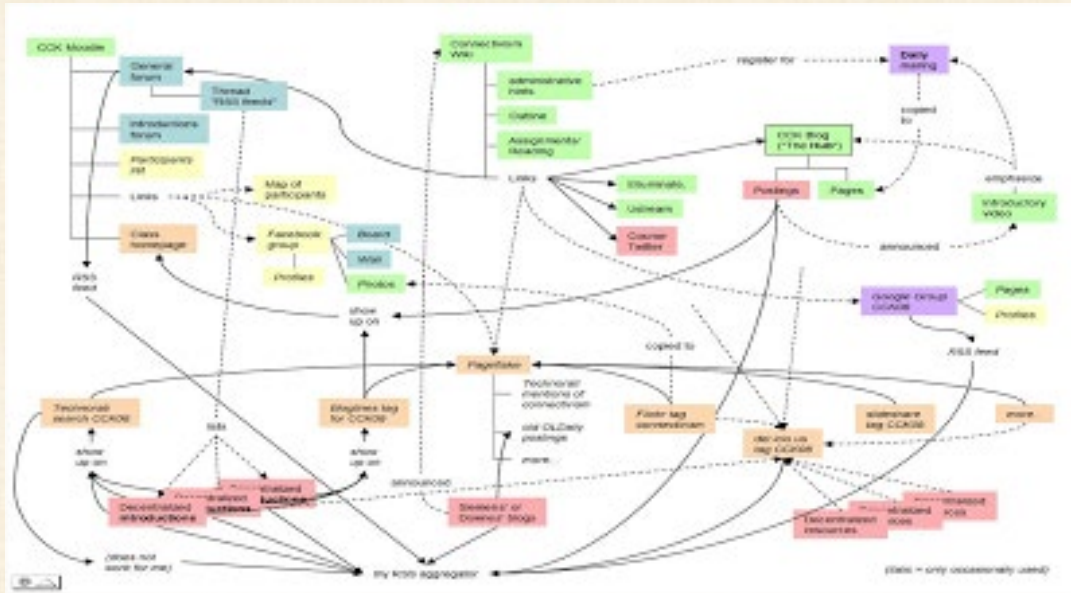




'personal' vs 'personalized'



The 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

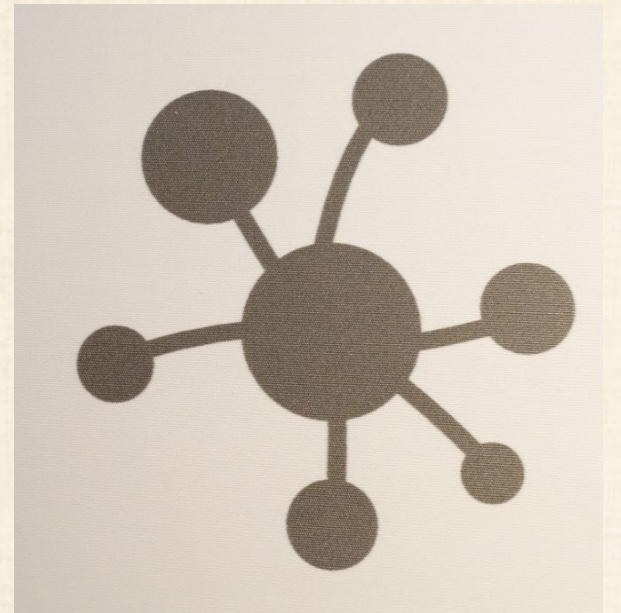
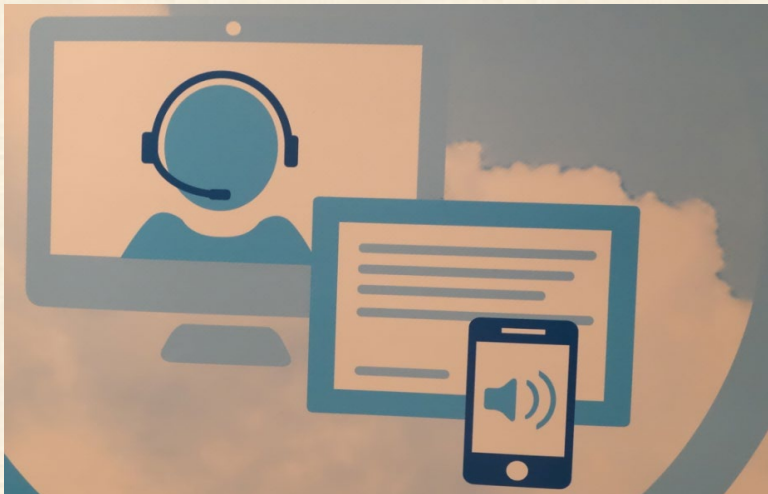


