How the crowd can teach/how to teach the crowd

Jon Dron

TEKRI

Athabasca University

Athabasca University

CANADA'S OPEN UNIVERSITY

Formed 1970

Distance-only

In the middle of nowhere

-40°C=-40°F

Highly distributed faculty

general plan

- sharing what we know
- context: online, open, massive, informal, formal,
- a bit of theory
- share concerns
- plan futures

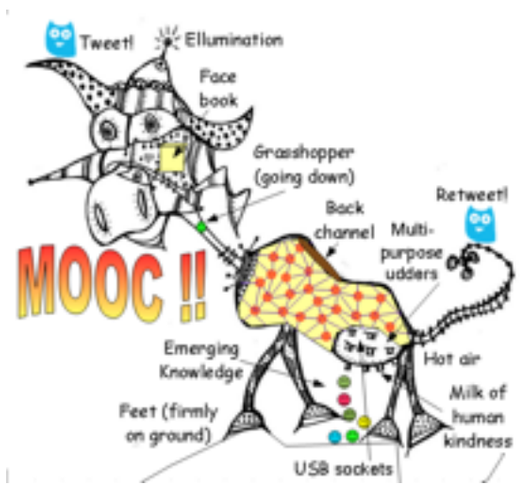
getting started

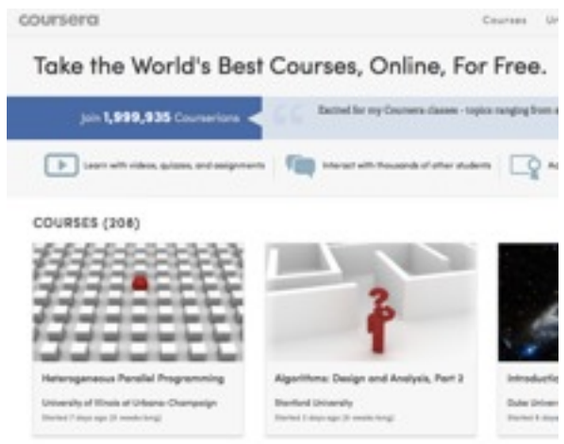
- why are you here?
- share experiences
- share concerns

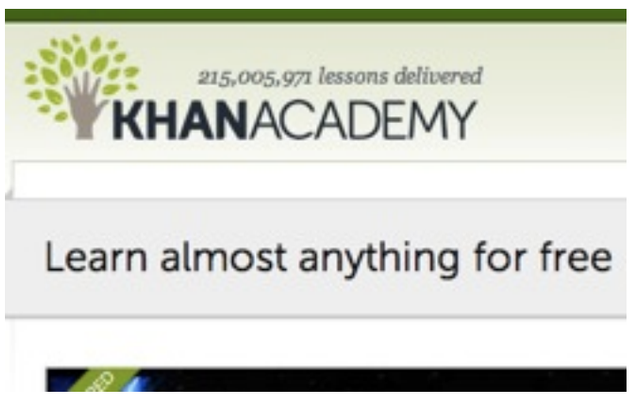
teaching crowds

MOOCs

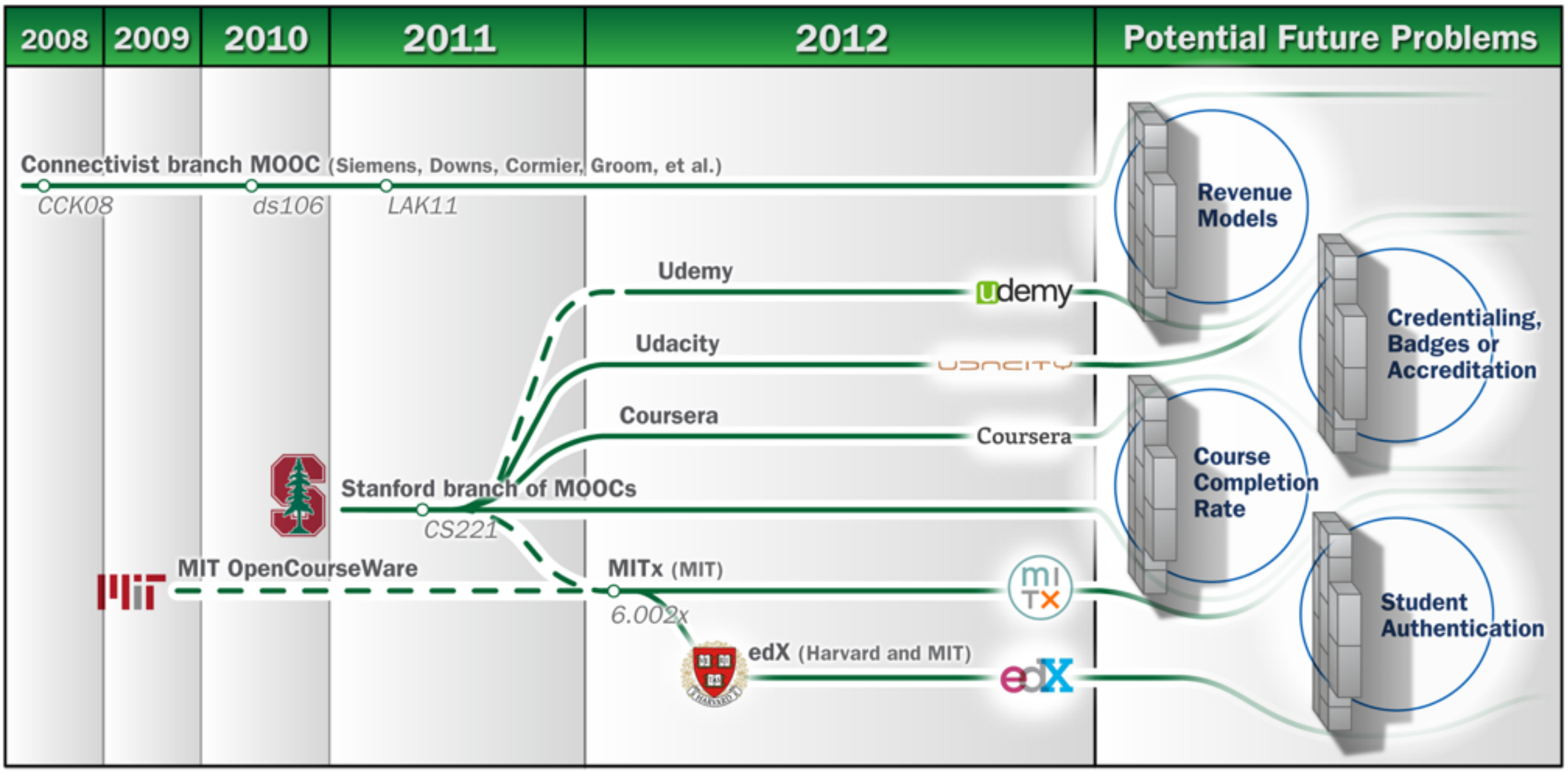
- cMOOCs - Wiley, CCK08, PLENK and beyond
- xMOOCs - Coursera, Udacity, edX etc
- kMOOCs - Khan Academy, How Stuff Works, Learni.st, etc







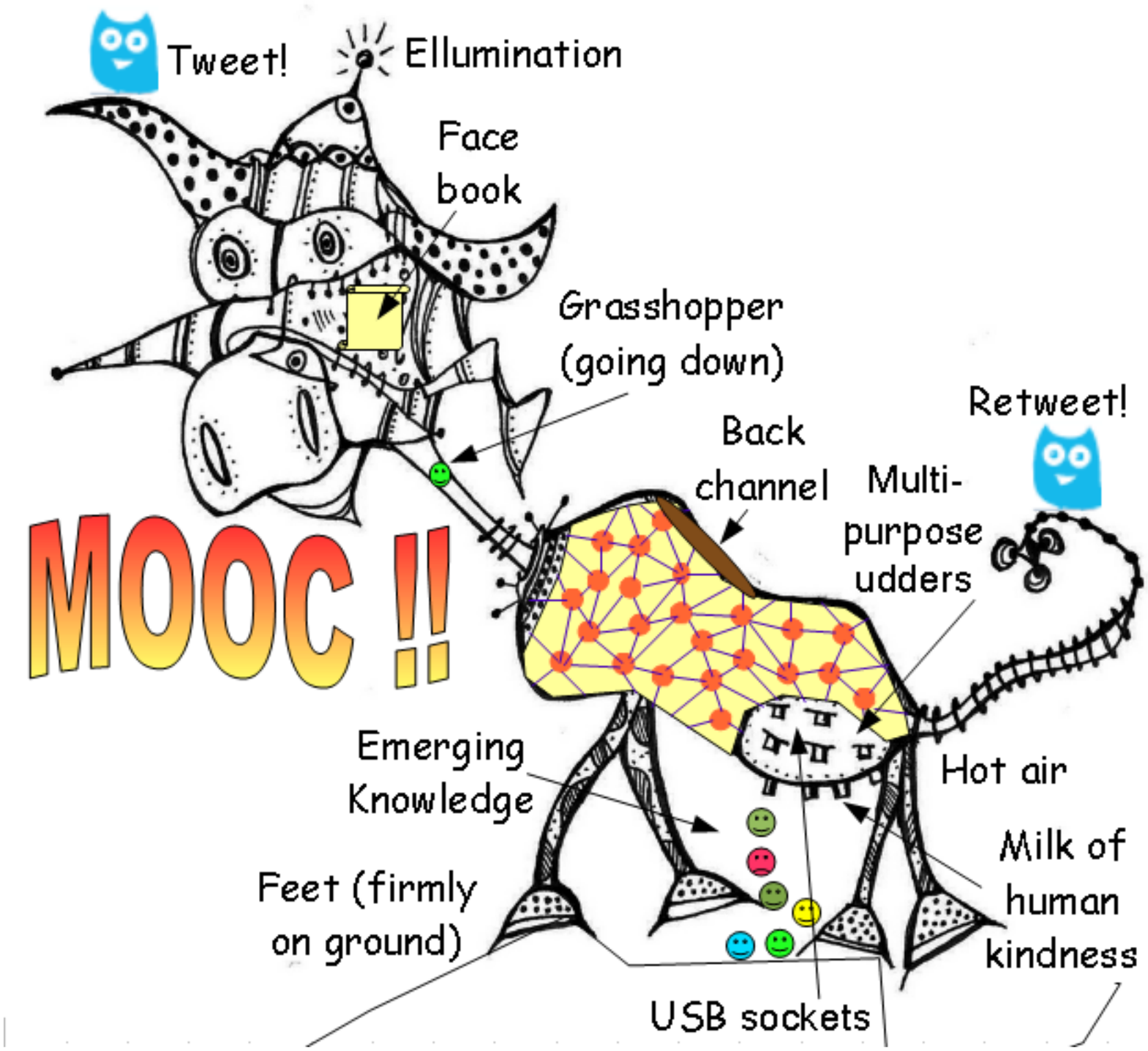
MOOCs



http://mfeldstein.com/four-barriers-that-moocs-must-overcome-to-become-sustainable-model/

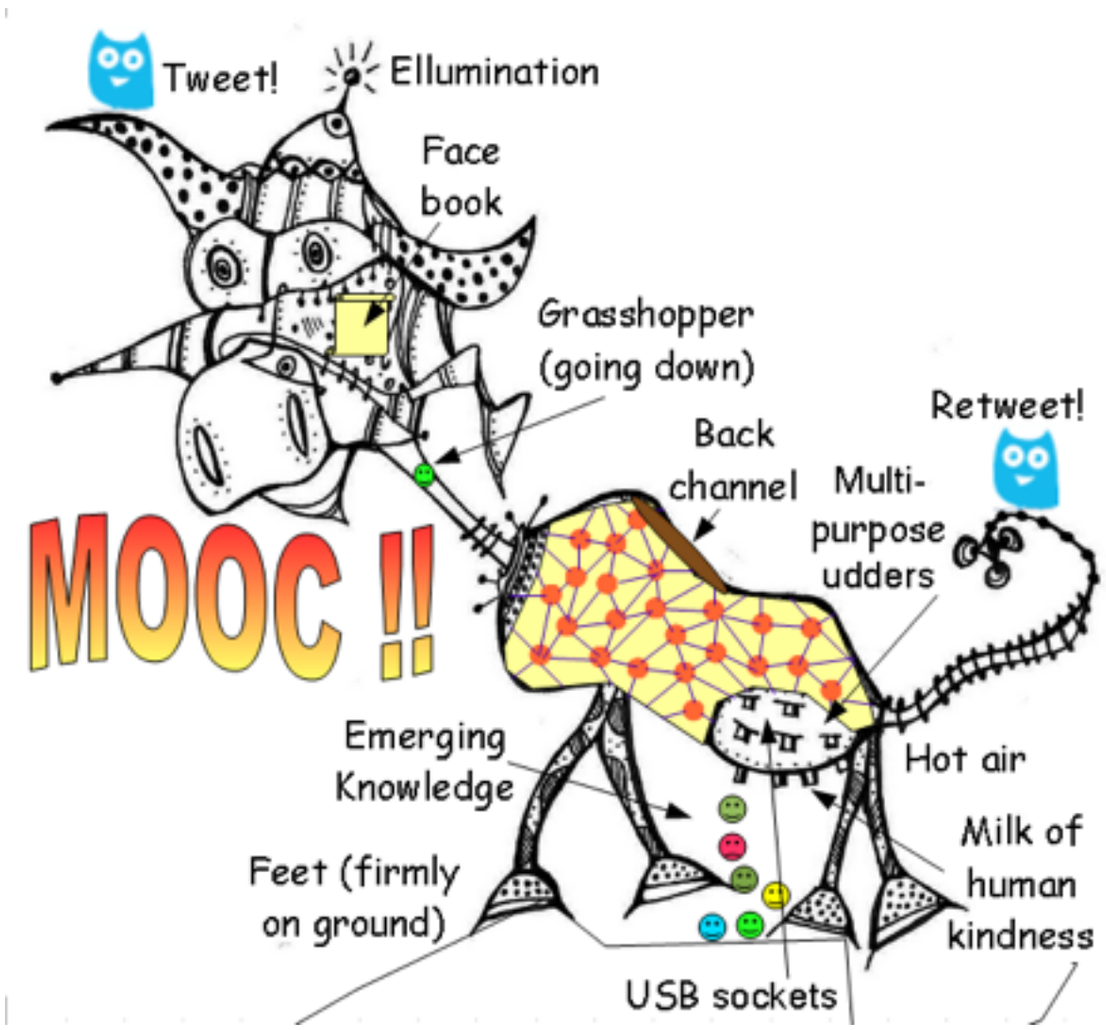
cMOOCs

- CCK08 - about 6000 'students'



