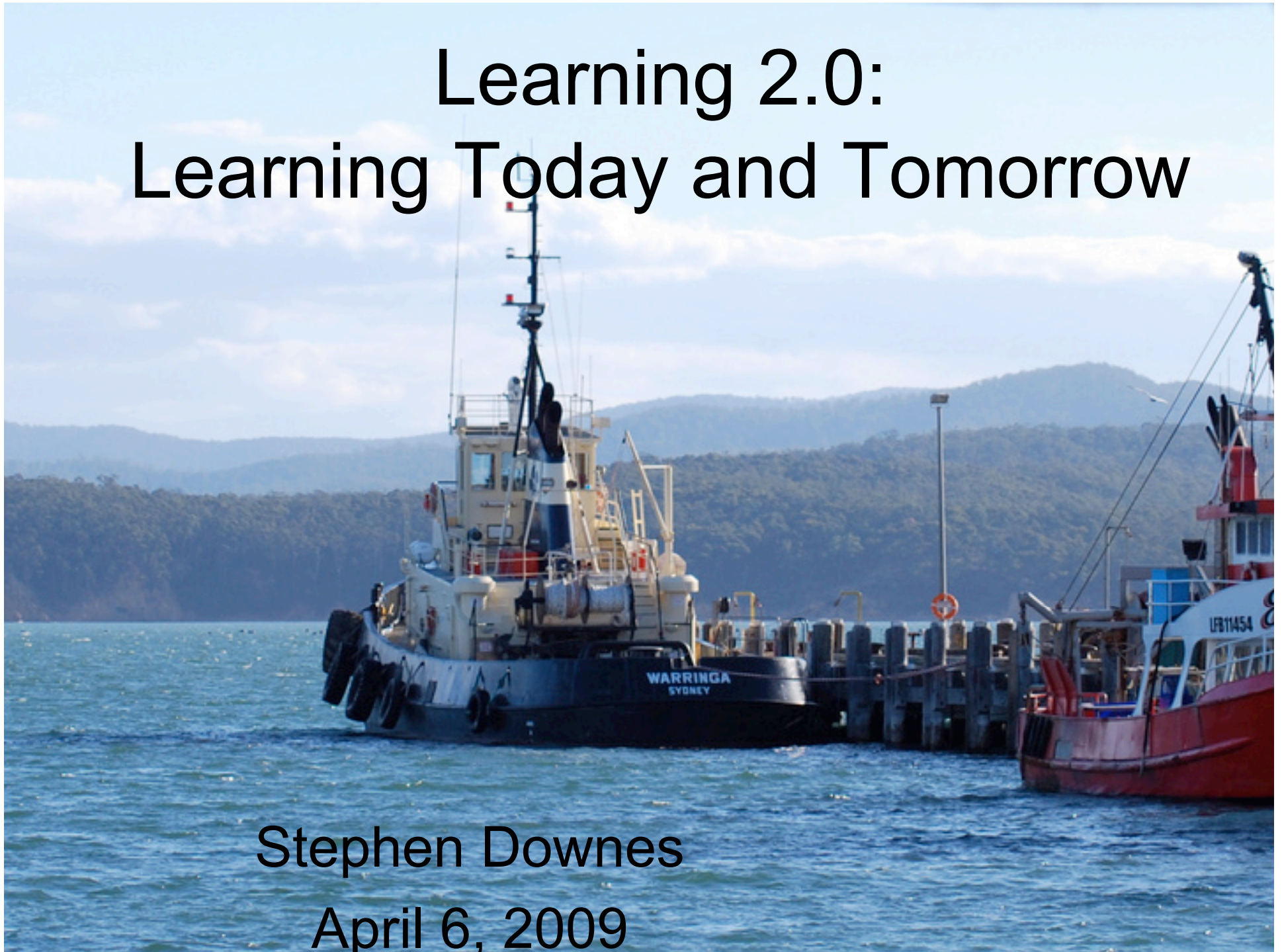


# Learning 2.0: Learning Today and Tomorrow

Stephen Downes  
April 6, 2009



1. How We Learn (Online)
2. Online Community  
(break)
3. Designing Online Learning
4. Technology Assignment

# 1. How We Learn

## Assignment: How Do You Learn Today?

Reflect for a moment on how you learn today:

- How do you learn new policies and procedures?
- How do you learn how to use new technologies?
- How do you keep up with events and announcements?



## 2. Online Community

# Assignment: Forming Your Communities

How Will You Organize Yourself?

Form 6 groups...

- If you can't leave your seat and meet personally, what will you do?
- Meet personally - how will you manage cooperation and collaboration?

# 3. Designing Online Learning

## Assignment: Creating Learning

Over the break, organize your development plan.

- Each group will have its own assignment.
- Meet personally - how will you manage your development project?

# Your Learning Tasks

## Group 1

An airline based in Adelaide is deploying a new reservation system. The company has provided a simulation that students can practice on. You have been asked to provide the students with additional resources, to help them share what they've learned and to create their own lessons to help each other.

## Group 2

Children in Broome has been given inexpensive laptop computers. These computers can connect to the internet. You have been asked to support this program by providing online literacy education.

## Group 3

Your company has won a contract from an Australian university to support its online learning program in Malaysia. You have been asked to create a learning community that can organize events for itself in KL and support each other by sharing resources.

## Group 4

There has been a number of serious accidents involving the improper use of lawn mowers. The government has contracted you to set up a safety program for people. You cannot use radio, television or newspapers (these are too expensive). Can you organize the community to create safety training programs?

## Group 5

An author has published a new book, *The Art of Persuasion*. The target market is business professionals around the world. The publisher would like to set up a community to help learners share stories. The publisher would also like to advertise training events and follow-up publications.

## Group 6

Every high school in Australia has now been connected to the internet and the government would like students to take a course in Australian history. They would like students to create exhibits for a multimedia cultural fair based in Sydney in two years.



# 4. Learning Assignment

## Assignment: Management Intervenes

Your manager has gone to a technology conference and has returned inspired.

- Each group must use a specific technology.
- You need to actually learn about this technology and plan how it will be used.
- You have 5 minutes

## Assignment: Management Intervenenes (2)

1. PHPWiki
2. Drupal
3. Ning
4. Edublogs
5. Wikispaces
6. Second Life

**Presentations....**

**Personal  
Professional  
Development**

This is not about how to teach  
other people



This is about *your* personal  
professional development



# Three Principles:

- Interaction
- Usability
- Relevance



# Methodology

- What it is
- Why we want it
- How to get it
- About / Types
- Principles
- Guerilla Tactics

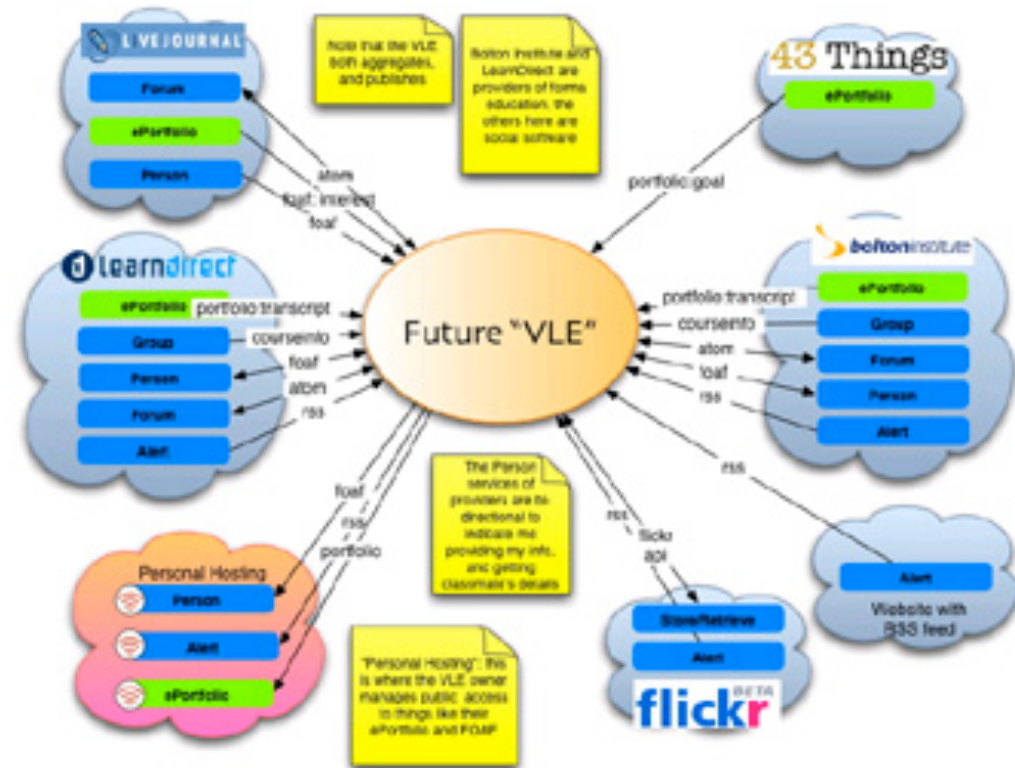


# About Reality

- Principles and theories are not reality - they're just heuristic devices
- Reality is *complex* - let it go
- Theories are just *ways* to describe reality, not reality itself

# Interaction

- participation in a learning community (or a community of practice) (or a network)





## Interaction:

"... the capacity to communicate with other people interested in the same topic or using the same online resource."

