



Letting go

Embracing the freedoms of online learning

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<http://jondron.ca>



My context...



Distance-only

Open

Distributed workforce

Distributed students

Staff

186 full-time and 29 part-time academics

358 part-time tutors

Professional Staff Members: 243

Students

Total Net Enrolment **39,573**

Undergraduate program: 6,686

Graduate program: 1,782

- From every Canadian province and territory and 87 countries worldwide.
- Average undergraduate is 29; Average graduate student, 39.
- 83 per cent work while they study.
- 67 per cent are women.
- 50 per cent of graduates support dependents.
- 70 per cent of graduates are the first in their family to earn a university degree.



Your context..?

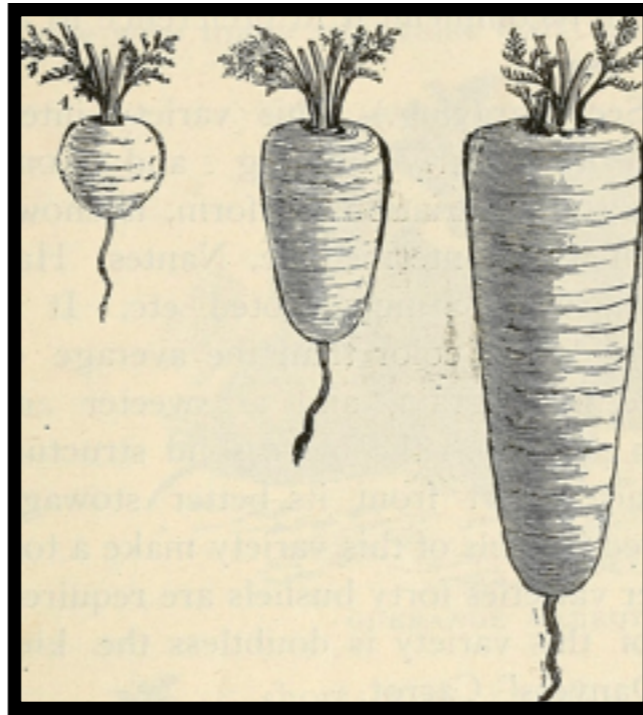
General plan

Motivation and p-learning

Motivation and e-learning

Freedoms and losses

Web 1.5



How do *you* demotivate
your students?

A few useful tricks I have learned

ignore them

reward them

make them do useless things

control them

embarrass them

isolate them

punish them

make them get up early

be unexcited by what they do

bore them

insult them

confuse them

make them compete

grade them

be unexcited by
what you teach

obscure the process

judge them

Have you ever said..?

“I get my students to...”

“I make my students...”

“Students must...”

“Students have to...”

“The students have got to...”

Your modules...

Is attendance compulsory?

Do you give grades?

Are there learning outcomes students must meet?

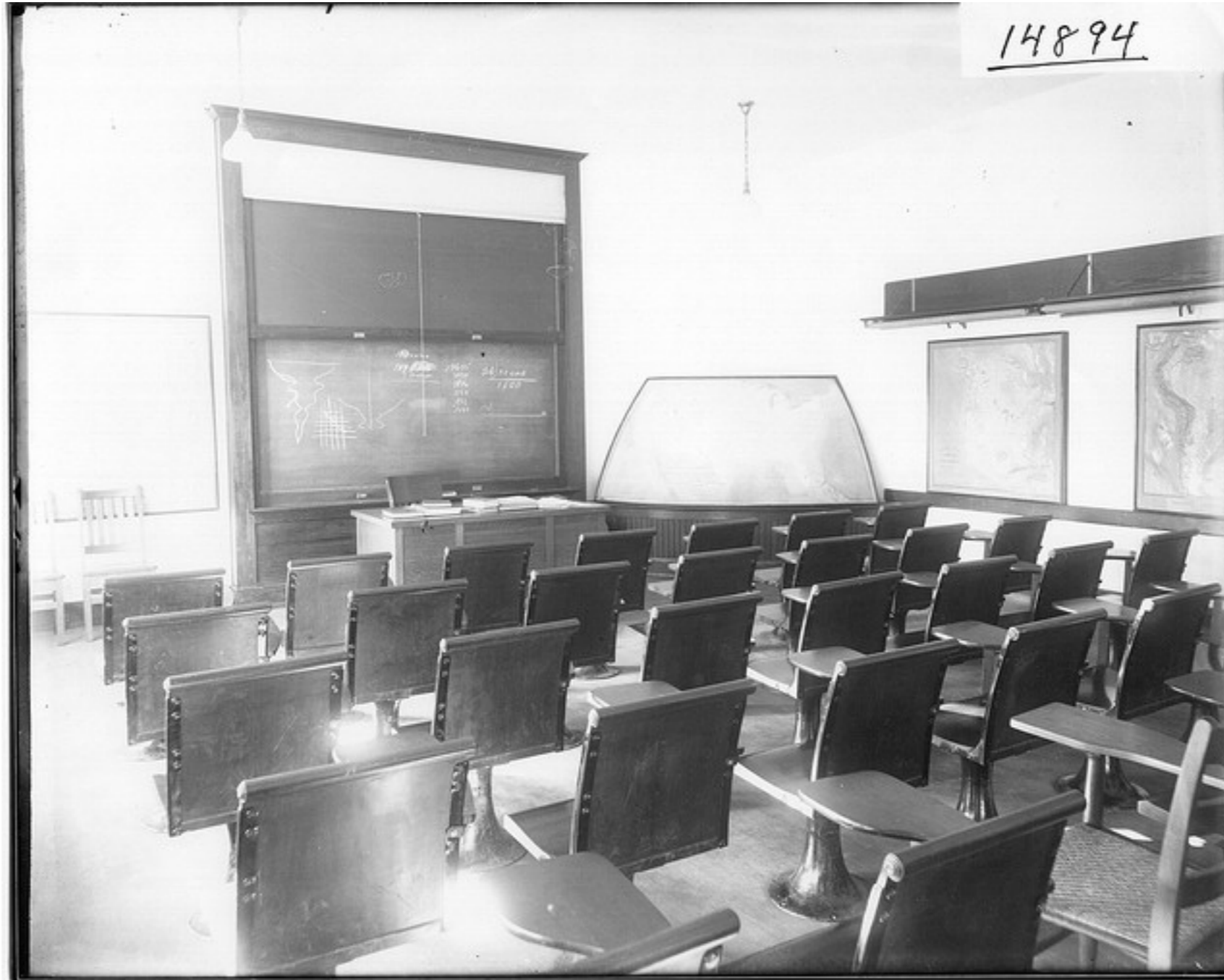
Is there a time limit?

Is it OK to fail?

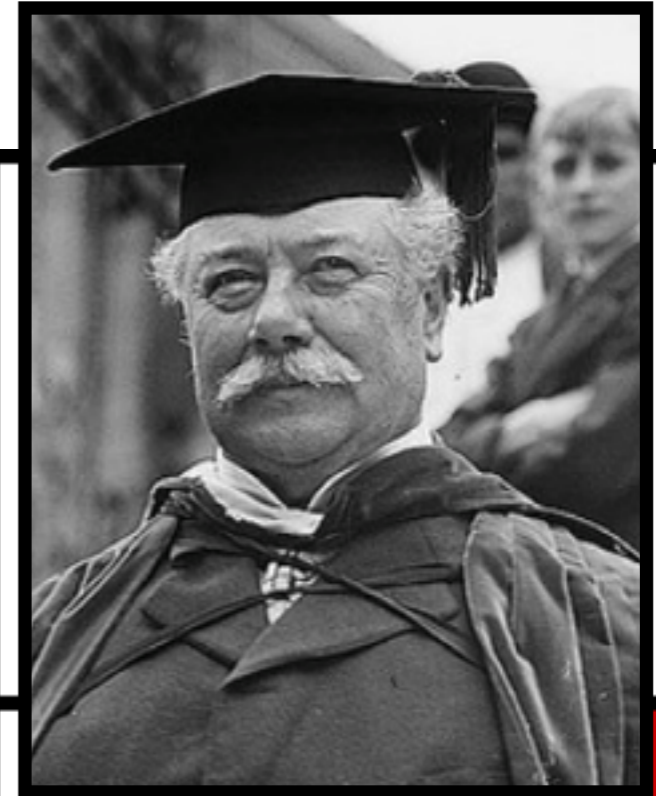
Are your modules all multiples of x weeks long?

Do you allow use of cellphones in class?

How did we get to here?



p-learning boundaries



Teacher time is
rivalrous.
Space is rivalrous.
Resources are
rivalrous.

Learners outnumber
the learned.



So...

universities

faculties

schools

rules & norms

modules

professors

timetables

classes

terms

semesters

lectures

programmes

desks

tutorials

curricula

seminars

textbooks

learning outcomes

libraries

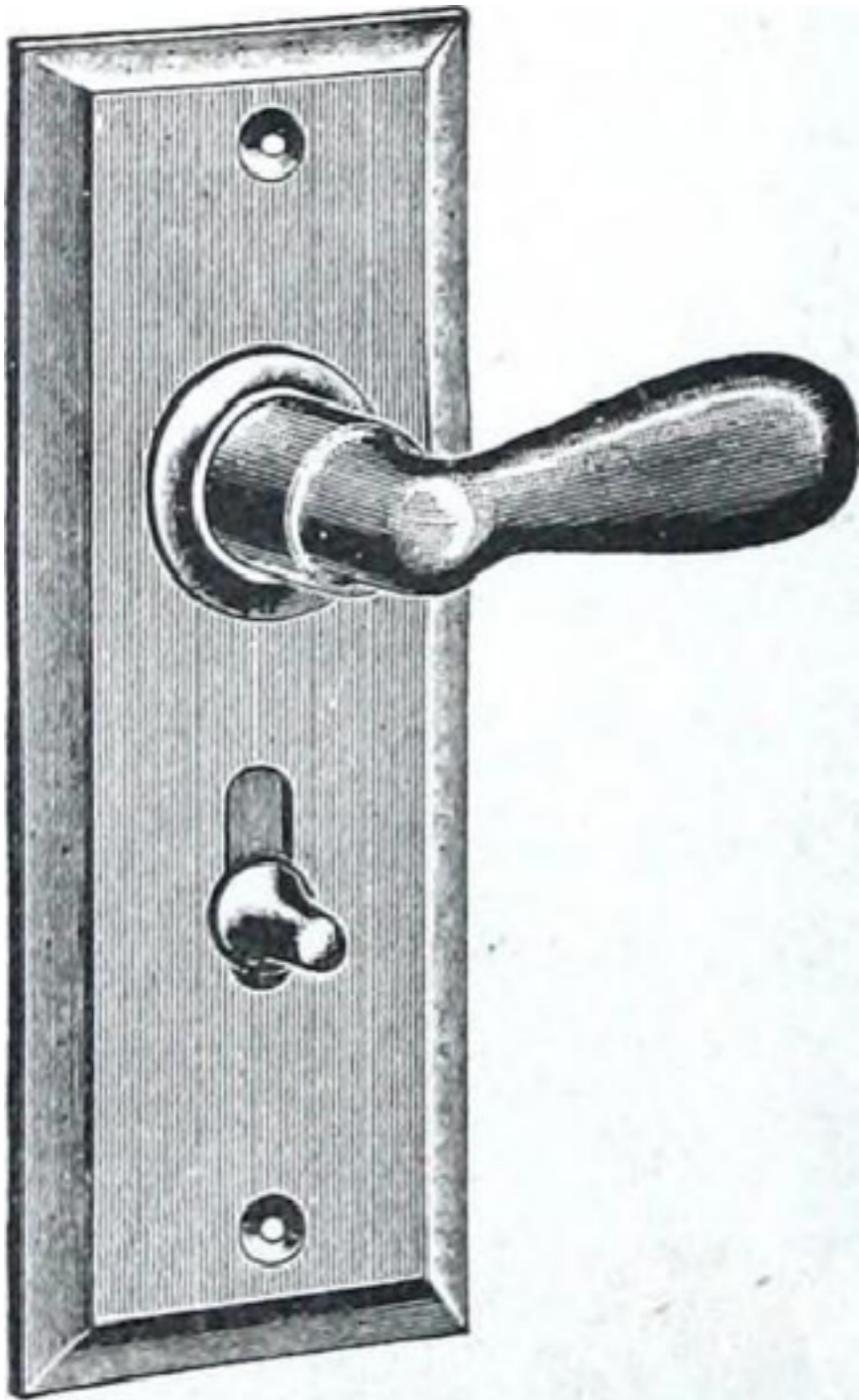
tests

assignments

exams

accreditation

ceremonies



locks,
clocks,
and
doctrine



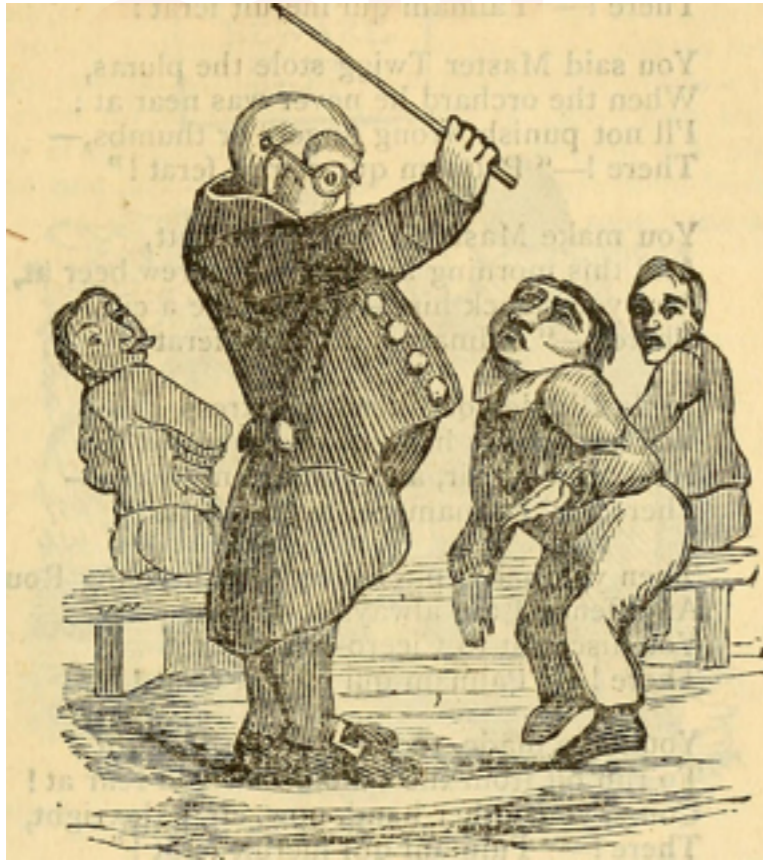
learners that
do not want
to be there

learners that
find things
confusing

learners that
find things
boring



So...