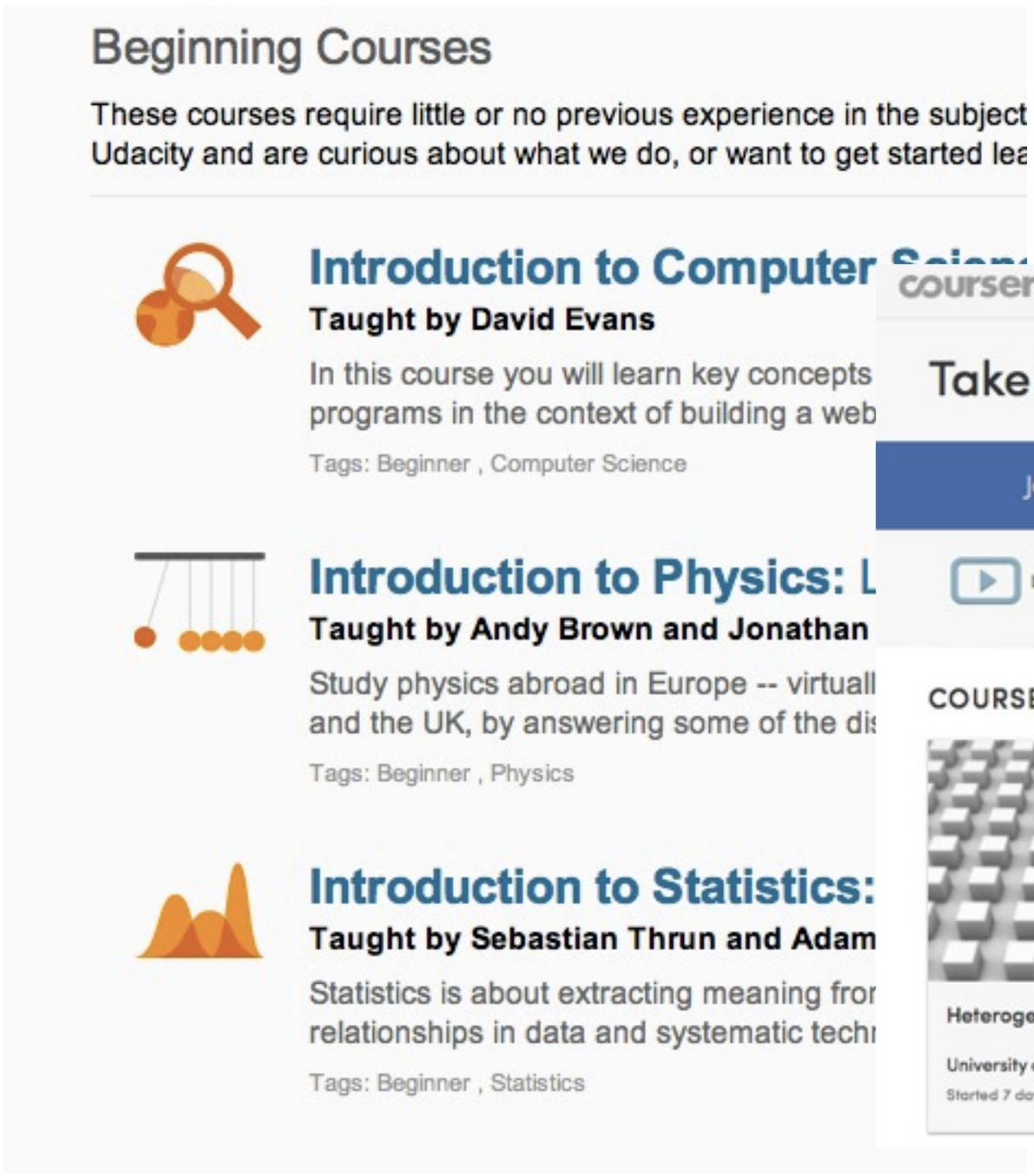
cMOOC methods

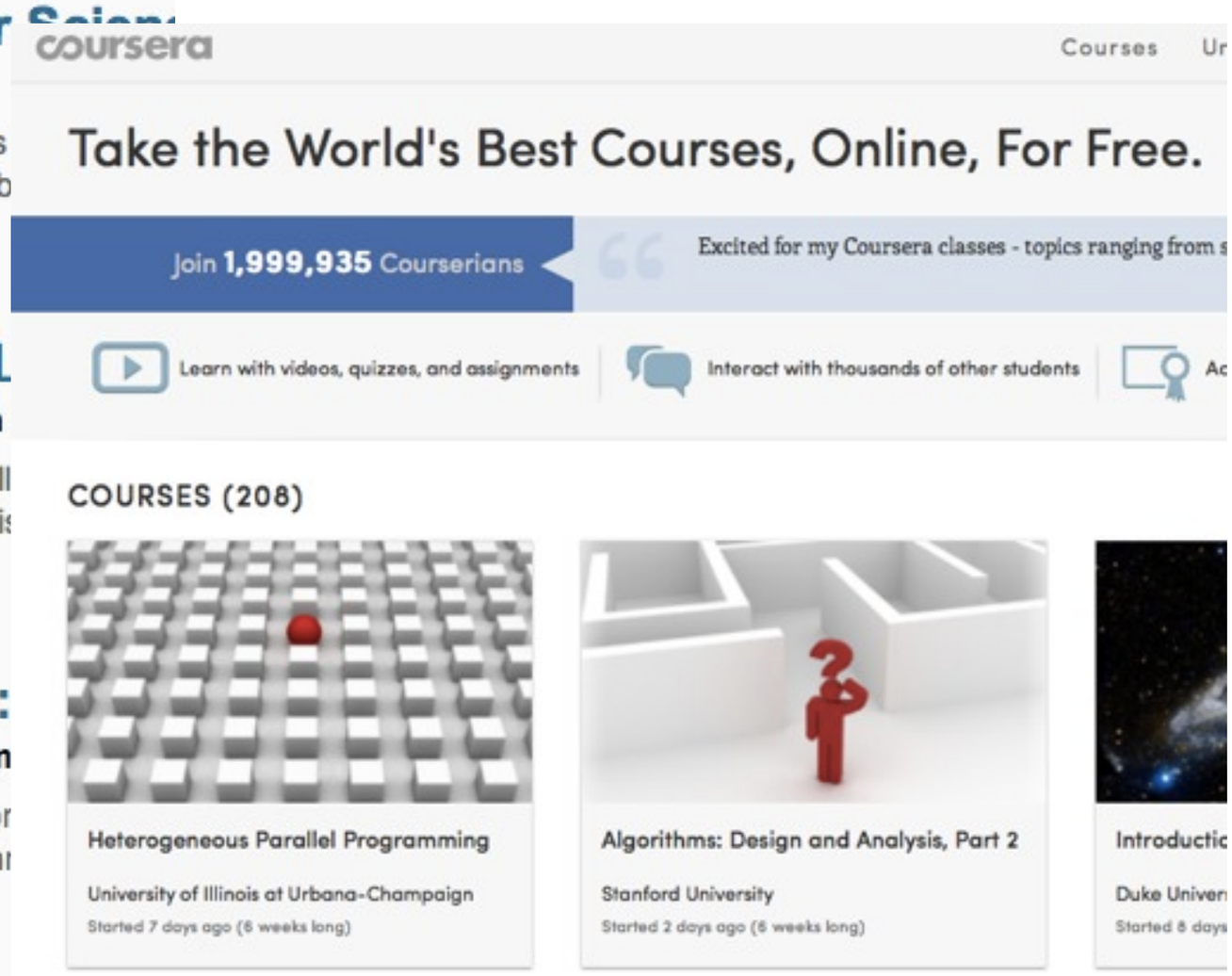
- participation
- aggregation
- relation
- creation
- sharing



xMOOCs

- >100,000 'students'

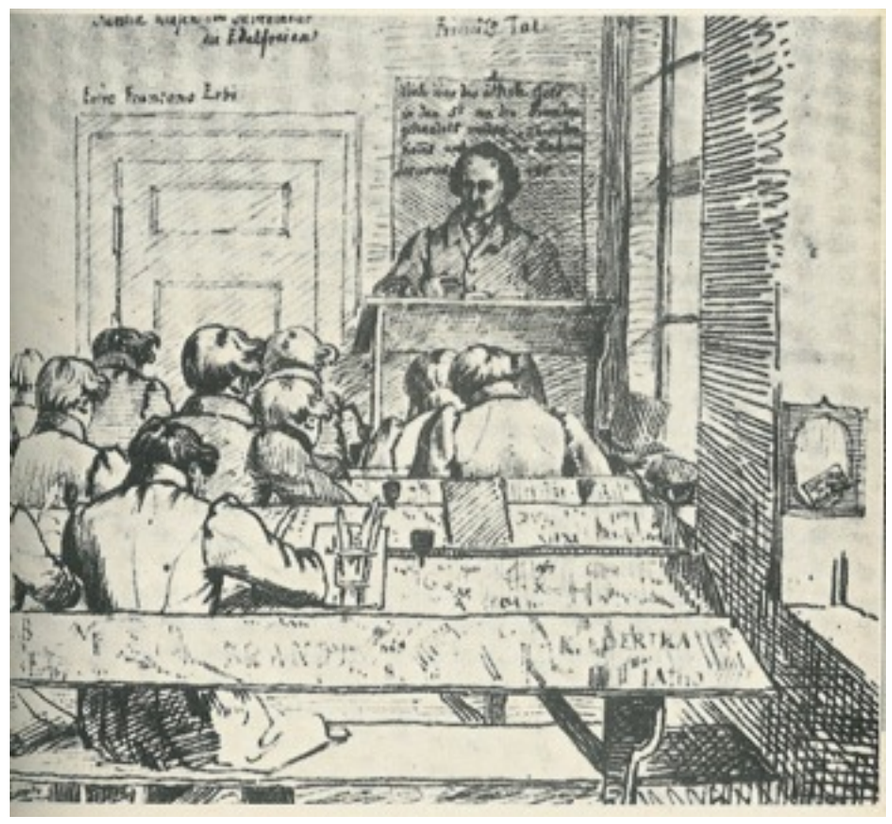




self-paced -> paced

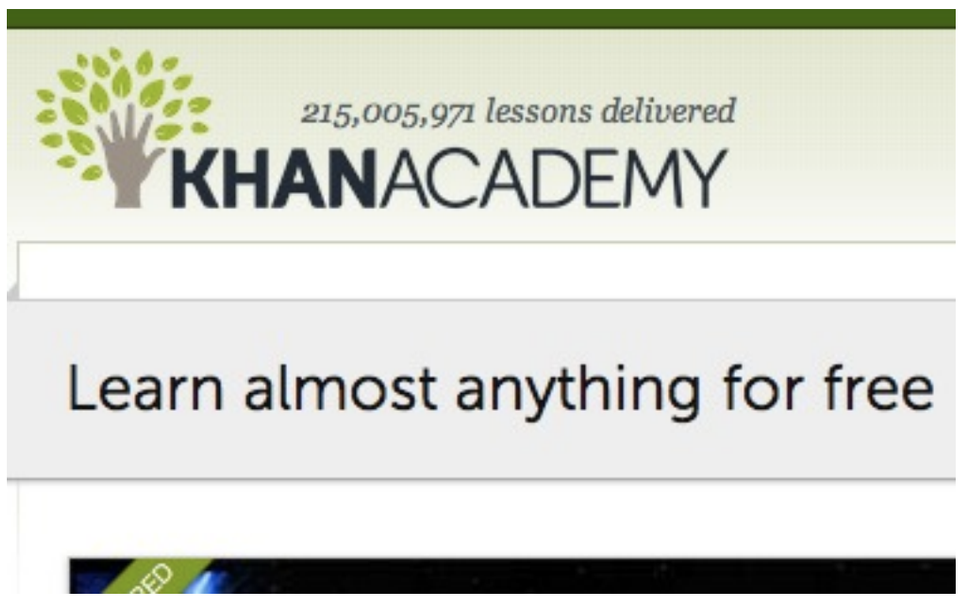
xMOOC methods

- acquisition and replication
- structure
- self-paced (e.g. Udacity) or paced (e.g.Coursera, edX)
- teacher control
- assessment (for a price)



kMOOC methods

- digestible chunks
- ad hoc help
- cognitivist methods
- just in time



not so different...

We built in the opportunity for students to interact with each other in meaningful ways and have one student help another through the hard bits so they could work together to achieve a better outcome for everyone. There was a real community built up where **students felt incredibly motivated to help each other** and answer each other's questions to the point that in the Fall quarter of 2011, **the median response time for a question posted on the forum was 22 minutes**. Because there was such a broad worldwide community of students all working together, **even if someone was working at 3:00 a.m.**, chances are that somewhere around the world, there would be somebody else who was awake and thinking about the same problem.

Severance, C. (2012). Teaching the World: Daphne Koller and Coursera. *Computer, 45*(8), 8-9.

drop-out rates?

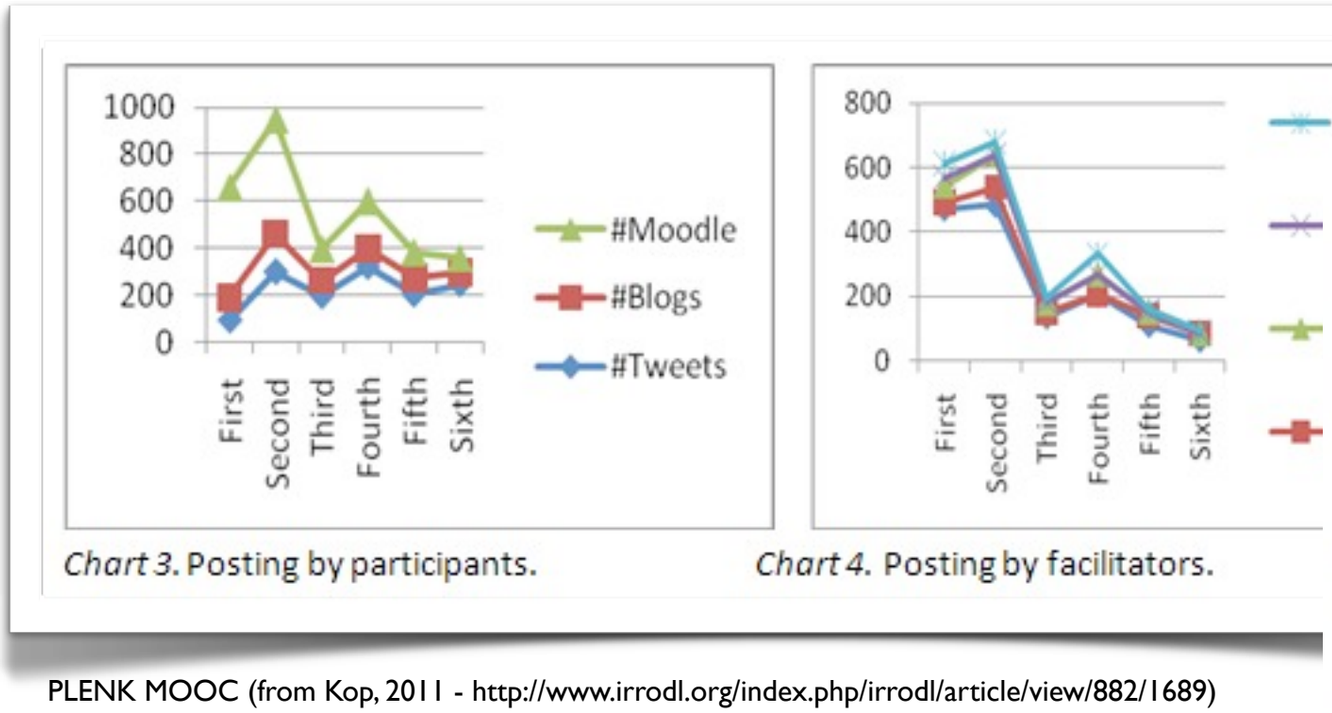
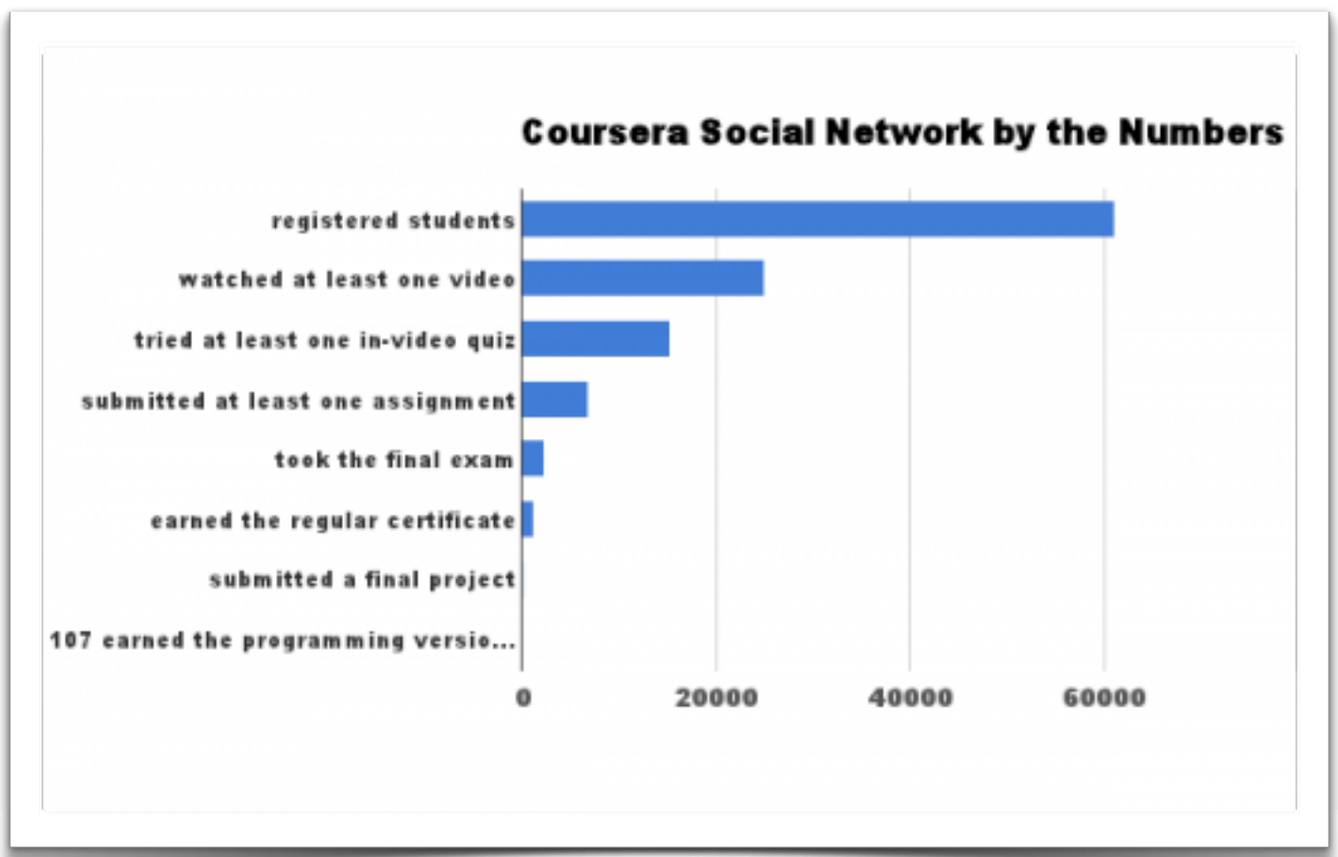