- *Why do we want it?*
  - **Human contact** ... *talk to me...*
  - **Human content** ... *teach me...*



# Interaction: How to Get It

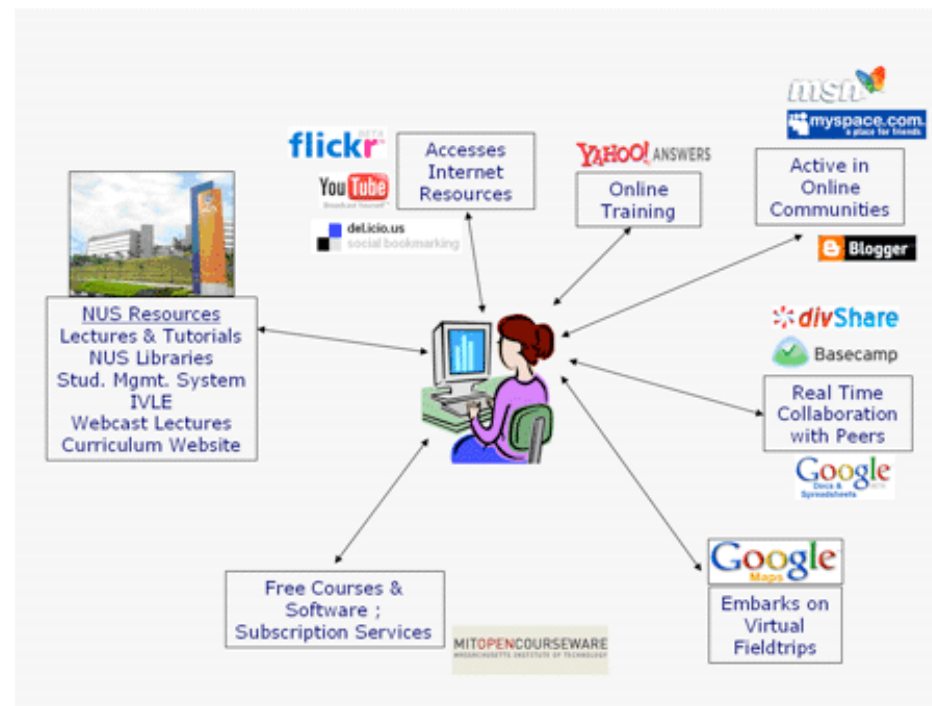
- You cannot depend on traditional learning for interactivity...
  - Most learning based on the broadcast model
  - Most interactivity separated from learning





# Interaction: How to Get It

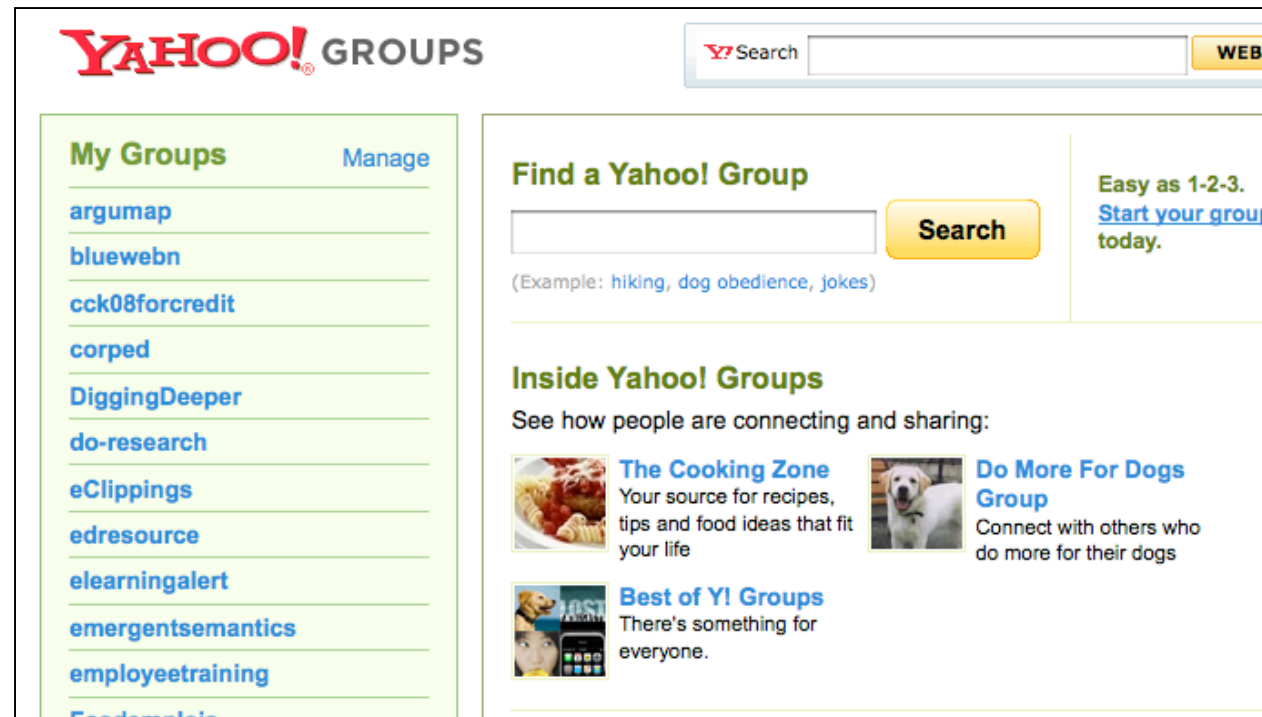
- Build your own interaction network
  - Place yourself, not the content, at the centre



<https://edtechpost.wikispaces.com/PLE+Diagrams?f=print>

# Interaction: Your Personal Network

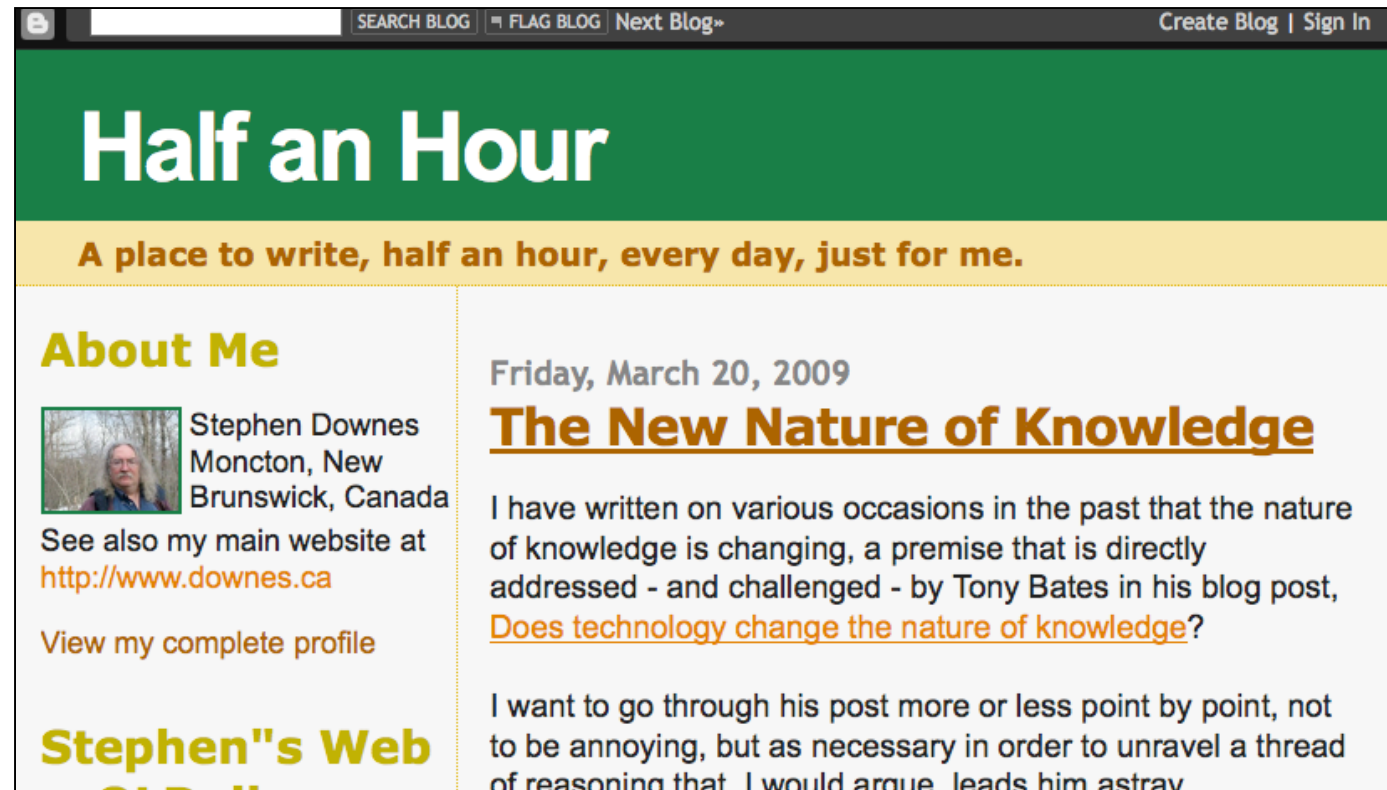
- Email and mailing lists – eg., DEOS, wwwedu, ITForum, IFETS, online-news, RSS-DEV...



The screenshot shows the Yahoo! Groups homepage. At the top left is the "YAHOO! GROUPS" logo. To the right is a search bar with the text "Search" and a "WEB S" button. Below the logo is a "My Groups" section with a "Manage" link and a list of group names: argumap, bluewebn, cck08forcredit, corped, DiggingDeeper, do-research, eClippings, edresource, elearningalert, emergentsemantics, employeetraining, and Eadempleis. To the right of this is a "Find a Yahoo! Group" section with a search input field, a "Search" button, and the text "(Example: hiking, dog obedience, jokes)". Further right is a section titled "Easy as 1-2-3. Start your group today." Below these is an "Inside Yahoo! Groups" section with the text "See how people are connecting and sharing:". This section features three group cards: "The Cooking Zone" (Your source for recipes, tips and food ideas that fit your life), "Do More For Dogs Group" (Connect with others who do more for their dogs), and "Best of Y! Groups" (There's something for everyone.).

# Interaction: Your Personal Network

- Weblogging – reading your subscriptions, leaving comments, longer responses in your own blog



The screenshot shows a Blogger blog interface. At the top, there is a navigation bar with a search box, a 'SEARCH BLOG' button, a 'FLAG BLOG' button, and a 'Next Blog>' link. On the right side of the navigation bar, there are links for 'Create Blog' and 'Sign In'. The main header area has a green background with the title 'Half an Hour' in large white text. Below the header is a yellow banner with the text 'A place to write, half an hour, every day, just for me.' The page is divided into two columns. The left column contains an 'About Me' section with a profile picture of Stephen Downes, his name, location (Moncton, New Brunswick, Canada), a link to his main website (http://www.downes.ca), and a link to view his complete profile. Below this is a section titled 'Stephen's Web'. The right column shows a blog post dated 'Friday, March 20, 2009' with the title 'The New Nature of Knowledge' in bold, underlined text. The post content begins with 'I have written on various occasions in the past that the nature of knowledge is changing, a premise that is directly addressed - and challenged - by Tony Bates in his blog post, [Does technology change the nature of knowledge?](#)' and continues with 'I want to go through his post more or less point by point, not to be annoying, but as necessary in order to unravel a thread of reasoning that. I would argue. leads him astray.'

