

# Connectivist Learning and the Personal Learning Environment

Stephen Downes  
University of Wollongong  
April 3, 2009

# The Plan....

- The Connectivist Learning Model
- What Personal Learning Looks Like
- The Connectivist Online Course
- The gRSShopper PLE
- Free Learning
- Designing Connectivist Learning

# Learning...

- Two major aspects:
- 'knowledge' is to be organized in a certain way
- - 'knowing' is like 'recognizing', ie., pattern matching

# Connectivism

- The theory that knowledge and learning can be described and explained using network principles
- ‘Learning’ is not to acquire a set of facts, but rather, to develop or ‘grow’ into a certain neural configuration

# Connectivist Learning theory

- Based on principles of associationism
- Four major ways to learn:
  - Simple (Hebbian) associationism
  - Accidental association (by proximity)
  - Back-Propagation
  - Boltzmann learning

# Connectivist Pedagogy

- To 'teach' is to model and demonstrate
- To 'learn' is to practice and reflect
- Both imply participation in what might be called 'an authentic community of practice'

# Role of the teacher

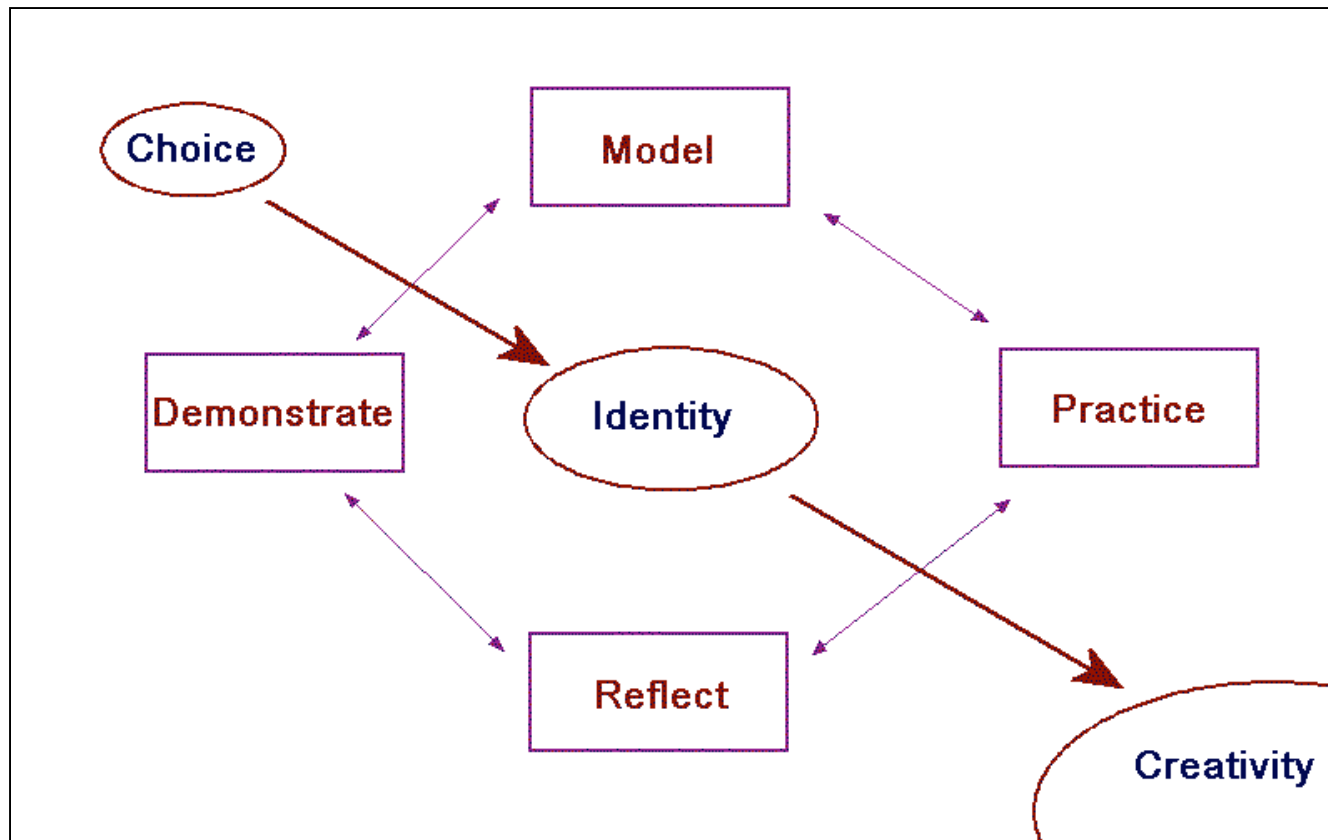
- To practice one's work in an open manner; to work transparently
- To 'work' is to engage in a community
- To be openly reflective, eg., to write about the work

# Role of the Learner

- To attach oneself to an authentic environment
- To observe and emulate successful practice
- To be 'reflective', ie., to engage in conversation about the practice



# The Connectivist Learning Model



# Model

The question is – how to transport and represent models that are actually used?

- conceptual frameworks
  - wiki (wiki API, RSS)
  - concept maps (SVG, mapping format)
  - gliffy (SVG?)
- reference frameworks
  - Wikipedia
  - video / 2L 3D representation – embedded spaces

# Demonstrate

## Demonstrate

- reference examples
  - code library
  - image samples
- thought processes
  - show experts at work (Chaos Manor)
- application
  - case studies, stories

The question is, how can we connect the learner with the community at work?

# Practice

- scaffolded practice
  - game interfaces
  - sandboxes
- job aids
  - flash cards, cheat sheets
- games and simulations
  - mod kits, mmorpgs

The question is, how can we enable access to multiple environments that support various activities?

# Reflection

The question is, how can we assist people to see themselves, their practice, in a mirror?

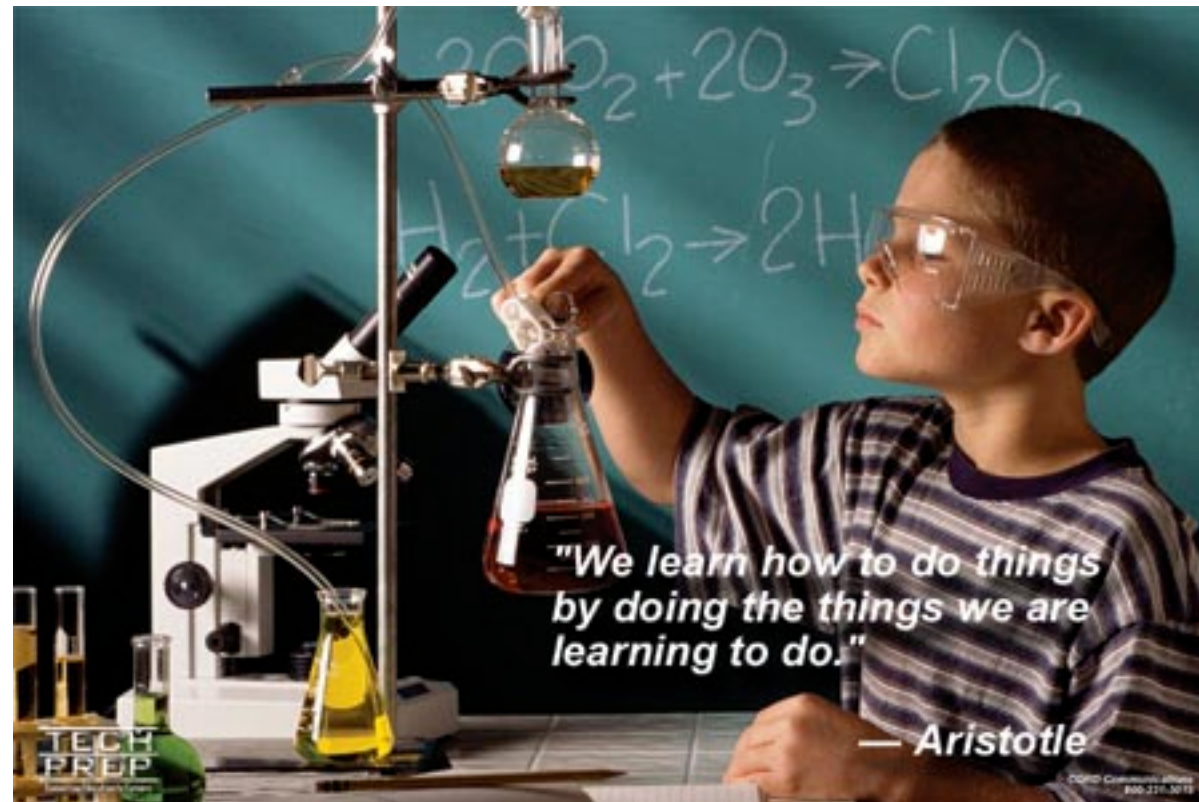
- guided reflection
  - forms-based input
  - presentations and seminars
- journaling
  - blogs, wikis
- communities
  - discussion, sharing

# Choice – Identity - Creativity

- simulated or actual environments that present tasks or problems
- OpenID, authentication, feature or profile development
- Portfolios & creative libraries

People talk about 'motivation'  
– but the real issue here is  
*ownership*

# What does personal learning mean for learners?



# A world of free learning resources...



<http://educationvault.blogspot.com/2008/08/zaidlearn-ocw-oer-lists.html>

Don't like the word 'free'? Deal with it...



# User generated Content

– Personal, opinionated



# Connections, connections...

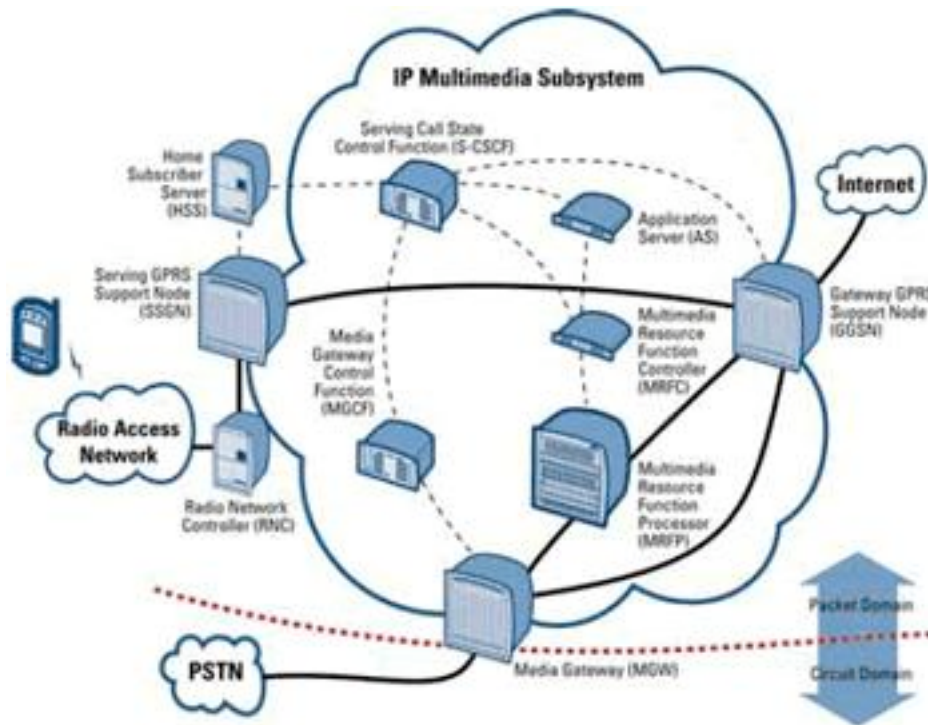


Figure 1: IP Multimedia Subsystem (IMS).