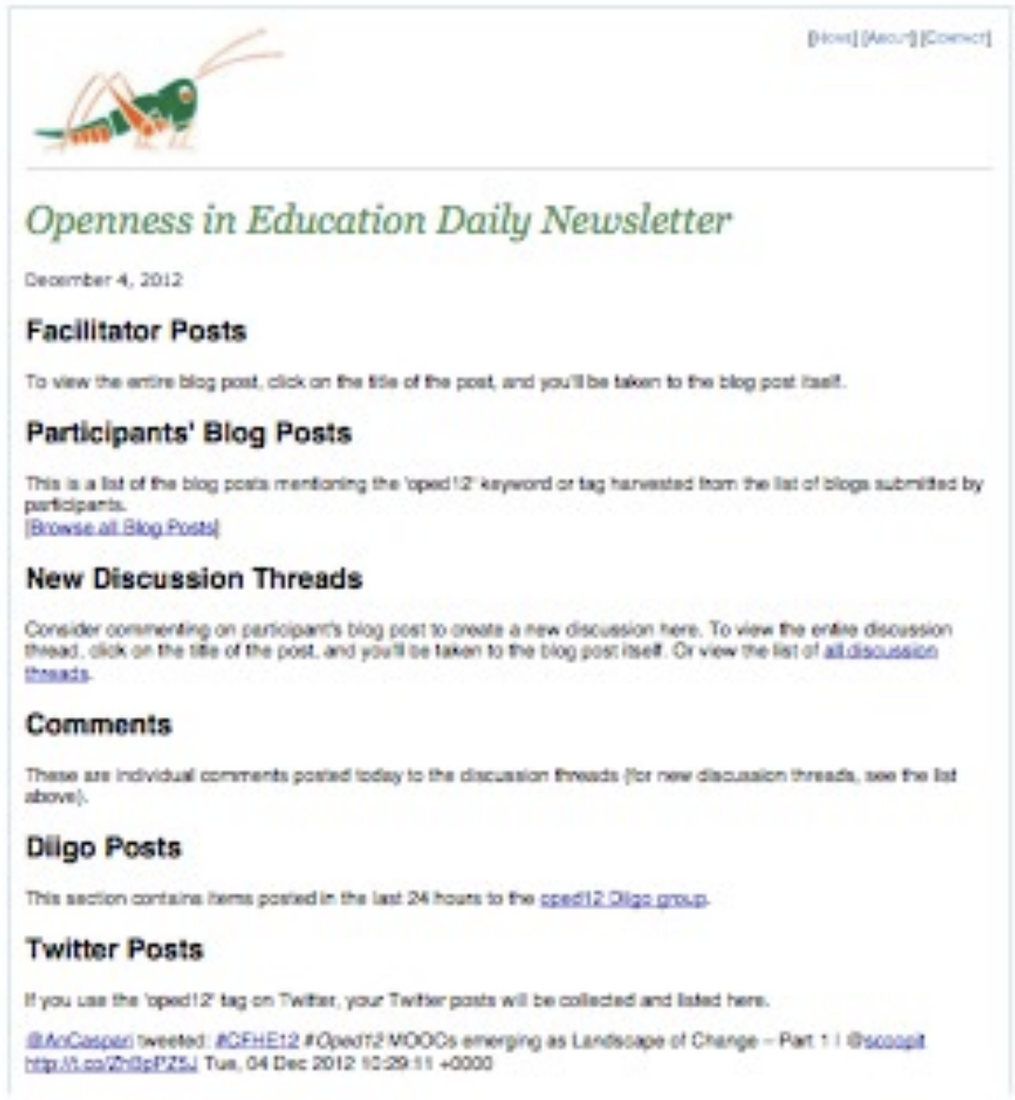
Chart 3. Posting by participants.

Chart 4. Posting by facilitators.

PLENK MOOC (from Kop, 2011 - http://www.irrodl.org/index.php/irrodl/article/view/882/1689)



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



Openness in Education Daily Newsletter

December 4, 2012

Facilitator Posts

To view the entire blog post, click on the title of the post, and you'll be taken to the blog post itself.

Participants' Blog Posts

This is a list of the blog posts mentioning the 'oped12' keyword or tag harvested from the list of blogs submitted by participants.
[Browse all Blog Posts]

New Discussion Threads

Consider commenting on participant's blog post to create a new discussion here. To view the entire discussion thread, click on the title of the post, and you'll be taken to the blog post itself. Or view the list of all discussion threads.

Comments

These are individual comments posted today to the discussion threads (for new discussion threads, see the list above).

Diigo Posts

This section contains items posted in the last 24 hours to the oped12 Diigo group.

Twitter Posts

If you use the 'oped12' tag on Twitter, your Twitter posts will be collected and listed here.

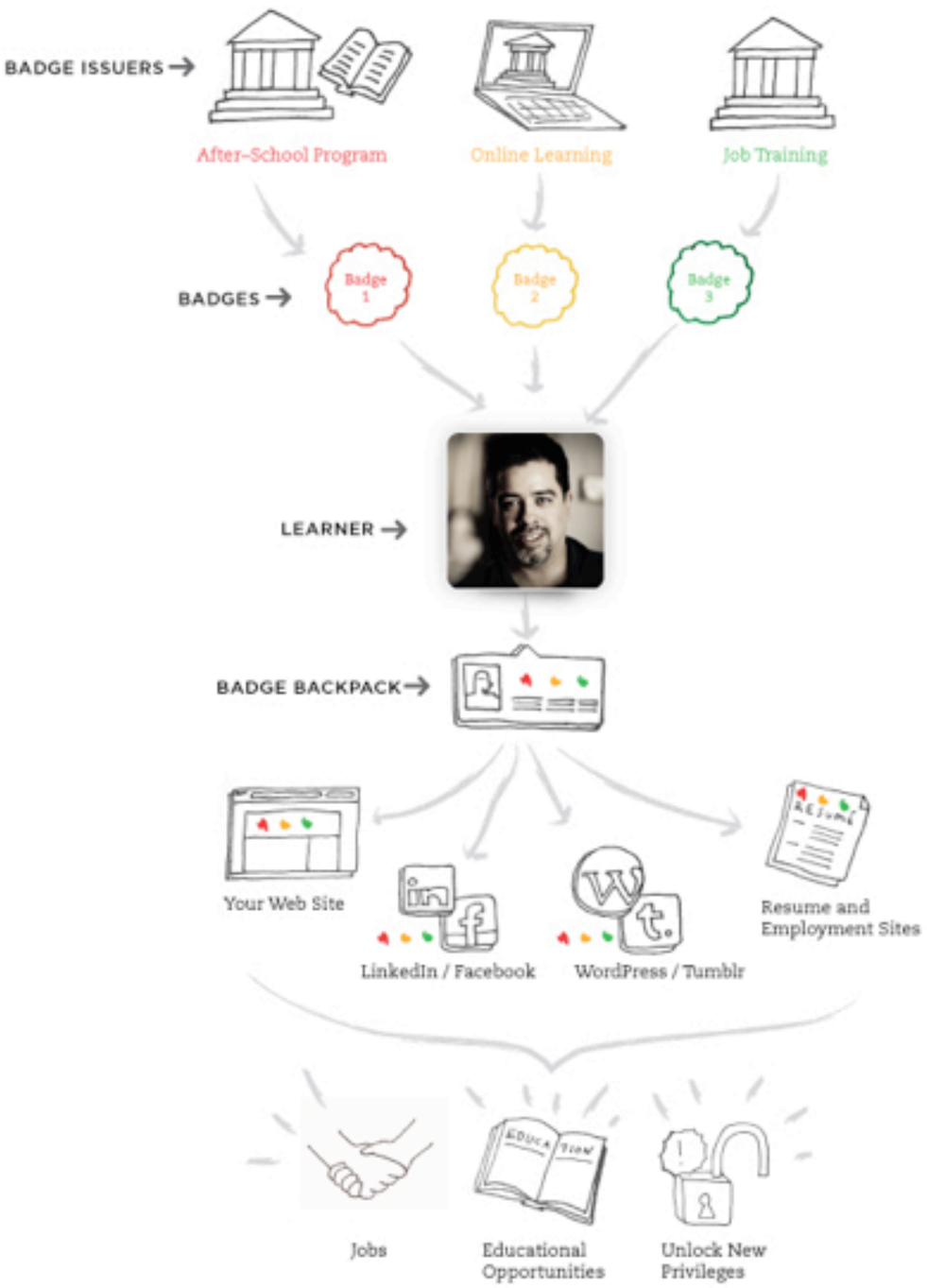
@AnCasperi tweeted: #CFHE12 #Oped12 MOOCs emerging as Landscape of Change – Part 1 | @scoopit http://t.co/ZhBpPZ5J Tue, 04 Dec 2012 10:29:11 +0000

@moocead tweeted: #moocead # # CFHE12 Emergência Oped12 de MOOCs Parte Final 5 xMOOCs satisfazem o cMOOCs | Learner Weblog http://t.co/N8wOnWdB Mon, 03 Dec 2012 19:02:32 +0000

@paula_ugalde tweeted: #CFHE12 #Oped12 Emergence of MOOCs Final Part 5 xMOOCs meeting the cMOOCs via @igarelio | @scoopit http://t.co/BOiakeKP Mon, 03 Dec 2012 16:07:38 +0000

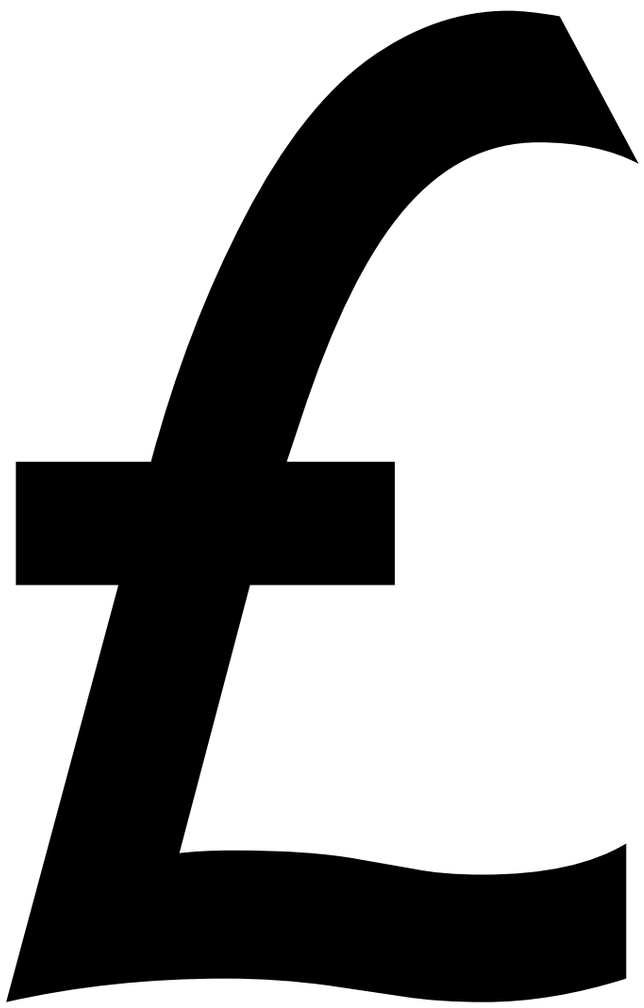
@oued_ tweeted: RT @igarelio: #CFHE12 #Oped12 Emergence of MOOCs Final Part 5 xMOOCs meeting the cMOOCs | @scoopit http://t.co/BgyTXp4e Mon, 03 Dec 2012 15:06:05 +0000

accreditation?



http://openbadges.org/en-US/

revenue?



crowds that

teach

My network has drastically changed the way I learn. I used to learn by reading as many scholarly sources as I could find about a particular topic. Then I would form an opinion and move to the next topic. Sometimes I would connect topics and sometimes I would not. Since becoming a part of the digital world, I learn much differently. I actually read posts from experts and other educators and ask them directly for assistance. This has changed the way I work tremendously. Now I utilize livebinder and blogs more frequently than scholarly journals and books. When I read about a new topic, I ask questions directly of the experts in the field and solicit scholarly recommendations. Often I purchase materials recommended by experts rather than navigate the bookstore or library individually. I have not visited the scholarly libraries in many years. The works housed in the Law Library and Library of Congress can be found digitally. However, my scholarly interest is often superseded by the availability and diversity of twitter. This is perhaps my favorite learning tool. I follow experts and educational leaders to stay abreast of current research and trends. I have found that following experts and conferences on twitter combined with weekly Diigo and DEN updates provides access more technology than I can utilize in one school year. **This connectivist approach to learning has opened possibilities that were previously unknown.**

Marla Robles – Middle school science teacher

http://echoconcerns.wordpress.com/2012/12/01/reflection-on-connectivism-my-mind-map-reflection/

typology of social forms

- Dron & Anderson

Groups

Nets

Sets

collectives

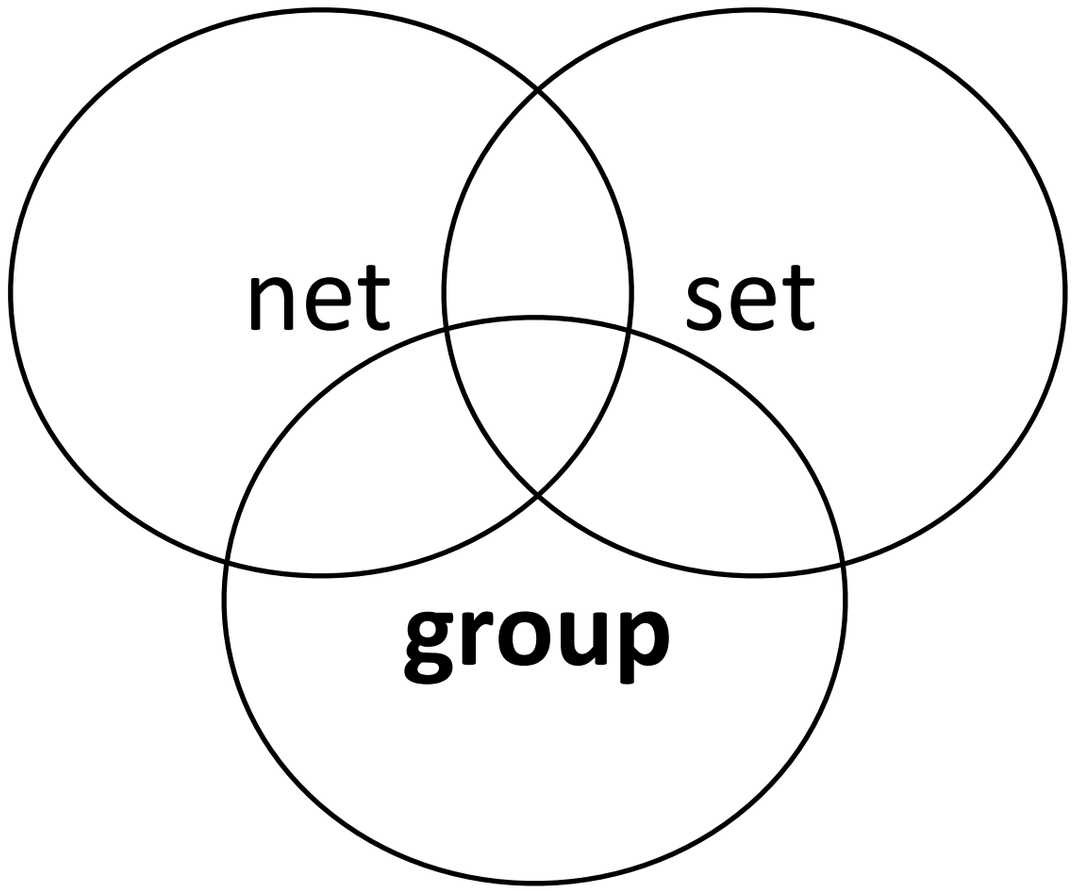
From a Photo. by H. Exton.