# Interaction: Your Personal Network

- Personal communication – instant messaging, Skype, Twitter



# Interaction: Your Personal Network

- Online Forums – Using, eg., Elluminate, Centra – examples, CIDER, Net\*Working, EdTechTalk

The screenshot shows a web browser window displaying a page titled "StudyCom English For Internet". The page content includes a warning: "You must be 13 years old or older to use this site! Thank you." Below this, there are links for "Translate this Page!" and "Search the Web!". The main heading is "CLICK FOR **STUDYCOM EFI CLASSROOM**". An important note states: "Important: in the 'Conference Room ID' box COPY/PASTE this number: **0000007**". The text continues: "TEACHER DAVE'S CLASSES WILL BE IN THE NEW COOL EXPERIMENTAL **BEGINNER/INTERMEDIATE/ADVANCED** OR TRY **CHAT/CLASS ROOM**". A further instruction says: "IF YOU CAN'T GET IN THERE CONTACT ME AT YAHOO MESSENGER (NOT\_ANTS) TO RECEIVE AN INVITATION!". At the bottom of the page, it says: "MEET TEACHERS, MAKE NEW FRIENDS AND PRACTICE YOUR ENGLISH AT **STUDYCOM ENGLISH CLUB**. JOIN NOW FOR FREE!". There is also a link to "Subscribe to the FREE StudyCom EFI Newsletter" and a section titled "WHAT IS STUDYCOM? STUDYCOM IS A PLACE TO PRACTICE AND LEARN ENGLISH WITH REAL TEACHERS AND MEET REAL STUDENTS!".

On the left side of the browser window, there is a "Participant Info" panel showing a list of participants: "anna\_ag (Moderator)", "Moderator (Moderator)", "Teacher Dave (Moderator)", and "reda". Below this is a "Direct Messaging" panel with a list of messages from "Moderator [Teacher Dave]", "Moderator [anna\_ag]", and "Moderator [reda]". At the bottom left, there is an "Audio - Teacher Dave" panel with "Mic" and "Speaker" controls.

The browser's address bar shows the URL "http://www.study.com/". The taskbar at the bottom of the screen shows various icons, including "start", "gb\_index\_260", "Business start", "Dr Online 200", "GB\_Virtual\_P...", "Elluminate Live...", "3 Steps - R...", "Norton", and "8:14 PM".

# Interaction: Principles

- Pull is better than push...
- Speak in your own (genuine) voice (and listen for authenticity)
- Share your knowledge, your experiences, your opinions
- Make it a habit and a priority





# Interaction: Guerilla Tactics

- If interaction isn't provided, create it...
  - Eg., if you are at a lecture like this, blog it



# Interaction: Guerilla Tactics

- If your software doesn't support interaction, add it
  - Eg., embed Javascript comment, RSS in LMS page



# Network Formation

- Aggregate
- Remix
- Repurpose
- Feed Forward

# Usability



simplicity and consistency

“... probably the greatest usability experts are found in the design labs of Google and Yahoo!”



- *Elements of Usability*

- **Consistency** ... *I know what to expect...*

- **Simplicity** ... *I can understand how it works...*



# Consistency? As a Learner?

- Yes! Take charge of your learning...



# Consistency? As a Learner?

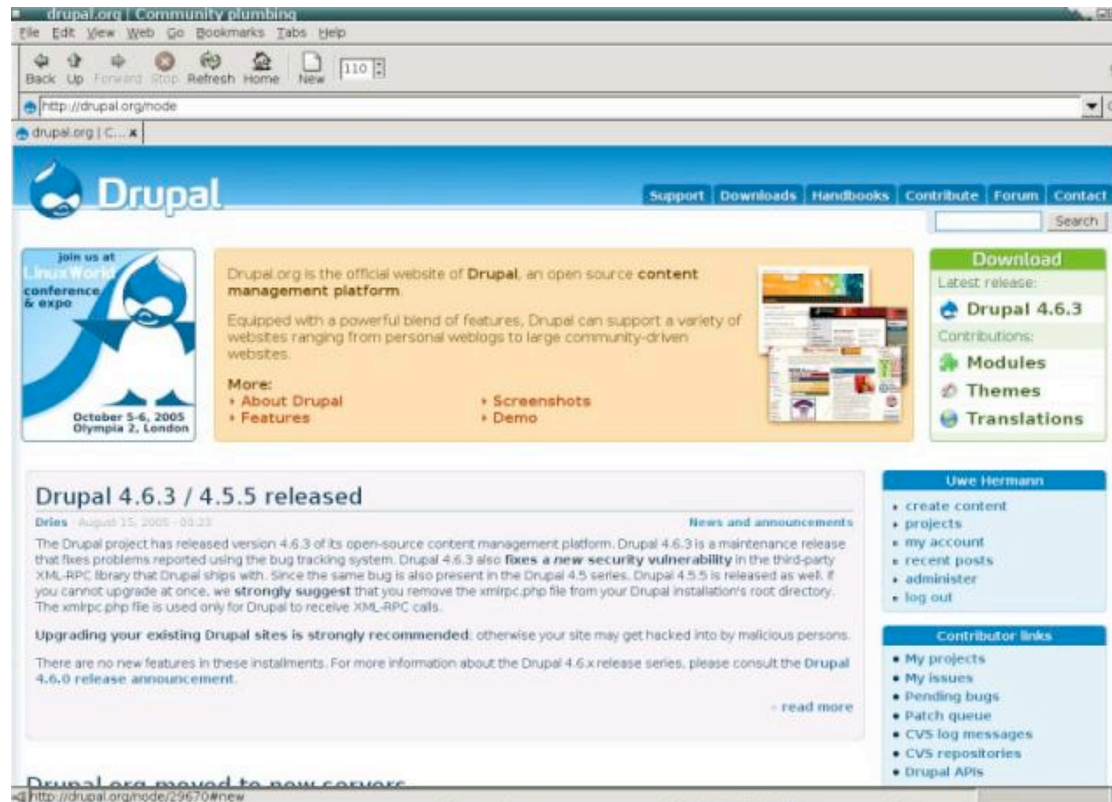
- Clarify first principles...
  - for example, how do you understand learning theory? Eg. [Five Instructional Design Principles Worth Revisiting](#)





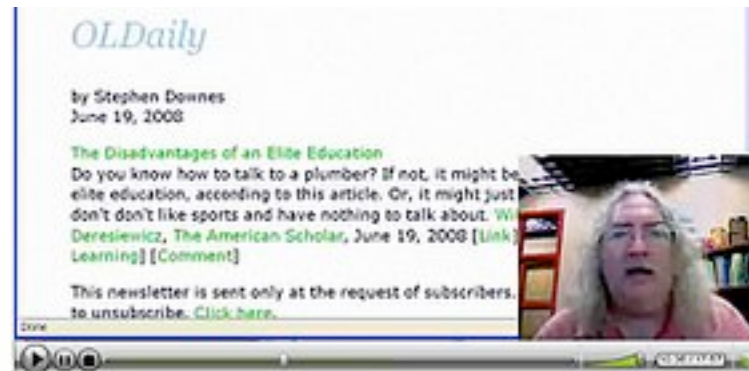
# Consistency? As a Learner?

- Organize your knowledge
  - For example, build your own CMS (using, say, Drupal)



# Simplify the Message

- Summarize, summarize, summarize
  - (and then put it into your own knowledge base)





## Simplify the Message

- Don't compartmentalize (needlessly)



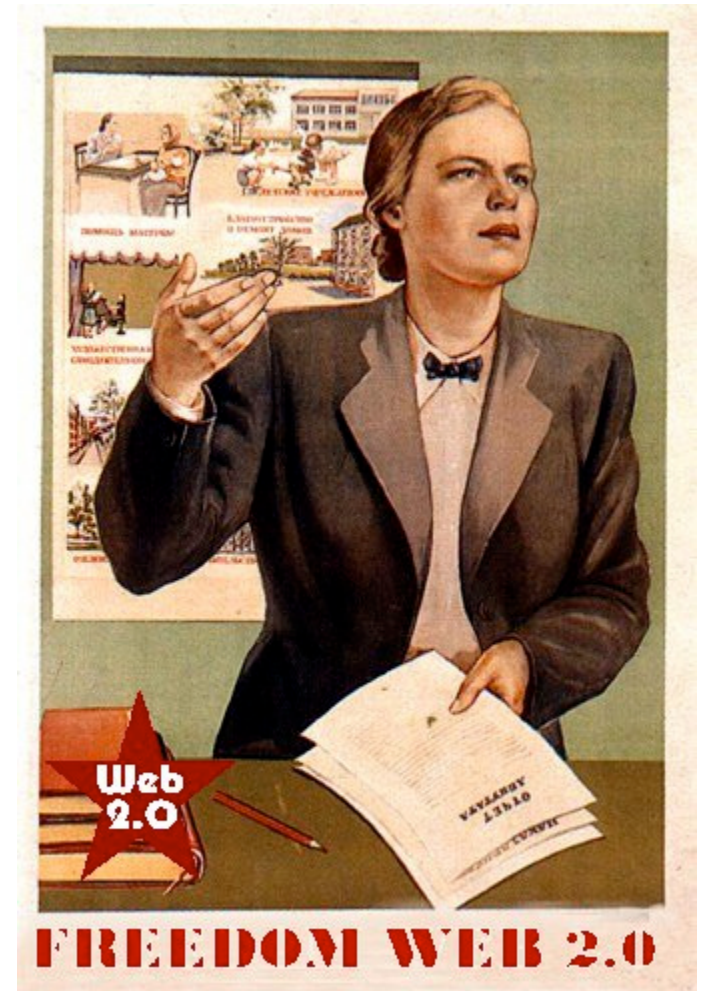
# Usability: Principles

- Usability is Social:
  - Can you search your own learning?
  - Do you represent similar things in similar ways?
- Usability is Personal:
  - Listen to yourself
  - Be reflective – eg., is your desktop working for you?