Learning data, explained (the layers of data – actions, interactions, credentials, artifacts)





Platforms and
proprietors do not own
this data



They do not own this market



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





Learning – acquiring something vs becoming something



Analytics – purports to
tell you who you are



Big Data



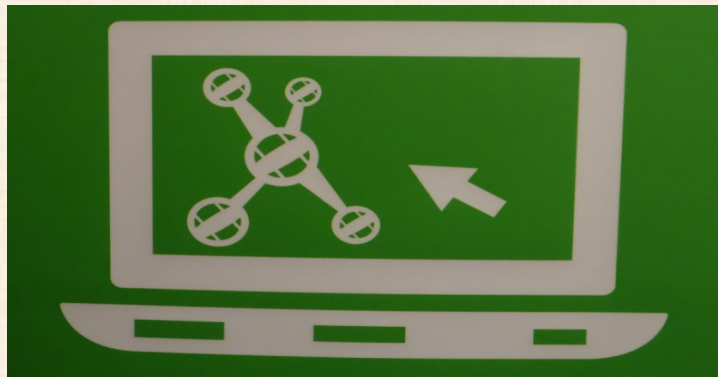
*Many people, one service
= shallow analysis*

vs Personal Data



*One person, many services
= deep analysis*

Personal network vs institutional library



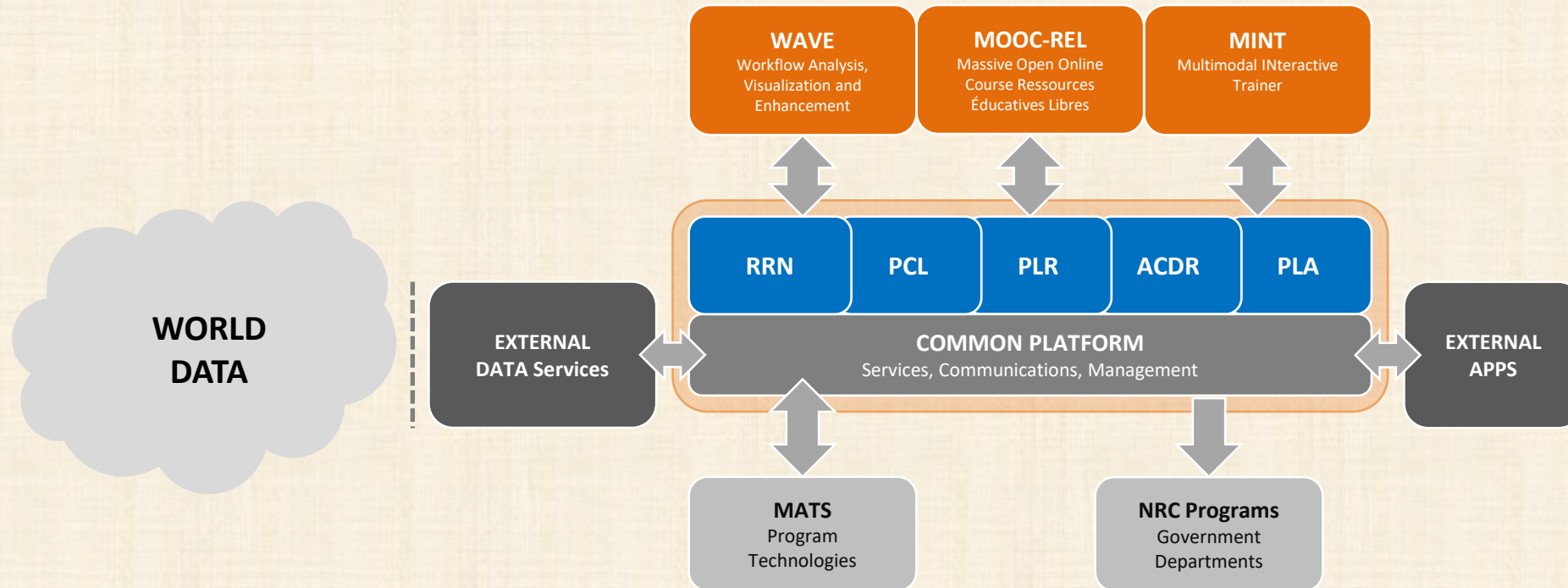


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|--------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------------|---------------------------|---------------------------|-------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Entry without trainer | | | | | | | | | | | | | | | |
| SZ Susanne Ziegler | HO 0 | HO 0 | HO 0 | Urlaub | Urlaub | | | | FÜ Fü 0 | | EXCEL 2 PA | | HO 0 | | |