Sustaining ties
Making ties
Ad hoc networks
Knowledge diffusion
Social capital
Social presence
Emergence
Shifting
Contextual

cMOOCs, blogs, LinkedIn, social networks, etc

kMOOCs, Social interest sites, Wikipedia, Google Search, Twitter, Pinterest, etc

Cooperation
Sharing
Serendipity
Interest - orientation
Sense-making
Collective intelligence
Intentional discovery



Collaboration
Structure
Roles
Membership
Intention and purpose
Hierarchies
The classical ‘class’ model

xMOOCs, classes, tutorial groups, learning management systems, etc

Sustaining ties
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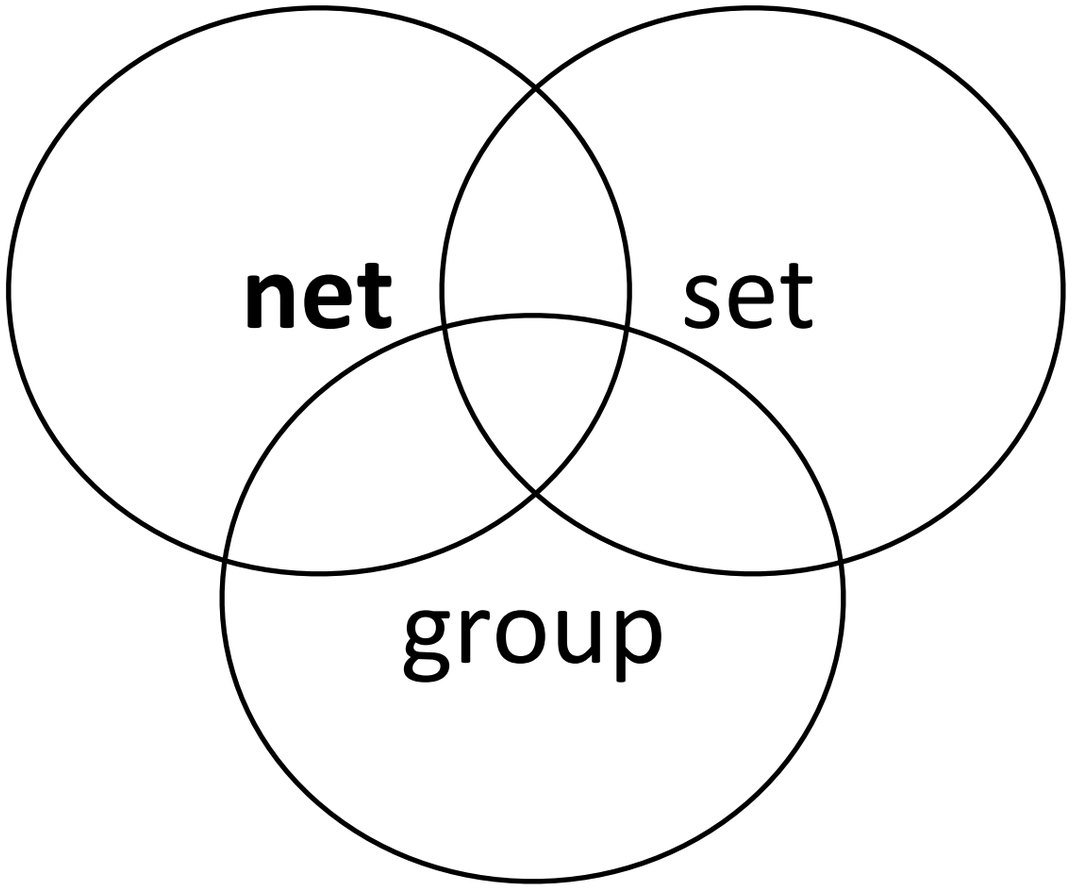

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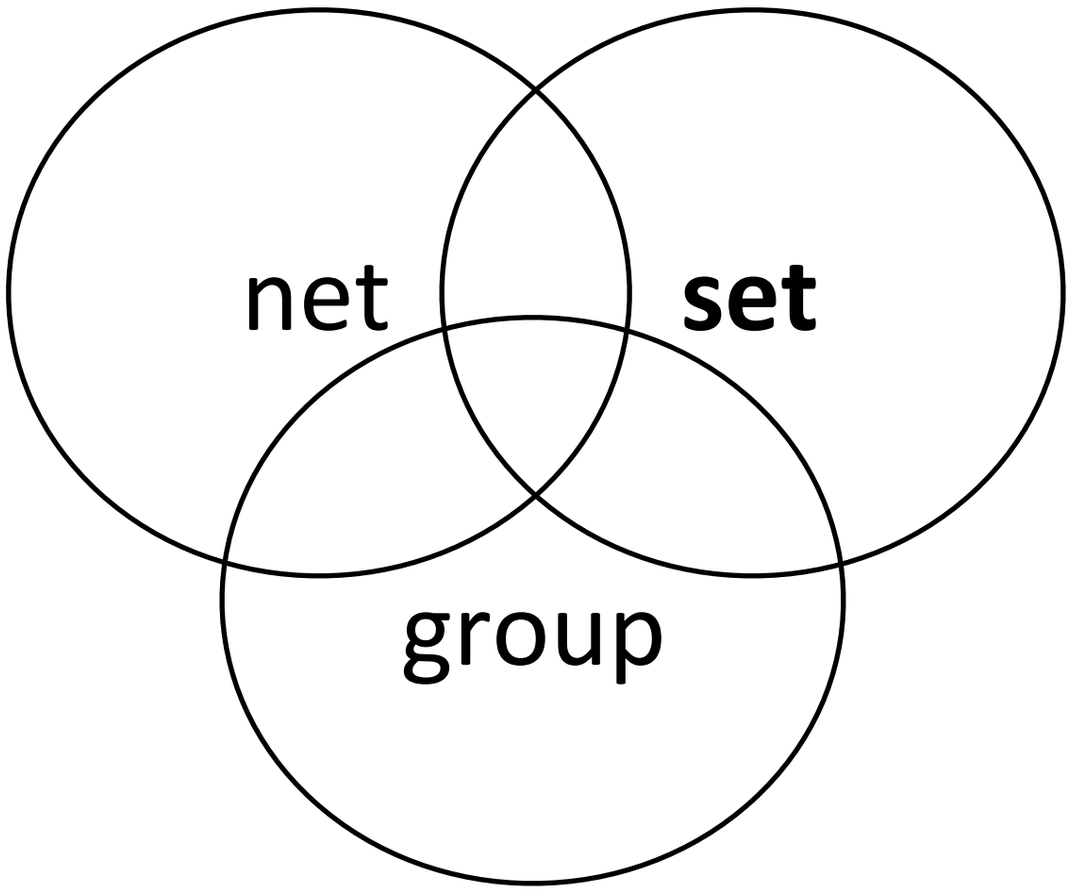

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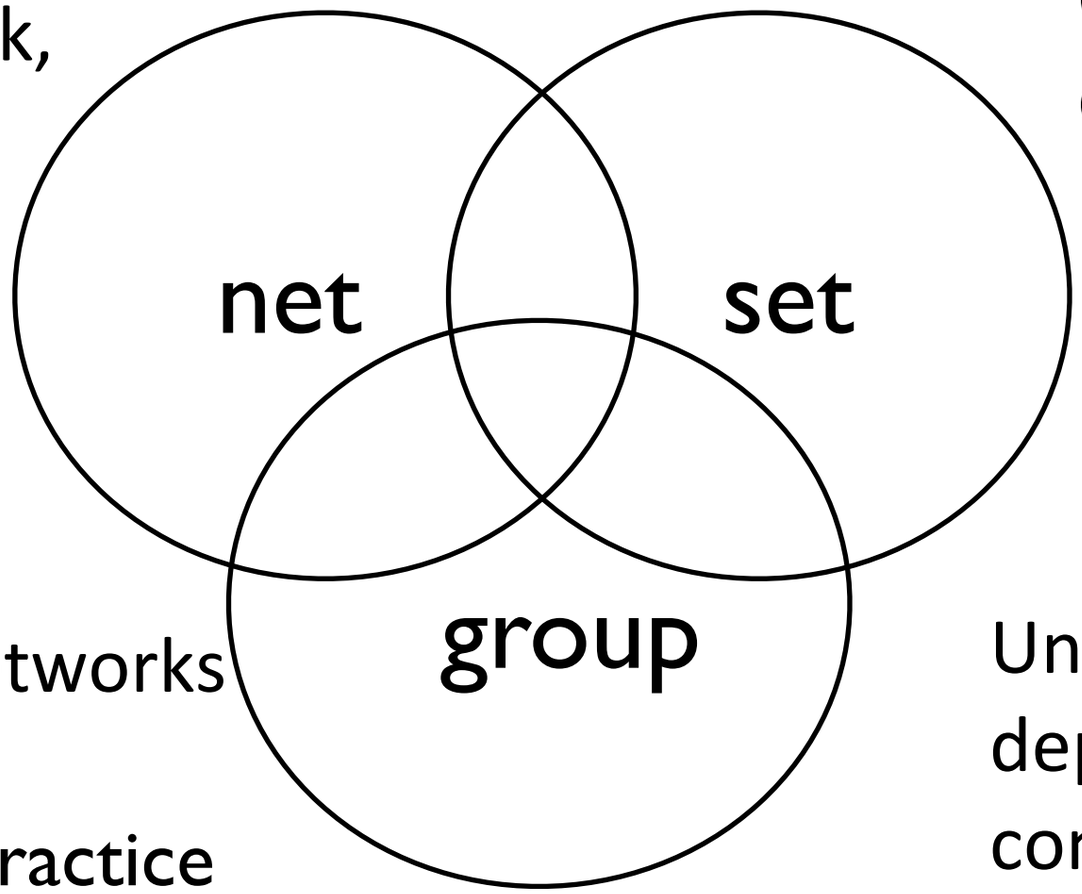
examples

Wikipedia editors
Subject area mailing lists
alumni networks

Social networks -
friends, work,
community

Subject areas
Geographically
collocated people



ad-hoc learning networks
clubs & societies
Communities of practice

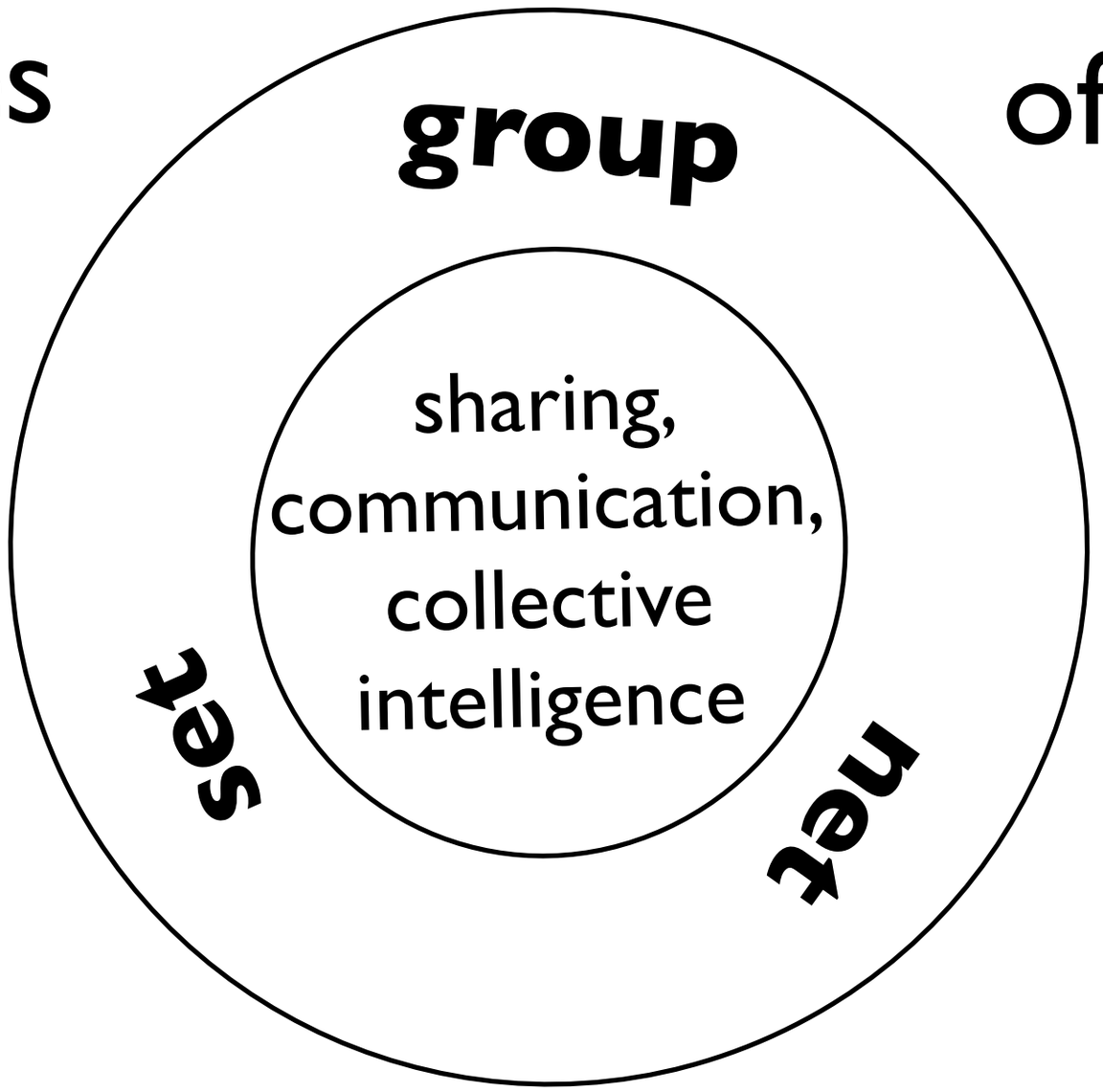
Universities
departments
companies
nations
Tribes

Classes
Tutorial groups
Seminars
Project teams

classes
seminars
etc

Communities
of interest

communities
of practice



Tribes

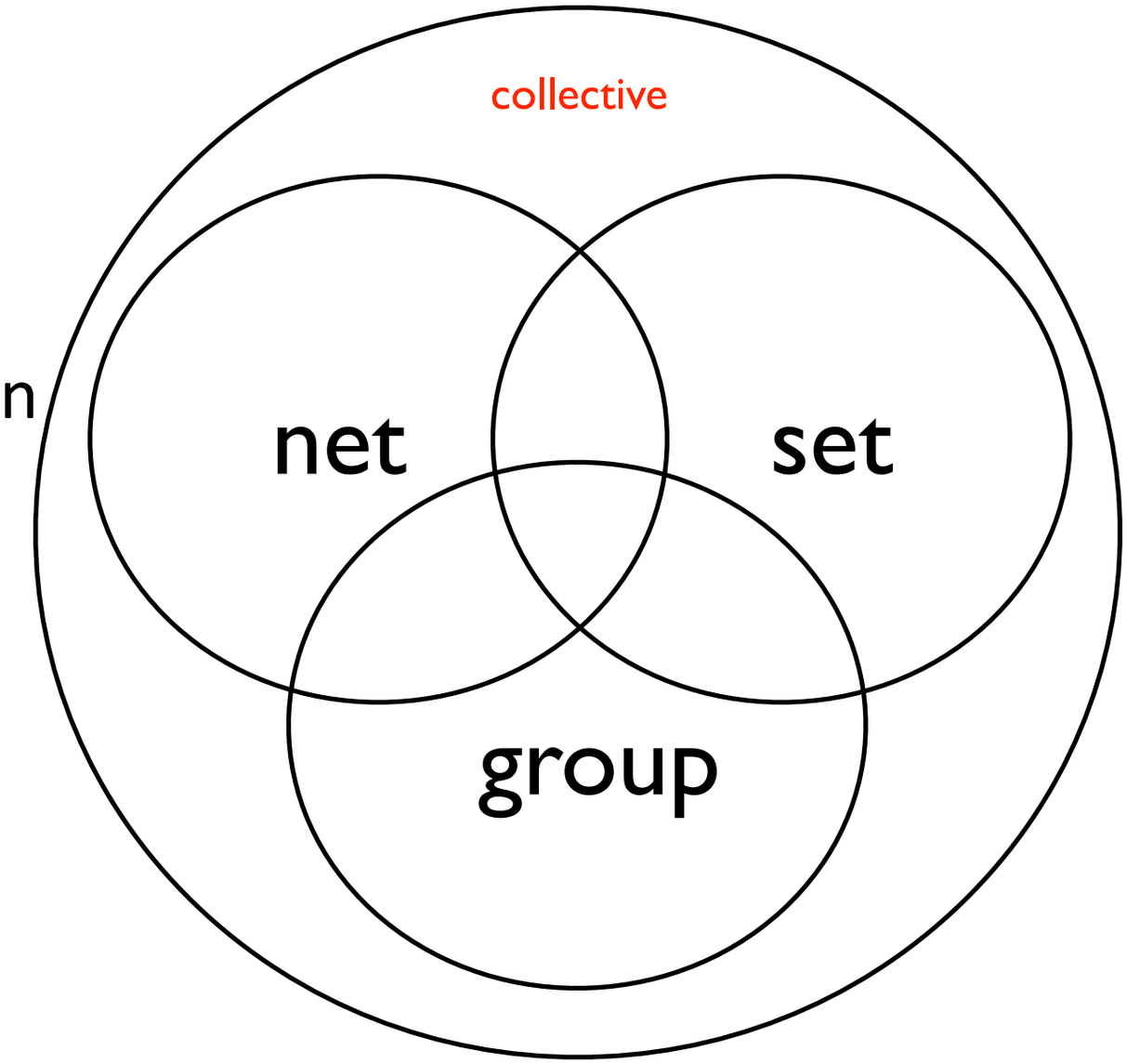
Topics

Social
networks

Circles

uses

Sustaining ties
Making ties
Ad hoc networks
Knowledge diffusion
Social capital
Social presence