# Usability: Guerilla Tactics

- Important: your institutional CMS is almost certainly dysfunctional – create your own *distributed* knowledge management system...



# Usability: Guerilla Tactics

- Create a blog on Blogger, just to take notes



# Usability: Guerilla Tactics

- Store photos on Flickr





# Network Learning

- Principles of associativity: Hebbian learning, proximity, back-propagation, Boltzmann
- To teach is to model and demonstrate
- To learn is to practice and reflect

# Relevance



*Relevance* – or *salience*, that is, learning that is important to you, now

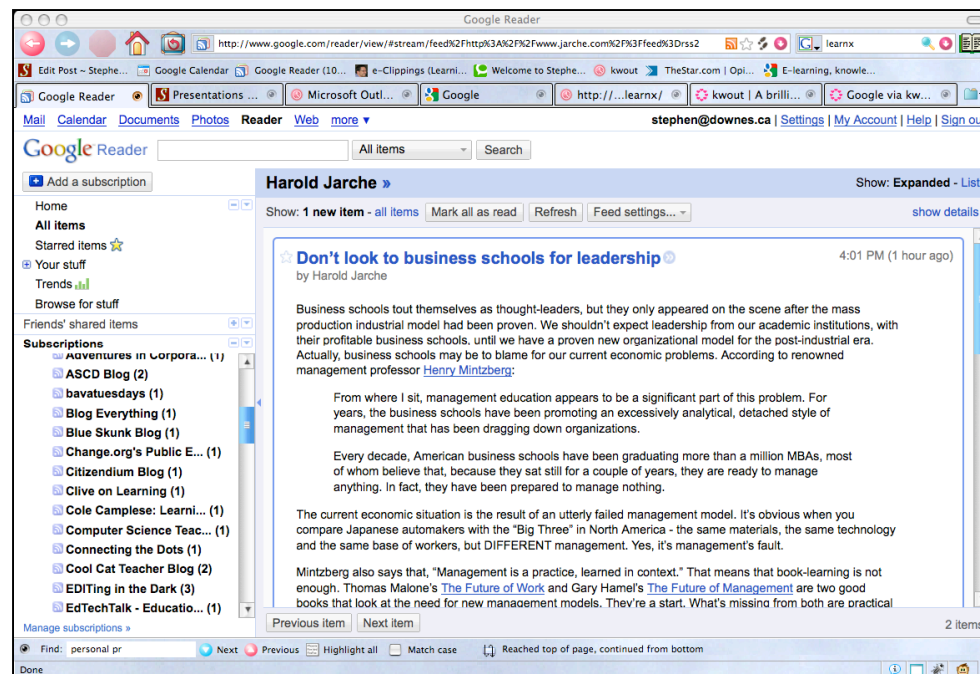
# Relevance:

“... learners should get what they want, when they want it, and where they want it ”

- *Generating Relevance*
  - **Content** ... *getting what you want*
  - **Location, location, location...**

# Getting What You Want

- Step One: maximize your sources – today's best bet is RSS – go to [www.google.com/reader](http://www.google.com/reader), set up an account, and search for topics of interest



# Getting What You Want

- Step Two: filter ruthlessly – if you don't need it now, delete it (it will be online somewhere should you need it later)

# Getting What You Want

- Important: Don't let someone else dictate your information priorities – only you know what speaks to you



# Getting It Where (and When) You Want

- Shun formal classes and sessions in favour of informal activities



# Getting It Where (and When) You Want

- Do connect to your work at home (and even on vacation) – *but* – feel free to sleep at the office
  - Most work environments are dysfunctional
  - Your best time might not be 9 to 5 ...
  - Ideas (and learning) happen when they happen



# Principles of Relevance

- Information is a flow, not a collection of objects
  - Don't worry about remembering, worry about repeated exposure to good information
- Relevance is defined by function, not topic or category
- Information is relevant only if it is available where it is needed

# Relevance: Guerilla Tactics

- Develop unofficial channels of information (and disregard most of the official ones)



## Relevance: Guerilla Tactics

- For example, I scan, then delete, almost all institutional emails (and everything from the director)

# Relevance: Guerilla Tactics

- Create 'project pages' on your wiki (you have a wiki, right?) with links to templates, forms, etc.



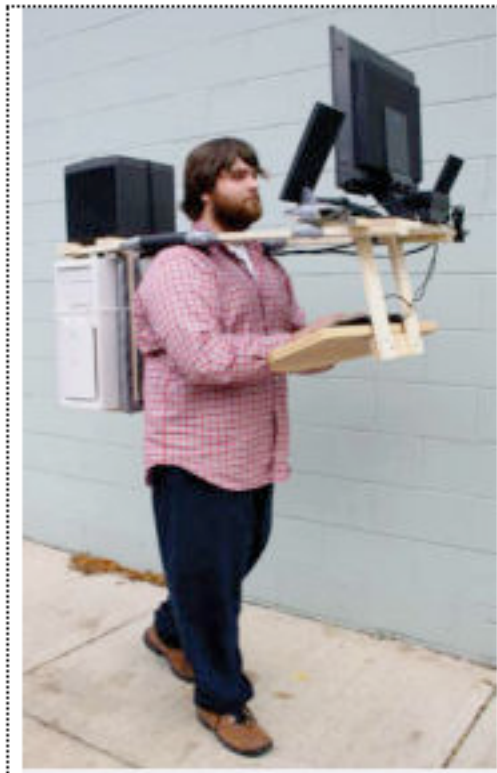
# Relevance: Guerilla Tactics

- Demand access



# Relevance: Guerilla Tactics

- Route Around Blocking



OR



# Network Semantics

- Autonomy
- Diversity
- Openness
- Connectedness



# What I'm Really Saying Here...

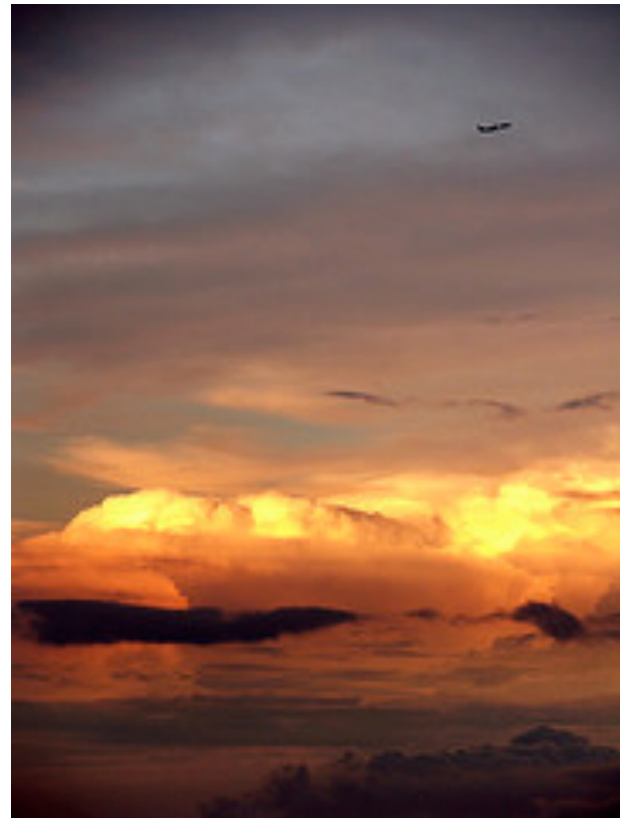
1. You are at the centre of your own  
*personal learning network*





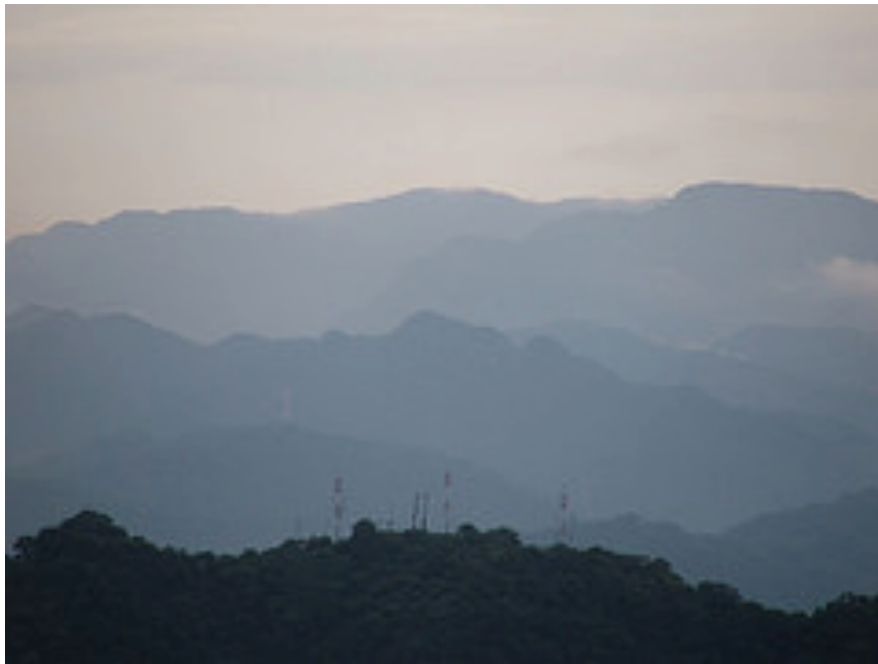
## What I'm Really Saying Here...

2. To gain from self-directed learning you must *be self-directed*



## What I'm Really Saying Here...

3. These principles should guide *how we teach* as well as how we learn



**NRC CNRC**

*Institute for  
Information  
Technology*

<http://www.downes.ca>

Science  
— at work for —  
Canada



National Research  
Council Canada

Conseil national  
de recherches Canada

Canada



# The Connectivist Learning Model

# Learning...

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

# Vs. Cognitivism

- Cognitivism = the theory that knowledge consists of (propositional) models of reality
- Eg. 'sentences in the brain'
- Examples: declarative knowledge, general principles, causation, categorization

# 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



# Knowledge...

- Is distributed....
- Is emergent...
- Is ineffable...