# Immersive Learning





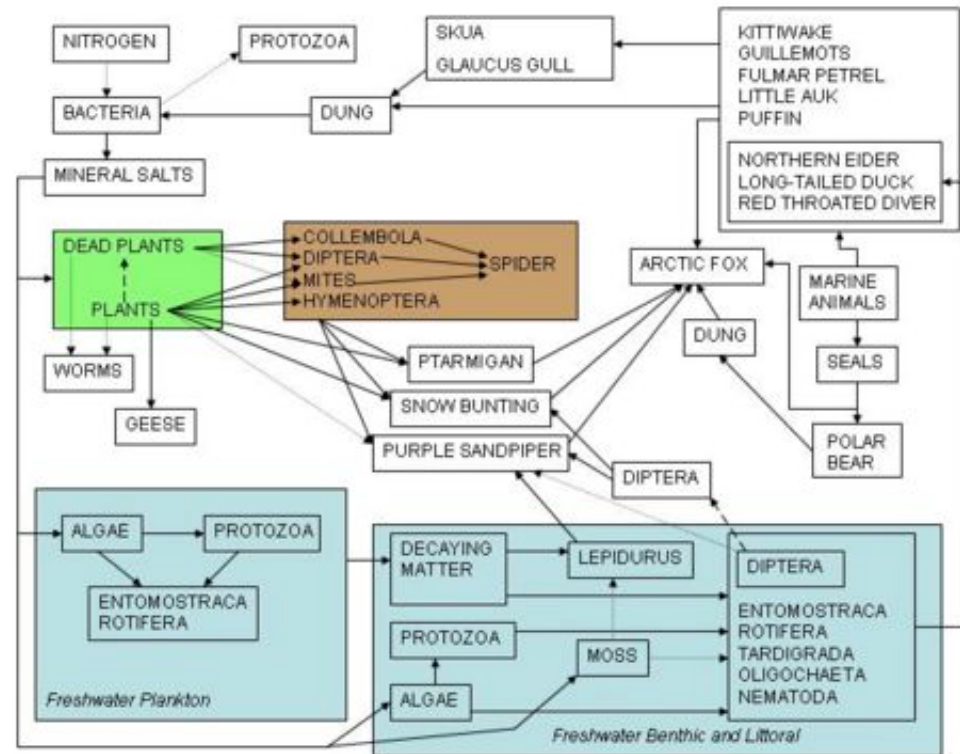
# New Roles

- For students - as creators of learning
- For teachers - as coaches and mentors
- For the rest of us - as teachers





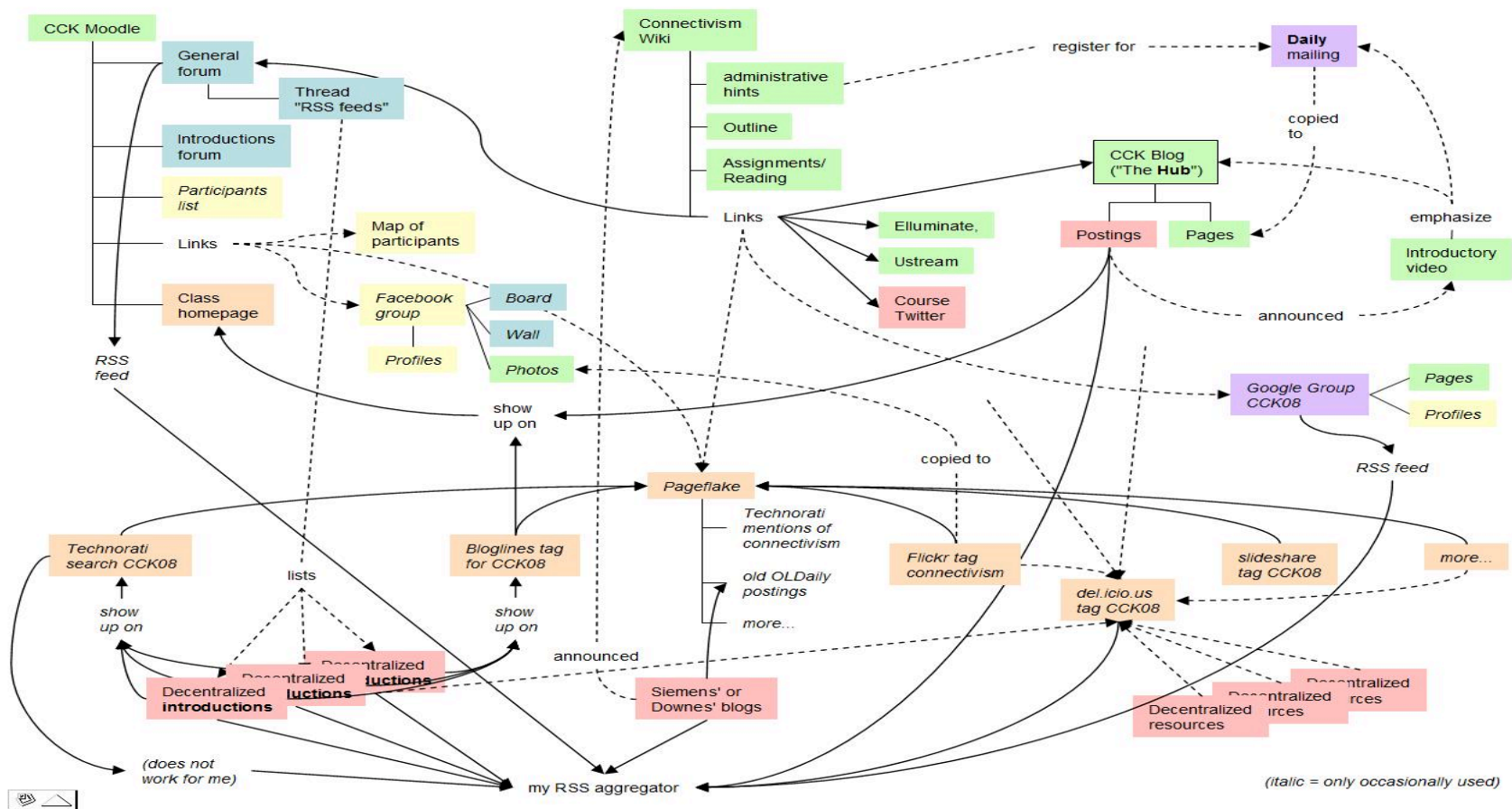
- Networks of interactions (aggregate, remix, repurpose, feed forward) – syndication



An ecology...



# Connectivism & Connective Knowledge





# The Best Example...

- 12 week course, readings, activities...
- The course on connectivism is probably the best (early) example of what we mean
  - We began with the course itself – what we wanted to cover
  - We then added communications tools
  - And then the students took over...

# Overview...

- George Siemens and I ushered roughly 2200 students through a 12 week online course
- Some of these paid tuition and are getting credit, but most of them attended the 'open' course

# The Course

- Offered through the University of Manitoba
  - 12 weeks long
  - credit in Certificate in Adult and Continuing Education and Certificate in Emerging Technologies for Learning
  - Explored the concepts of connectivism and connective knowledge

# Connectivism

“At its heart, connectivism is the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks.”

*What Connectivism Is*

<http://halfanhour.blogspot.com/2007/02/what-connectivism-is.html>

# Course Components

- The Wiki...

The screenshot shows a Moodle Wiki page for 'Connectivism'. At the top right, there is a 'Log in / create account' link. Below it are tabs for 'page', 'discussion', 'view source', and 'history'. The page title is 'Connectivism'. The main content area contains a welcome message: 'Welcome to the **Connectivism and Connective Knowledge Online Course** support wiki.' It also lists 'Conference tags: CCK08' and provides information about alternative language versions: 'This page is also available in: [Spanish](#), [Portuguese](#), [Italian](#), [Hungarian](#), and [Chinese](#) (Simplified Character Version). See also [this short post](#) on making surfing in China easier]. It also mentions a Facebook group: 'This course also has a FaceBook group at [CCK08](#)].

On the left side, there is a navigation menu with the following sections:

- navigation**
  - [Main Page](#)
  - [Recent changes](#)
  - [Random page](#)
  - [sandbox](#)
  - [Help](#)
- ltc links**
  - [LTC Website](#)
  - [Activities](#)
  - [Workshops and Resources](#)
  - [Teaching with Technology](#)
- um projects**
  - [Educational Psychology](#)

Below the main content, there is a 'Contents [hide]' section with a numbered list of 11 items:

- 1 Please enter your email address here if you'd like to be involved (either for free participation or to enroll for cre
- 2 Course blog is available here
- 3 Course Details
- 4 Weekly Activities
- 5 Learner Assignments and Evaluation
- 6 Course Links
- 7 Pre-week 1
- 8 Week 1: What is Connectivism? (September 8-14)
- 9 Week 2: Rethinking epistemology: Connective knowledge (September 15-21)
- 10 Week 3: Properties of Networks (September 22-28)
- 11 Week 4: History of networked learning (September 29-October 5)

<http://ltc.umanitoba.ca/wiki/Connectivism>

# Course Components (2)

- Open Enrollment

<a href="#">24 Final Project</a>
<b>Please <a href="#">enter your email address here</a> if you'd like to be involved (either for free participation or to enroll for credit).</b>
<b><a href="#">Course blog is available here</a></b>
<a href="#">Connectivism Research</a>
<b>Course Details</b>
Delivered in partnership with: Extended Education and Learning Technologies Centre, University of Manitoba
<b>Course Code:</b> 98813- 08-01

- The course was advertised in both of our blogs...

# Course Components

- Readings....