Cooperation
Sharing
Serendipity
Interest -orientation
Sense-making
Collective intelligence
Intentional discovery

Courses
Committees
Research groups
Study groups
Centres and departments

Generations of distance learning pedagogies

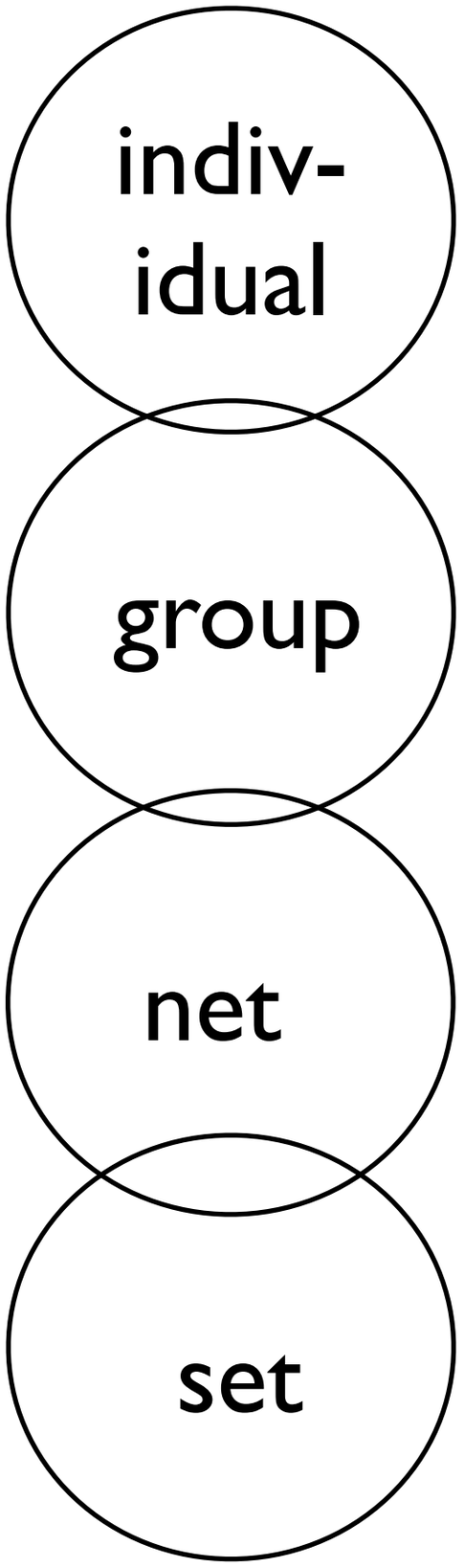
Private

Public

hard

soft

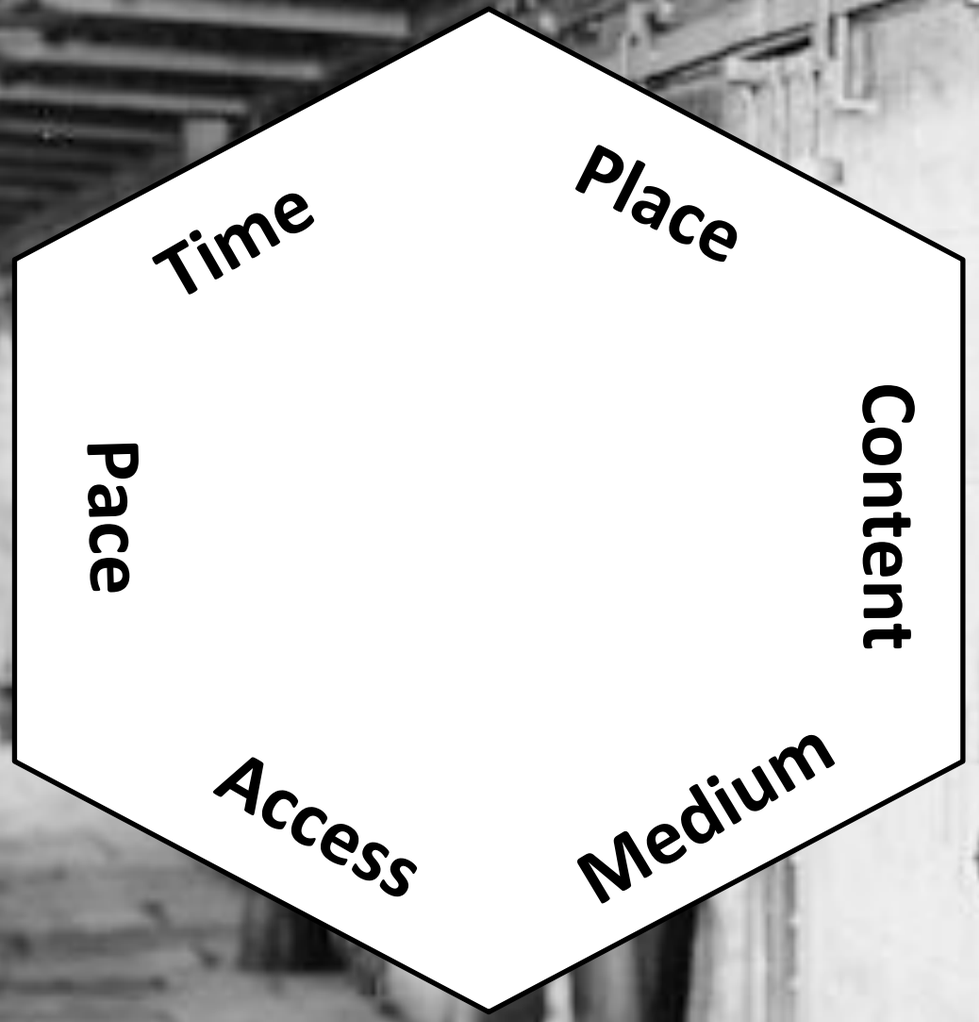
1. **Behaviourist/ Cognitive** – *Self Paced, Individual Study,*
2. **Social constructivist** – *Groups, classes*
3. **Connectivist** – *Networks*
4. **Holist** - *Sets and Collectives*



Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *International Review of Research on Distance and Open Learning, 12(3), 80-97*

choice <> control

Cooperative freedoms

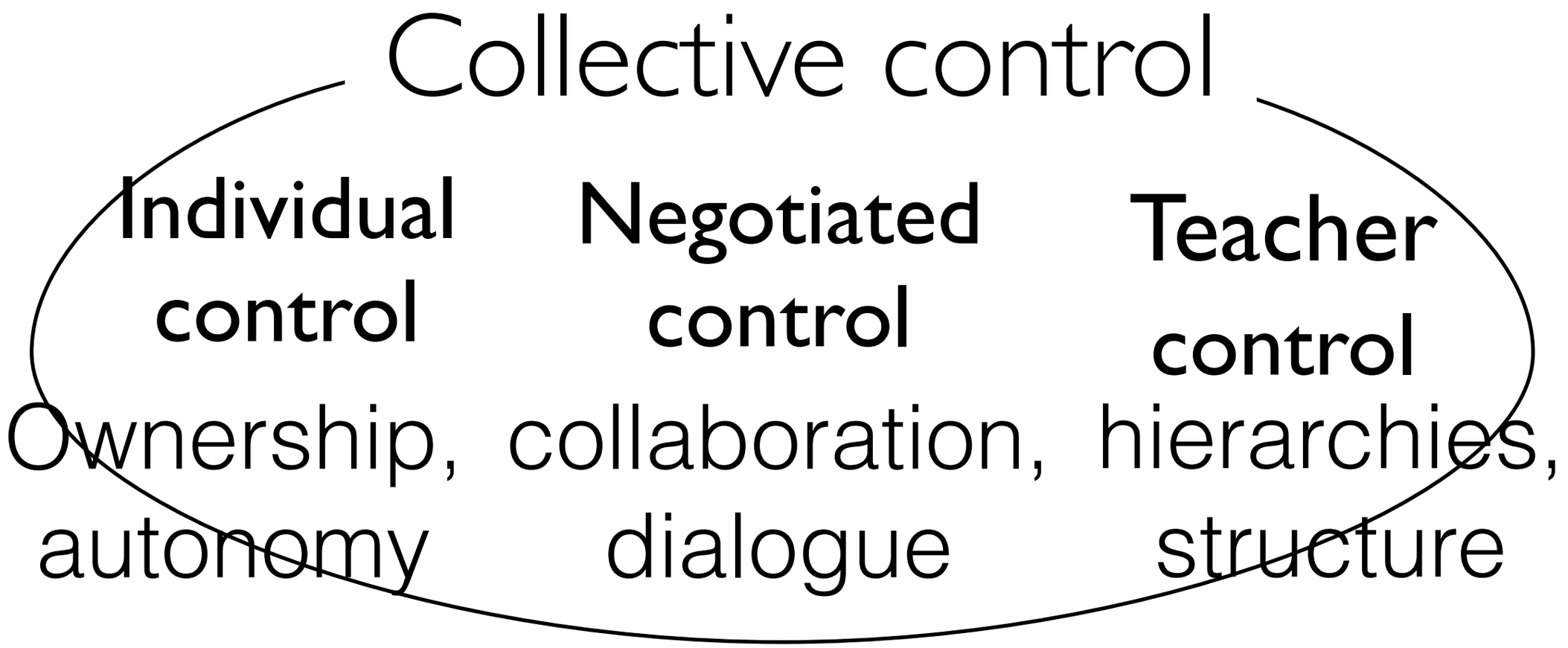


http://www.slideshare.net/moutta/cooperative-freedom-simple-approach

Cooperative freedoms ++

Content
Place
Disclosure
Delegation
Time
Medium
Technology
Relationship
Method
Pace