# 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'

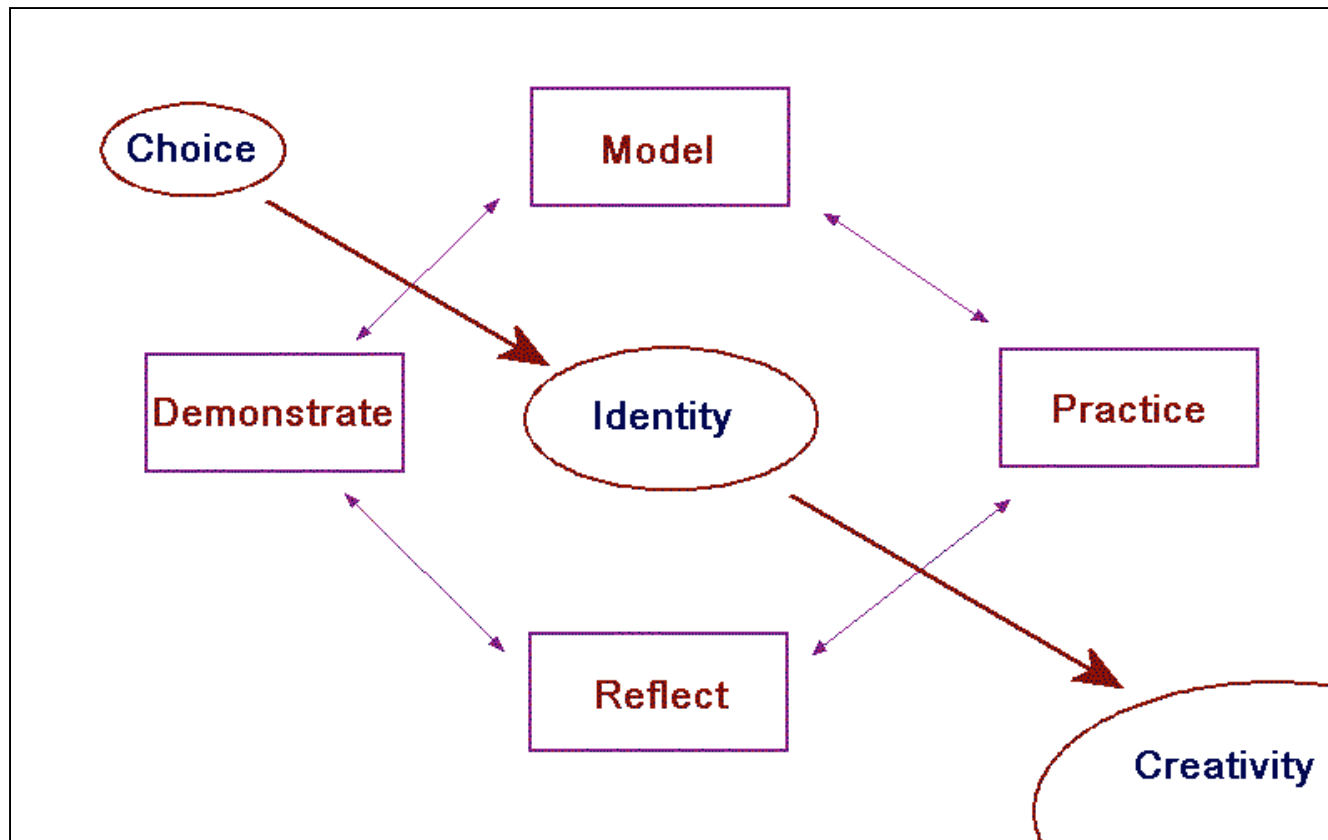
# Role of the teacher

- 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?

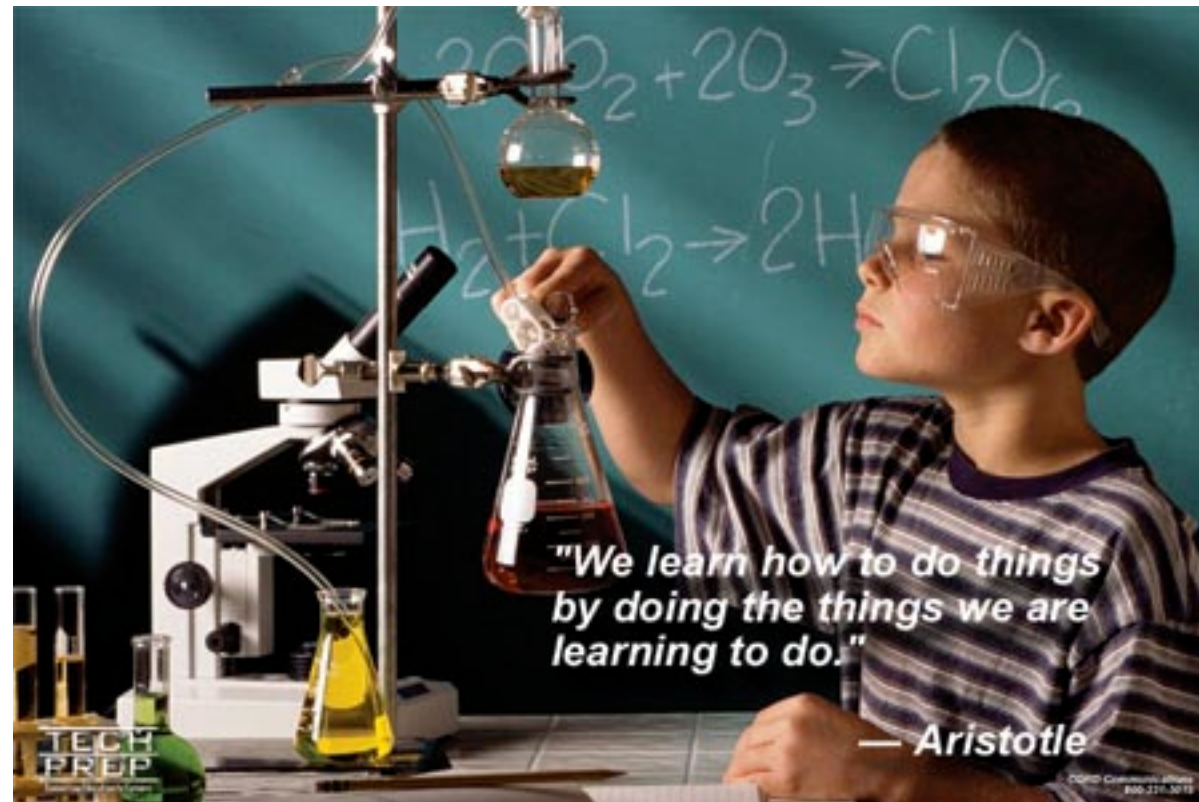
- guided reflection
  - forms-based input
  - presentations and seminars
- journaling
  - blogs, wikis
- communities
  - discussion, sharing

# 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?



# User generated Content

– Personal, opinionated



# Connections, connections...

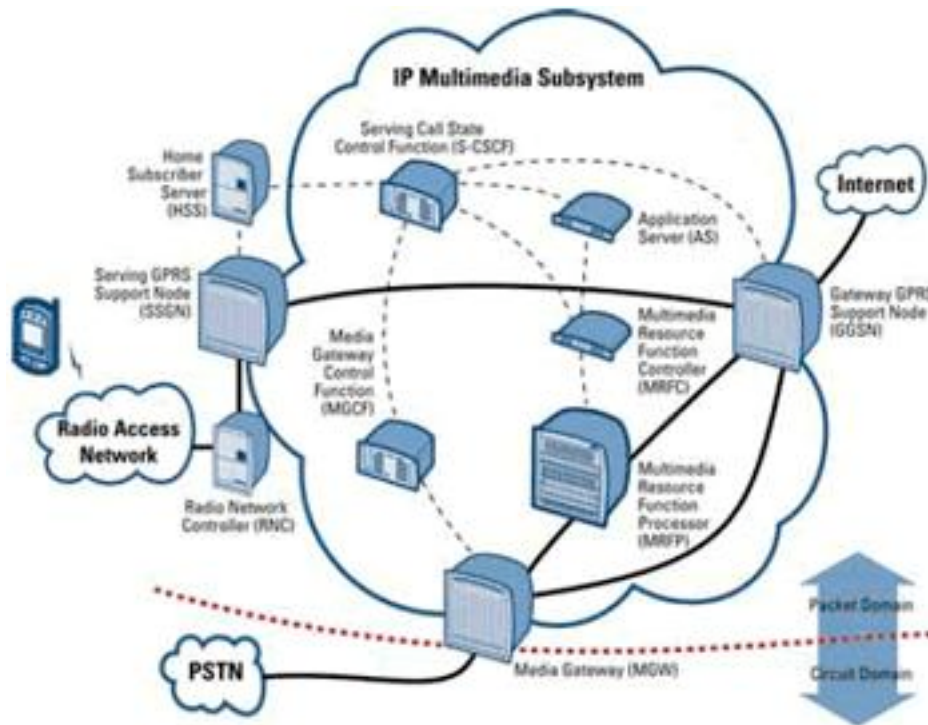


Figure 1: IP Multimedia Subsystem (IMS).