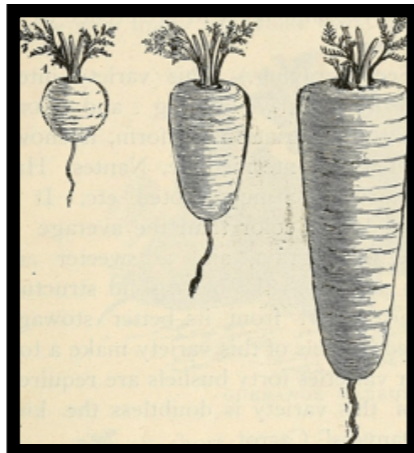
sticks
and
stars



But...

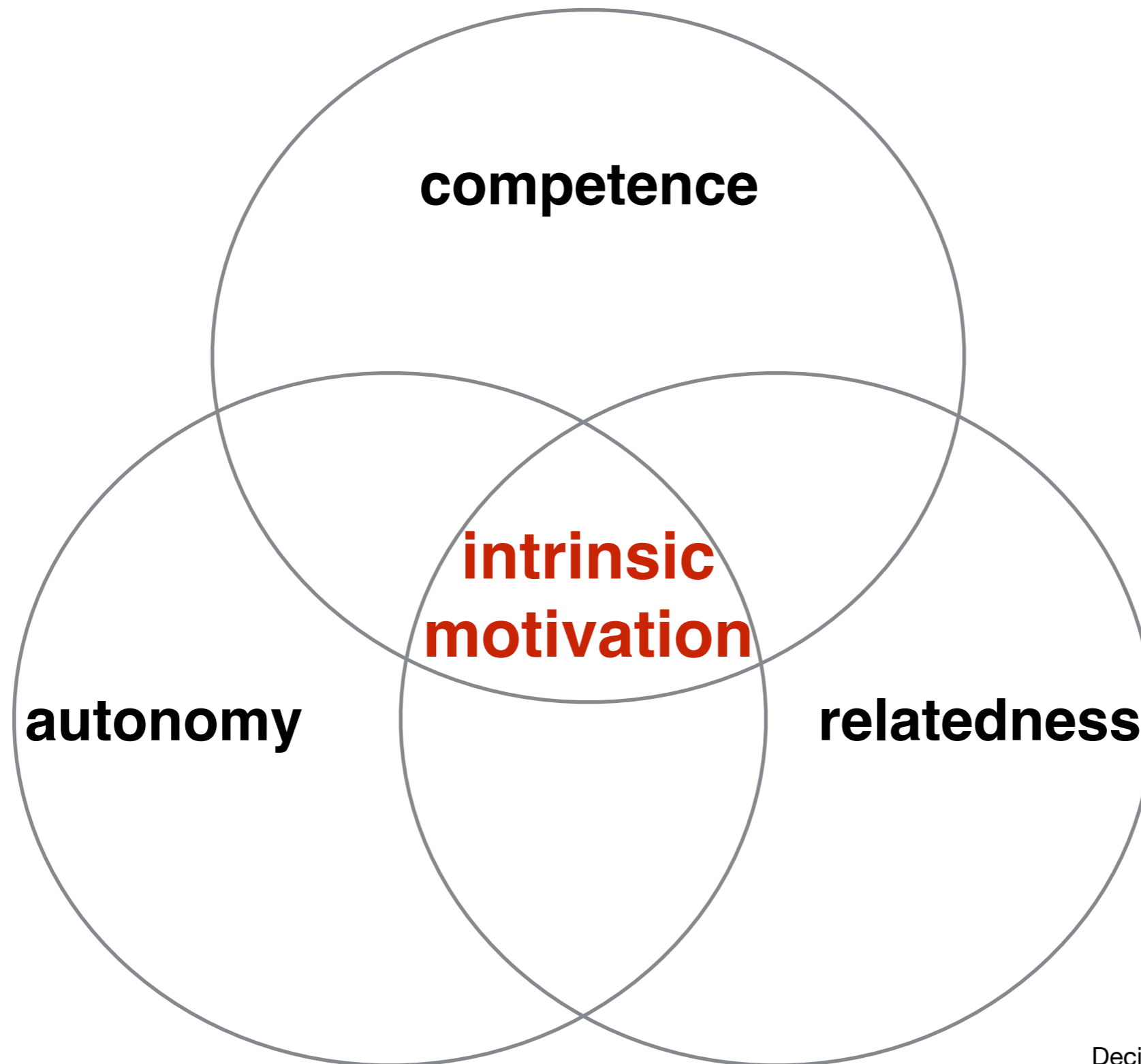


Extrinsic motivation kills
Intrinsic motivation



<http://selfdeterminationtheory.org/>

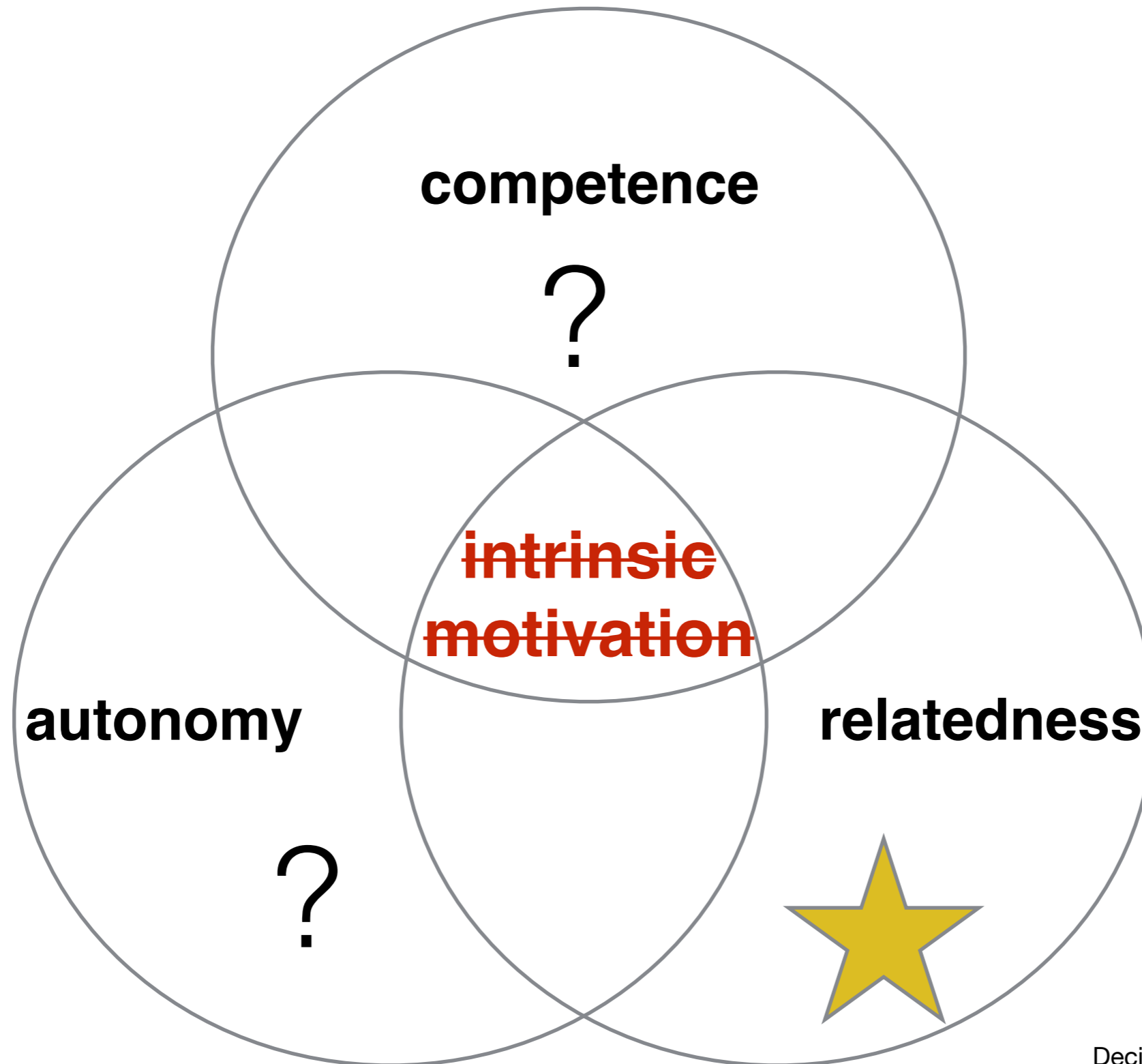
Intrinsic motivation



<http://selfdeterminationtheory.org>

Deci, E.L., & Ryan, R.M. (2000). The “What” and “Why” of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268

Classroom motivation



<http://selfdeterminationtheory.org>

Deci, E.L., & Ryan, R.M. (2000). The “What” and “Why” of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268

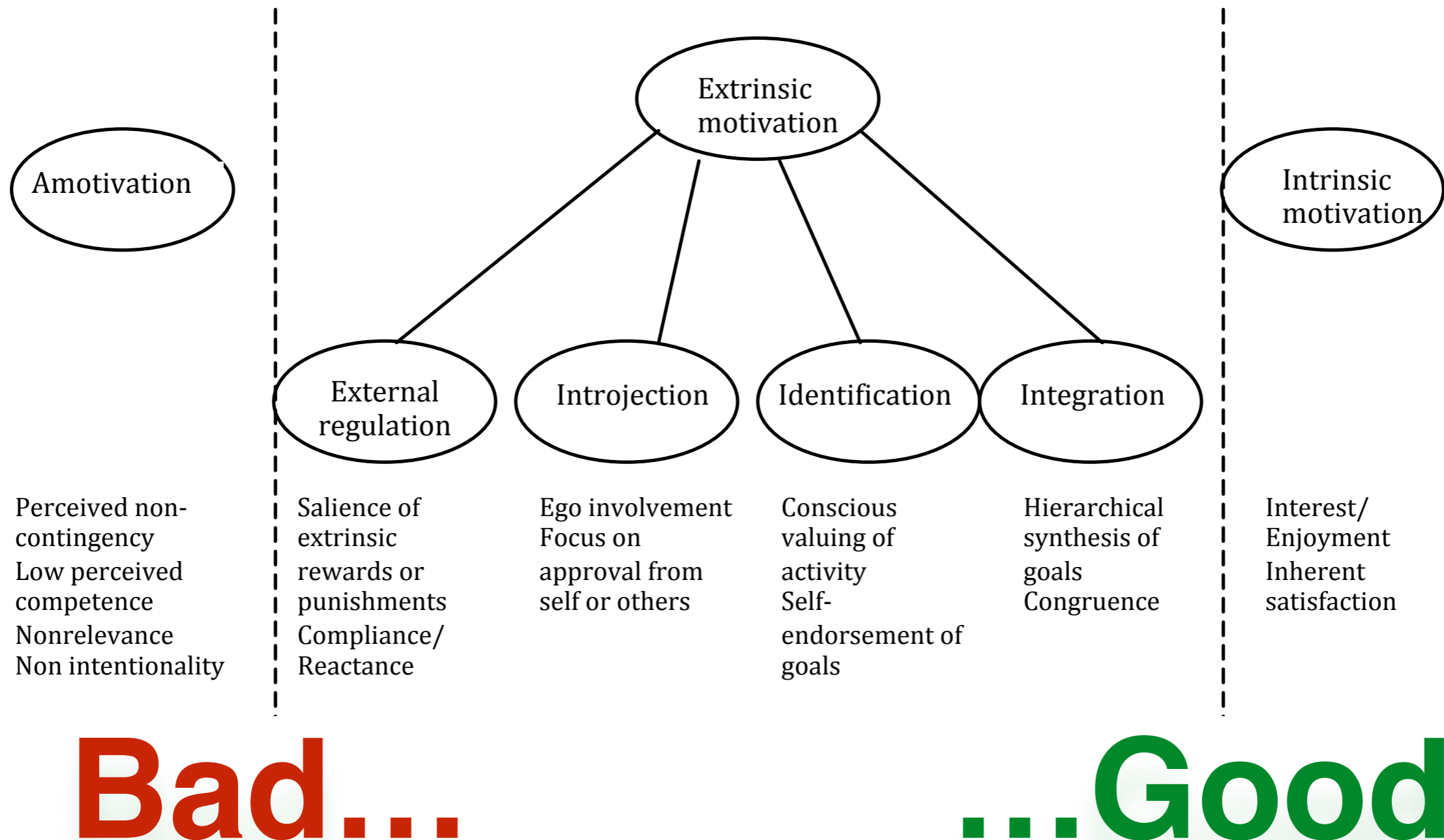


**There is nothing humans love more
than to learn**



Our pedagogies
must overcome
systematic
demotivation.
It is all uphill.