<b>Week 1: What is Connectivism? (September 8-14)</b>	[ed]
<b>Presentations &amp; Papers</b>	
George Siemens presentation on <a href="#">Defining Connectivism</a> and <a href="#">Comparing Connectivism</a>	
Stephen Downes presentation: <a href="#">A quick introduction to connectivism</a> (ustream)	
<b>Readings</b>	
<a href="#">Little Boxes, Glocalization and Networked Individualism</a> (.pdf)	
<a href="#">What is the Unique Idea in Connectivism?</a>	
<a href="#">What connectivism is</a>	
<a href="#">Learning Theory or Pastime of the Self-Amused?</a> (.doc)	
<a href="#">Bill Kerr</a> - Critique of connectivism	
<b>Activities:</b>	
<b>Mon:</b> Recorded presentations and readings will be posted to the email list	
<b>Wed:</b> <a href="#">Elluminate discussion</a> 11 am CST: See <a href="#">time zone conversions</a>	
<b>Friday:</b> Discussion via <a href="#">USTREAM</a> 11 am CST: See <a href="#">time zone conversion</a>	
<b>Assignments:</b>	

# Course Components (3)

- The Blog

**CONNECTIVISM & CONNECTIVE KNOWLEDGE**  
a rather large open online course...

HOME THE DAILY WIKI MOODLE ABOUT AGGREGATIONS SIGNING UP...

ABOUT

Welcome to the **Connectivism and Connective Knowledge** online course! Information on the development and delivery of the course will be shared on this site.

**SEARCH**

Go

**Comparing Connectivism**  Posts RSS  Comments RSS

gsiemens on Sep 8th 2008

I've posted a [comparison between different theories](#) of learning. It's not a final word summary, but hopefully it can provide a bit of a starting point for discussing the attributes of different concepts. While exploring distinctions between theories can be a mind-numbing task on par with watching grass grow, it does create an important starting point for ongoing discussion. If our discussions occur along the lines of [Wittgenstein's beetles](#) - where we each speak of a subject from our own, rather than shared understandings - we quickly end up talking in circles without even a prospect of consensus or even the main points of debate.

Filed in [Uncategorized](#) | [17 responses so far](#)

<http://ltc.umanitoba.ca/connectivism/>



# Course Components

- Course Moodle Forum

The screenshot shows a Moodle course page for 'Connectivism and Connective Knowledge'. The page is titled 'Connectivism and Connective Knowledge' and indicates that the user is currently using guest access. The course is identified as 'CCK08'. The page is divided into several sections:

- Bloglines:** A list of recent forum posts, including one about reading the Moodle forum and another about determining why the user cannot connect to the forum.
- Topic outline:** A list of course topics, including 'Introductions', 'Google Map of participants', 'General Forum', 'Connectivas Spanish pageflakes site', 'Connectivism English Pageflakes site', and 'Week 1: What is connectivism'. The first topic, 'What is Connectivism?', is currently selected.
- Calendar:** A calendar for September 2008, showing global events (green) and course events (orange). The course events are on the 9th, 10th, 11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, and 30th.
- Connectivism Course Blog:** A blog post titled 'Comparing Connectivism' by the user 'Vtaylor', discussing different theories of learning.

<http://ltc.umanitoba.ca/moodle/course/view.php?id=20>

# Course Components

- Pageflakes Site

The screenshot displays a Pageflakes user interface. At the top, there is a navigation bar with the Pageflakes logo, a search bar, and several utility links: "Create your own page! (Pageflakes members: login)", "lrc's Pagecast", "Watch this Pagecast", "Copy", "Send To a Friend", and "Random Pagecast". Below the navigation bar, the main content area is divided into several widgets:

- Connectivism & Connective Knowledge (5)**: A widget titled "Comparing Connectivism" with a sub-header "I've posted a comparison between different theories of learning. It's not a final word summ...". It includes a list of links: "Managing your Moodle Forums", "Week 1: What is connectivism", "So, Where are you from?", and "Introduction to the course...".
- Technorati Search for: CCK08 (5)**: A widget titled "How to filter your CCK08 email (in Gmail)" with a sub-header "How to filter your CCK08 email (in Gmail) September 9th, 2008 — general How to create a ...". It includes a list of links: "Bill Kerr's Challenge to Connectivism", "Connectivism & Connective Knowledge Course", "Connectivism: Theory and Application", and "Connectivism course: nifty (and a little sca...".
- Sponsored Content**: A widget featuring an advertisement for "AIG Travel Guard travel insurance" with a sun icon and the text "Thank goodness for AIG Travel Guard travel insurance." Below the ad is the AIG Travel Guard logo and "TRAVEL INSURANCE".
- Weather**: A widget titled "Toronto, Canada" showing a 4-day forecast: Tuesday (17°/9°C, cloudy), Wednesday (19°/12°C, sunny), Thursday (22°/15°C, sunny), and Friday (22°/14°C, cloudy). It includes "Hourly Forecast" and "10-Day Forecast" links and is "Powered by weather.com".
- Winnipeg, Canada**: A widget titled "Ellis resurfaces in Winnipeg - The Gazette (...)" with a sub-header "CBC.caEllis resurfaces in WinnipegThe Gazette (Montreal), Canada - 22 hours agoHe was signed on Monday...". It includes a list of links: "Winnipeg couple makes pot discovery - Winnip...", "Rejigged Bombers-Ticats deal a go - Globe an...", "Three Winnipeg men charged in drug busts - W...", and "Grandmotherhood inspires Winnipeg publisher ...".
- Events in Winnipeg, Canada**: A widget at the bottom with a calendar icon and the text "Events in Winnipeg, Canada".
- Stephen's Web ~ by Stephen Downes ~**: A widget titled "[CCK08] First Impressions" with a sub-header "Even if you're not registered in our giant Connectivism course (and most OLDaily readers ar...". It includes a link "Does Learning Grow or Is It Built?" and a sub-header "Interesting post from the Connectivism course (looking at whether we 'grow' or 'build' knowl...".

<http://www.pageflakes.com/lrc>

# Course Components

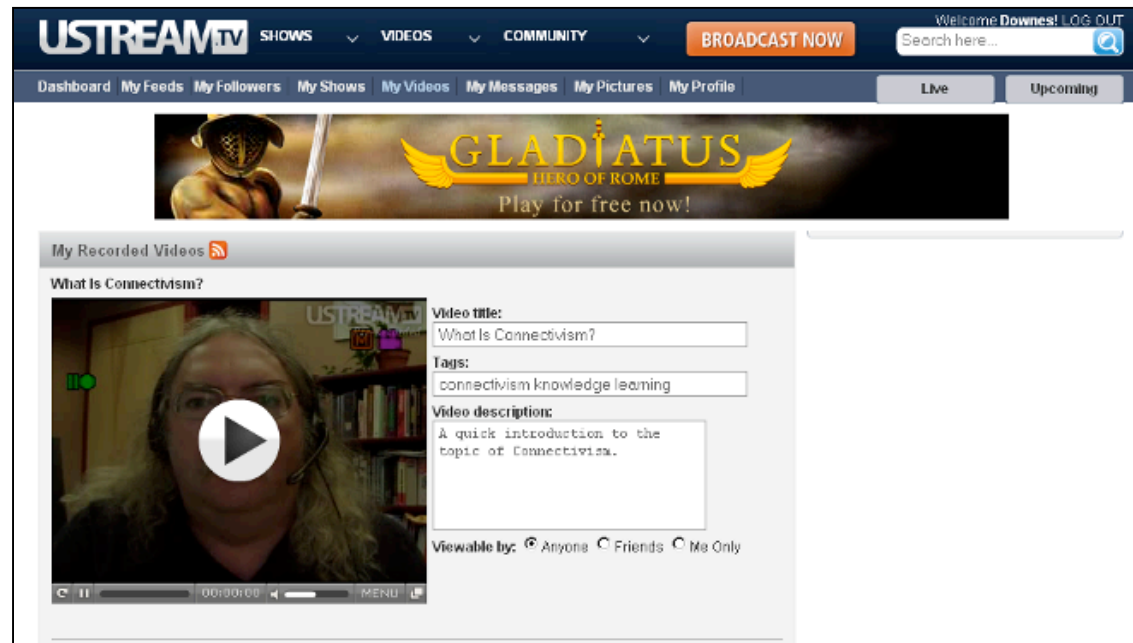
- Elluminate Discussions (Wednesdays)

The screenshot displays the Elluminate Live! interface with several components highlighted by green handwritten annotations:

- Main chat window:** Located in the center, showing a list of messages from participants like Lynn, Curtis, and Maria.
- Participants window:** On the left, listing 19 participants including moderators and various group members.
- Whiteboard:** On the right, displaying a slide titled "Opportunities to Develop Human Resources" with bullet points: "Knowledge or skill needs differ", "Motivation – meaning of work", "Change in the environment", and "Change in the organization".
- Video window:** A small window at the bottom right showing a live video of the instructor, Sandra Williams.
- Annotations:** Green arrows and text identify the "Main chat window", "She's talking on the mic" (microphone icon), "She's typing" (typing indicator), "Group discussion rooms" (groups list), "Mic button", "Participants window", "White Board space (Displays PowerPoint slides, notes, drawings, etc)", and "Live video of the instructor".

# Course Components

- Ustream



<http://www.ustream.tv/recorded/688902>

# Course Components

- Twitter...



The screenshot shows the Twitter profile page for user cck08. At the top, there is a search bar with the text "Name or location" and a "search" button, followed by a link to "Login / Join Twitter!". Below this is a "Select Language" dropdown menu. The main content area features a yellow banner with the text "Hey there! cck08 is using Twitter." and a "Join today!" button. Below the banner, there is a profile card for cck08 with a blue profile picture, the name "cck08", and a tweet from @MtnLaurel. To the right of the profile card is an "About" section with fields for Name, Web, and Bio, and a "Stats" section with fields for Following, Followers, and Favorites.

twitter

Name or location search or [Login / Join Twitter!](#)

Select Language ..

Hey there! **cck08** is using Twitter.

Twitter is a free service that lets you keep in touch with people using the web, your phone, or IM. **Join today** to start receiving **cck08**'s updates.

