

FROM COURSES
THAT TEACH
TO
COURSES
THAT LEARN

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UK NTF 2005

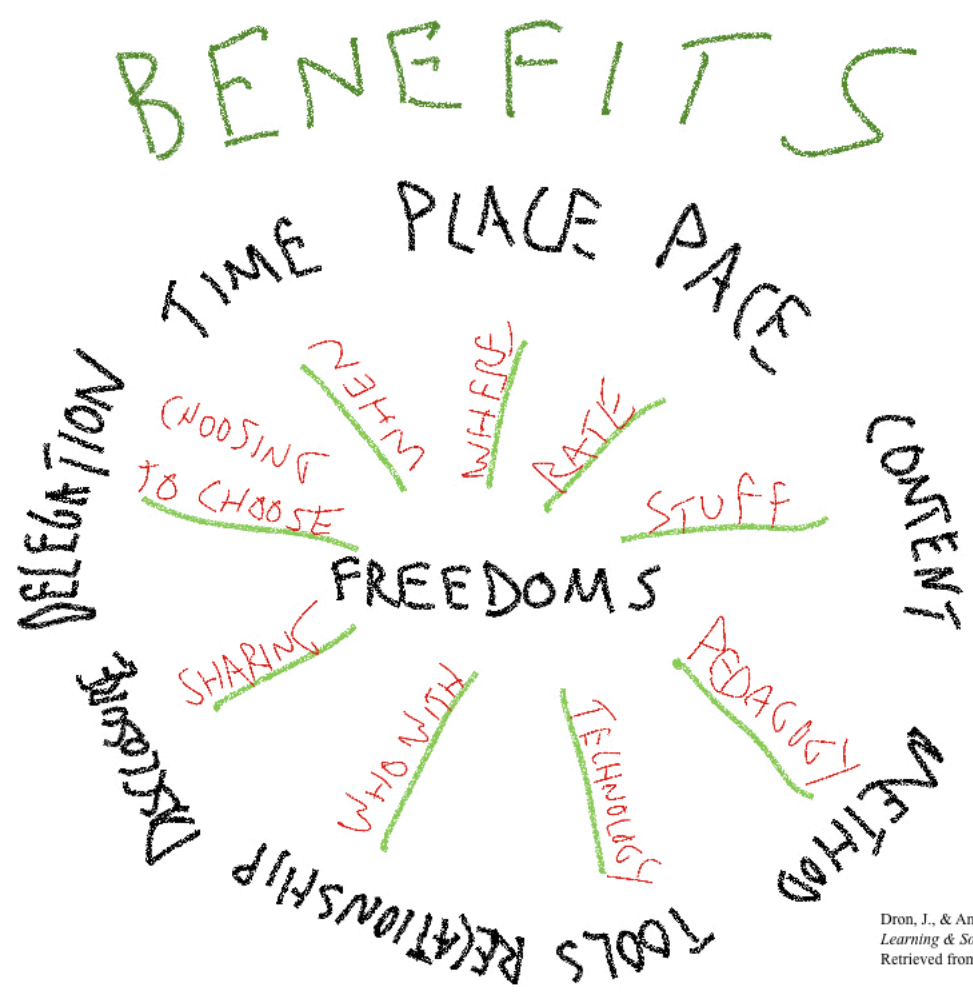


SELF-PACED LEARNING AT AU

- ★ START ANY MONTH
- ★ 6 MONTHS TO FINISH
- ★ STUDY PACKS (ALL INCLUSIVE)
- ★ TUTORS (OR SUPPORT CENTRE)



INDUSTRIAL DESIGN MODEL



Dron, J., & Anderson, T. (2014). *Teaching crowds: Learning & Social Media*. Athabasca: AU Press. Retrieved from <http://teachingcrowds.ca>

RELATIONSHIPS
ISOLATION
BELONGING
CROSSING BOUNDARIES
PEER SUPPORT
CONTROL
COMMUNITY

COSTS

LONELY STUDENTS

MENTORSHIP
BEING INSPIRED
CARING

DISEMPOWERED TEACHERS

CONVERSATION
SHARING VALUES
DIVERGENCE

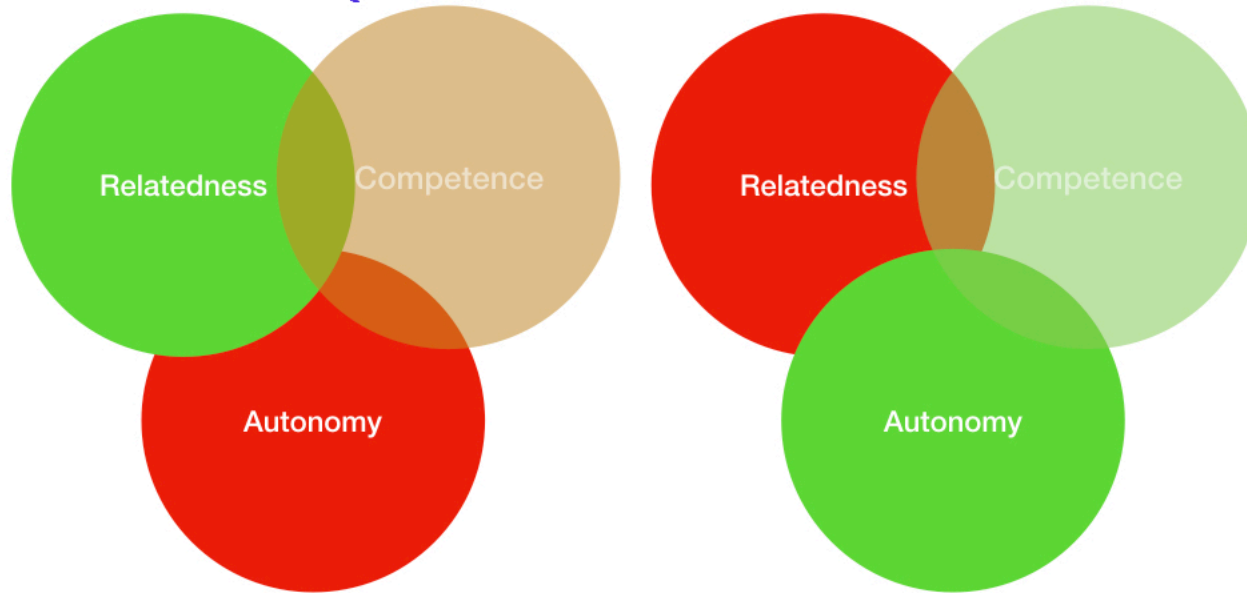
30-40% NON-START RATE

TALIT KNOWLEDGE
PROCESS, NOT DIALOGUE

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development and health. *Canadian Psychology*, 49(3), 182-185.



PATTERNS OF INTRINSIC MOTIVATION (SELF-DETERMINATION THEORY)



PACED, IN-PERSON
TEACHING

SELF-PACED
DISTANCE LEARNING

PEDAGOGIES AND PATTERNS

COOPERATIVE, NOT COLLABORATIVE

CONSTRUCTIVIST, CONSTRUCTIONIST,

SHARED
PRACTICE

CONNECTIVIST

VISIBLE
LEARNING

FREEDOM & PERSISTENCE



FUZZY AND OPEN

BOUNDARIES

LEARNERS AS
TEACHERS

VISIBLE
PERSISTENT
SOCIAL



TEACHERS AS
LEARNERS

ENVIRONMENT THAT
LEARNS AND TEACHES

THANK YOU!

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