Extrinsic motivation

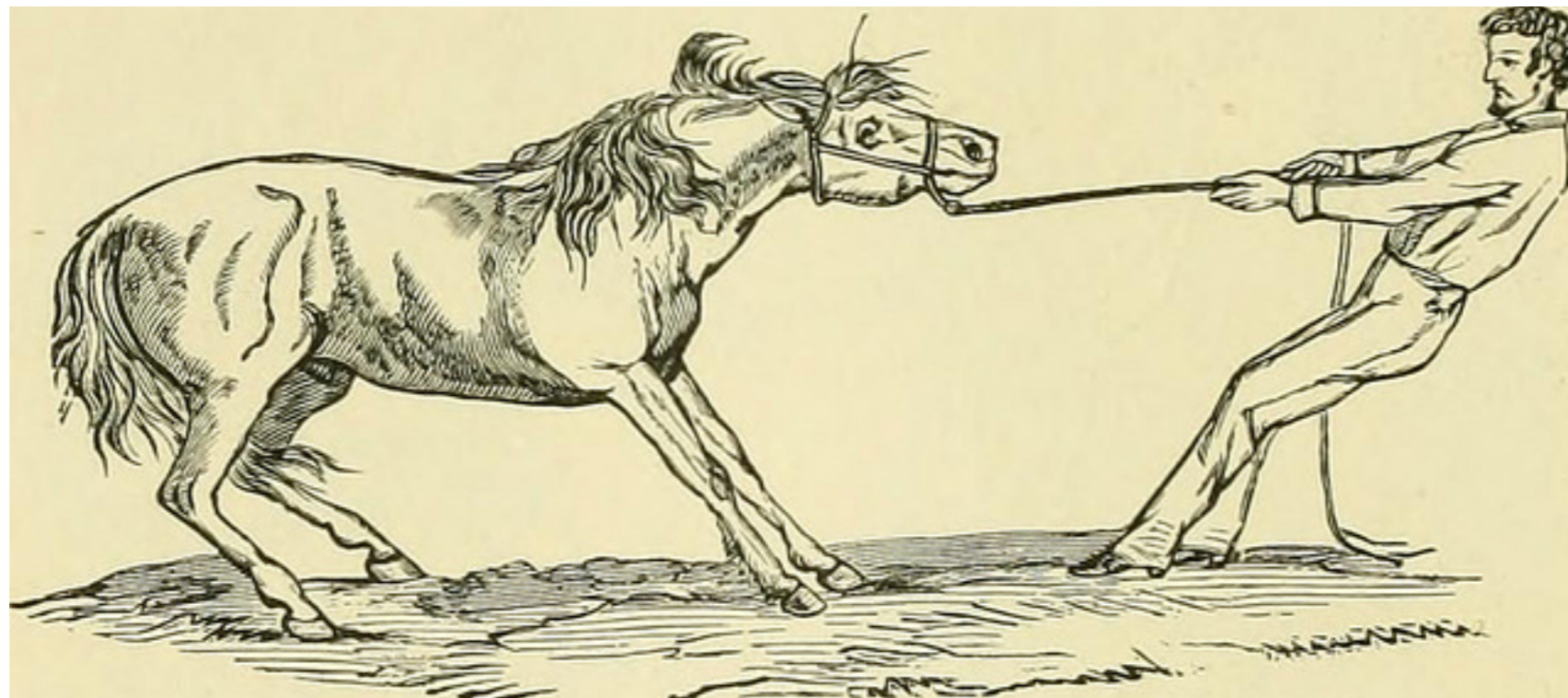


How do you teach?

How does your teaching
support learner motivation?

How do you learn?
What motivates you?

Why do we not ban
cellphones in online
classrooms?



E-learning boundaries

algorithmic

metaphorical

fuzzy

overlapping

permeable

open

negotiable



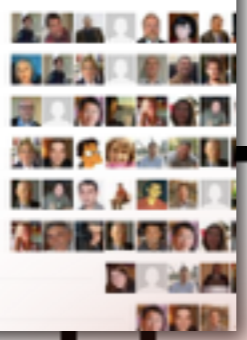


how we may learn

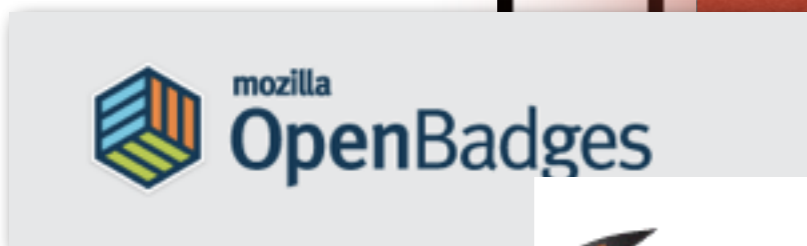
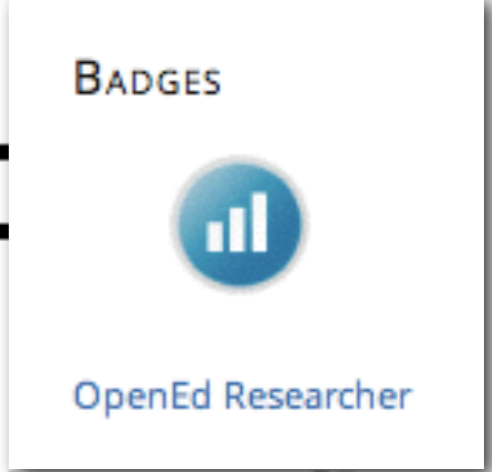
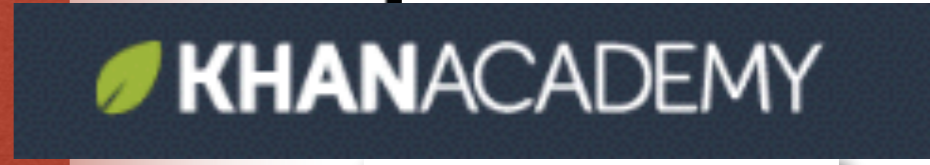
Skills & Expertise

Most endorsed for...

- 57 E-Learning
- 47 Distance Learning
- 19 Moodle
- 18 Educational Technology
- 15 Lecturing
- 13 Unive
- 9 Teach
- 8 High



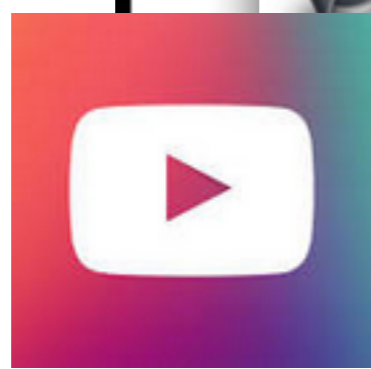
WhatsApp



stackoverflow

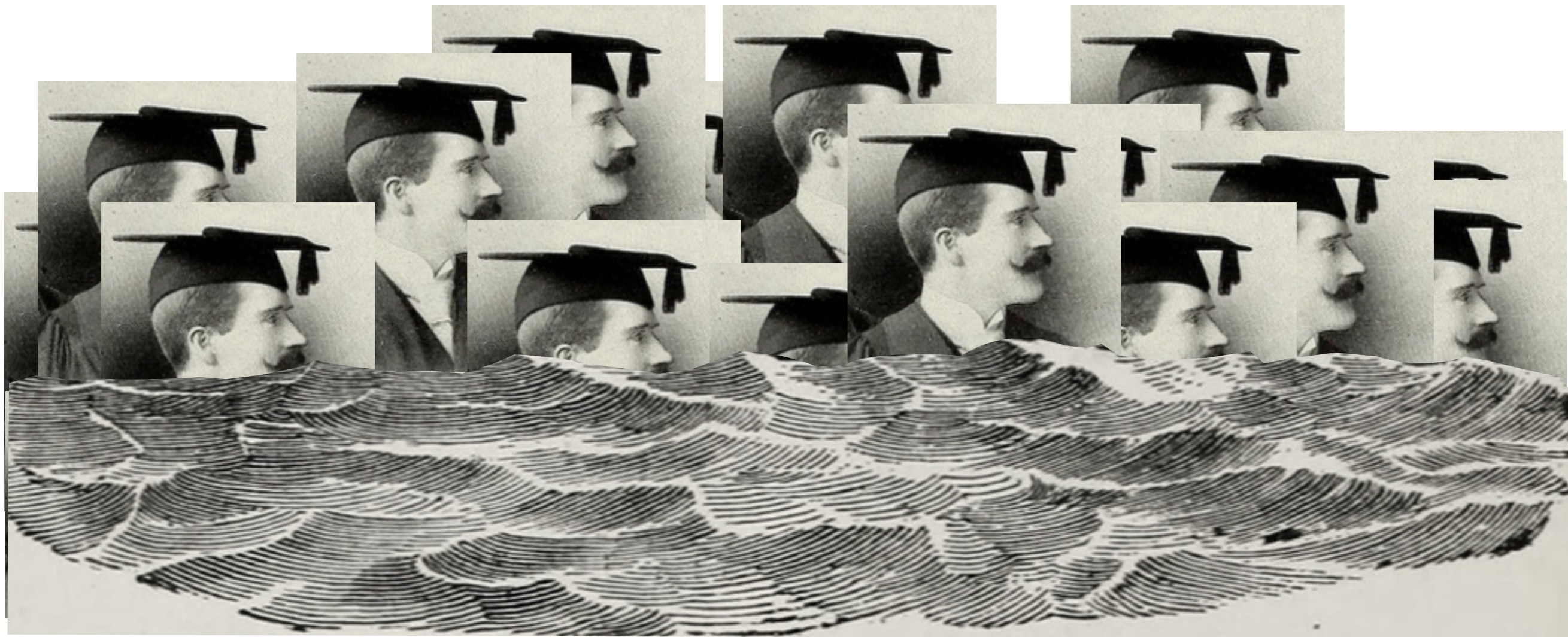


WIKIPEDIA
The Free Encyclopedia



WESTERN GOVERNORS UNIVERSITY
ONLINE. ACCELERATED. AFFORDABLE. ACCREDITED.



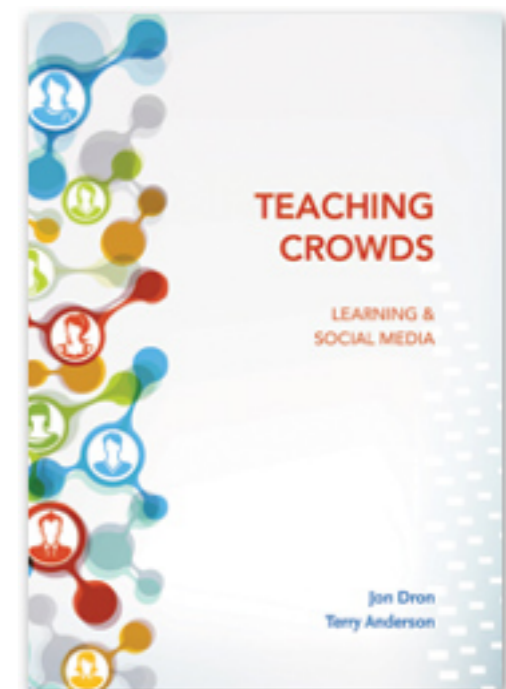


Online, we are swimming
in a sea of teachers

The two most successful learning technologies in a thousand years?



E-learning freedoms...





and yet, we do this....