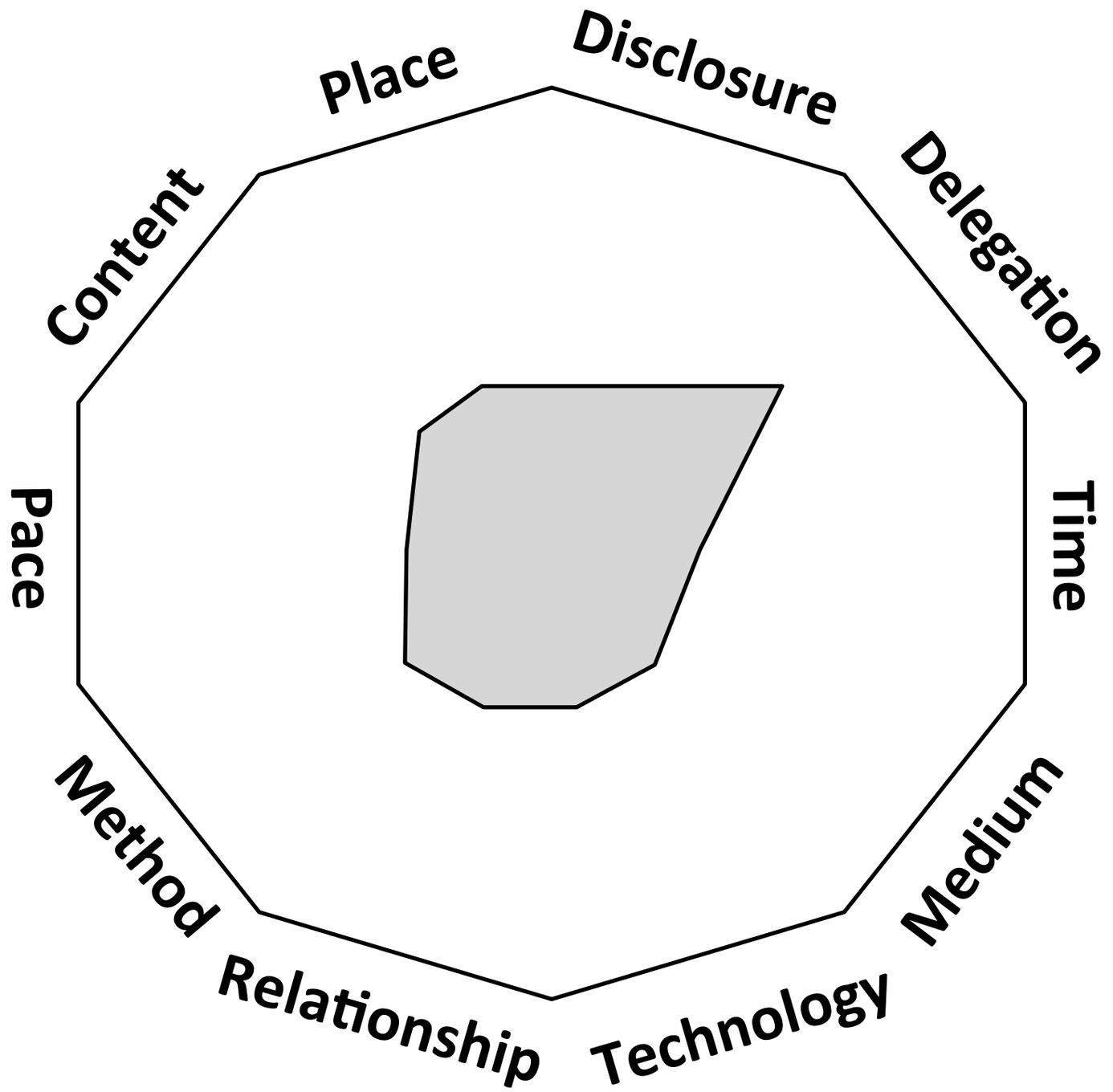
Control in social systems



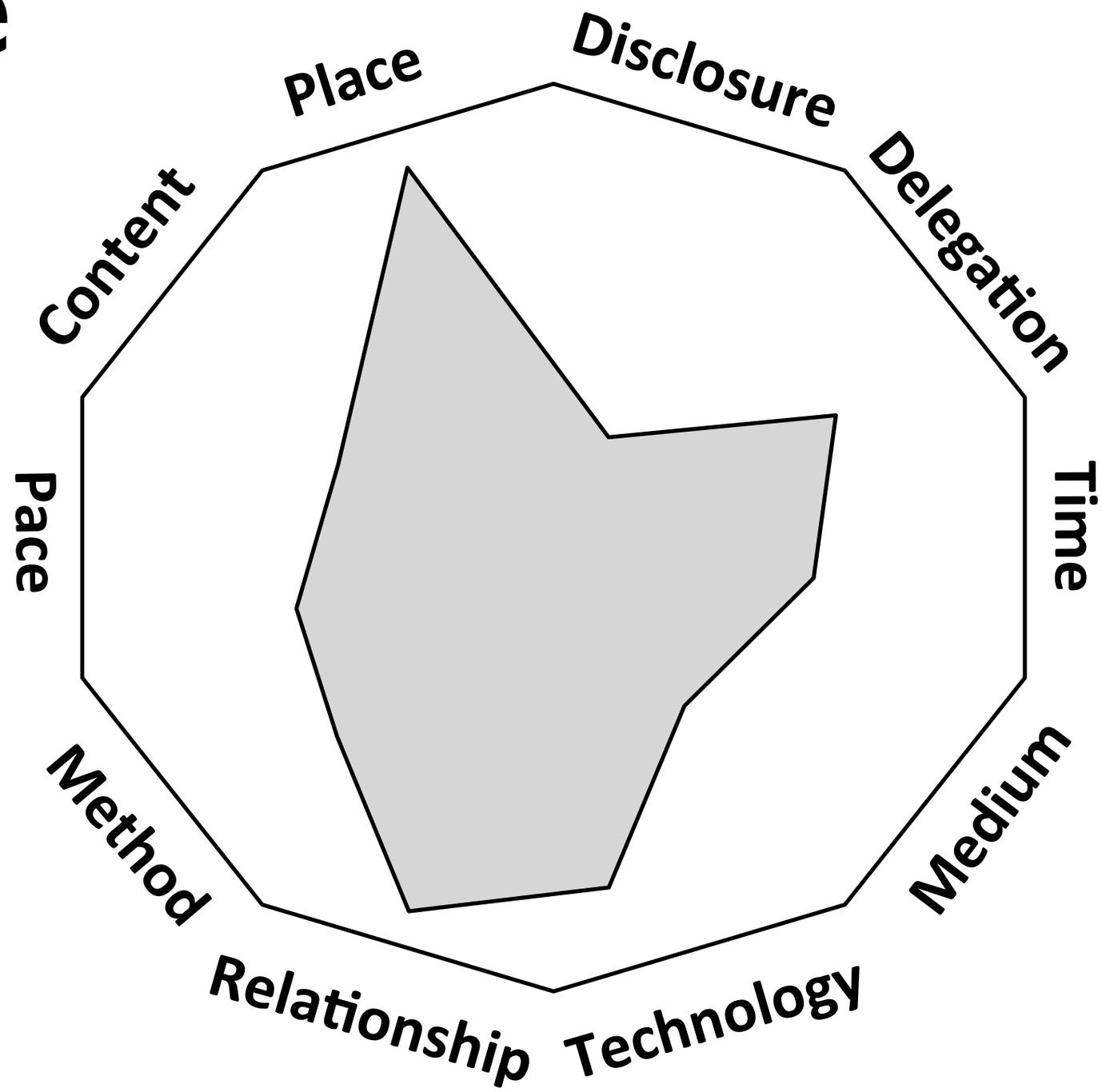
paced

group

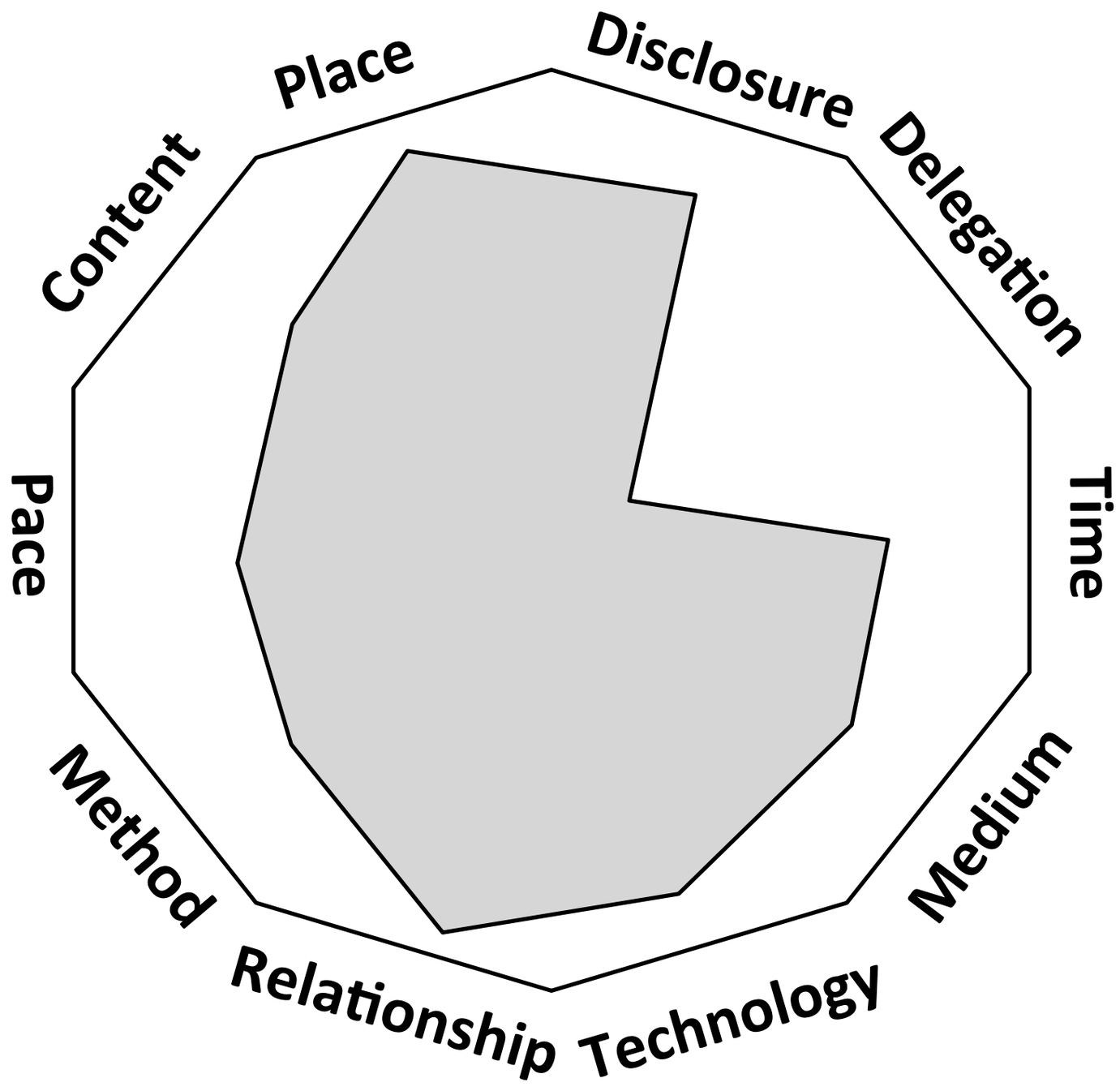
f2f



paced
group
online



network


Content
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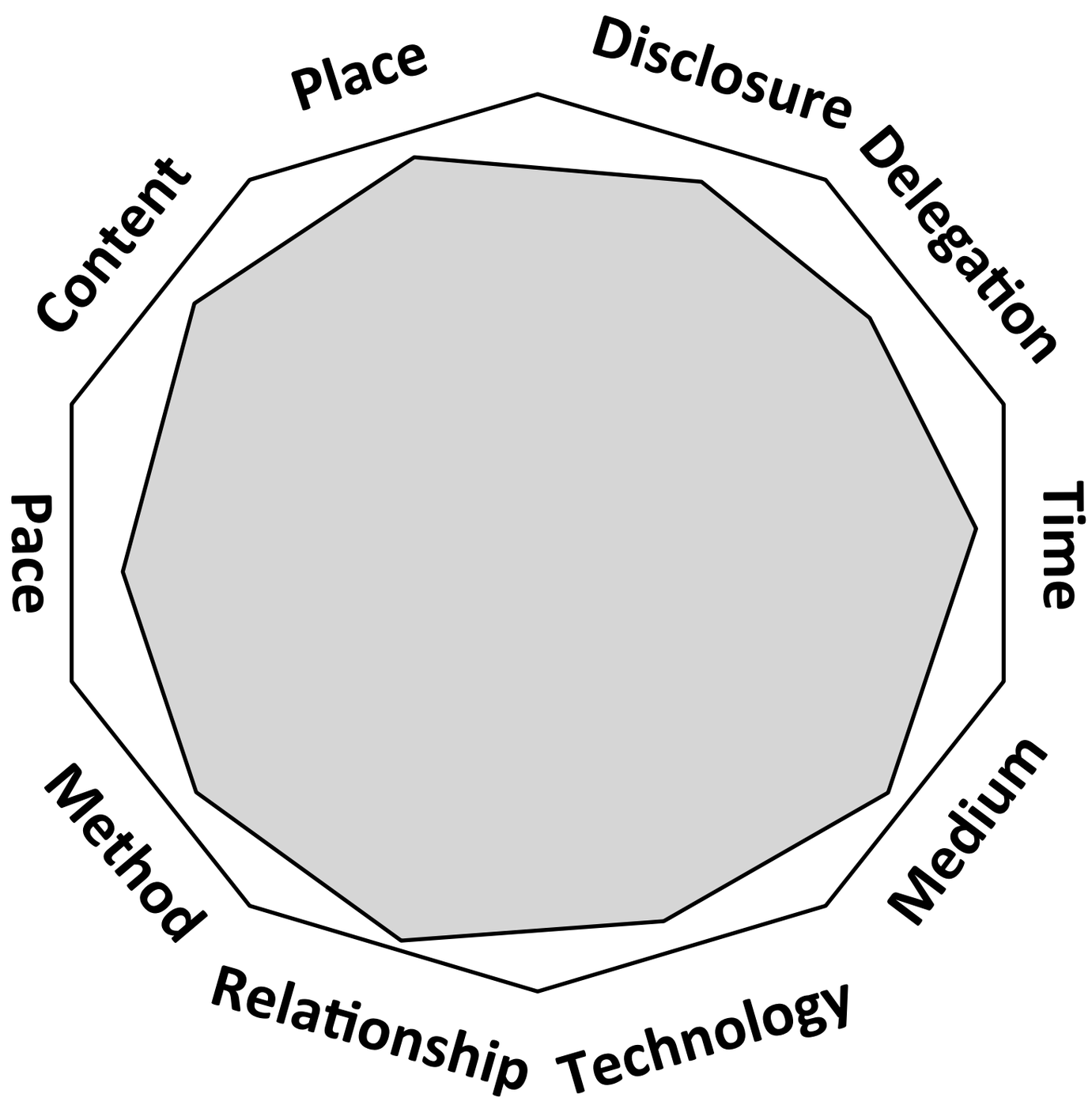
Pace

set


Content
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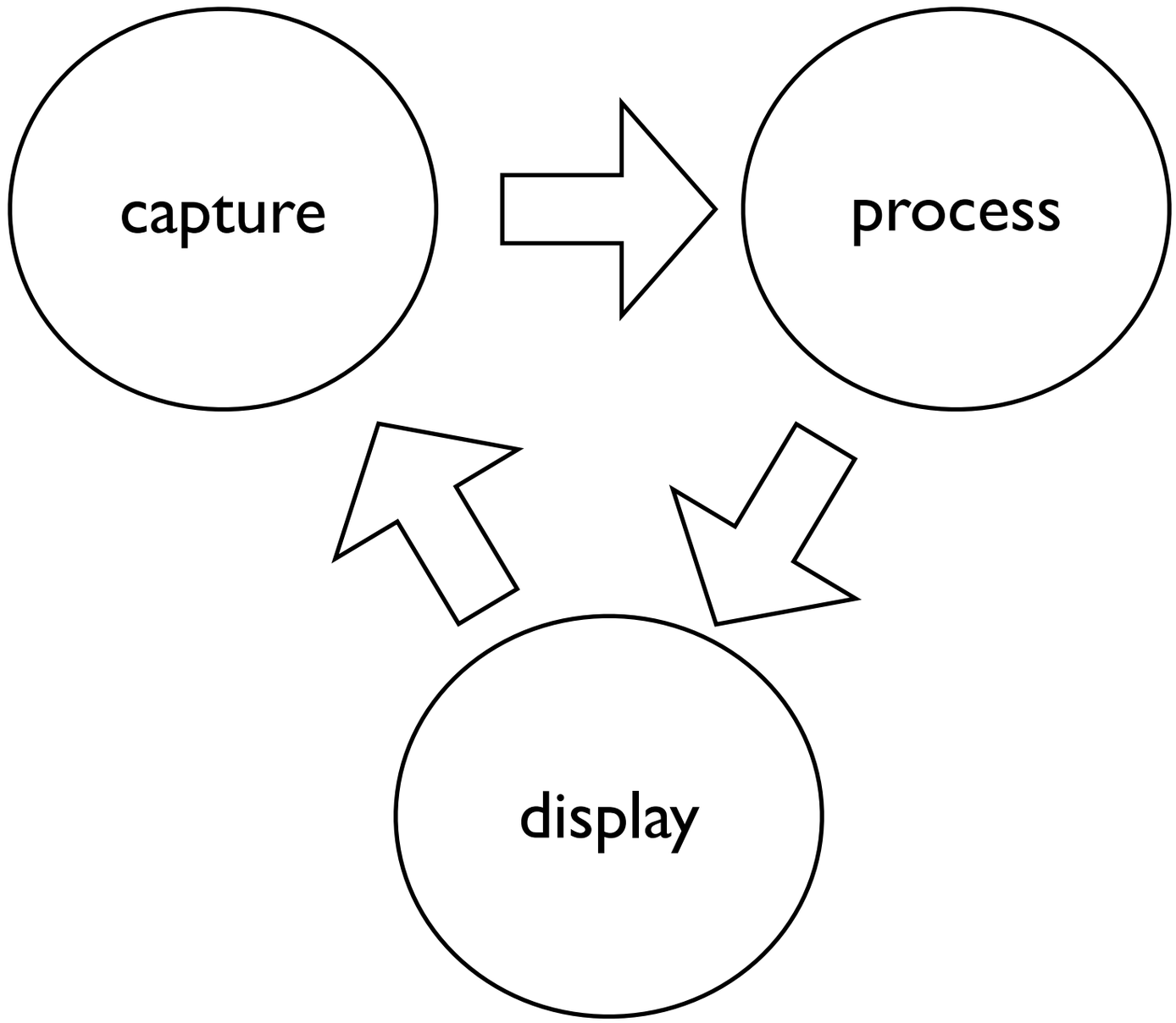
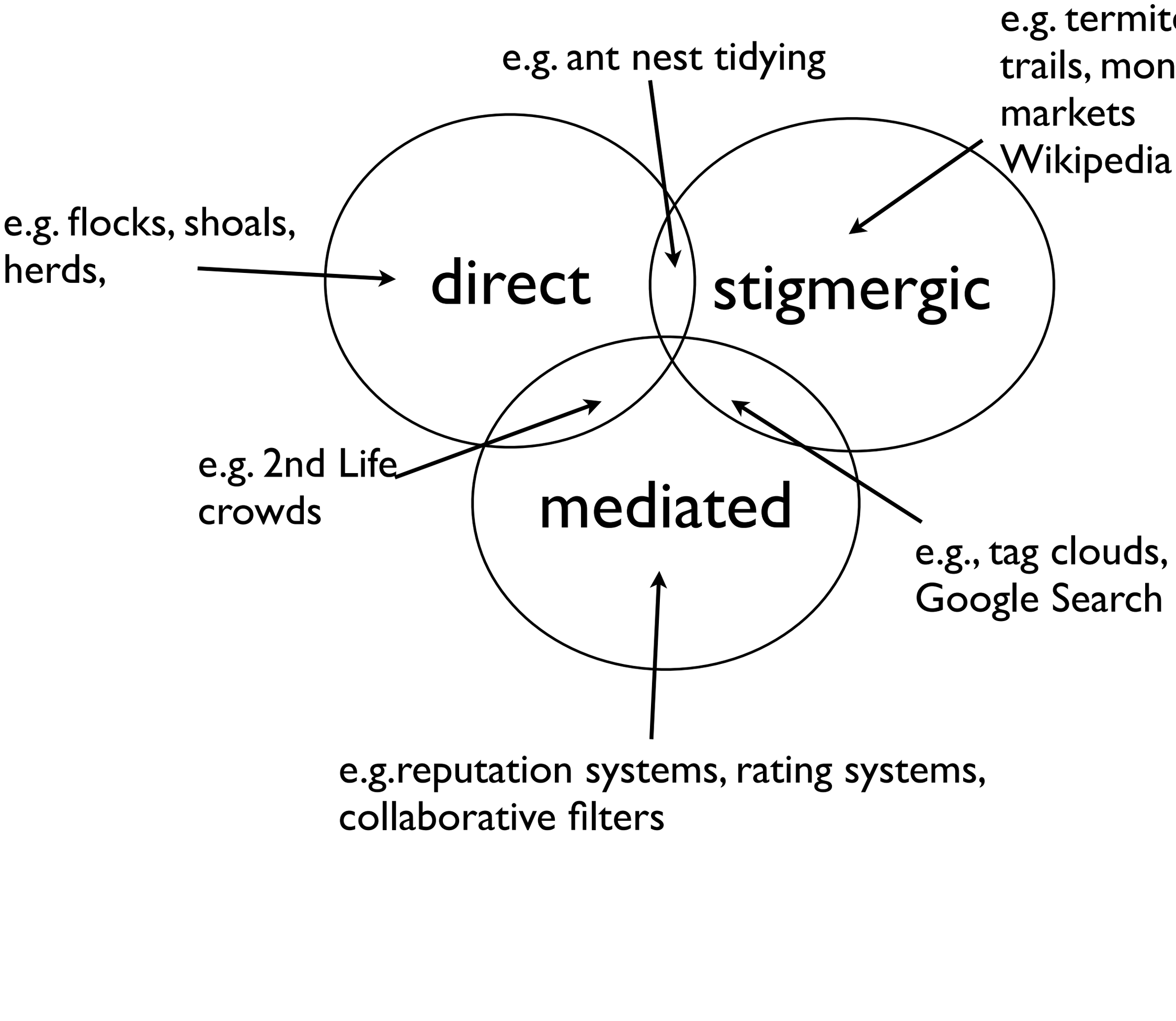
choice <> control

Collective overview



Collective types



example

Self-paced

- Any time, any place
- No cohorts
- No schedules
- 6 months to finish from the start date

Production lines

Once upon a time...