| DB Dr. Dirk Bade | | FE 0 | | HOLIDAY | HOLIDAY | | | FÜ&MO Führun 0 PA R0003 | | | GE En 0 RO | Onsite Training on the | | | |
| GNU Nüssel, Georg | Reserv | | | Urlaub | Urlaub | | | FÜ&MO Führun 0 PA R0003 | FÜH Füh 0 | 1 0 1 | FÜ 0 RO | | VVER Inn 0 | | |
| JR Jost Richstein | | FÜH Füh 0 | | Urlaub | Urlaub | | FÜH Füh 2 RO0 | | | | | JA Ja 0 | | | |
| DBA Backin, Dieter | | | | Urlaub | Urlaub | | | GRPKR Grund 0 PA | 047 Führen 0 PA | | FIT Fit 1 0 PA RO0-1 | | EKB1 Kunde 0 PA | | |
| SUSI Dr. Susi Sorgles | | | | Urlaub | Urlaub | | GRPKR Grund 0 PA | GRPKR Grund 0 PA | 047 Führen 0 PA | | EXCEL EXCEL 0 PA | EKB1 Kunden 0 PA | | E K 0 | |
| RMA Mals, Ralf | | | Reserviert für | | | | | | | FÜH Füh 0 | | | | | |

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Education as the commodity, not the student

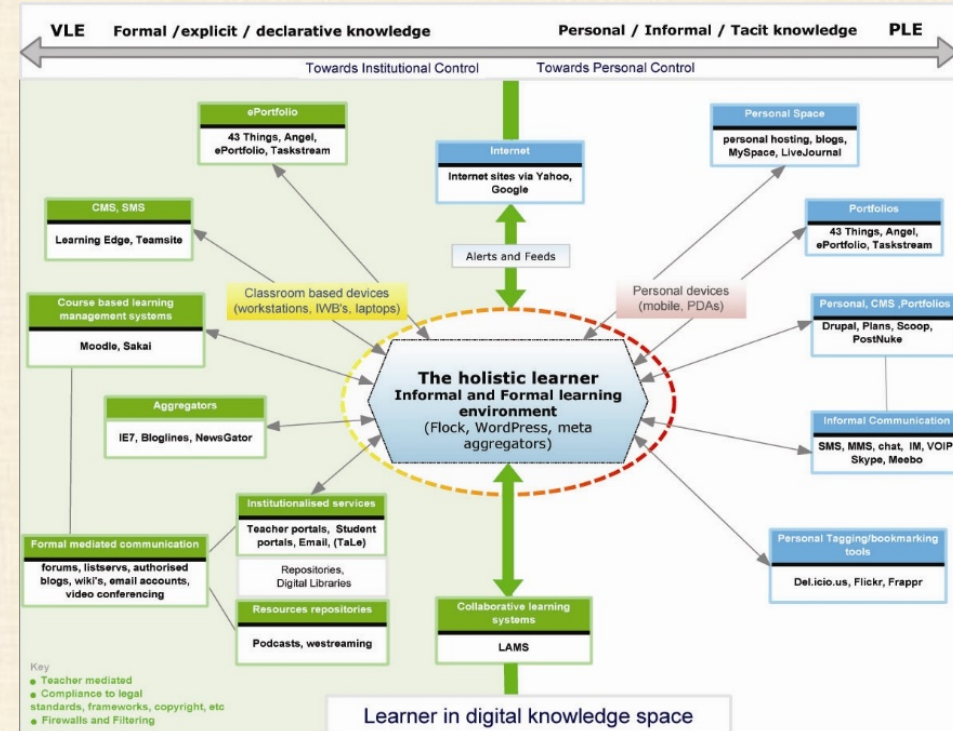
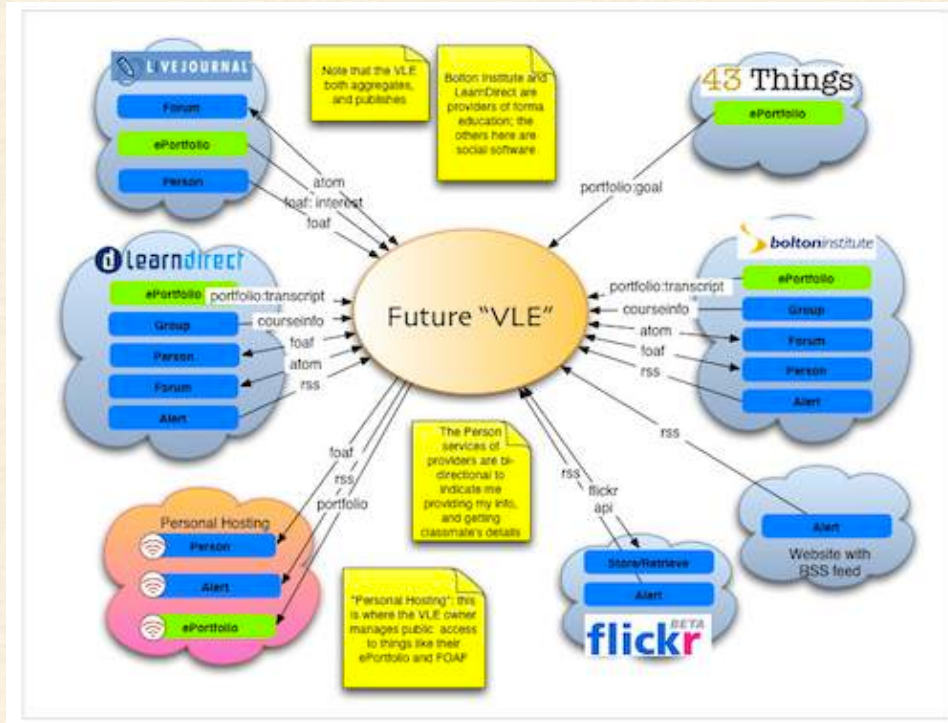
Learning and Performance Support Systems