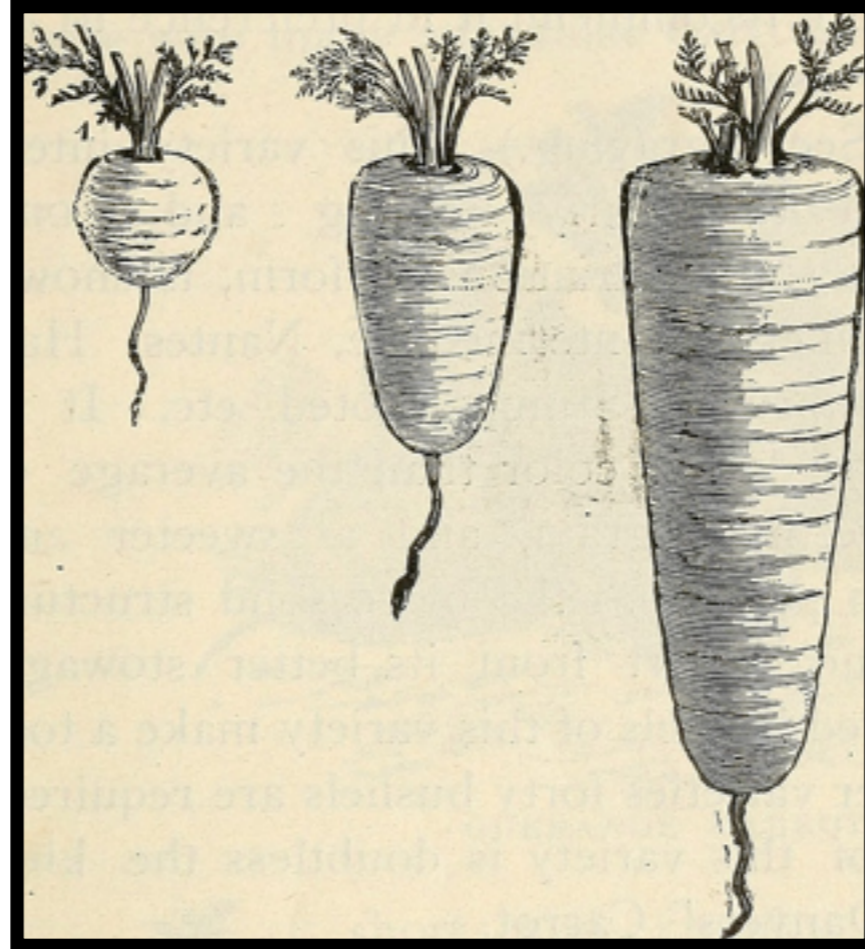
Course categories

- Undergraduate (66)**
- Graduate (2)**
 - Winter 2015 (10)
 - Fall 2014 (12)
 - Individualized Study - Graduate Courses (3)
 - Spring 2014 (8)
- Undergraduate - Archived Courses (29)**
- Graduate - Archived Courses**
 - Spring 2012 (1)
 - Winter 2014 (10)
 - Fall 2013 (10)
 - Winter 2013 (12)
 - Spring 2013 (10)
 - Fall 2012 (11)

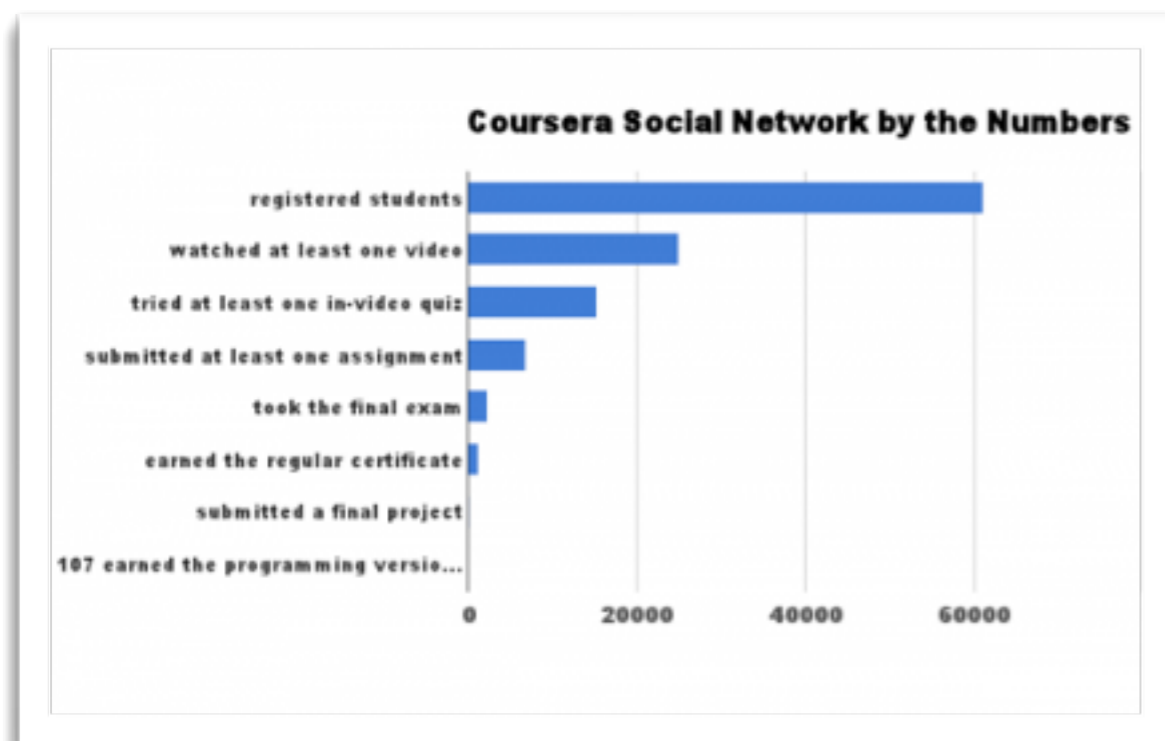
The screenshot shows the Student Central website interface. At the top, there is a search bar and navigation links for Home, Community, and Online Library. Below this, a welcome message reads "Welcome, Jon". The main content area is divided into several sections:

- Tools:** Includes links for Calendar, User Directory, Student email, Staff email, Tasks, Address Book, Personal settings, and MS Office Viewers.
- Life Support:** Includes links for Careers & Part-time Jobs, Childcare, Computing, Libraries & Media, Counselling, Disability & Dyslexia, Health & Wellbeing, International Living here, Money, Partner Colleges, Religious Life, Restaurants, Cafes & Shops, Rights & Responsibilities, Safety & Security, Sport Brighton, and Student Handbook.
- My Study Areas:** Features an "Expand All" button and a list of study areas including CMIS Staff Area, MScIS - Masters in Information Systems, FdSc in eSystems Design & Technology, Computing Undergraduate Programme, FdSc Computing & HND Computing, Reflective Uses of Information and Communication Technologies, Computing in Context, Professional practice, The Individual Project, Informative Individual Project, Adaptive Interactive Systems, Developments in Learning Technologies, Network Management, Web Mastery, The Individual Project, Foundation for Professional practice, Group Project, Conduct of IT Projects, and Web Application Development.
- My Announcements:** States "No new system announcements have been posted today." and lists announcements such as Sport Brighton, Cockcroft Sports Centre Holiday Closing Times, and News Flash (Exercise Tolerance Symposium, Student E-mail Unavailable 3/4/07, Costa Cafe Bar closed 2-6 March, Community Downtime and Competition - Reminder, Cockcroft Sports Centre Holiday Closing Times).
- Clubs and Societies:** Lists "Organizations in which you are participating:" and includes Student.Chat.

and this...



Taking reward/ punishment away for online learners



<http://cogdogblog.com/2012/11/27/owning-massive/>

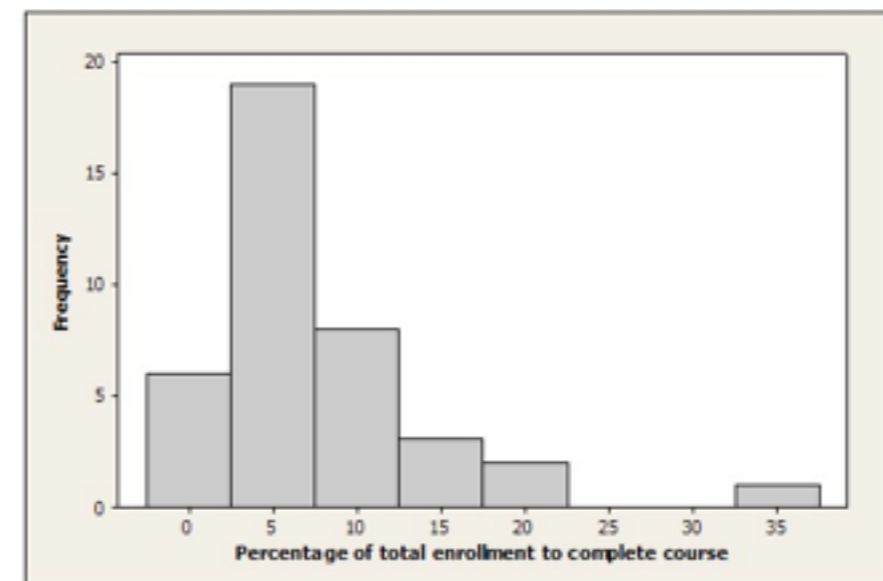
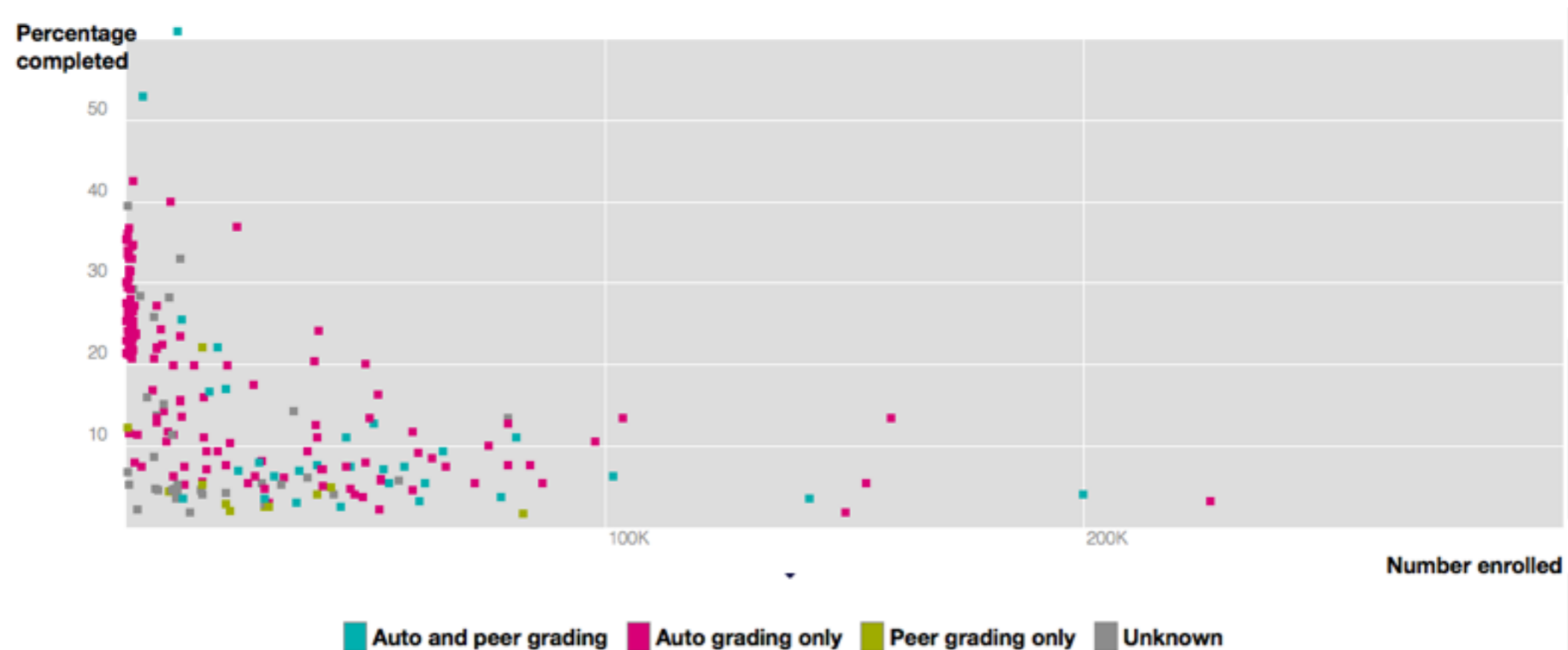


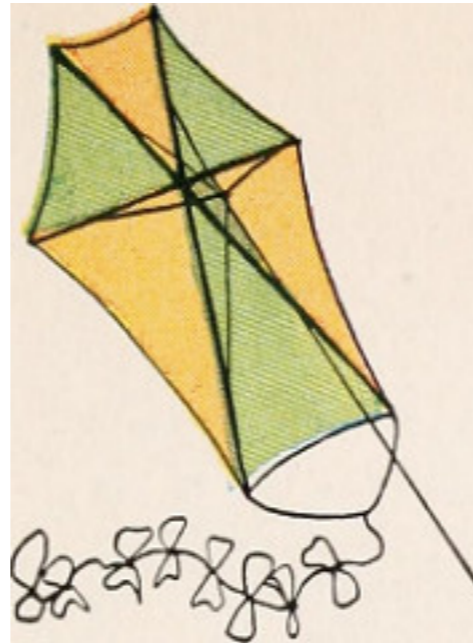
Figure 4. Histogram of completion rates for the sampled courses (n = 39).