# Immersive Learning



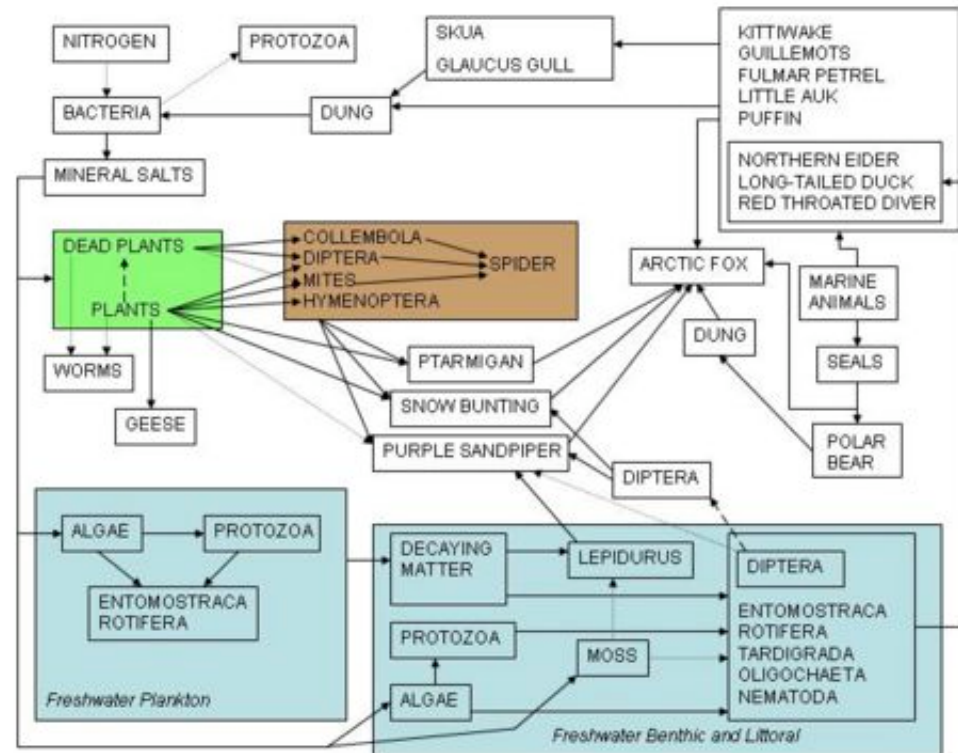
# New Roles

- 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...











# 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 Wiki page titled "Connectivism" on the Learning Technologies Centre (LTC) website. The page includes a navigation menu with options like "page", "discussion", "view source", and "history". The main content area contains a welcome message, conference tags (CCK08), and a list of links for course details, activities, and assignments. A sidebar on the left provides navigation and links to other resources.

[page](#) [discussion](#) [view source](#) [history](#) [Log in / create ac](#)

## Connectivism

Welcome to the **Connectivism and Connective Knowledge Online Course** support wiki.

Conference tags: CCK08

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]

This course also has a FaceBook group at [CCK08](#)

### Contents [hide]

- 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)

**navigation**

- [Main Page](#)
- [Recent changes](#)
- [Random page](#)
- [sandbox](#)
- [Help](#)

**ltc links**

- [LTC Website](#)
- [Activities](#)
- [Workshops and Resources](#)
- [Teaching with Technology](#)

**um projects**

- [Educational Psychology](#)

<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...](#)

[Posts RSS](#) [Comments RSS](#)

**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**  
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' on the left, 'Topic outline' in the center, and 'Calendar' on the right. The 'Bloglines' section contains several entries related to the course, including a discussion about reading the Moodle forum and a challenge to connectivism. The 'Topic outline' section provides a description of the course and lists various resources and topics, including 'Introductions', 'Google Map of participants', 'General Forum', and 'Week 1: What is connectivism'. The 'Calendar' section shows a calendar for September 2008 with a legend for 'Global events' and 'Course events'. A 'Connectivism Course Blog' section is also visible at the bottom right, featuring a post titled 'Comparing Connectivism'.

**Connectivism and Connective Knowledge** You are currently using guest access ([Login](#))

Courses ► CCK08

**Bloglines**

- #cck08 Reading the Moodle forum... It is me, or does ti really looks...
- #cck08 Reading the Moodle forum... It is me, or does ti really looks like mrs. Fitzpatrick is trolling?
- Trying to determine why I cannot connect to the CCK08 Moodle Forum
- Trying to determine why I cannot connect to the CCK08 Moodle Forum...
- User:vtaylor/Connectivism and Connective Knowledge
- [<http://valerie.posterous.com/cck08-is-...>]
- How to filter your CCK08 email (in Gmail)
- How to create a filter for your CCK08 email.
- Bill Kerr's Challenge to Connectivism
- I'm struggling to complete my reading assignments for George and Stephen's online course on Connectivism and Connected Knowledge.

**Topic outline**

**Connectivism and Connective Knowledge** is a twelve week course that will explore the concepts of connectivism and connective knowledge and explore their application as a framework for theories of teaching and learning. It will outline a connectivist understanding of educational systems of the future.

- 📖 Introductions
- 📍 Google Map of participants
- 🗣️ General Forum
- 🌐 Connectivas Spanish pageflakes site
- 🌐 Connectivism English Pageflakes site
- 📅 Week 1: What is connectivism

1 What is Connectivism?

**Calendar**

September 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Global events Course events

**Connectivism Course Blog**

Comparing Connectivism

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

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

# Course Components

- Pageflakes Site

The screenshot shows a Pageflakes website layout for 'ltc's Pagecast'. The header includes navigation links like 'Create your own page!', 'Watch this Pagecast', 'Copy', 'Send To a Friend', and 'Random Pagecast'. 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...' and 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 ...' and 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 large advertisement for 'AIG Travel Guard' with the text 'Thank goodness for AIG Travel Guard travel insurance.' and the AIG Travel Guard logo.
- Weather**: A widget for 'Toronto, Canada' showing a 4-day forecast: Tuesday (17°/9°C), Wednesday (19°/12°C), Thursday (22°/15°C), and Friday (22°/14°C). It also includes 'Hourly Forecast | 10-Day Forecast' 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...' and 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 small widget at the bottom.
- 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...' and a link 'Does Learning Grow or Is It Built?' with a sub-header 'Interesting post from the Connectivism course looking at whether we 'grow' or 'build' know...'.

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

# Course Components

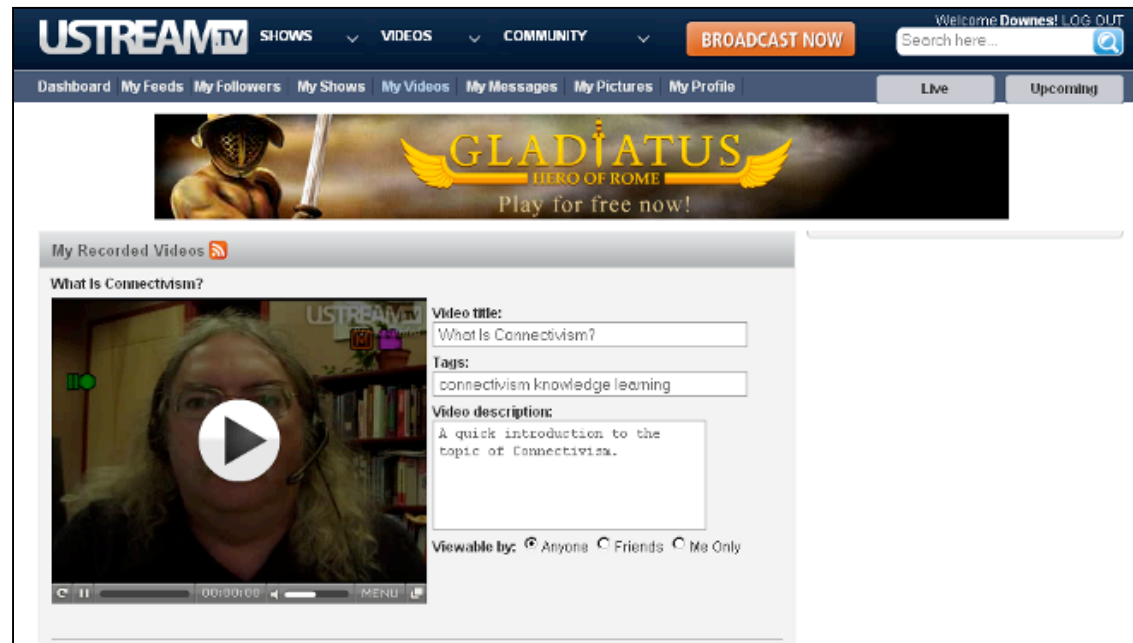
- Elluminate Discussions (Wednesdays)

The screenshot displays the Elluminate Live! interface during a session. Key components are annotated with green text and arrows:

- Main chat window:** The central area showing a list of messages from participants and the moderator.
- Participants window:** A list on the left showing 19 participants, including moderators and group members.
- White Board space:** A large area on the right displaying a slide titled "Opportunities to Develop Human Resources" with a bulleted list of points.
- Live video of the instructor:** A small video window in the bottom right corner showing the instructor, Sandra Williams.
- Annotations:** Green handwritten text and arrows identify various UI elements like "She's talking on the mic", "She's typing", "Group discussion rooms", "Mic button", and "Participants window".