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

<http://lpss.me> – prototype PLE

The design is based on putting the learner at the center

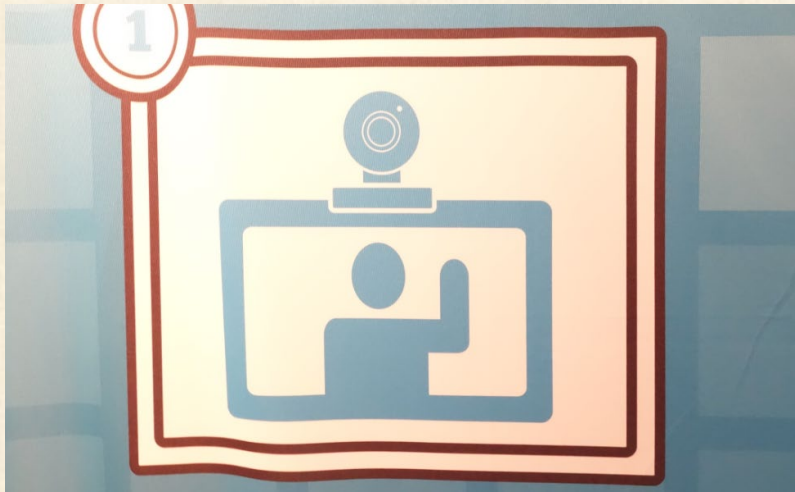


Scott Wilson (left), Tim Hand (right)

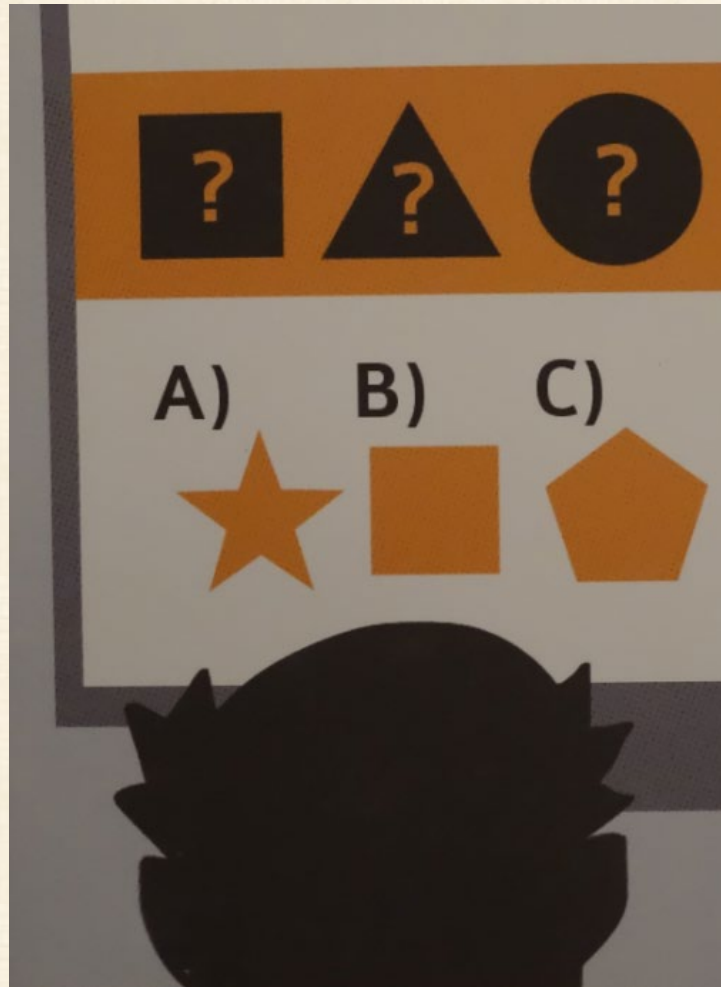
<https://www.google.com/search?q=ple+diagrams>