“Completion rates range from 0.9% to 36.1%, with a median value of 6.5%”

MOOCs getting better?

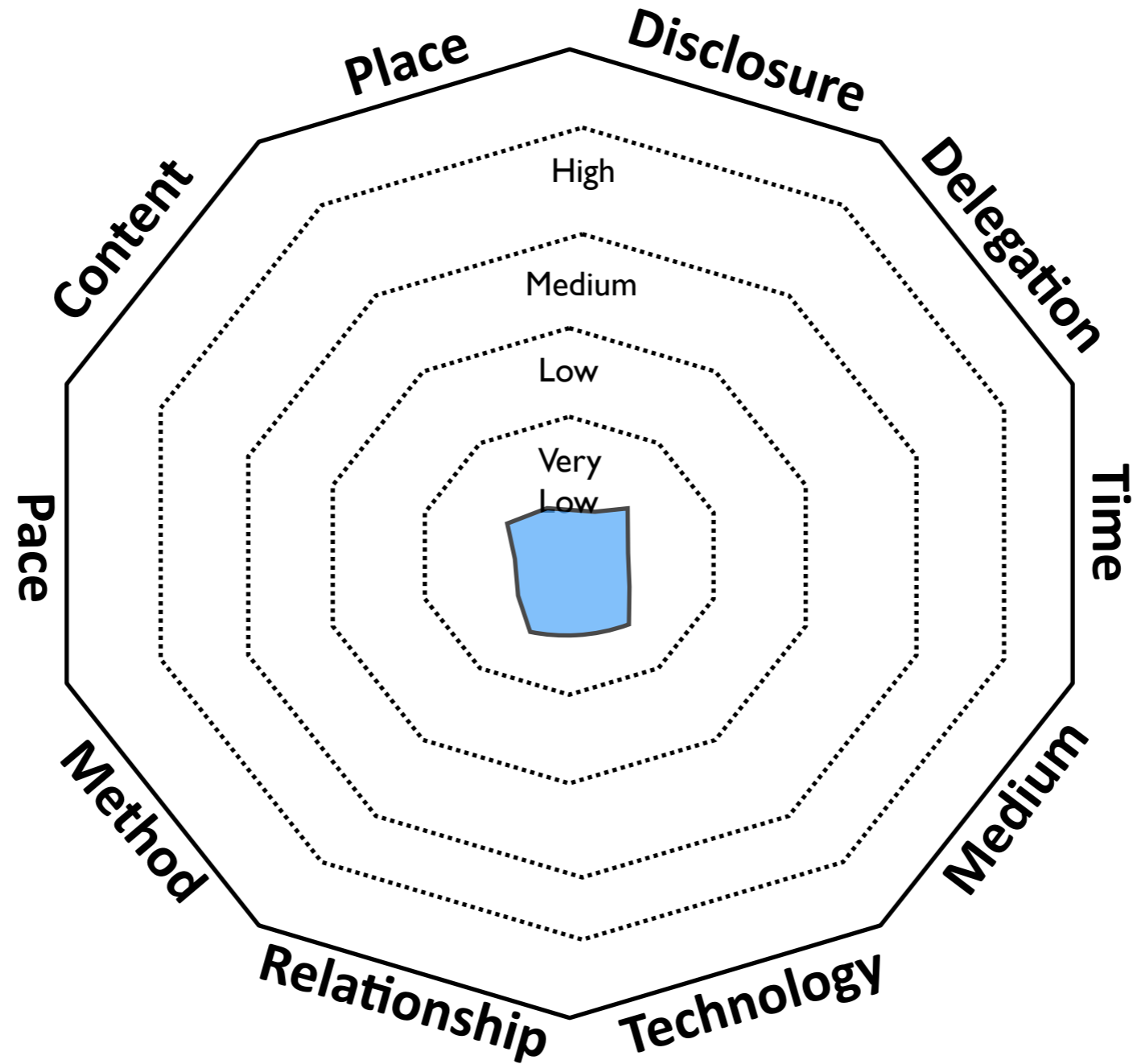


Yes, but the rewards are getting greater

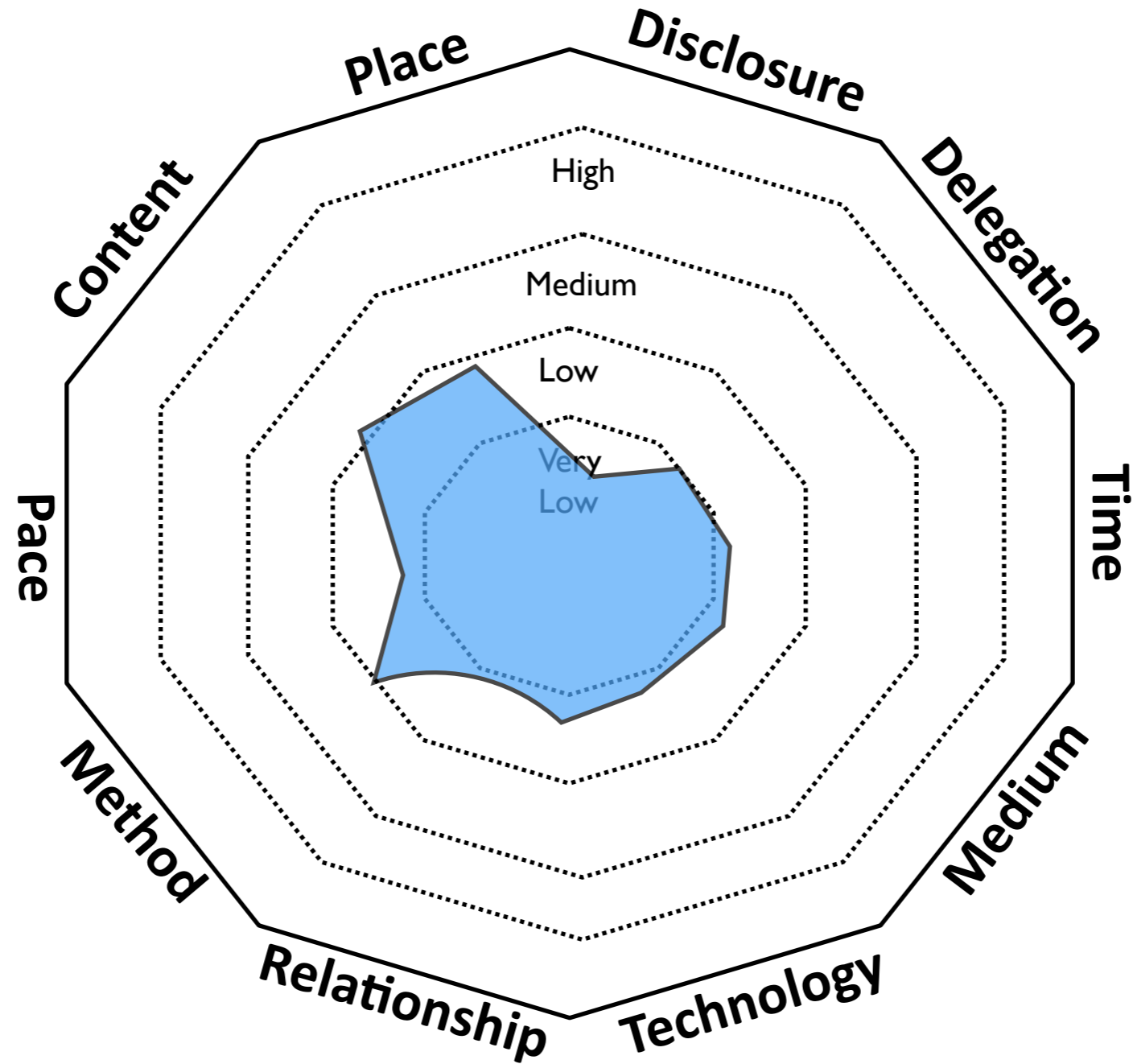


Online teachers are not in control.
Without extrinsic motivation, we
cannot be in control

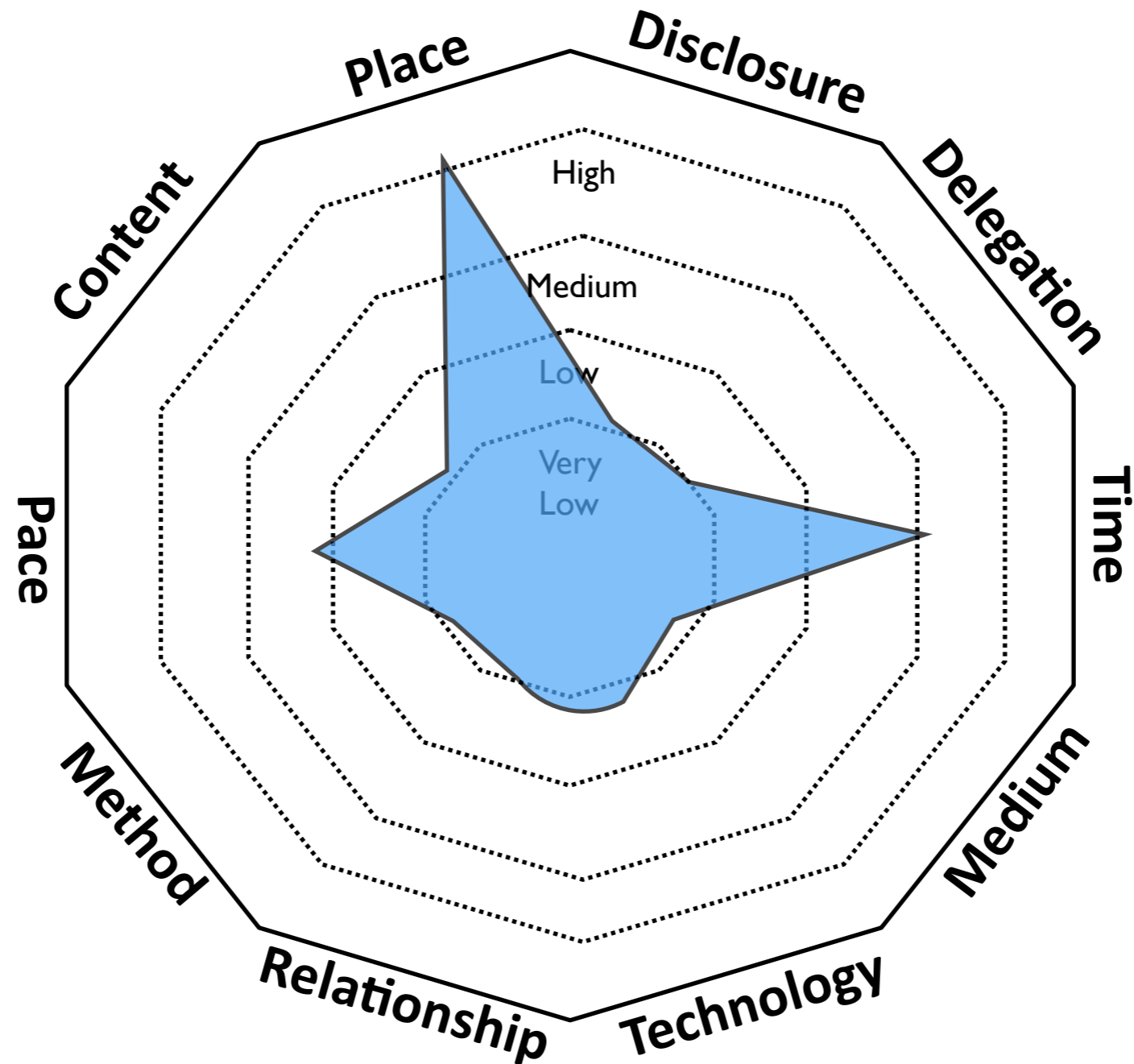
In most p-learning modules
(the teacher view)...