[Join today!](#)

Already using Twitter via SMS or IM? [Finish signing up.](#)

 **cck08**

[@MtnLaurel](#) hi - no sign up time, but i think the 11 am CST will be the busier of the two...

about 7 hours ago from web in reply to [MtnLaurel](#)

**About**

**Name** cck08

**Web** [http://tlc.umanit...](#)

**Bio** a rather large online course

**Stats**

**Following** 0

**Followers** 141

**Favorites** 0

<http://twitter.com/cck08>

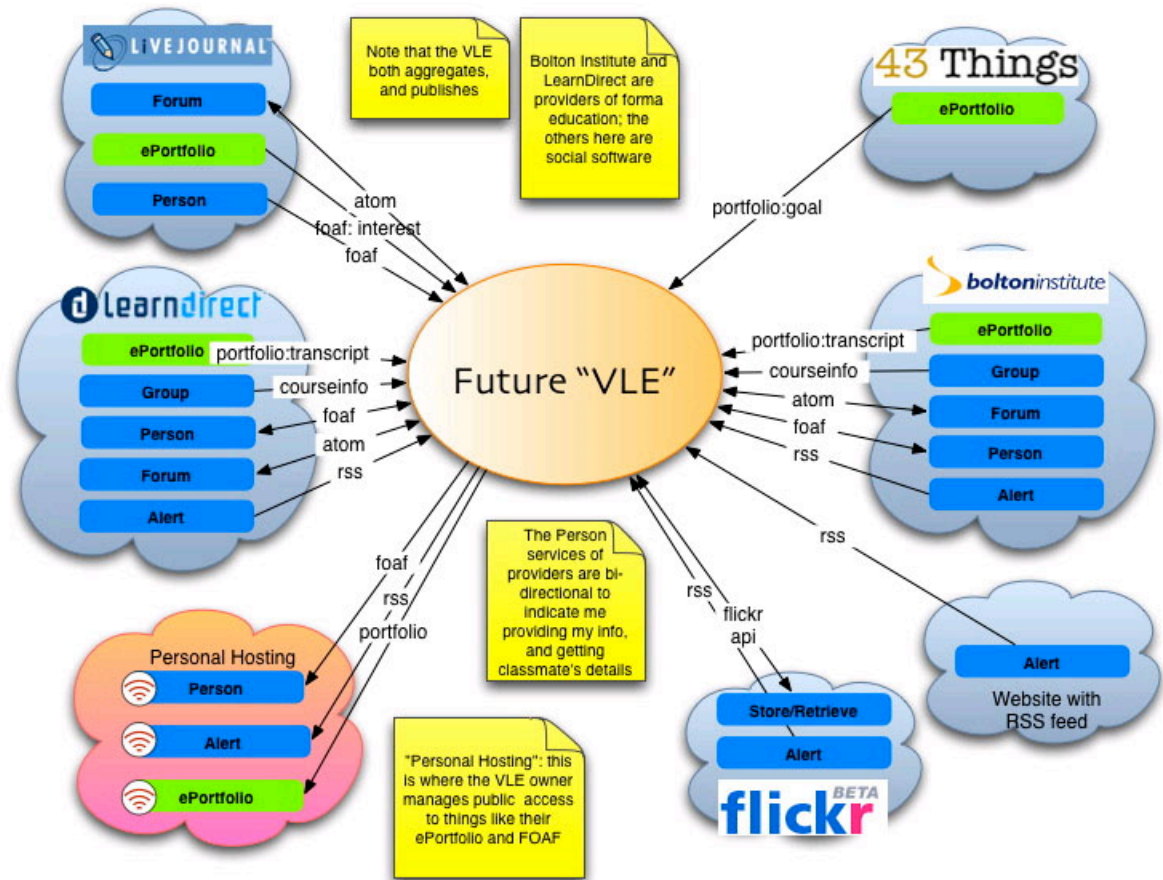
# Course Components

- gRSShopper...





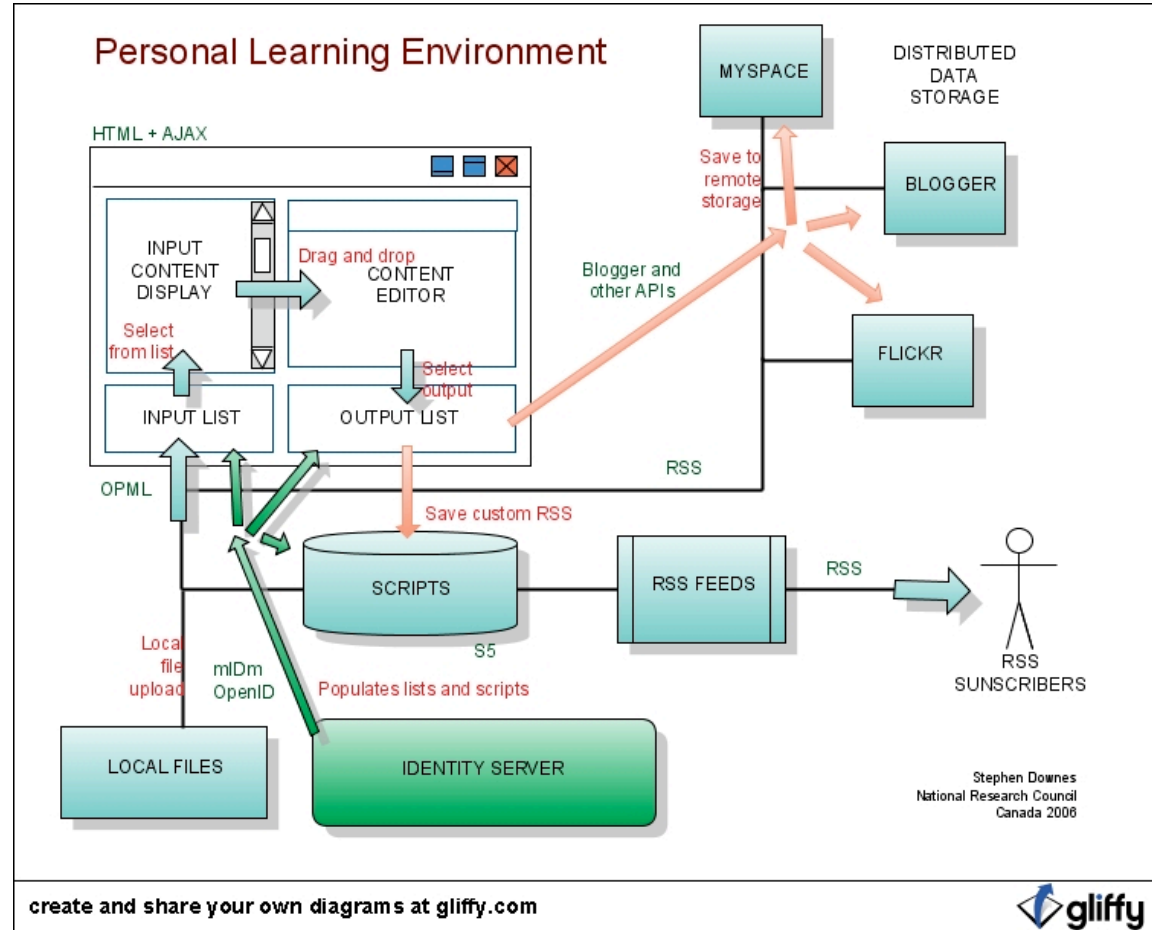
## The Main Idea



The web of the future isn't about visiting sites, it's about connecting resources.



# Architecture



The application provides mechanisms to input, process, and distribute content.







## Login

Login ~ gRSShopper - Mozilla Firefox

http://demo.downes.ca/cgi-bin/login.cgi?refer=http://demo.downes.ca/cgi-bin/a

Admin Menu ~ Stephen... Google Reader Calendar

Google Image Result for http://... Capture a Screen Shot of you... Login ~ gRSShopper

gRSShopper

START SEARCH

[DISCUSS] [SEARCH] [ABOUT] [ARCHIVES] [OPTIONS]

### Login

Login using OpenID ([About OpenID on gRSShopper](#))

Please enter your user name:

Please enter your password:

Remember me next time

Not a registered user? [Click Here](#)

Forgot your password? [Click Here](#)

THIS PAGE FIRST PUBLISHED ON OCTOBER 27, 2008 AND LAST UPDATED OCTOBER 27, 2008.

© Creative Commons THIS WORK IS LICENSED UNDER A CREATIVE COMMONS LICENSE.

COPYRIGHT 2008 STEPHEN DOWNES  
CONTACT: [STEPHEN@DOWNES.CA](mailto:STEPHEN@DOWNES.CA)

Done

gRSShopper instances are *personal* sites intended to support single users or small groups (though visitors can sign in).



## Subscriptions

Register - Newsletter Subscription ~ Stephen's Web ~ by Stephen Downes - Mozilla Firefox

http://www.downes.ca/cgi-bin/login.cgi?action=Register

Admin Menu ~ Stephen... Google Reader Calendar

Google Image Result for http://... Register - Newsletter Subs... Manage Subscriptions ~ gRSS...

Stephen's Web

START SEARCH [NEWS] [DISCUSS]

[SEARCH] [ABOUT] [ARCHIVES] [OPTIONS]

### Register - Newsletter Subscription

Stephen's Web collects user information in order to confirm passwords and to properly attribute comments and other submissions. User information will remain private and will not be sold to any external agency. For more information, please see our [Privacy Policy](#).

Select a username:

Select a password:

Enter your email address:

Select newsletter subscriptions (you may choose more than one; leave blank for none) for Stephen Downes

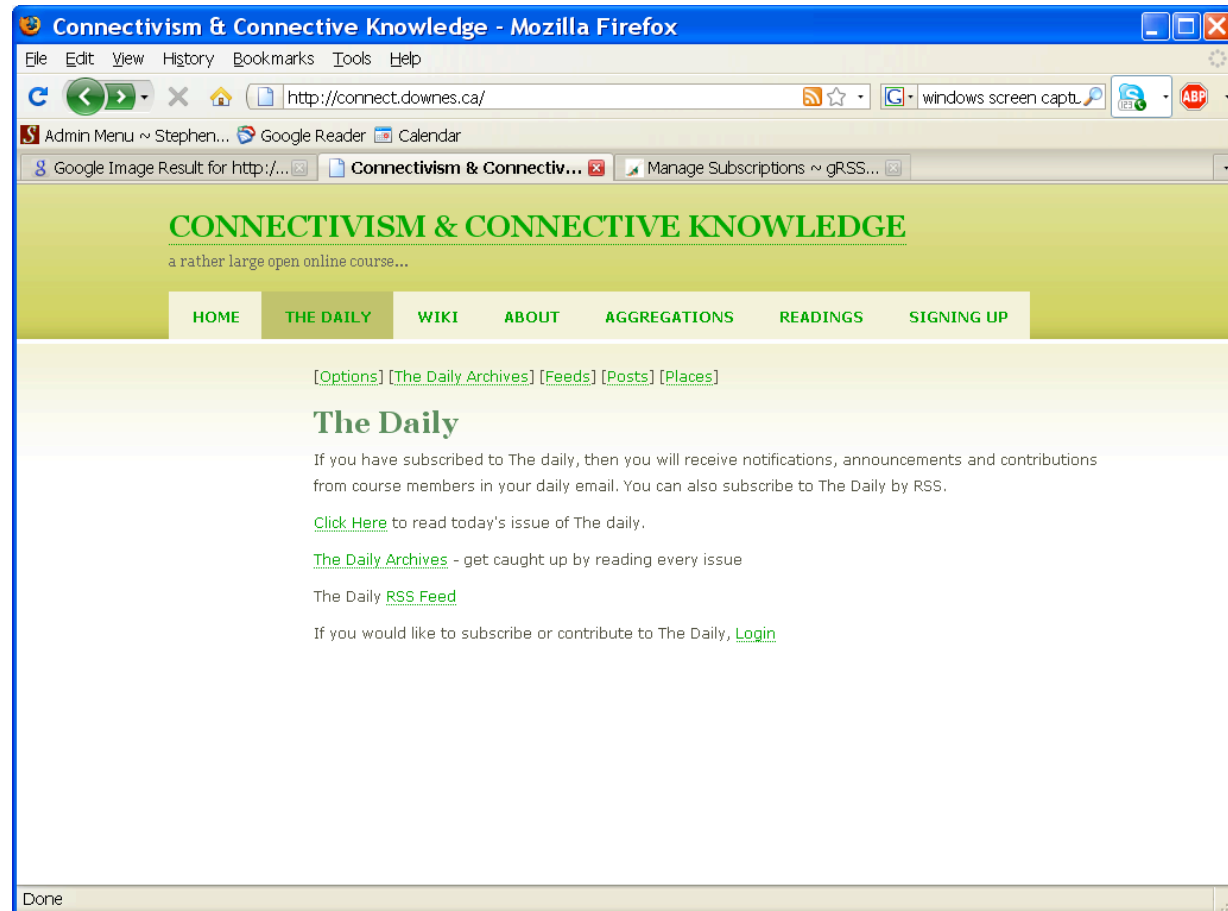
- OLDaily
- OLDaily Text Edition
- OLWeekly
- OLWeekly Text Edition
- Threads Email

(Optional) Where did you hear about this website?