# 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**   [or Login / Join Twitter!](#)

 **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>

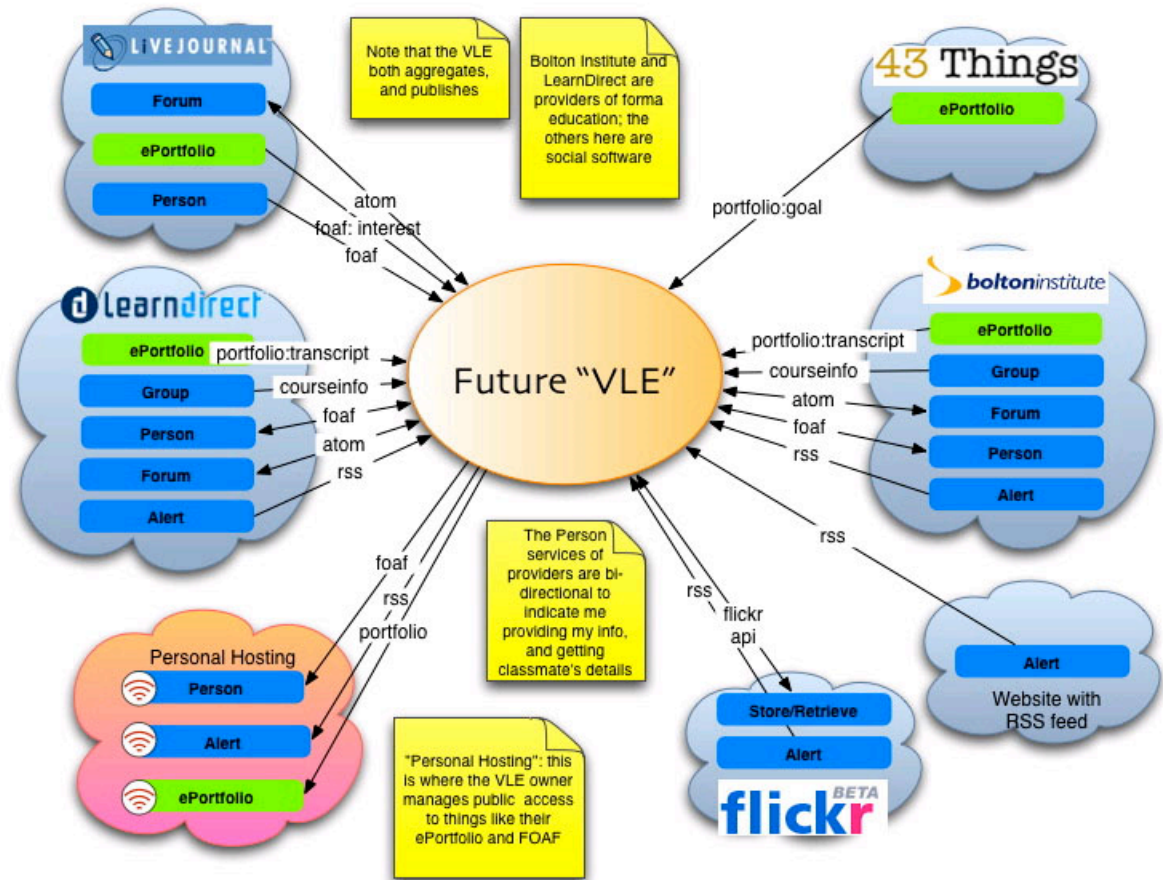
# Course Components

- gRSShopper...





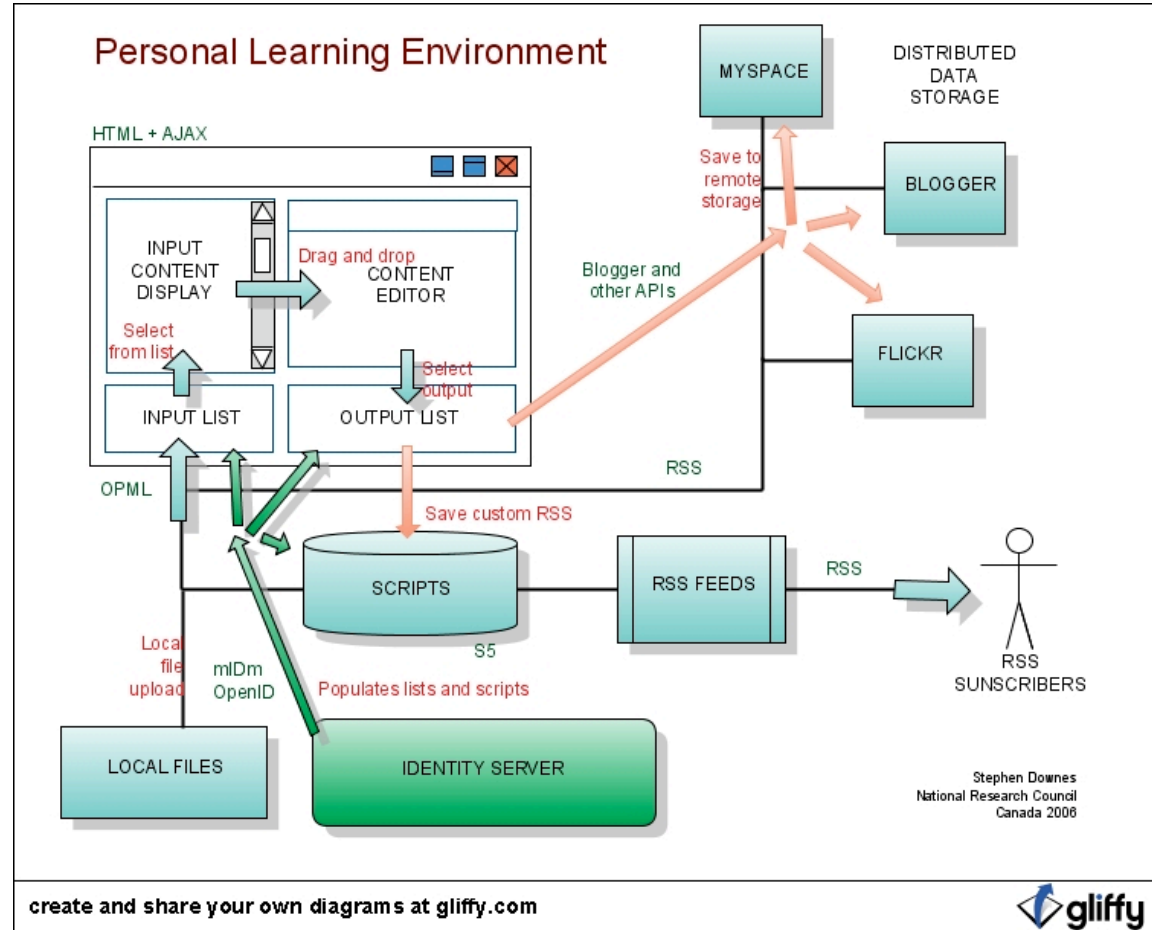
## The Main Idea



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

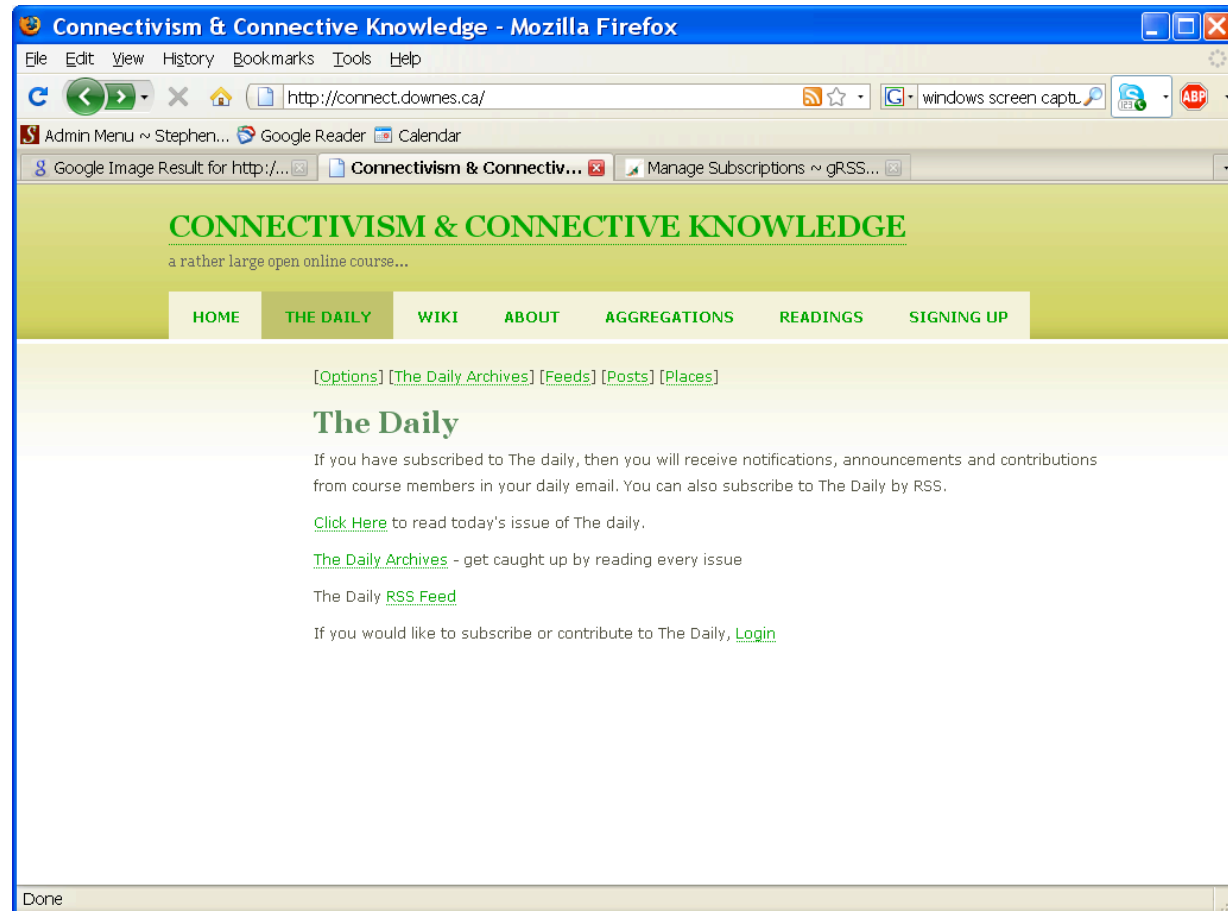
(Optional) Where did you hear about this website?