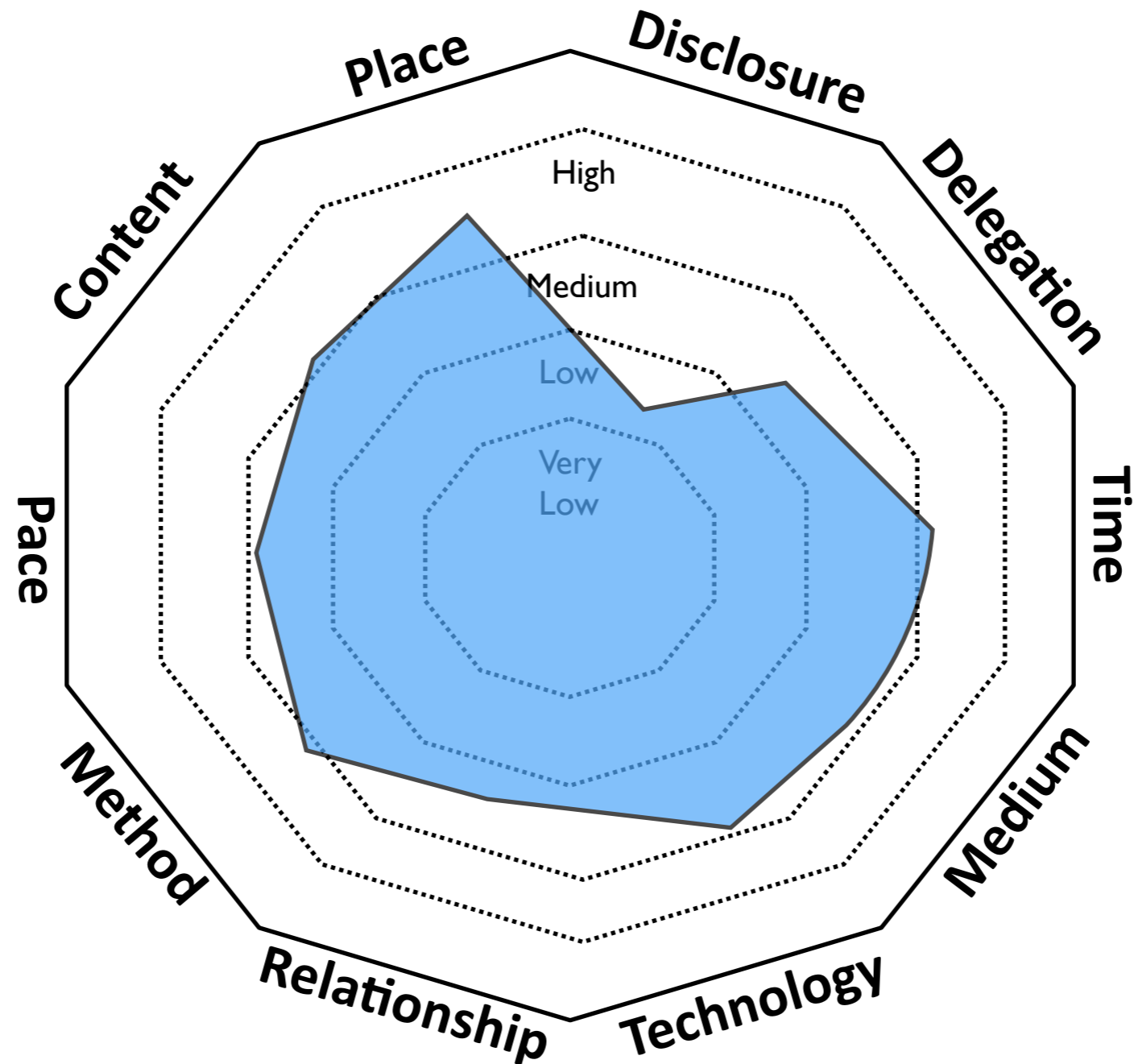
In most p-learning courses (the learner view)...



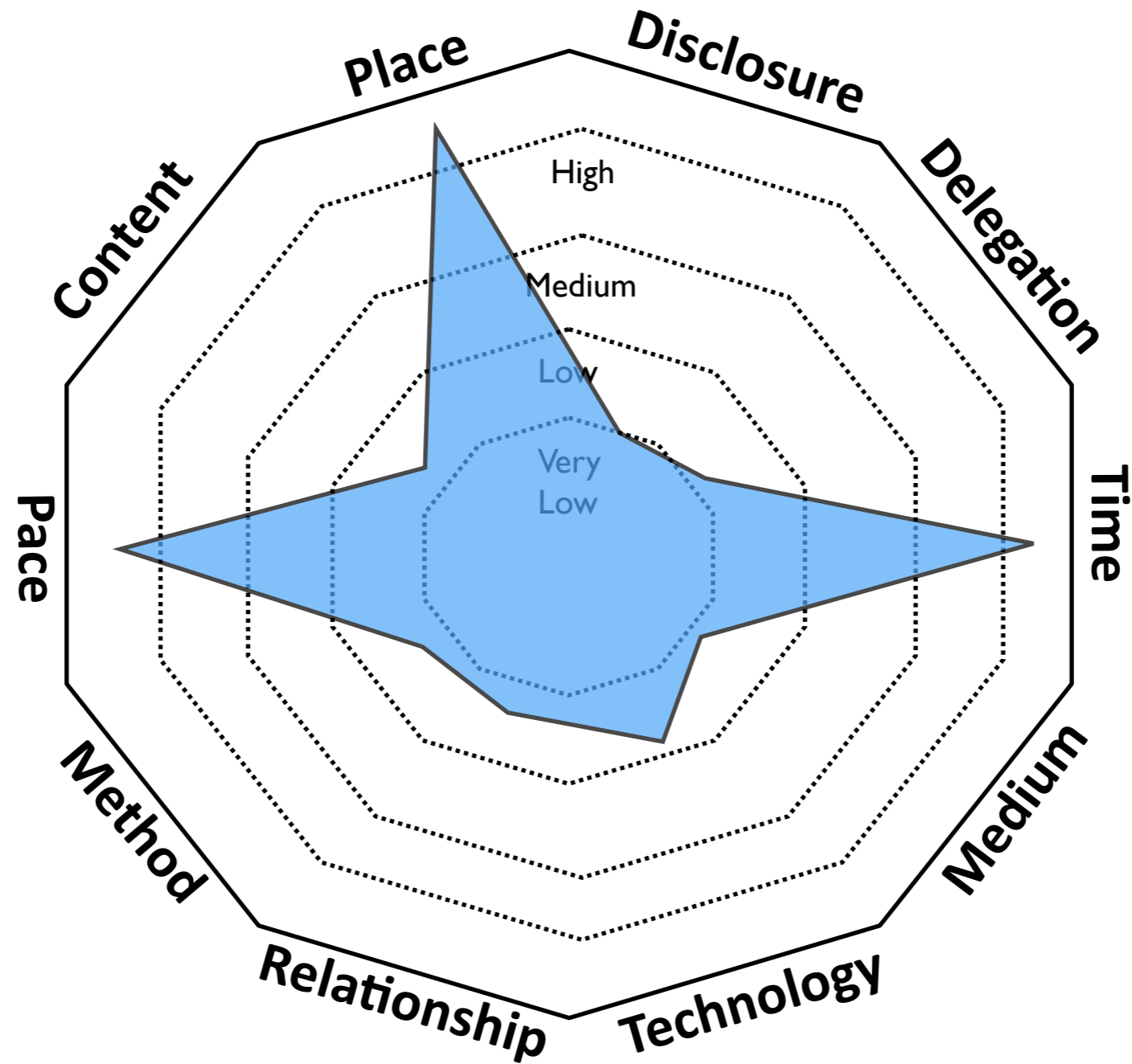
In most online courses (the teacher view)...



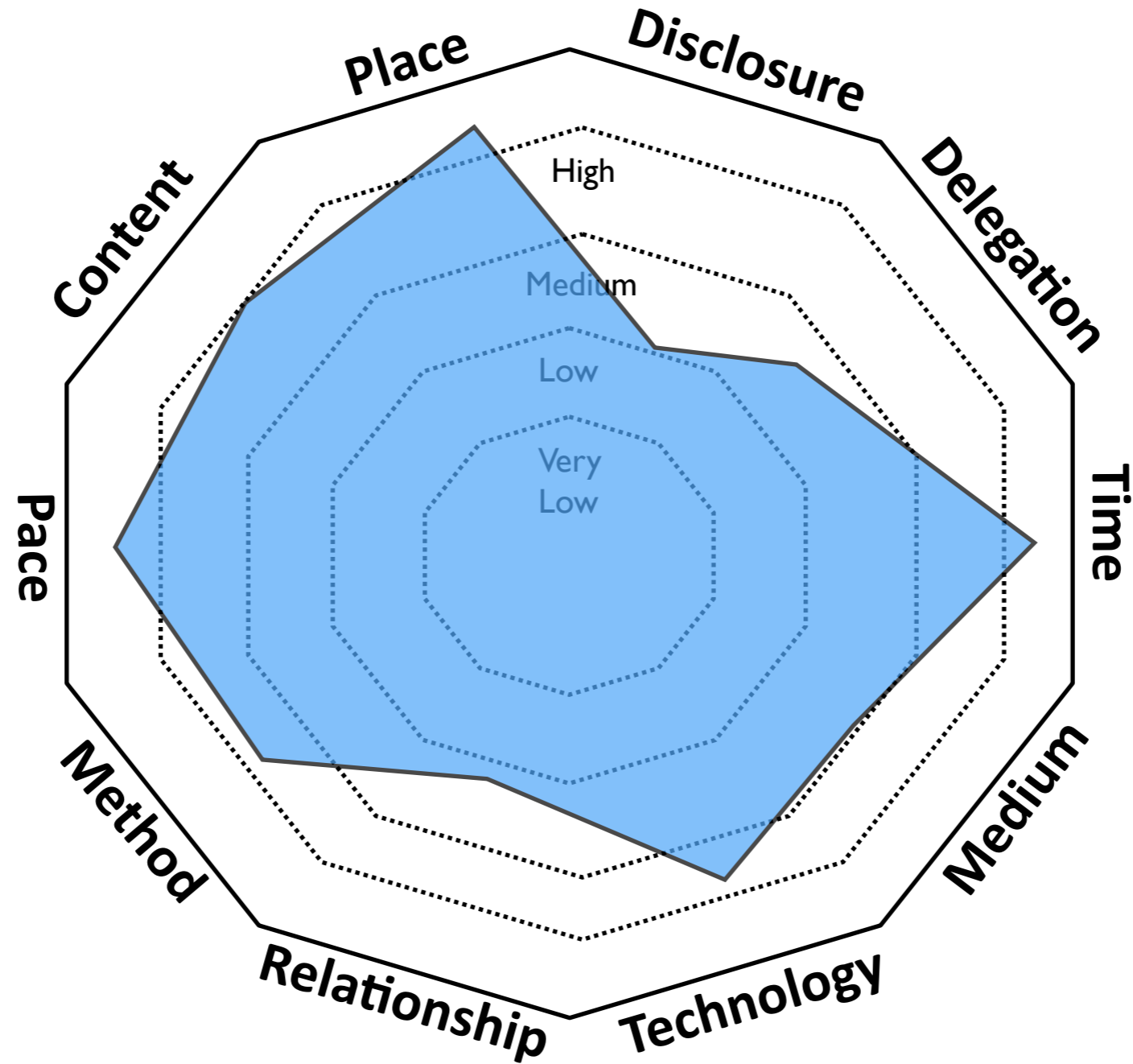
In most online courses (the learner view)...



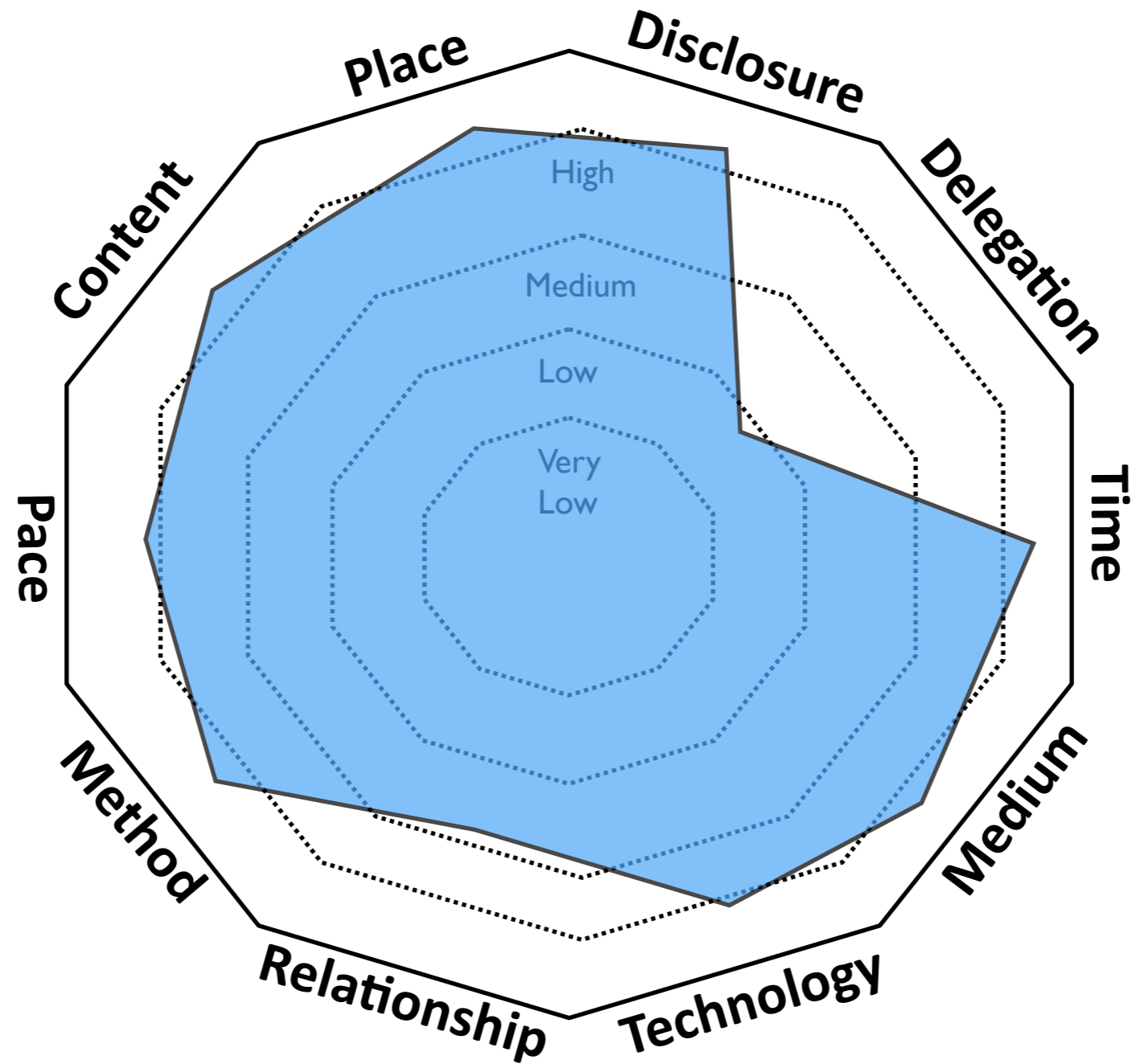
At Athabasca (the teacher view)...