Visitors have a one-click way to subscribe to site newsletters (or they can sign up for RSS).



## Custom Pages



Content is organized into pages



# Archive

Stephen's Web

[START SEARCH] [NEWS] [DISCUSS]

[SEARCH] [ABOUT] [ARCHIVES] [OPTIONS]

2008											
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
	01		01	01		01	01	01	01		
02			02	02	02	02		02	02		
03		03	03		03	03		03	03		
04	04	04	04		04	04	04	04	04		
	05	05		05			05	05	05		
	06	06		06	06		06			06	
07	07	07	07	07		07	07			07	
08	08		08	08		08	08	08	08		
09			09	09	09	09		09	09		
10		10		10	10	10		10	10	10	
11	11	11	11		11	11	11	11	11		
	12	12		12			12	12	12		
	13	13		13	13		13			13	
14	14	14	14	14		14	14			14	
15	15			15		15	15	15	15		
16			16	16	16	16		16	16	16	
17		17	17		17	17	17	17	17		
18	18	18	18		18	18	18	18	18	17	
	19	19		19	19		19	19			
	20	20		20	20		20			20	
21	21	21	21	21		21	21			21	
22	22		22	22		22	22	22	22		
23	23		23	23	23	23			23		
24		24	24	24	24	24		24	24		
25	25	25	25		25		25	25	25		
	26	26		26	26	26	26	26	26		
	27	27		27	27	27	27	27			

Done

Pages auto-archive



## Custom Pages

List Page ~ Stephen's Web ~ by Stephen Downes - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.downes.ca/cgi-bin/admin.cgi?db=page&action=list&numb...

Admin Menu ~ Stephen... Google Reader Calendar

Google Image Result for http://... Connectivism & Connective K... Manage Subscriptions ~ gRSS... List Page ~ Stephen's We...

Stephen's Web

START SEARCH [NEWS]  
[DISCUSS]

[SEARCH] [ABOUT] [ARCHIVES] [OPTIONS]

[ADMIN] *List pages*

[New] [List] Author Listing 0 to 100 of 68 pages  
[New] [List] Box  
[New] [List] Cite [Edit] [Delete] [Publish] 100 Weeks of Publications  
[New] [List] Event [Edit] [Delete] [Publish] About  
[New] [List] Feed [Edit] [Delete] [Publish] About OLDaily  
[New] [List] File [Edit] [Delete] [Publish] About OpenID  
[New] [List] Journal [Edit] [Delete] [Publish] About Stephen Downes  
[New] [List] Link [Edit] [Delete] [Publish] About Stephen's Web  
[New] [List] Optlist [Edit] [Delete] [Publish] About Threads  
[New] [List] Mapping [Edit] [Delete] [Publish] Articles  
[New] [List] Page [Edit] [Delete] [Publish] Best Ever  
[New] [List] Person [Edit] [Delete] [Publish] Calendar  
[New] [List] Publication [Edit] [Delete] [Publish] Chat Log  
[New] [List] Project [Edit] [Delete] [Publish] Darts  
[New] [List] Task [Edit] [Delete] [Publish] Discusson Threads  
[New] [List] Template [Edit] [Delete] [Publish] Edu-RSS 0.2 Feeds  
[New] [List] Theme [Edit] [Delete] [Publish] Edu\_RSS 0.2  
[New] [List] Topic [Edit] [Delete] [Publish] Edu\_RSS 0.2 Code and Installation  
[New] [List] View [Edit] [Delete] [Publish]

Done

Multiple pages can be created; each page can be a newsletter (or not; you decide)



## Page Creation

Edit Page ~ Stephen's Web ~ by Stephen Downes - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.downes.ca/cgi-bin/admin.cgi?page=2&action=edit

Admin Menu ~ Stephen... Google Reader Calendar

Google Image Result for http://... Connectivism & Connective K... Manage Subscriptions ~ gRSS... Edit Page ~ Stephen's We...

### Edit Page

[ADMIN]

[New] [List] Author [List Pages]  
[New] [List] Box [View Generated Version of Page]  
[New] [List] Cite [Publish Page]  
[New] [List] Event [View Published Page]  
[New] [List] Feed  
[New] [List] File  
[New] [List] Journal  
[New] [List] Link  
[New] [List] Optlist  
[New] [List] Mapping  
[New] [List] Page  
[New] [List] Person  
[New] [List] Post  
[New] [List] Presentation  
[New] [List] Publication  
[New] [List] Project  
[New] [List] Task  
[New] [List] Template  
[New] [List] Theme  
[New] [List] Topic  
[New] [List] View

Title	OLDaily		
File	news/OLDaily.htm		
Header	email_html_header	Footer	email_html_footer
Feed			
Autopub	yes	Archive	yes
Sub	yes		
Days	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday		
Type	email		

Update Record

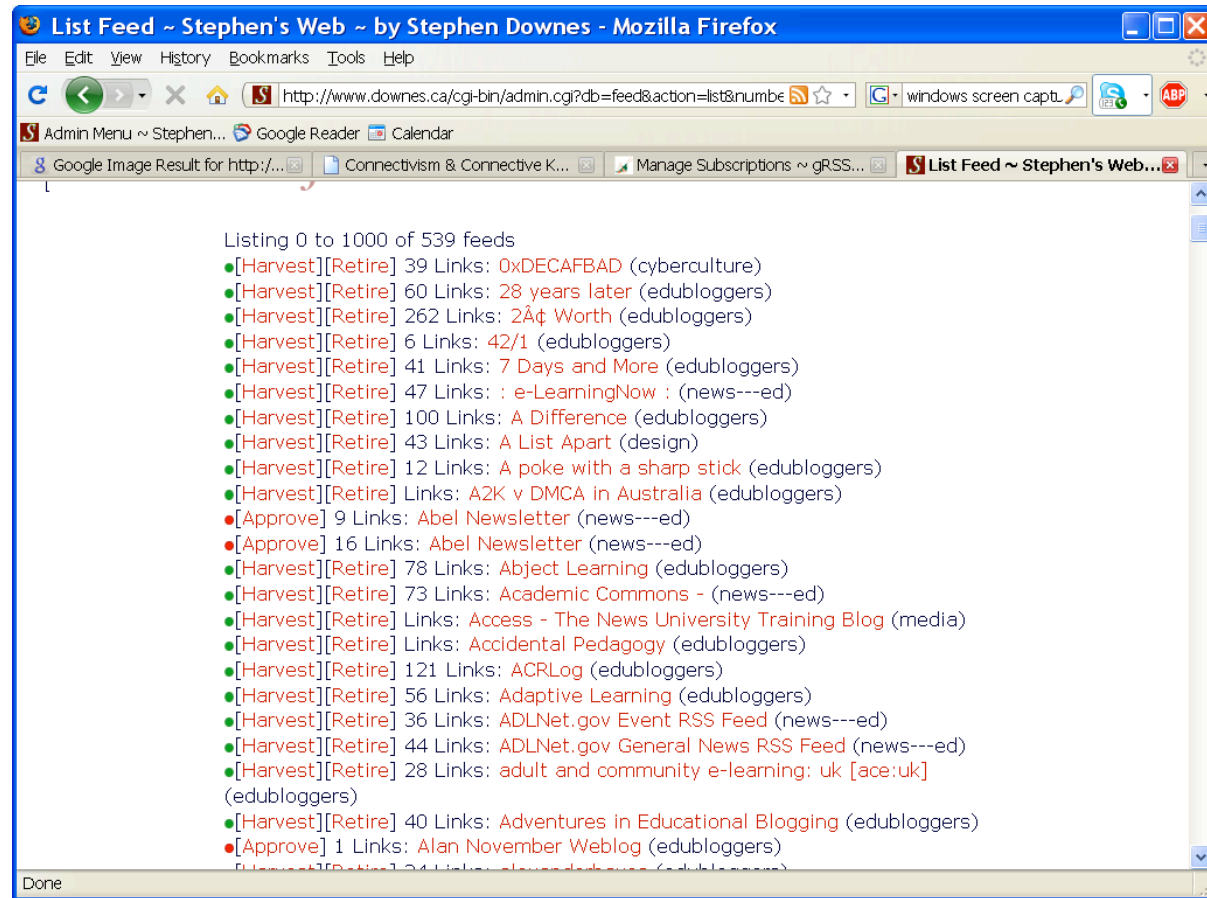
Code

```
<h2 style="font: italic 28pt/32pt Georgia, serif; color: #91c6e7;">OLDaily</h2>
<p style="font: 400 12pt/16pt Verdana, Arial, sans-serif; color: #000040;">by
Stephen Downes<br/>
#TODAY#</p>
<keyword db=post;number=20;type=announcement;format=announcement_email;expires=48;
all;sort=crdate DESC>
<keyword db=presentation;number=20;format=email;expires=16;all;sort=crdate DESC>
<keyword db=post;number=20;type=article;format=article_email;expires=24;
all;sort=crdate DESC>
<keyword db=post;number=20;type=link;format=link_email;expires=16;all;sort=crdate
DESC>
```