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

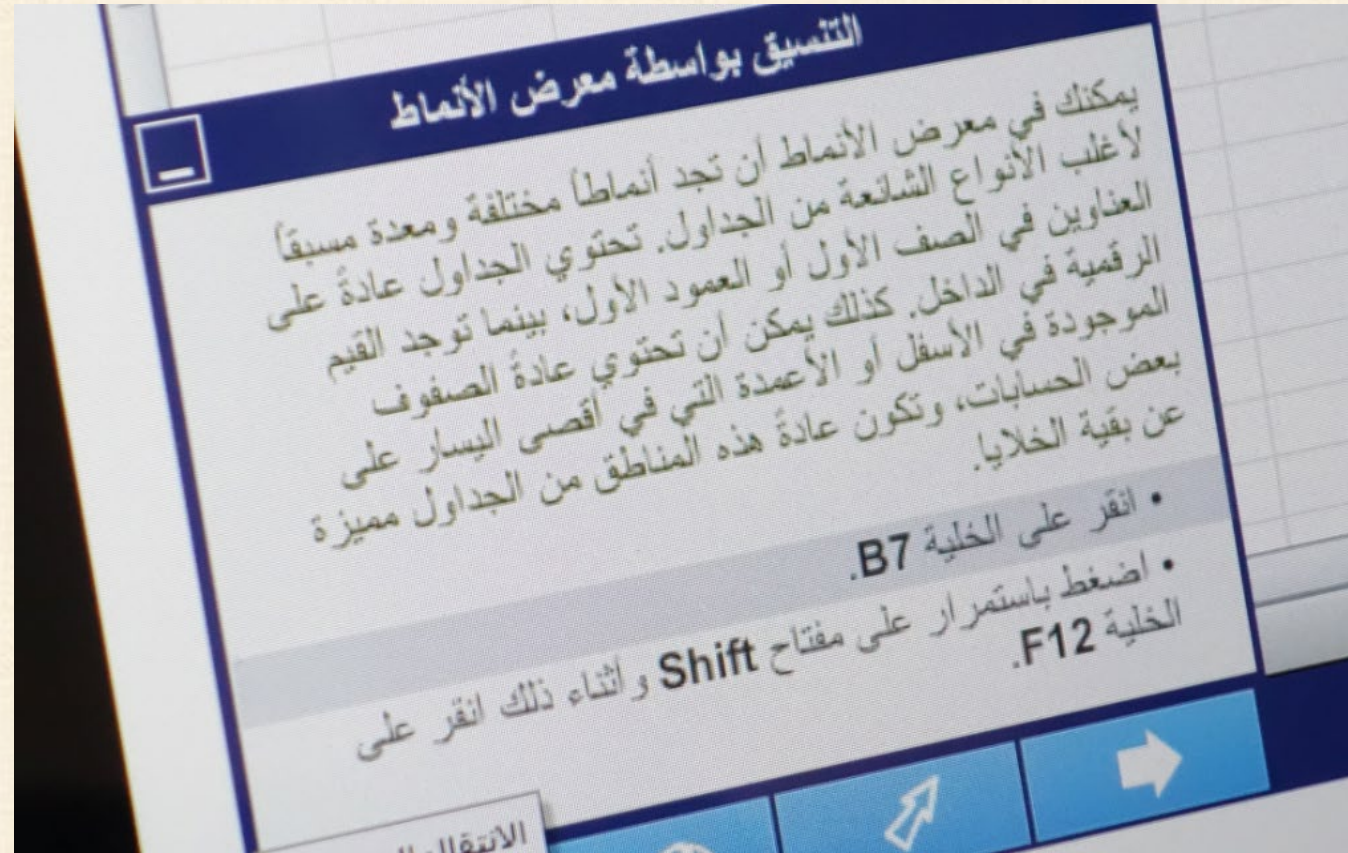
Not a platform, but a connector
of resources and services