At Athabasca (the learner view)...



Web 2.0 learning



But...

Benefits of institutions

Learning community

Webs of trust/authority

The big picture, the big plan

Concentration of gurus

A duty of care

Safety and support

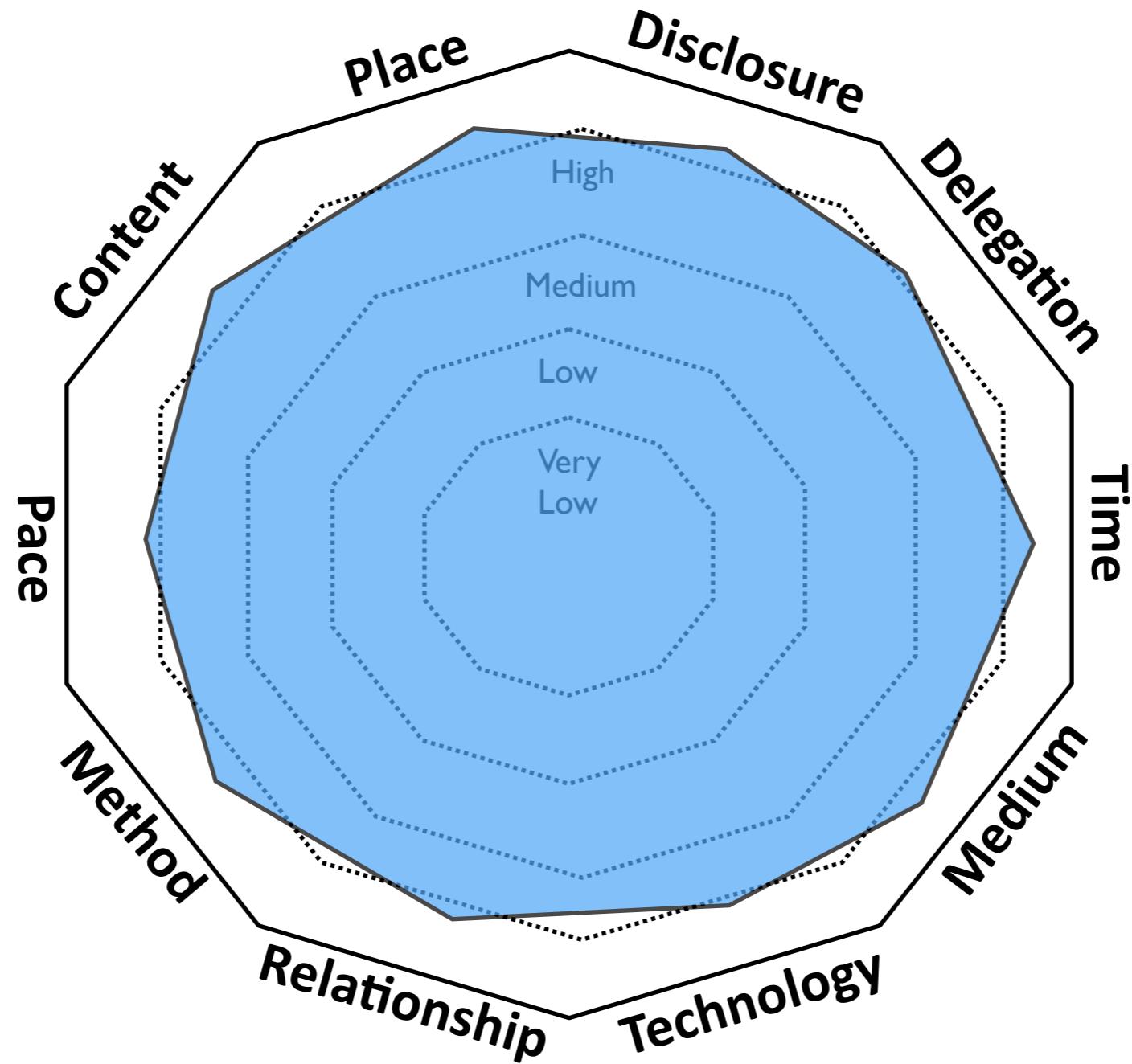
Credentialing

Modelling ways of being

Cultural continuity



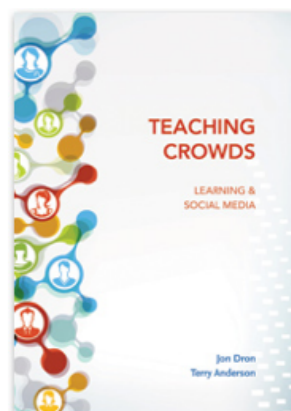
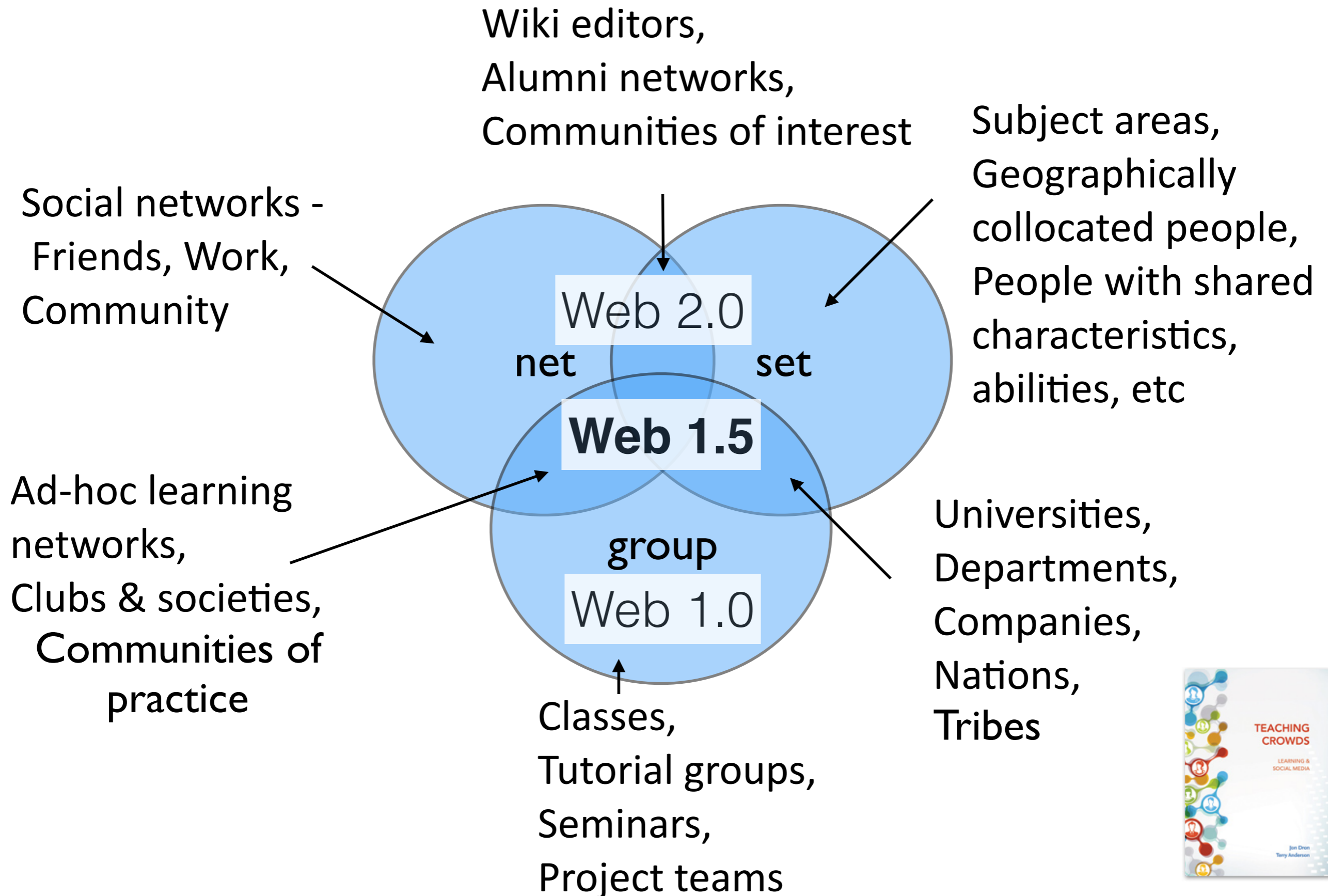
What we seek



What is lost, online?

How do we keep all that
while embracing the shifting
boundaries of e-learning?

Our solution - Web 1.5





Web 1.5

Athabasca Landing

a social learning commons



Welcome to COMP 466

Using Moodle

COMP 466 Syllabus

SCIS Virtual Helpdesk

Student Manual

COMP 466 General Conference

News forum

Tutor Marked Exercise 1

Tutor Marked Exercise 2

Tutor Marked Exercise 3

Tutor Marked Exercise 4

COMP 466 Course Coordinator

Week 1

Familiarize yourself with the Study Guide.

Complete Unit 1.

Week 2

Complete Unit 2.

Week 3

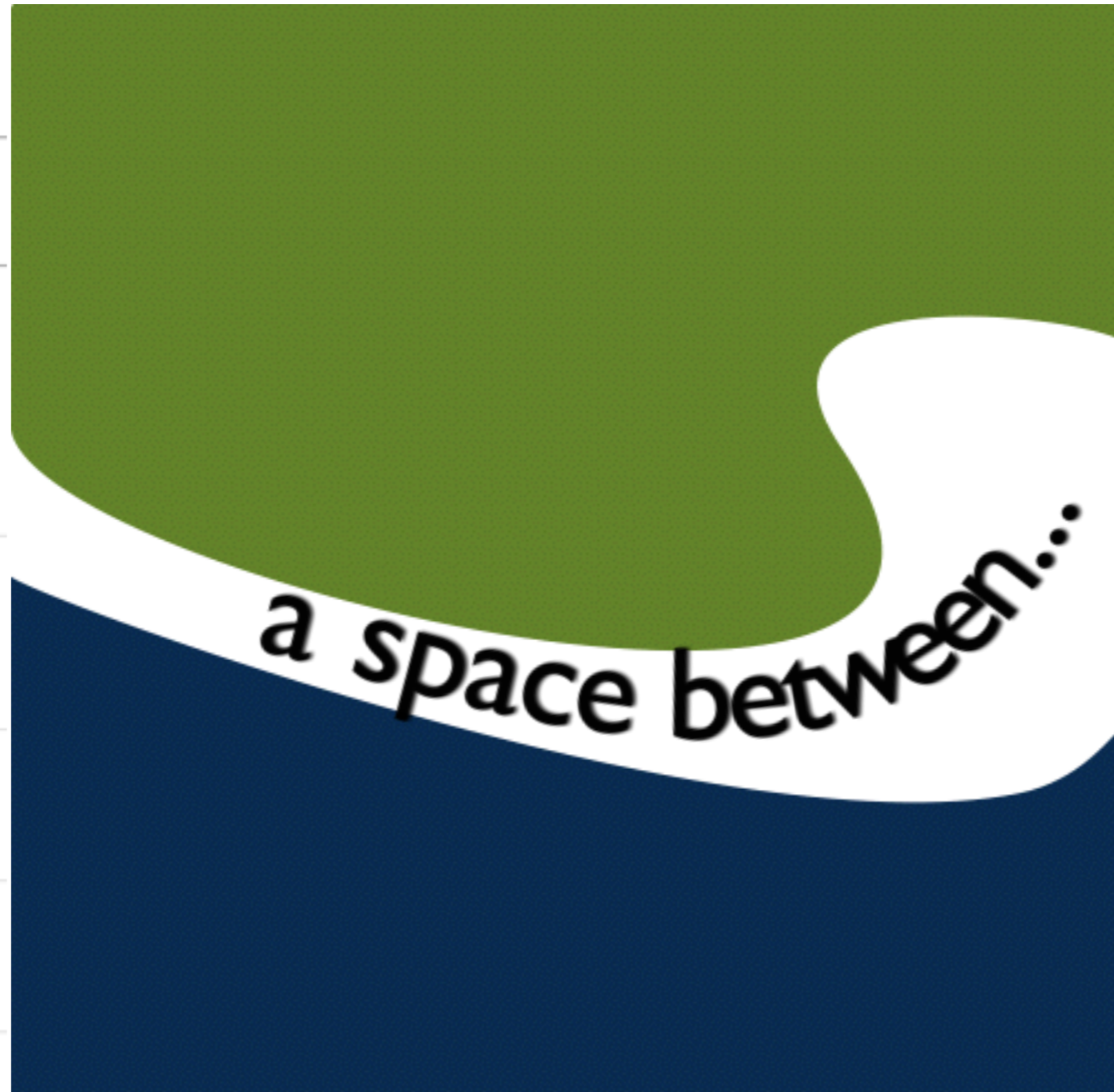
Complete and submit TME 1.