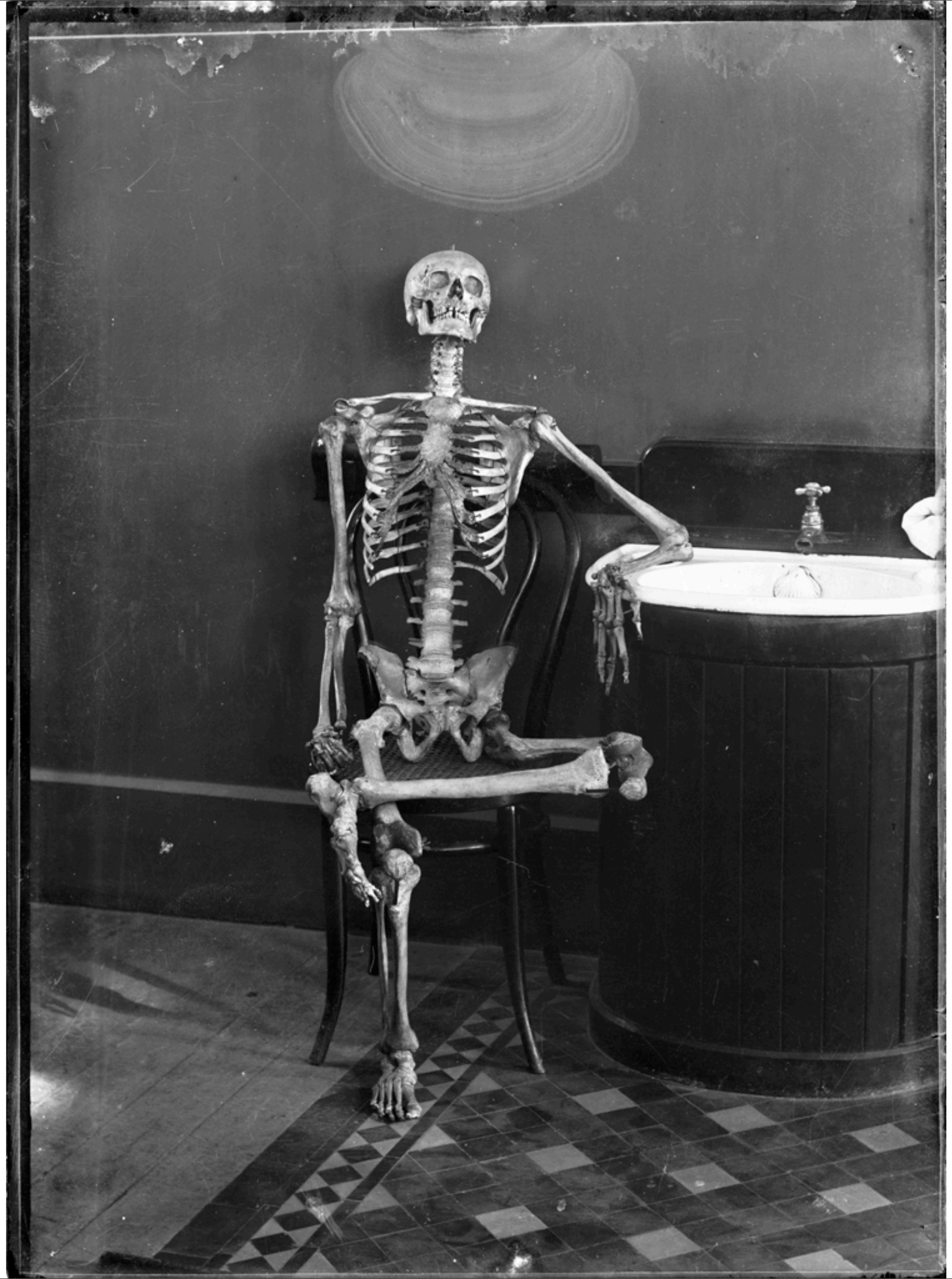
text-book wraparound

formal assignments, based on a book

formative quizzes

problem-solving forum

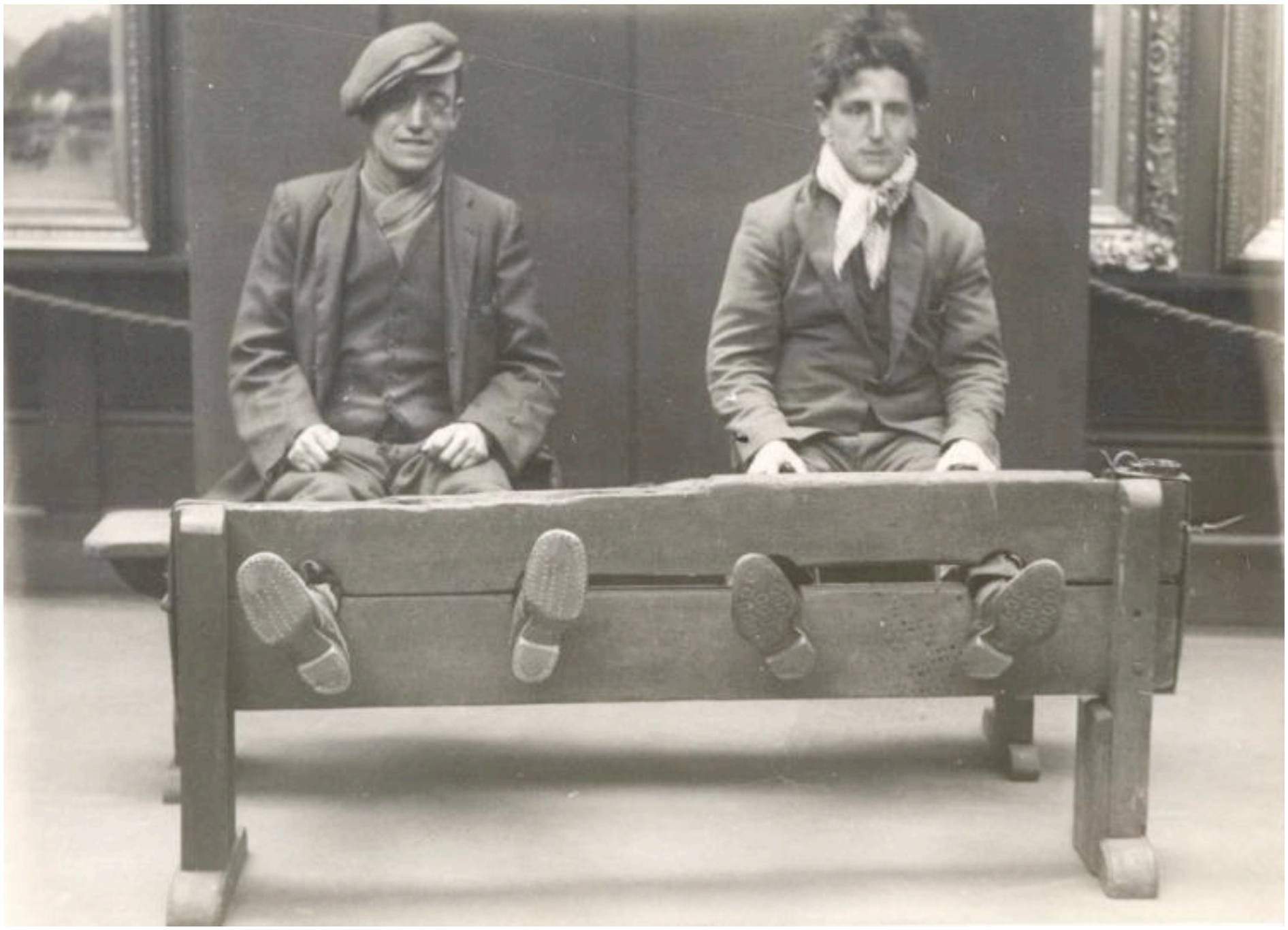
in-person proctored examinations



Problems

- sociability vs control
- inflexibility
- cheating
- teaching programming
- motivation
- authenticity

not well-loved

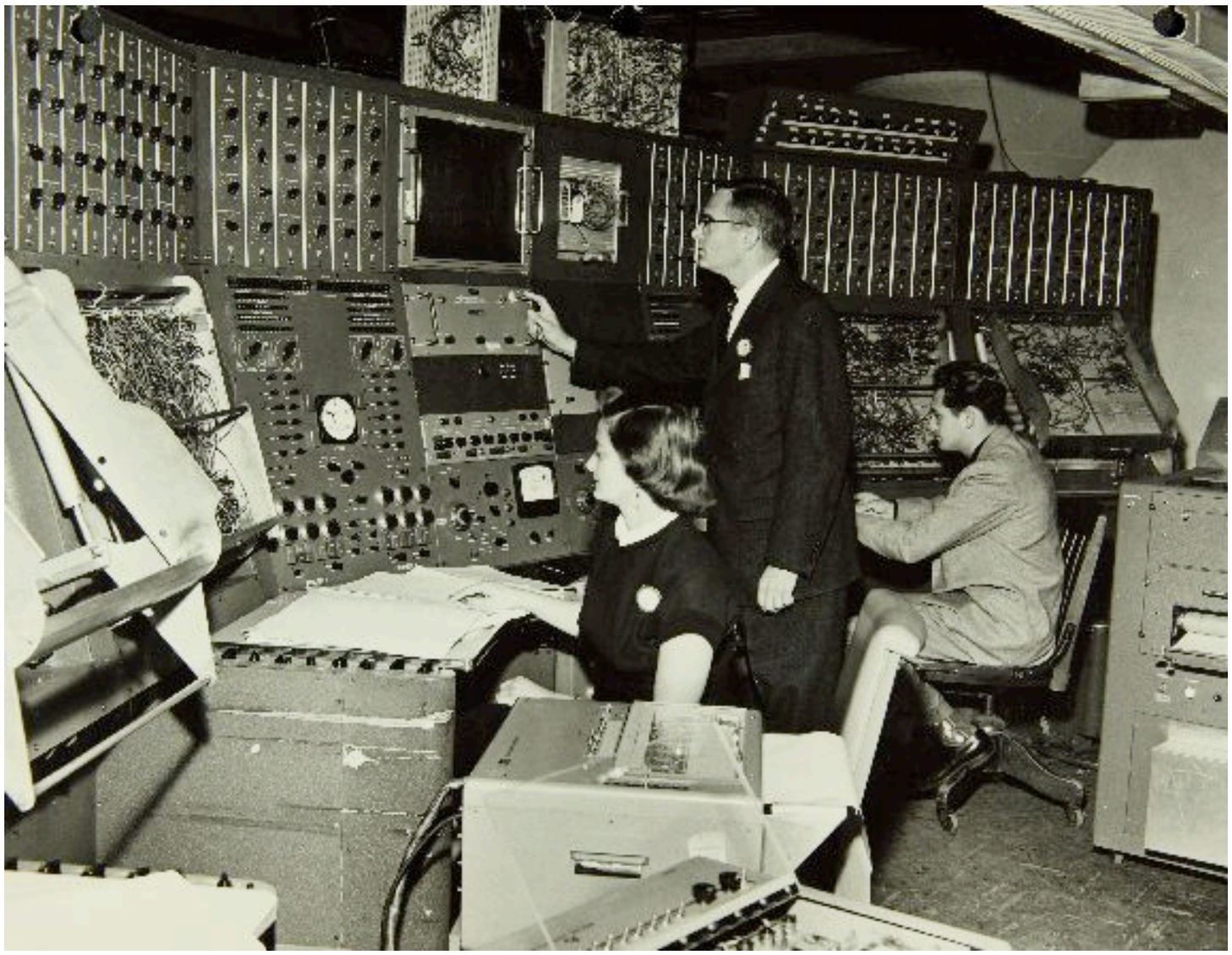


loneliness

inflexibility

cheats

programming



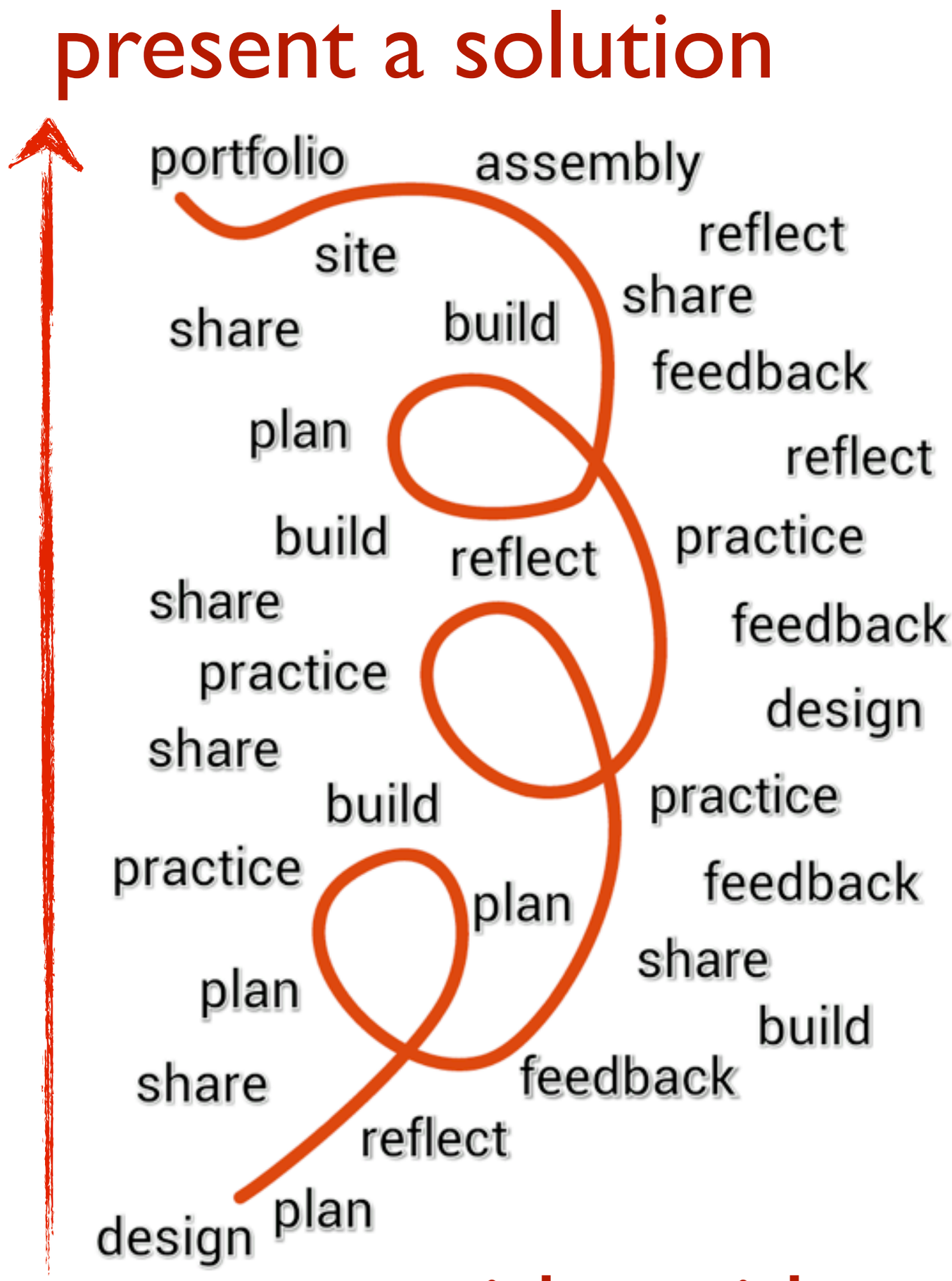
motivation

(Ryan & Deci Self-determination Theory)