Easy



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



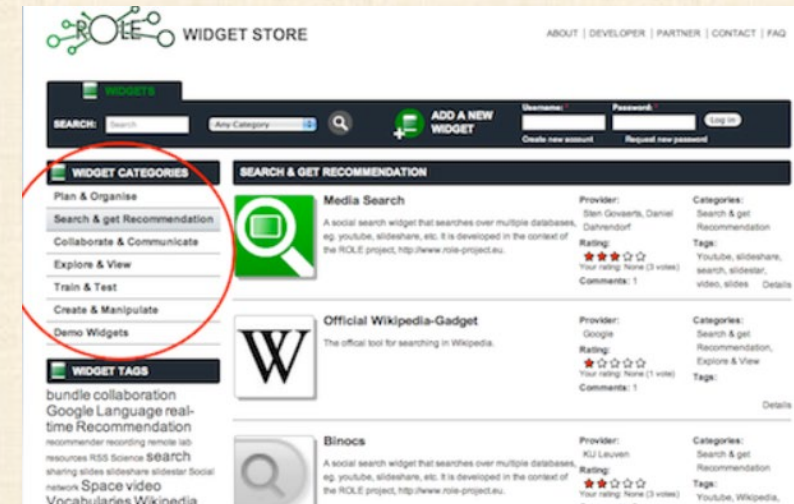
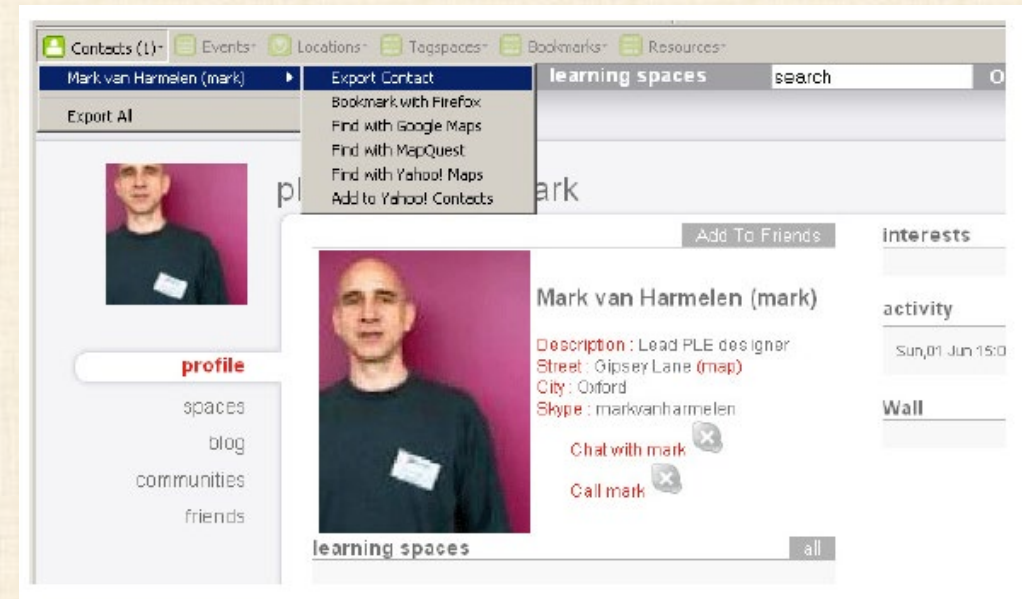


The Personal Learning Record – data owned by the individual, shared only with permissions

<http://halfanhour.blogspot.de/2014/12/eportfolios-and-badges-workshop-ueb14.html>