Pages are created automatically from a database of content types



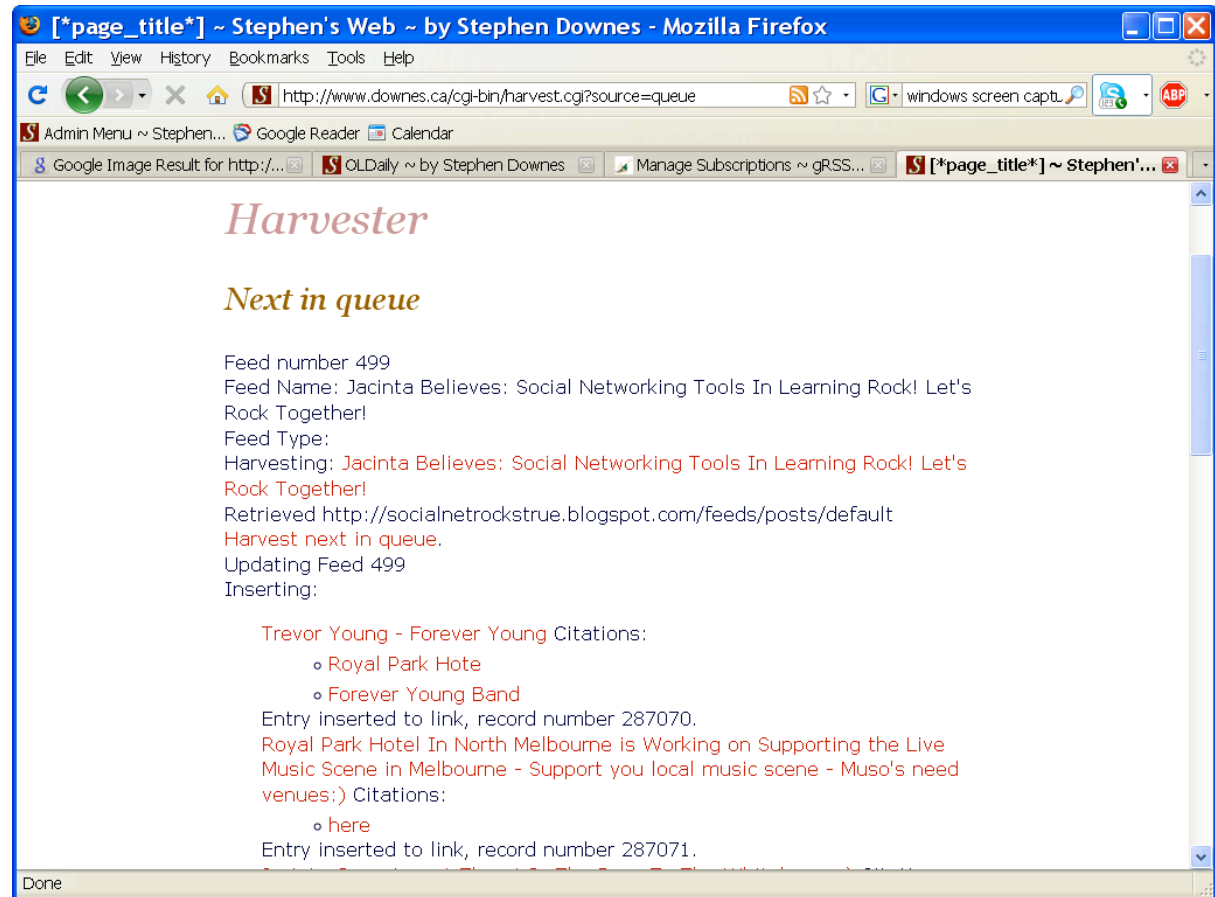
## Feed Management



Content input comes from RSS feeds harvested by gRSShopper



## Harvester



Harvester captures and analyzes incoming data (by topic, links, etc)





# Mapping

Edit Mapping ~ Stephen's Web ~ by Stephen Downes - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.downes.ca/cgi-bin/admin.cgi?mapping=1&action=edit

Admin Menu ~ Stephen... Google Reader Calendar

Google Image Result for http://... Connectivism & Connective K... Manage Subscriptions ~ gRSS... Edit Mapping ~ Stephen's ...

[ADMIN]

[New] [List] Author title:A Day In The Life -> journal  
[New] [List] Box  
[New] [List] Cite A mapping is a way to direct where you want harvested data to be stored. The mapping source is always a feed, while the mapping destination is always a database table.  
[New] [List] Event  
[New] [List] Feed  
[New] [List] File  
[New] [List] Journal  
[New] [List] Link  
[New] [List] Optlist  
[New] [List] Mapping  
[New] [List] Page  
[New] [List] Person  
[New] [List] Post  
[New] [List] Presentation  
[New] [List] Publication  
[New] [List] Project  
[New] [List] Task  
[New] [List] Template  
[New] [List] Theme  
[New] [List] Topic  
[New] [List] View

**Source**

Either...

<input type="radio"/> Specific Feed:	ACRLog
<input type="radio"/> Feed Type	Atom [Help]
<input type="radio"/> Feed Fields	title [Help]
<input checked="" type="radio"/> Value Pair	title:A Day In The Life [Help]

**Destination**

Select a destination table: journal

link

**Map Table Elements**

Source		Destination: journal
hits	--->	[v]
cites	--->	[v]

Done

Incoming content can be mapped to any of a variety of data types



## Viewing Harvested Content

Harvested contents may easily be scanned in a viewer



## Post Editor

Edit Post ~ Stephen's Web ~ by Stephen Downes - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.downes.ca/cgi-bin/admin.cgi

Admin Menu ~ Stephen... Google Reader Calendar

Google Image Result for http://... OLDaily ~ by Stephen Downes Manage Subscriptions ~ gRSS... Edit Post ~ Stephen's We...

Stephen's Web

START SEARCH [NEWS] [DISCUSS]

[SEARCH] [ABOUT] [ARCHIVES] [OPTIONS]

### Edit Post

[ADMIN] [Go to Viewer]

[New] [List] Author  
[New] [List] Box  
[New] [List] Cite  
[New] [List] Event  
[New] [List] Feed  
[New] [List] File  
[New] [List] Journal  
[New] [List] Link  
[New] [List] Optlist  
[New] [List] Mapping  
[New] [List] Page  
[New] [List] Person  
[New] [List] Post  
[New] [List] Presentation  
[New] [List] Publication  
[New] [List] Project  
[New] [List] Task  
[New] [List] Template  
[New] [List] Theme  
[New] [List] Topic  
[New] [List] View

Title	Quick Updates + Boston KM Forum
Link	http://blog.simslearningconnections.com/?p=314
Author	
Journal	Sims Learning Connections
Type	Link
Crdate	
Description	I've very much enjoyed taking a break from blogging, what I've been calling my 'blogging hiatus.' I'm not certain if I'm now back in for real, but I feel the urge to write again today, even though it has turned out to be a gorgeous, almost summer day, in Boston - after a rainy start. I've just completed [...]

Done

Work with aggregated content to create new content



## Open Source

A screenshot of a Mozilla Firefox browser window displaying the 'gRSShopper Code' page. The browser's address bar shows the URL 'http://grsshopper.downes.ca/code.htm'. The page content includes a search bar with a 'START SEARCH' button, navigation links for '[DISCUSS]', '[SEARCH]', '[ABOUT]', '[ARCHIVES]', and '[OPTIONS]', and a large heading 'gRSShopper Code'. A list of links is provided in a box on the left, including '[gRSShopper Home Page]', '[About gRSShopper]', '[Demonstration Site]', '[Detailed Description]', '[Installation Instructions]', '[Data Types]', '[Page Commands]', and '[gRSShopper Source Code]'. The main text states 'Here is the code: grsshopper.tar.gz' and includes a Creative Commons license notice and copyright information for Stephen Downes, dated 2008.

gRSShopper code is available as an open source download



More

A screenshot of a Mozilla Firefox browser window displaying the website 'Stephen's Web'. The browser's address bar shows 'http://www.downes.ca/'. The page title is 'Welcome to Stephen's Web ~ Stephen's Web ~ by Stephen Downes - Mozilla Firefox'. The website content includes a search bar, navigation links like [NEWS], [DISCUSS], [SEARCH], [ABOUT], [ARCHIVES], and [OPTIONS], a photo of Stephen Downes with the caption 'Stephen Downes, April, 2008', a section titled 'Applications of Social and Collaborative Technologies in Education' with a thumbnail image, and a list of links including 'About Stephen, About This Website', 'Today's News in OLDaily', 'Research Topics, Research Wiki, Code', 'Publications, Papers and Presentations', 'Blog posts at Half an Hour', 'My Photos on Flickr and My Videos', 'My Facebook Profile', and 'My Canada'. A footer link 'Read cdn.slideshare.net' is also visible.

<http://www.downes.ca>

<http://grsshopper.downes.ca>

# Course Components

- The Daily

## Connectivism & Connective Knowledge

[\[Home\]](#) [\[The Daily\]](#) [\[Wiki\]](#) [\[About\]](#) [\[Aggregations\]](#) [\[Readings\]](#)

### *The Daily*

September 9, 2008

#### Highlighted Resources

##### [Time Change for Wednesday Session](#)

Important: We've made a change to our Wednesday (in our part of the world) schedule. The illuminate session will be held at 11:00 am CST (see [conversion here](#)). The event will be held in ellumnate ([link here](#)). Sorry about this last minute change. If the time doesn't work for those in Australia and Asia, please let me know ([gziemens@elearnspace.org](mailto:gziemens@elearnspace.org)) and we can try and arrange a smaller discussion group at a different time). CCK08, , September 9, 2008 [\[Link\]](#) [Tags: none] [\[Comment\]](#)

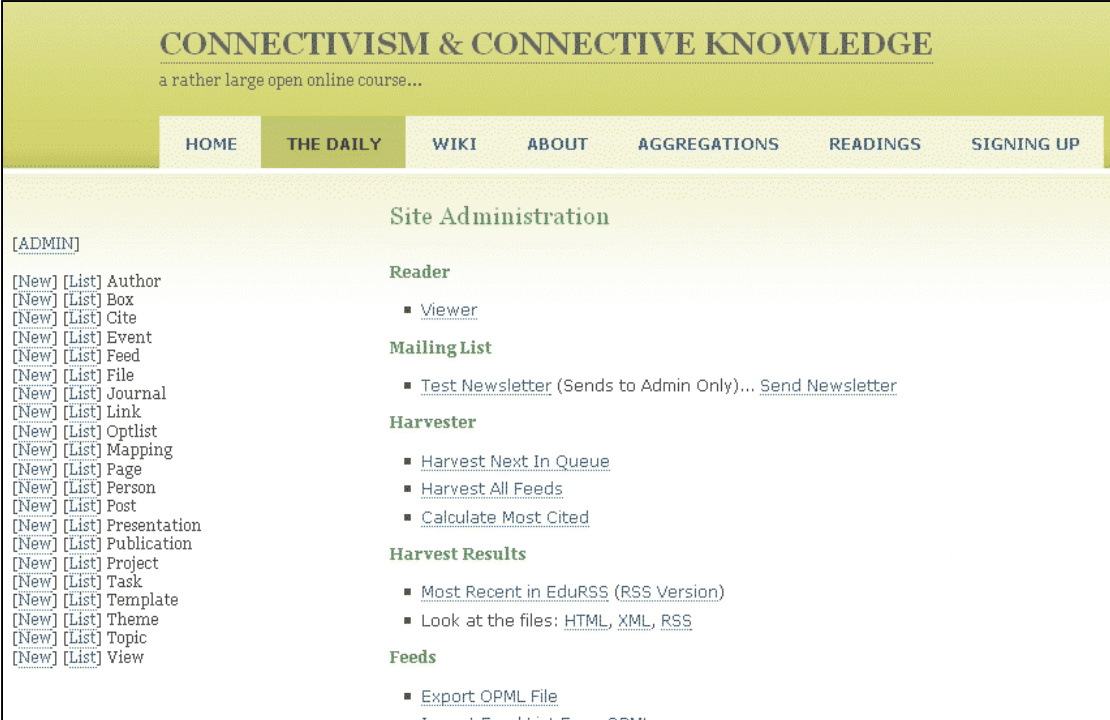
##### [Connections, Learning, and Ptolomeus \(CCK08-W1\)](#)