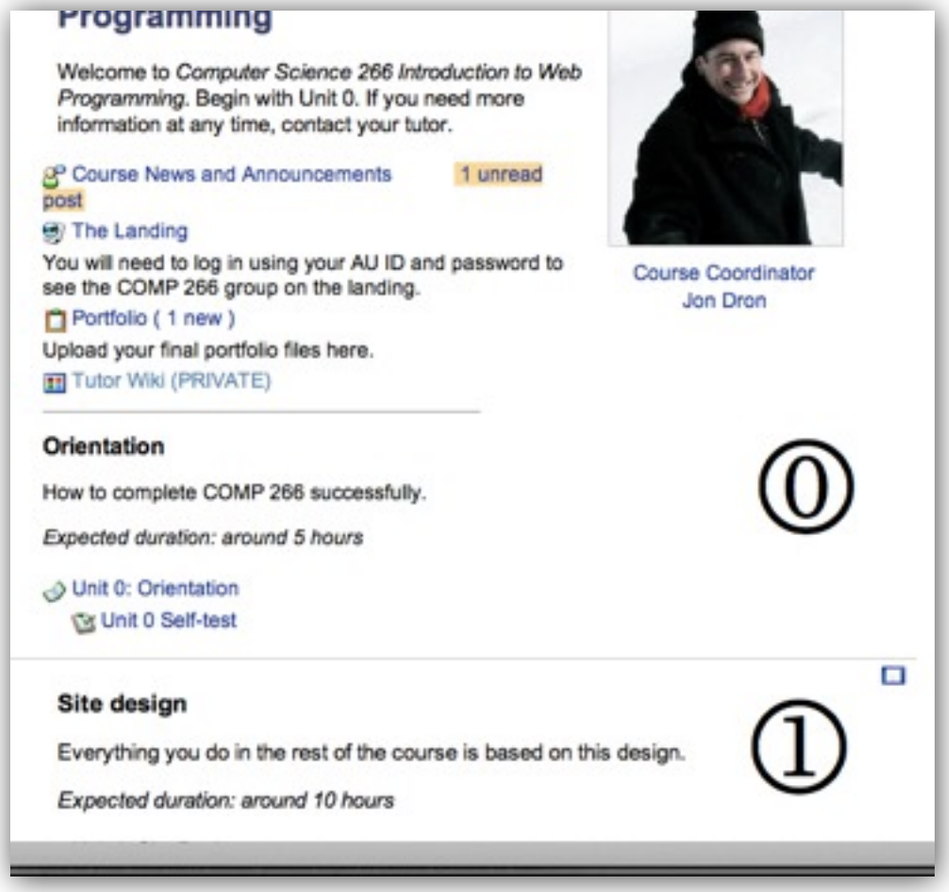
this had to change

Process

- single artefact, always unique
- incremental, iterative
- OERs and brief intros
- constructionist approach
- plentiful practice
- reflections
- cooperation



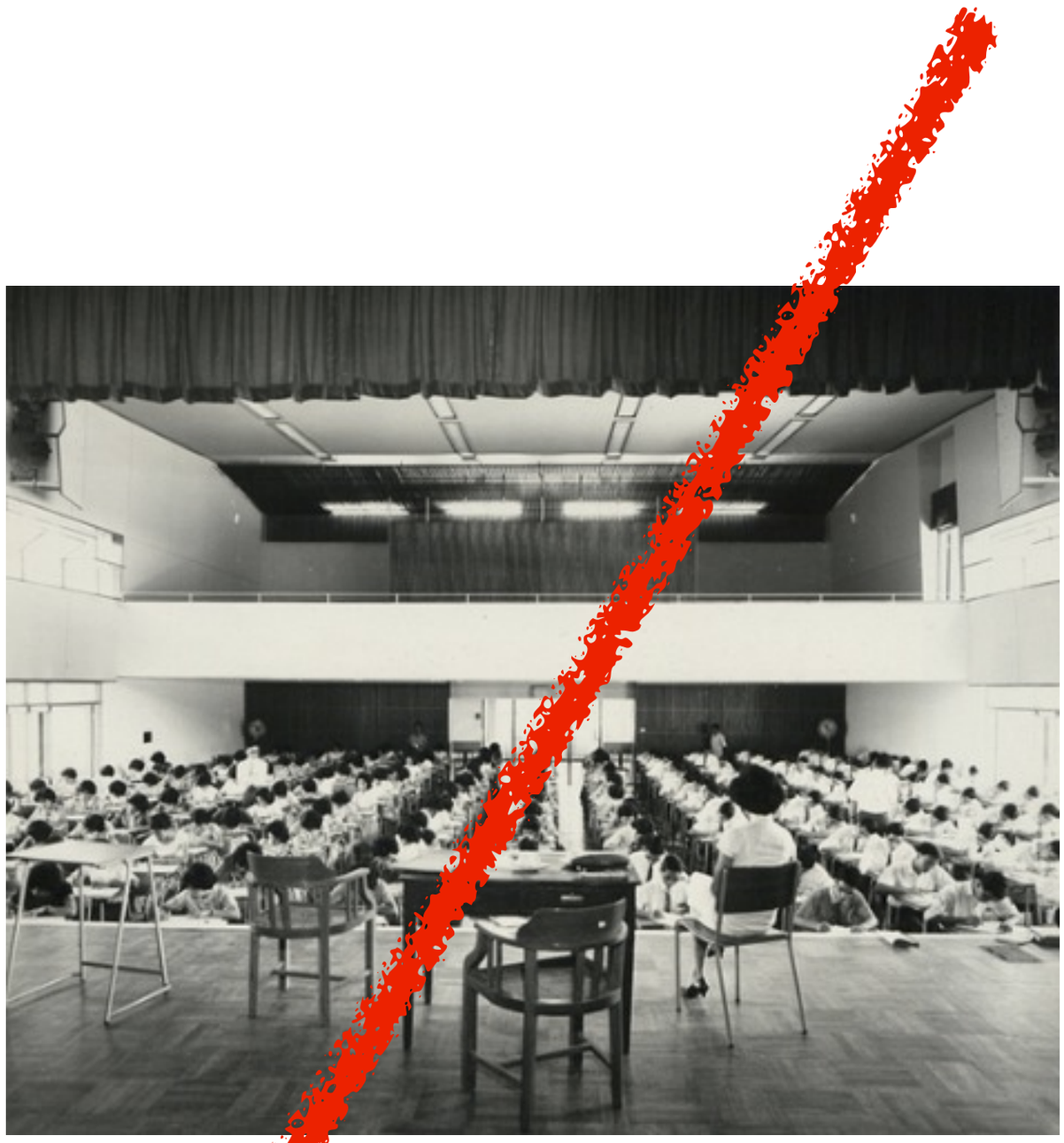
Moodle + Elgg


Programming
Welcome to Computer Science 266 Introduction to Web Programming. Begin with Unit 0. If you need more information at any time, contact your tutor.
Course News and Announcements
1 unread post
The Landing
You will need to log in using your AU ID and password to see the COMP 266 group on the landing.
Portfolio (1 new)
Upload your final portfolio files here.
Tutor Wiki (PRIVATE)
Course Coordinator
Jon Dron
Orientation
How to complete COMP 266 successfully.
Expected duration: around 5 hours
0
Unit 0: Orientation
Unit 0 Self-test
Site design
Everything you do in the rest of the course is based on this design.
Expected duration: around 10 hours
1


My Dashboard
My Profile
Tools
Account
Groups > COMP 266
COMP 266
Invite users
Edit group
3712 Views
Description:
A closed group to support the SCIS course, COMP 266, Introduction to Web Programming. If you are a student of COMP 266 (revision 3) please request membership to join this group.
Brief description: COMP 266: Introduction to Web Programming
Tags:
comp 266, comp266, web programming, html, css, jquery, javascript, ajax, programming, web
Owner: Jon Dron
Group members: 66
Closed group
Website:
http://scis.lms.athabascau.ca/course/view.php?id=310
Add widgets
Welcome to the COMP 266 group
Where to now?
Check out the group bookmarks for resources to help with HTML, CSS, JavaScript, JQuery, AJAX, and site design
Check out the FAQs for answers to common problems
Use the discussion forum to ask for and to give help
Write your reflections in the group blog
Don't forget to fill in the details for your profile, at least including an image to represent yourself.
Use the COMP 266 Moodle site as the definitive guide to the course process and a source of lots more information
Forum Topics
69 Views
Javascript Code in HTML giving
Group wikis
Add wiki
Accessing your web space at AU
COMP 266
COMP 266: Introduction to Web Programming
Closed group
Group activity
Group blog
Group bookmarks
Group discussion
Group files
Group polls
Group wikis
Mail Members
Manage join requests [2]
Edit Group Appearance
Search in this group
Go
Group admins
Group members
View all members

assessment

- portfolio assembly
- reflective diaries
- formative stop-points
- self-test exercises
- mapped outcomes



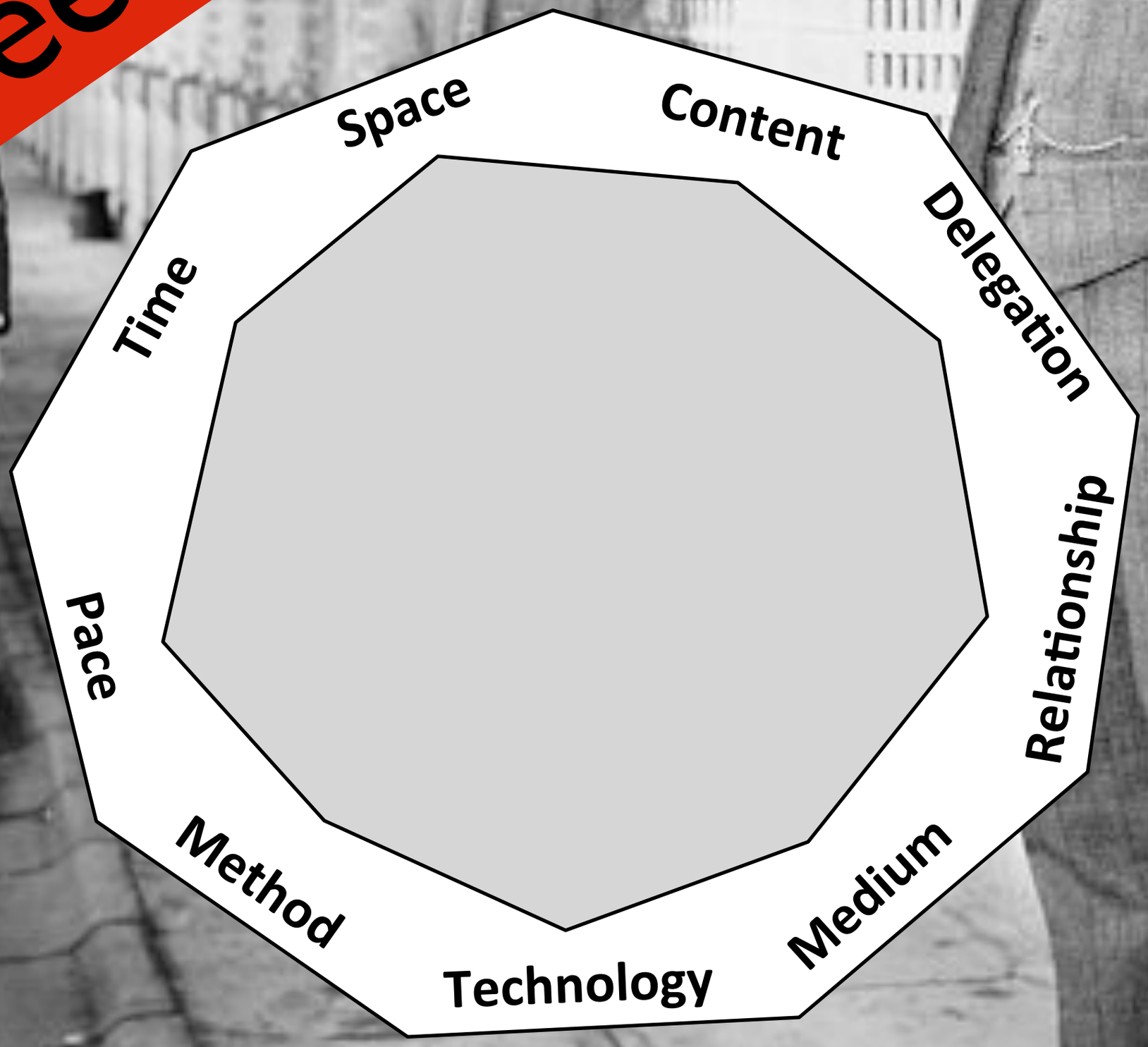
grades for outcomes

- No assessed assignments
- Grades for evidence each intended competence
- any evidence will do - problem solving, bookmark sharing, hints shared, whatever

stopping cheating

- Reactive
  - cartoon eyes
  - incremental artefact building
  - valorize copying
  - stop-points
  - many eyes
  - making cheating expensive
- Preventative
  - tracking
  - many eyes
  - automated tools
  - server logs

Cooperative freedoms

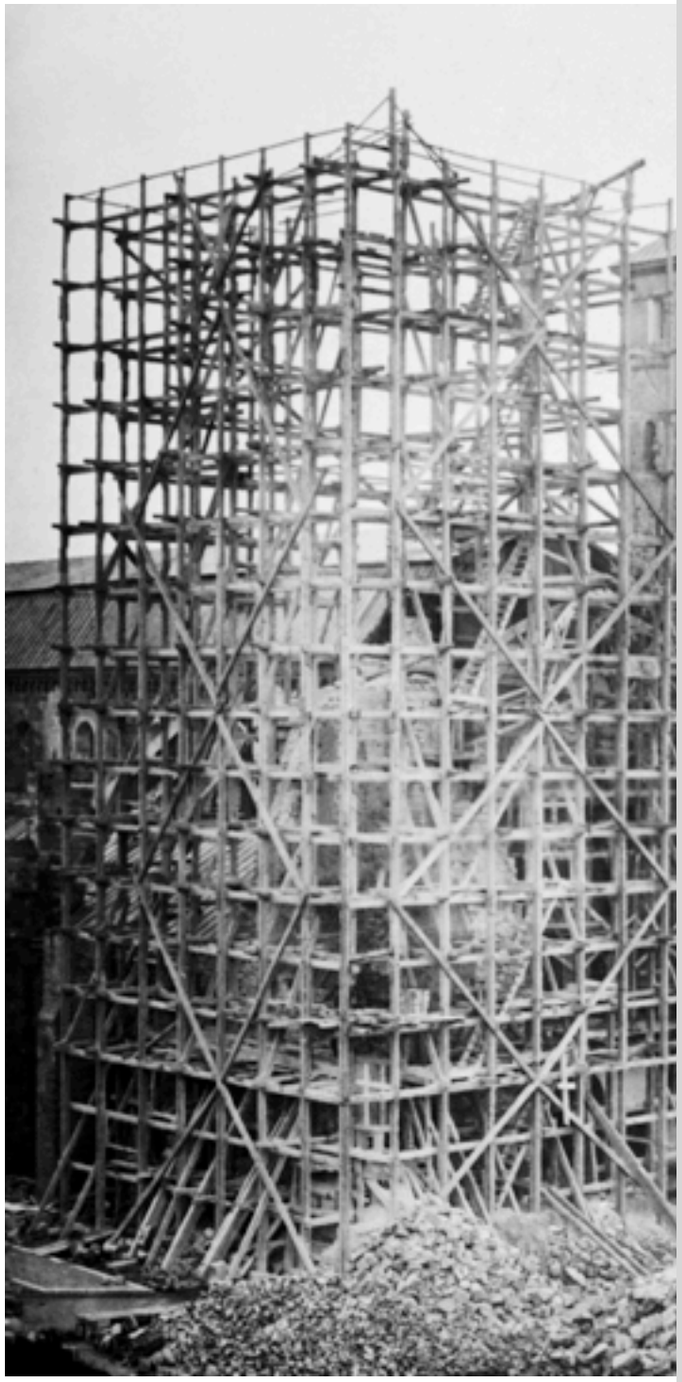


it works...

"I find that this is a perfect way to teach a course on web programming. It makes the course more interesting and engaging for students."

but...

some problems



usability

scaffolding

novelty

tutor

engagement

scalability

concerns

futures

thank you

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