Relevant PLR Projects

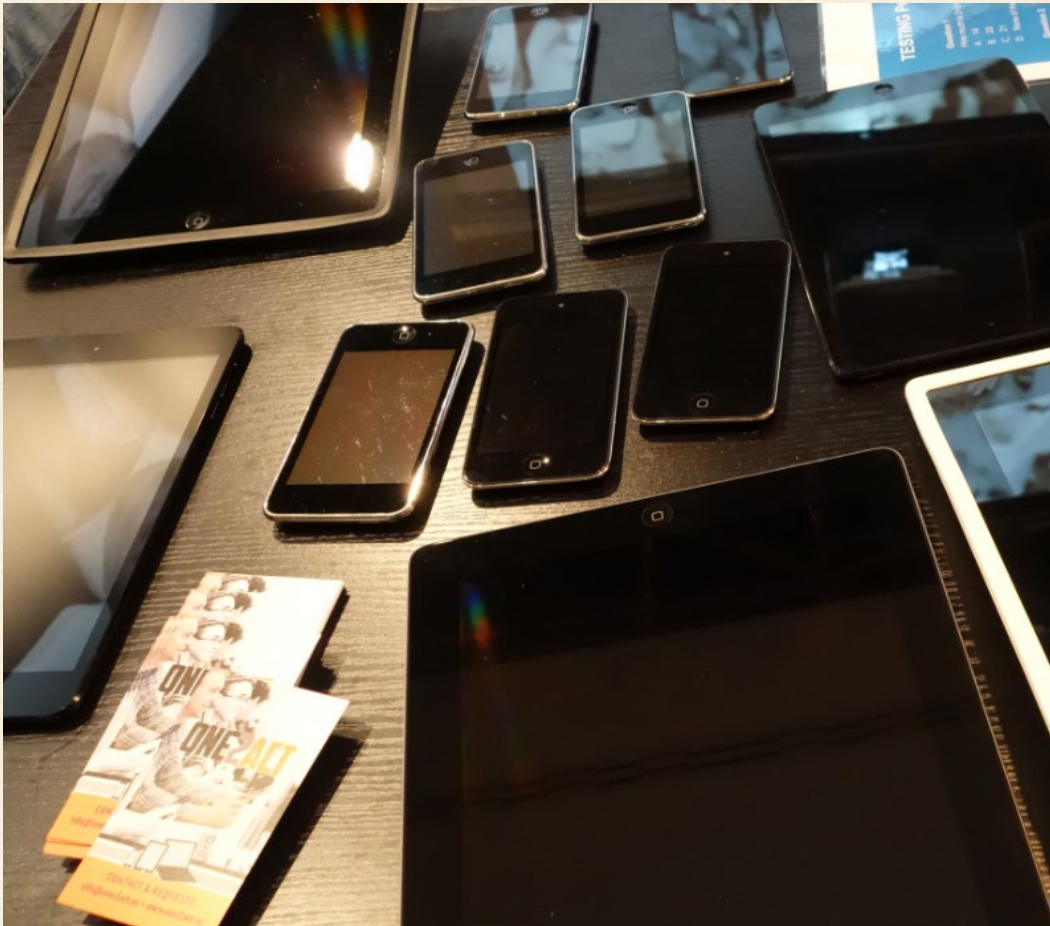
- Manchester PLE Project
- Responsive Open Learning Environments (ROLE) <http://www.role-project.eu/>
- Known <http://withknown.com/>
- Learning Locker <http://learninglocker.net/>
- Mahara <https://mahara.org/>
<http://personalis.wikispaces.com/PLE+Projects>



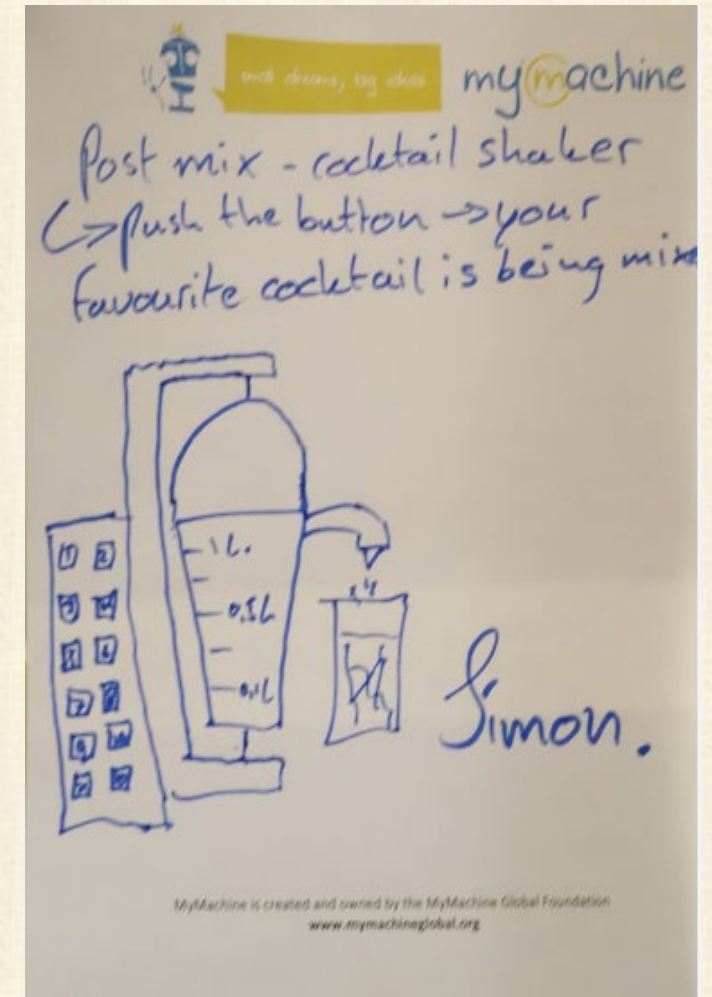
Third parties can provide analytics services, but they don't get free unfettered access to the data any more (think of data like money)