Nice post on the question of whether we 'grow' or 'build' new learning. Diego Leal cites John Medina's book *Brain Rules* (I'll have to get that one) on learning: "No defined structure, no progressive storage. Just the creation and recreation of connections between neurons. So, the process seems to be closer to something growing out (or expanding?) than to something being built." Here's the [Brain Rules](#) website, if you want to have a look. [Diego Leal](#), [.Edu.Co.Blog](#), September 9, 2008 [\[Link\]](#) [Tags: none] [\[Comment\]](#)

<http://connect.downes.ca/>

# Course Components

- Managing Content



The screenshot displays a website interface for "CONNECTIVISM & CONNECTIVE KNOWLEDGE". The header includes the course title and a subtitle "a rather large open online course...". A navigation menu contains links for HOME, THE DAILY (which is highlighted), WIKI, ABOUT, AGGREGATIONS, READINGS, and SIGNING UP. The main content area is titled "Site Administration" and lists various administrative actions, each with "[New]" and "[List]" links. The actions include Author, Box, Cite, Event, Feed, File, Journal, Link, Optlist, Mapping, Page, Person, Post, Presentation, Publication, Project, Task, Template, Theme, Topic, and View. On the right side, there are sections for "Reader" (with a "Viewer" link), "Mailing List" (with a "Test Newsletter" link and a "Send Newsletter" link), "Harvester" (with links for "Harvest Next In Queue", "Harvest All Feeds", and "Calculate Most Cited"), "Harvest Results" (with links for "Most Recent in EduRSS (RSS Version)" and "Look at the files: HTML, XML, RSS"), and "Feeds" (with links for "Export OPML File" and "Import Feed List From OPML").

**CONNECTIVISM & CONNECTIVE KNOWLEDGE**  
a rather large open online course...

HOME THE DAILY WIKI ABOUT AGGREGATIONS READINGS SIGNING UP

[ADMIN]

[New] [List] Author  
[New] [List] Box  
[New] [List] Cite  
[New] [List] Event  
[New] [List] Feed  
[New] [List] File  
[New] [List] Journal  
[New] [List] Link  
[New] [List] Optlist  
[New] [List] Mapping  
[New] [List] Page  
[New] [List] Person  
[New] [List] Post  
[New] [List] Presentation  
[New] [List] Publication  
[New] [List] Project  
[New] [List] Task  
[New] [List] Template  
[New] [List] Theme  
[New] [List] Topic  
[New] [List] View

Site Administration

Reader

- [Viewer](#)

Mailing List

- [Test Newsletter \(Sends to Admin Only\)...](#) [Send Newsletter](#)

Harvester

- [Harvest Next In Queue](#)
- [Harvest All Feeds](#)
- [Calculate Most Cited](#)

Harvest Results

- [Most Recent in EduRSS \(RSS Version\)](#)
- [Look at the files: HTML, XML, RSS](#)

Feeds

- [Export OPML File](#)
- [Import Feed List From OPML](#)

# Course Components

- Feed Harvesting

## CONNECTIVISM & CONNECTIVE KNOWLEDGE

a rather large open online course...

HOME THE DAILY WIKI ABOUT AGGREGATIONS READINGS SIGNING UP

### List feeds

[ADMIN]

Listing 0 to 1000 of 106 feeds

[New] [List] Author	[Harvest][Retire] Links: <a href="#">ActionsFLE en formation</a> (category)
[New] [List] Box	[Approve] Links: <a href="#">Aggregator Blog</a> (category)
[New] [List] Cite	[Approve] Links: <a href="#">Al d'Ala</a> (category)
[New] [List] Event	[Approve] Links: <a href="#">Alvin's Educational Technology Blog</a> (category)
[New] [List] Feed	[Approve] Links: <a href="#">An Education and Technology Blog</a> (category)
[New] [List] File	[Approve] Links: <a href="#">An Oxonian's Learning Journey</a> (category)
[New] [List] Journal	[Approve] Links: <a href="#">Beespace</a> (category)
[New] [List] Link	[Approve] Links: <a href="#">blog.puntopanto.it, bloggers she wrote</a> (category)
[New] [List] Optlist	[Approve] Links: <a href="#">Bradley Shoebottom Blog</a> (category)
[New] [List] Mapping	[Approve] Links: <a href="#">Brett Powell CCK</a> (category)
[New] [List] Page	[Approve] Links: <a href="#">Buthaina-Connect08</a> (category)
[New] [List] Person	[Approve] Links: <a href="#">CCK-No8</a> (category)
[New] [List] Post	[Approve] Links: <a href="#">cck08 - learning</a> (category)
[New] [List] Presentation	[Approve] Links: <a href="#">CCK08-Viplav Baxi</a> (category)
[New] [List] Publication	[Approve] Links: <a href="#">Classroomblogging.com</a> (category)
[New] [List] Project	[Approve] Links: <a href="#">Coalesce</a> (category)
[New] [List] Task	[Approve] Links: <a href="#">Concetta Gotlieb's Blog</a> (category)
[New] [List] Template	[Approve] Links: <a href="#">Connecting Online</a> (category)
[New] [List] Theme	[Approve] Links: <a href="#">Connective Knowledge Weblog</a> (category)
[New] [List] Topic	[Approve] Links: <a href="#">Connectivism &amp; Connective Knowledge</a> (edubloggers)
[New] [List] View	[Approve] Links: <a href="#">Connectivism and Connective Knowledge</a> (category)
	[Approve] Links: <a href="#">Connectivism by the Nile</a> (category)







# Course Components

- Intro...

The screenshot shows a presentation slide from Articulate. The slide title is "Connectivism and Connective Knowledge: Getting Started" and it is part of a "Massive Open Online Course". The slide lists the course instructors as George Siemens and Stephen Downes. On the left side of the slide, there is a sidebar with the University of Manitoba logo and a profile for George Siemens, Associate Director, R & D, LTC, U of Manitoba. The sidebar also contains a table of contents with items like "1. Connectivism and Connective Knowledge", "2. Slide 2", "3. The Hub", "4. The Daily", "5. Slide 5", "6. Each Week", "7. Weekly Schedule", "8. How to participate", and "9. Tasks". The bottom of the slide features the Articulate logo and a control bar showing "SLIDE 1 OF 9", "PAUSED", and a timer at "00:05 / 00:10".

GettingStarted (00:05 / 00:46) ATTACHMENTS

 UNIVERSITY OF MANITOBA

 George Siemens  
Associate Director, R & D,  
LTC, U of Manitoba

Email

Outline Thumbnails Notes Search

1. Connectivism and Connective Knowledge: G

2. Slide 2

3. The Hub

4. The Daily

5. Slide 5

6. Each Week



7. Weekly Schedule

8. How to participate

9. Tasks

## Connectivism and Connective Knowledge: Getting Started

Massive Open Online Course

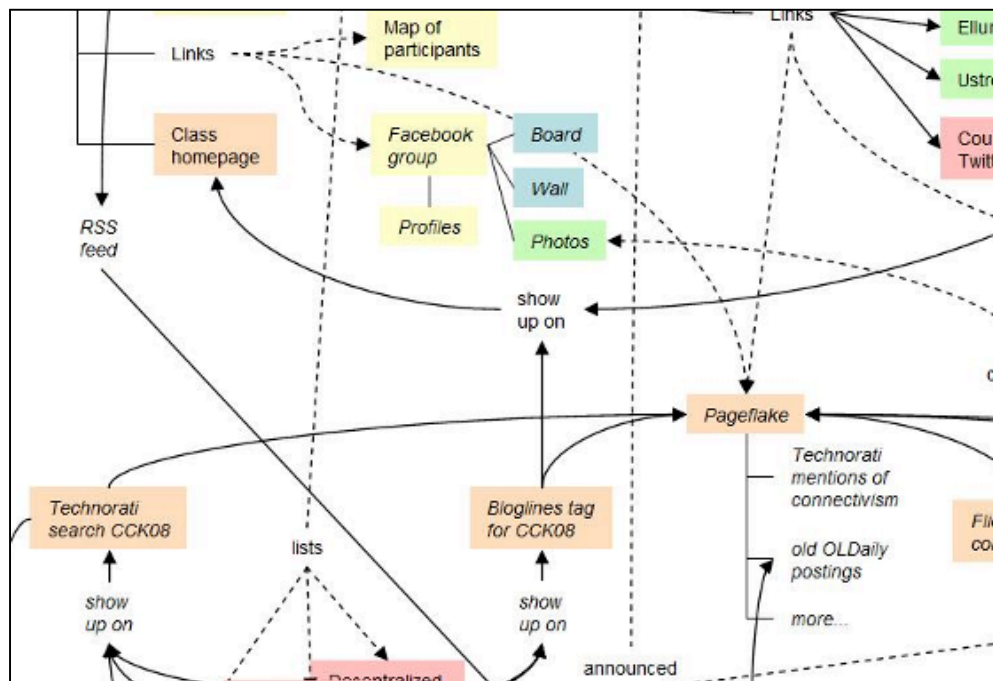
 George Siemens  
Stephen Downes 

articulate  
POWERED PRESENTATION

SLIDE 1 OF 9 PAUSED 00:05 / 00:10

# The Students

- The Course Map...