Week 4

Start working on Unit 3.

Week 5

Complete Unit 3.



Your Dashboard Research teaching My stuff 266 moodle Following MyAU Add widgets

Group membership

- SelfAdjustingSystems
- Soft things, hard things and invisible elephants

E-learning blogs

- eLearnSpace
- Open Symposium: Policy and Strategy for Learning Analytics Deployment

Tag Tracker

12 Awesome Social Media Facts and Statistics for 2013

People you may know

Sandra Law

7 followers: Mary Pringle, Glen...

12 shared groups: Atheists at collaborative vision & strategy Analytics, TLSTN, Web Confer...

Your groups

- Academic Blogging C...
- Academic web sites
- Accessibility at AU

Site Tag Cloud

COMP602, comp650, research, e-learning, ed... learning, e-portfolio, social co... social networking, portfolio, design, teaching, elgg, acco... data mo... ng dia... tme5, ational... manag...

- Group activity
- Group blog
- Group bookmarks
- Group calendar
- Group discussion
- Group featured content
- Group files
- Group photos
- Group pinboards
- Group polls
- Group recommended content
- Group wikis

3 minute thesis

Posted to group: EDDE 806 Doctoral Research Seminar

Three minute thesis competition

Watch this video from Australia or do a YouTube search on 3 minute T

in his article, writing in the Age of Distraction, carry us techniques to help with the writing process, despite the n... to time. I liked...

My tips for writing

I find that when I am feeling overwhelmed or s... I have realized that when I try to write during this period...

Unit 2 Files

Posted to group: COMP 266

Critical Review

We just finished the Critical Review draft and it was a cho... it comes to the MLA style. Thank goodness for the resou... do not remember having...

Quality and OER: A response to David Wiley

Soft things, hard things and invisible elephants

Where to look first

- Overview of the main ideas
- Suggested activities

Things to think about

- Elephants in the room

Introductory podcast

A very brief hello and introduction from the course author

many tools



Jon Dron

Blog Bookmarks CV All home page Personal home page Default profile

Selected Information

PHD, Brighton, (Achieving self-organ... learning environments) 2002

Postgraduate Certificate, Brighton, (Education) 1998

MsC, Brighton, (Information Systems) 1998

BA (Hons), Sussex, (Philosophy) 1992

Teaching Excellence Award, Univers... 2008

National Teaching Fellowship, Higher... 2009

President's Award for Research and... 2012

Honorary Faculty Fellow, Faculty of... Brighton, 2011

Various best paper awards - see pub...

Things I have bookmarked

- China Wholesale - Wholesale From China

Latest poll

Messages

My polls

People you may know

Pinboards

Profile Completeness

Random Content

Recommended content

RSS Feed

TabText

Tag cloud

Tag Tracker

The Wine

Twitter

Twitter search

October 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	4:35p-10:00p - Sept Deadline		11a-1000p Session: What kinds of Learning Can We Scale	16:7th European Conference on Games Based Learning		
6	7	8	9	10	11	
			12p-Biannual Conference on Emerging Adulthood (1pm)	11a-Designing Wang Interaction of Communities Learning for Industry		

Find a repository...

All Repositories Forks Sources Private Public

- AU-Landing-Project/menu_builder
- AU-Landing-Project/Comment-Tracker-1.8.x
- AU-Landing-Project/au_taganything

Posted to group: Accessibility at AU

Drafts of FAQs that are intended to remove the confusion around environment more generally. Please provide feedback on these q... are they clear, would a link to additional resources help or just c...

1. What's wrong with using tables for layout?

Although it is possible to use tables for layout of elements (cour... recommended. You should try to format courses using css. If a lo... is formatted in a way that makes it easily understandable by some... with layout tables and [how to create accessible tables](#).

2. How do html heading levels help students navigate courses?

People who use screen readers (e.g. blind, visually impaired, lear... determine where they are on a course site. The screen reader an... content.

Posted to group: Centre I

- Seagulls - Kathy Wor
- Gasdi Cathedral - Ter
- Huber's Beach, NS - l
- Perfect Cosmopolitar
- Lethbridge - Margue
- Dragon Boats - Made
- Cappadocia Summer
- Thompson River sun:
- New York, New York
- Gardening North of S

Huber's Beach, Jessome-Crote

Perfect Cosmo Jenny Hayman,

Lethbridge - Margue

By Mark A. McCutcheon Oct... (And for more on that <http://is.gd/VKEkST>)

By Mark A. McCutcheon Oct... CUFABC made an exce... measuring university e...

By George Siemens Octobe... Registration now open bit.ly/1SILFOR

By Viviane Vladimirsch Oct... Hi Jennil Congratulatio...

By Terry Anderson Octobe... Canada needs a nation... Globe. see <http://bit.ly/1dW6JKX>

work ou

Adam Gillespie 2 photos

Hiking the Camino in Spain


Athabas Cam

Fuhua

Gorge

Webinar demo

Big blue button

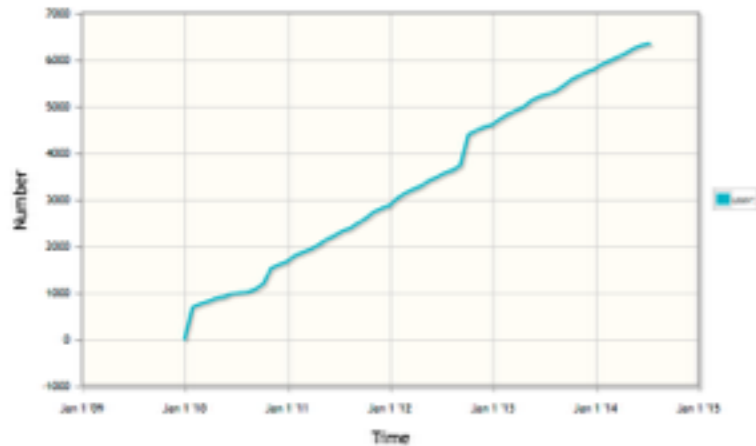


8,500 users

26,000 blog posts

14,000 shared files

10,000 wiki pages



much learning

>20,000 unique visitors a month (>2,000 internal)

530 groups

3,300 discussions

7,500 shared bookmarks

4,500 microblog posts

Used in about 30 courses

A Web 1.5 module

- self-paced
- role-free
- cooperative - all students are also teachers
- no assignments
- no grades
- open, flexible ways to learn
- open, flexible ways to prove learning has happened
- social by design
- permeable boundaries
- persistence of membership



The screenshot displays the Moodle interface for a group named 'COMP 266'. The page is titled 'COMP 266' and includes a navigation menu with options like 'Default', 'Useful information', 'recent activity', and 'External news feeds'. The main content area shows a description of the course, which is a closed group for the SCIS course, COMP 266, Introduction to Web Programming. The description mentions that it's a course about building dynamic web pages, covering HTML, CSS, JavaScript, and AJAX. It also includes a link to the syllabus and a request for membership from students. The page also shows the owner's name (Jon Dron), the number of members (398), and a list of group activities such as 'Group activity', 'Group blog', 'Group bookmarks', 'Group discussion', 'Group featured content', 'Group files', 'Group polls', 'Group recommended content', 'Group webinar (onli)', 'Group wikis', and 'Group wire posts'. There is also a 'Manage join request' button and a search bar for the group.



thinking in systems

suggesting

revealing boundaries

inspiring
filtering

recommending

feeding back (and forward)

finding caring



Teaching in Web 1.5

listening

watching

responding

seeking, not setting, direction

designing for cooperation

role modelling

accommodating

letting go

being a co-traveller

supporting

The Web 1.5 teacher



~~Sage on the stage (mandatory)~~

Sage on the stage (optional) ✓ **TED** Ideas worth spreading*

~~Guide on the side (mandatory)~~



Guide on the side (on demand) ✓

Co-traveller, friend, adversary, inspiration,
role model, anti-model, cartographer,
path-clearer, trend setter, thought leader, ✓
fool, tool, service

Credentials in Web 1.5

- SEPARATE
Separate learning and credentialing if possible
- NEGOTIATE
Negotiate learning outcomes and what constitutes proof of them
- SEEK EVIDENCE
Mark evidence of learning outcomes, not assignments

ONTARIO
DEPARTMENT OF EDUCATION

Lower School Examination

ROY COVERT,

a candidate for the **Lower School Examination** held
at **DESERONTO,** in **June, 1929,**
is entitled to the standing indicated in the annexed schedule.

Certified,
Toronto, August, 1929. *R. A. Crookery*
Registrar.

NOTE 1:—This certificate is issued under the provisions of Sec. 10, p. 78, H.S. Courses, 1928.
NOTE 2:—Standing granted at this examination will be accepted *pro tanto* for High School Graduation and for admission to a Normal School in Ontario.
NOTE 3:—Candidates who fail in one or more papers are referred to the reverse side of this certificate for additional information.

Exam. Form 42, 45,000, June, 1929.

[OVER]

SCHEDULE	
(a) Maximum for each paper, 100.	
(b) Requirements to pass, 50 per cent. on each paper.	
(c) A blank space indicates that standing is granted on a paper.	
(d) The entry of marks indicates that standing is not granted.	
(e) XX indicates a paper not taken.	
(f) In the case of a failure, if the paper has been re-read, "R" is entered after the marks.	
English Grammar	XX
British History	
Geography	
Physiography	XX
Arithmetic	XX
Art	
Botany	
Zoology	XX
Agr. & Hort. I	XX
Agr. & Hort. II	XX
French Grammar	XX

A Web 1.5 institution

- infinitely variable length 'modules'
- short chunks, easy aggregation
- decoupled accreditation
- fluid academic roles
- community not curriculum
- catalysis, curation, aggregation
- fuzzy boundaries



Takeaways

- physical boundaries determine pedagogies
- virtual boundaries are different
- online, *we should* not and *cannot* be in control



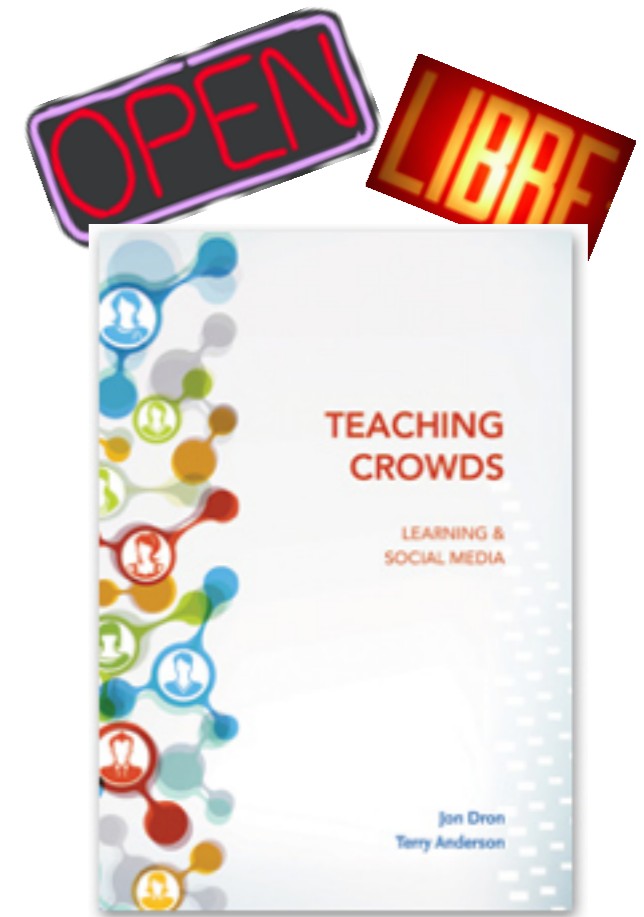
we must support:

- social value and meaning
- control and autonomy
- challenge and the desire for competence

and let go!



Thank you



<http://teachingcrowds.ca>

jond@athabascau.ca

 [@jondron](https://twitter.com/jondron)

<http://jondron.ca>