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



Projection of learning services into multiple platforms

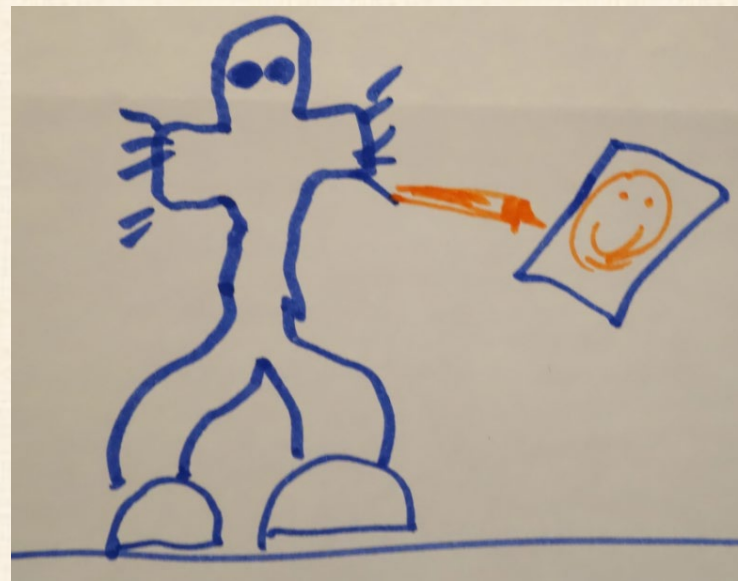
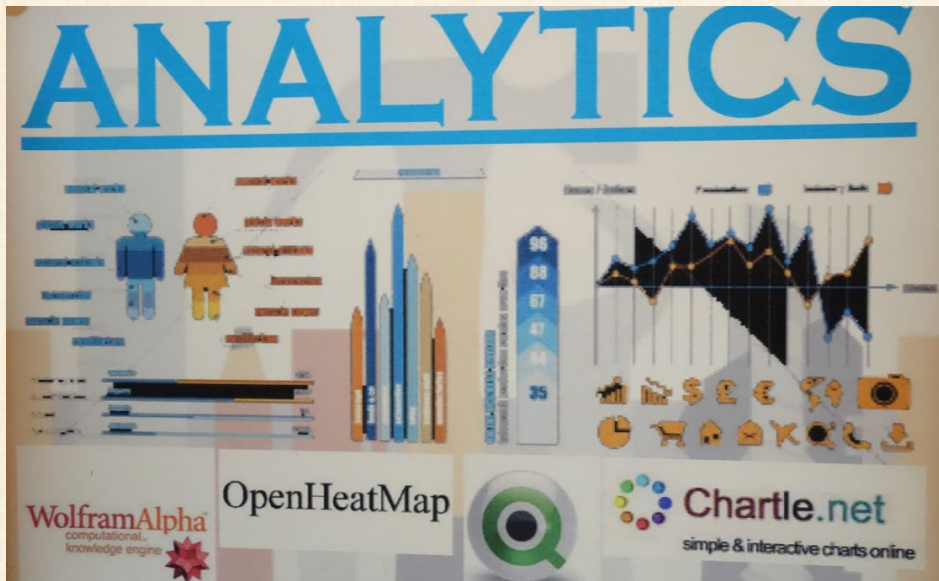




Connecting to real learning and workplace environments

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

Analytics as a service – analogy with web translation





What's Next?



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<http://www.downes.ca>