<http://x28newblog.blog.uni-heidelberg.de/2008/09/06/cck08-first-impressions/>

# The Students

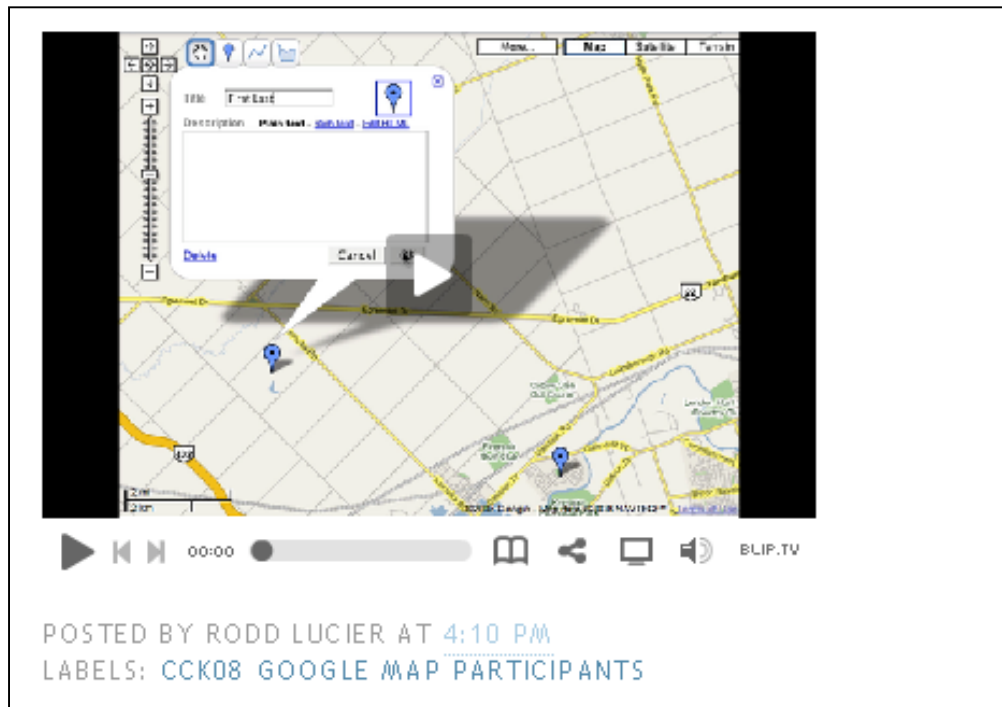
- The *Other* Course Map...



<http://tinyurl.com/cck08map>

# The Students

- Add to the Map - Video



<http://thecleversheep.blogspot.com/2008/09/cck08-is-truly-global.html>



# The Students

- Wordle... 2







# The Students

- Word of Mouth



<http://fleep.net/blog/2008/08/03/educators-cck08-connectivism-connective-knowledge-course/>

# The Students

- Google Groups



The screenshot shows a Google Groups interface for the group "Connectivism and Connective Knowledge". The user "stephen.downes.ca@gmail.com" is logged in. The discussion thread is titled "extending access of CCK08" and contains two messages. The first message is from HelenaR, asking about the need for regional help desks in Portuguese. The second message is from MariaTeresa, replying to HelenaR and suggesting translation of course content into Portuguese to engage more participants.

Google Groups stephen.downes.ca@gmail.com | [My Groups](#) | [Favor](#)

**Connectivism and Connective Knowledge**

**extending access of CCK08** [Options](#)

☆ 7 messages - [Collapse all](#)

**HelenaR** [View profile](#) [More options](#) Jun 22, 1:58 am

Is there a need to create a kind of regional help desks, in Portuguese for instance, to easy access to this course ? Can i help translating or co-translating the contends ?  
Helena

[Reply to author](#) [Forward](#) Rate this post: ☆☆☆☆☆

**MariaTeresa** [View profile](#) [More options](#) Jun 24, 4:35 pm

Very good idea Helena. Translation is important; even though the language of the course is english, to count with information on how to participante in several languages will help to engage readers in those languages, Maria Teresa

On 22 Jun, 07:58, HelenaR <ramoshelenama\_@gmail.com> wrote:

- Show quoted text -

[Reply to author](#) [Forward](#) Rate this post: ☆☆☆☆☆

<http://groups.google.com/group/connectivism>

# The Students

- Translations...

The screenshot shows a wiki page for 'Conectivismo - Curso online' on the Learning Technologies Centre (LTC) website. The page features a navigation bar with tabs for 'page', 'discussion', 'view source', and 'history'. The main content area includes a welcome message, a tag 'CCK08', and information about the page's availability in multiple languages (English, Spanish, Chinese, Italian) and a Facebook group. A table of contents is also visible, listing sections like 'Por favor, se quiser participar...', 'Blogue do curso', and 'Detalhes do curso'.

**LTC**  
Learning Technologies Centre

Log in / create account

page | discussion | view source | history

## Conectivismo - Curso online

Bem-vindo ao wiki de apoio ao **curso online sobre Conectivismo e Conhecimento Conectado**.

Tag do curso: CCK08

Esta página também está disponível em [Inglês](#), em [Espanhol](#) em [Chinês](#) (Versão simplificada de caracteres) e em [Italiano](#).

Esta página também tem um grupo no FaceBook em [CCK08](#)

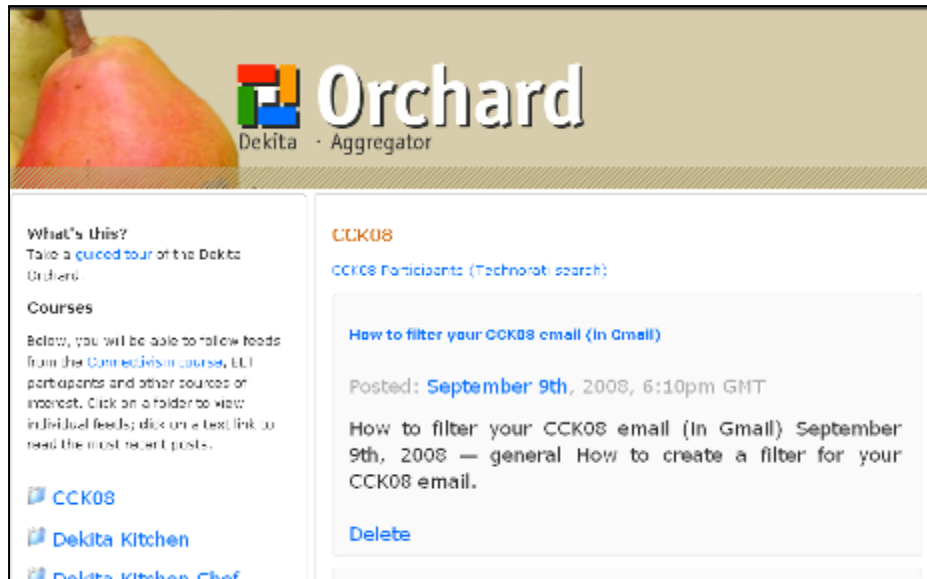
**Contents** [hide]

- 1 Por favor, se quiser participar, (seja de forma livre ou de uma forma formal para acreditação) insira o seu e-mail aqui
- 2 Blogue do curso
- 3 Detalhes do curso

[http://ltc.umanitoba.ca/wiki/Conectivismo\\_-\\_Curso\\_online](http://ltc.umanitoba.ca/wiki/Conectivismo_-_Curso_online)

# The Students

- Dekita...



The screenshot shows the Dekita Orchard aggregator interface. At the top, there is a header with a pear image on the left, a logo consisting of four colored squares (red, green, blue, yellow) in the center, and the text "Orchard" in a large, bold, white font. Below the logo, it says "Dekita · Aggregator".

The main content area is divided into two columns. The left column contains a "What's this?" section with a link to a guided tour, a "Courses" section with instructions on how to follow feeds, and a list of feed items: "CCK08", "Dekita Kitchen", and "Dekita Kitchen Chef".

The right column displays a post from the "CCK08" feed. The post title is "How to filter your CCK08 email (In Gmail)". The post is dated "September 9th, 2008, 6:10pm GMT". The post content reads: "How to filter your CCK08 email (In Gmail) September 9th, 2008 — general How to create a filter for your CCK08 email." Below the post content is a "Delete" link.

[http://dekita.org/orchard/CCK08\\_/](http://dekita.org/orchard/CCK08_/)

# The Students

- Second Life...
- Diigo...
- de.l.icio.us
- WordPress...



WORDPRESS.COM

Blogs about: Ccko8

# Free Learning

- The *picture* of learning you should have is one of a large set of connected nodes (like the neurons in a brain)
- Teachers are nodes, students are nodes
- Both teaching and learning consists of sending and receiving communications to other nodes

- The *learning* in such a picture happens in two ways:
- First, *society* learning as the network of connections between individuals takes shape
- Second, *individuals* learn as the process of being a node shapes connections in their own brains

- The *communications* between nodes were, in former days, text based (consisting of *language*)
- The *materials* used for such communications were *free* - the letters, the words, the grammar, the syntax
- Nobody *owned* language (though there are pressures to change that)



- Communications today are in the form of (what might be called) multimedia objects
- We send cultural artifacts back and forth to each other, as though they were words
- Example: lolcats, YouTube videos, Flickr images, the rest

- Cultural artifacts, as the new language, need to be free - otherwise *we can't communicate* - otherwise, we are stifled, muted
- The free movement of cultural artifacts fosters learning - the hindered movement of such artifacts fosters control

- Al Gore - *The Assault on Reason* - clearly describes the consequences of this
- Gore: a society that used to *think for itself* (through reading) is now one that has its thinking done for it (through television)

# Understanding ed delivery

- Today's dominant understanding of educational technology is as a *system*
- This needs to be contrasted (as before) with one based on *standards*
- By this I do *not* mean 'learning object metadata' (which is totally a publisher mindset)

- Educational institutions need to think of their offerings as entities that will be a part of, and interact with, the larger environment
- For example, again: the photo editor that connects to Flickr
- Think about what an *art appreciation* resource would do with Flickr photos

- Not just that - they need to *use* this data to form composite wholes
- Eg. The application that takes photos tagged 'St. Peters' to create an image built from thousands of Flickr photos
- (This is the fundamental understanding behind connectivism)

- Educational institutions need to:
  - *Make resources available* for use in other contexts (rather than having students come to them)
  - Such material will be offered to people automatically, in other contexts, and may or may not be used (deal with it)

- Resources will be offered:
  - Student-selected, from a ‘library’ (which you share with other ‘publishers’)
  - Event-driven, by the system, which will offer a resource at an appropriate time
  - Time-driven (think of Tony Hirst’s RSS-driven course)
  - Instructor (or mentor, or coach) driven - as in a blog offering or RSS feed



- These resources need to:
  - Be able to learn about the environment they are being offered in
  - Be able to learn about the student
  - And to get this information, not just locally, but from anywhere on the internet
  - Communicate state and other information to other (authorized) systems and services

# Where we are

- Not 'there' yet...
- Institutions do not (yet) understand how to deliver to external systems
- But we are seeing first signs - eg., iTunes University
- We may see it inside 'courses' first - but the long-term trend is to open delivery

# The Principles

## 1. Diversity

We want to encourage students to engage in diverse readings, diverse environments, diverse discussions

# The Principles

## 2. Autonomy

We want students to chart their own course, to select their own software, to pursue their own learning

# The Principles

## 3. Interaction / Connectedness

The knowledge in this course emerges as a result of the connections among the students and staff – and is not some ‘content’ shoveled from experts to recipients

# The Principles

## 4. Openness

We don't draw barriers between 'in' and 'out' – which means we can accommodate the full engaged, the partially engaged, and the rest – creating strong ties and weak ties

Thanks!

<http://www.downes.ca>