Done

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	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		
	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	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

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

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

File Edit View History Bookmarks Tools Help

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

Admin Menu ~ Stephen... Google Reader Calendar

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

Listing 0 to 1000 of 539 feeds

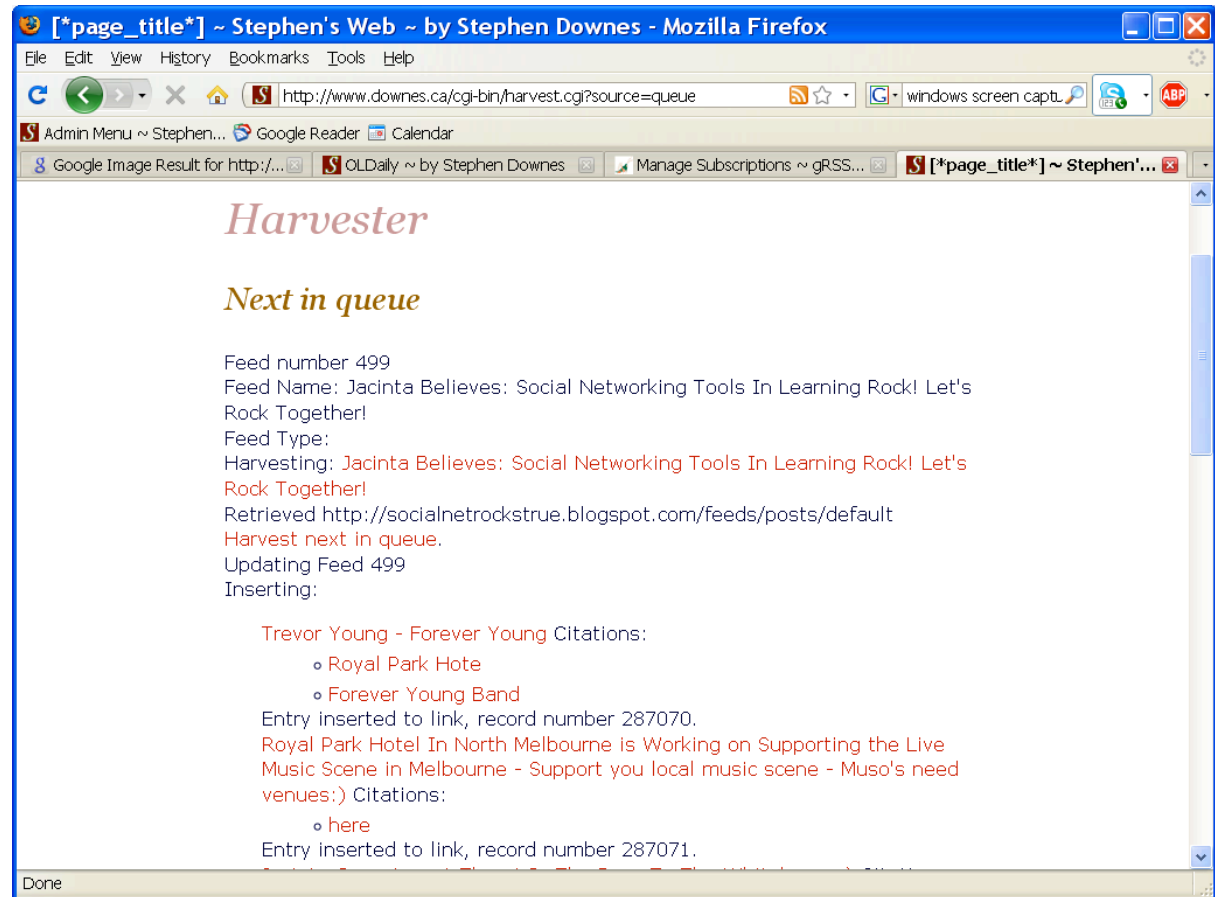
- [Harvest][Retire] 39 Links: 0xDECAF BAD (cyberculture)
- [Harvest][Retire] 60 Links: 28 years later (edubloggers)
- [Harvest][Retire] 262 Links: 2Å¢ Worth (edubloggers)
- [Harvest][Retire] 6 Links: 42/1 (edubloggers)
- [Harvest][Retire] 41 Links: 7 Days and More (edubloggers)
- [Harvest][Retire] 47 Links: : e-LearningNow : (news---ed)
- [Harvest][Retire] 100 Links: A Difference (edubloggers)
- [Harvest][Retire] 43 Links: A List Apart (design)
- [Harvest][Retire] 12 Links: A poke with a sharp stick (edubloggers)
- [Harvest][Retire] Links: A2K v DMCA in Australia (edubloggers)
- [Approve] 9 Links: Abel Newsletter (news---ed)
- [Approve] 16 Links: Abel Newsletter (news---ed)
- [Harvest][Retire] 78 Links: Abject Learning (edubloggers)
- [Harvest][Retire] 73 Links: Academic Commons - (news---ed)
- [Harvest][Retire] Links: Access - The News University Training Blog (media)
- [Harvest][Retire] Links: Accidental Pedagogy (edubloggers)
- [Harvest][Retire] 121 Links: ACRLLog (edubloggers)
- [Harvest][Retire] 56 Links: Adaptive Learning (edubloggers)
- [Harvest][Retire] 36 Links: ADLNet.gov Event RSS Feed (news---ed)
- [Harvest][Retire] 44 Links: ADLNet.gov General News RSS Feed (news---ed)
- [Harvest][Retire] 28 Links: adult and community e-learning: uk [ace:uk] (edubloggers)
- [Harvest][Retire] 40 Links: Adventures in Educational Blogging (edubloggers)
- [Approve] 1 Links: Alan November Weblog (edubloggers)

Done

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

Edu-RSS Viewer ~ Stephen's Web ~ by Stephen Downes - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.downes.ca/cgi-bin/page.cgi?action=viewer

Admin Menu ~ Stephen... Google Reader Calendar

Google Image Result for http://... OLDaily ~ by Stephen Downes Manage Subscriptions ~ gRSS... Edu-RSS Viewer ~ Stephe...

Stephen's Web

START SEARCH [NEWS] [DISCUSS]

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

You are logged in as Stephen Downes [Logout]

Quick Updates + Boston KM Forum

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 [...] [From: Sims Learning Connections, October 27, 2008] 287040 <http://blog.simslearningconnections.com/?p=314>

Blog This!

5 of 84

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

Copyright 2008 Stephen Downes

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]

[New] [List] Author [Go to Viewer]

[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: 'THIS WORK IS LICENSED UNDER A CREATIVE COMMONS LICENSE.' The footer contains copyright information: 'COPYRIGHT 2008 STEPHEN DOWNES CONTACT: STEPHEN@DOWNES.CA'. The browser's status bar at the bottom shows 'Done'.

gRSShopper code is available as an open source download



More

A screenshot of a Mozilla Firefox browser window. The title bar reads 'Welcome to Stephen's Web ~ Stephen's Web ~ by Stephen Downes - Mozilla Firefox'. The address bar shows 'http://www.downes.ca/'. The browser's menu bar includes 'File', 'Edit', 'View', 'History', 'Bookmarks', 'Tools', and 'Help'. The page content includes a search bar with 'START SEARCH', navigation links for '[NEWS]', '[DISCUSS]', '[SEARCH]', '[ABOUT]', '[ARCHIVES]', and '[OPTIONS]', a photo of Stephen Downes with the caption 'Stephen Downes, April, 2008', a link to 'Applications of Social and Collaborative Technologies in Education', 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'. The footer of the page says 'Read cdn.slideshare.net'.

<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] [\[Comment\]](#)

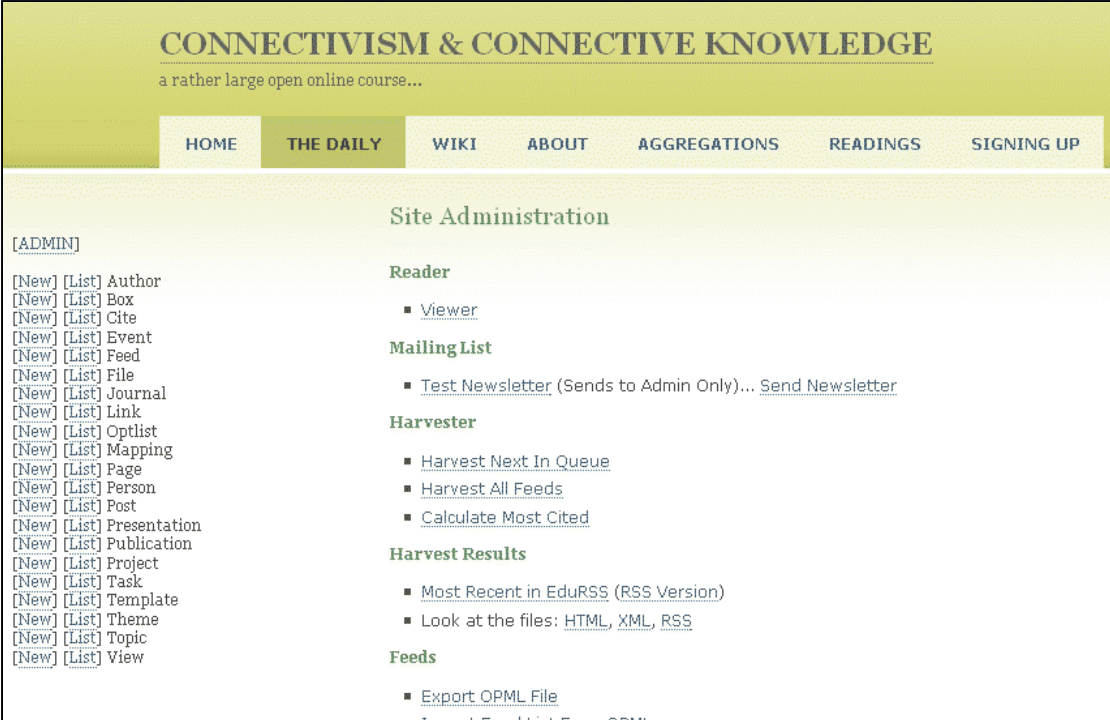
##### [Connections, Learning, and Ptolomeus \(CCK08-W1\)](#)

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 are categorized into several sections: Reader, Mailing List, Harvester, Harvest Results, and Feeds.

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

HOME THE DAILY WIKI ABOUT AGGREGATIONS READINGS SIGNING UP

**Site Administration**

[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

**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 an Articulate software. The slide is titled "Connectivism and Connective Knowledge: Getting Started" and is part of a "Massive Open Online Course". It features two portraits: George Siemens on the left and Stephen Downes on the right. The slide is displayed in a window titled "GettingStarted (00:05 / 09:46)". On the left side of the window, there is a sidebar with the University of Manitoba logo, a profile for George Siemens (Associate Director, R & D, LTC, U of Manitoba), and a navigation menu with items like "Outline", "Thumbnails", "Notes", and "Search". The main content area of the slide includes the title, subtitle, and portraits. At the bottom, there is a control bar with "articulate POWERED PRESENTATION", a progress indicator showing "SLIDE 1 OF 9", a "PAUSED" status, and a timer "00:05 / 00:10".

GettingStarted (00:05 / 09:46) 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

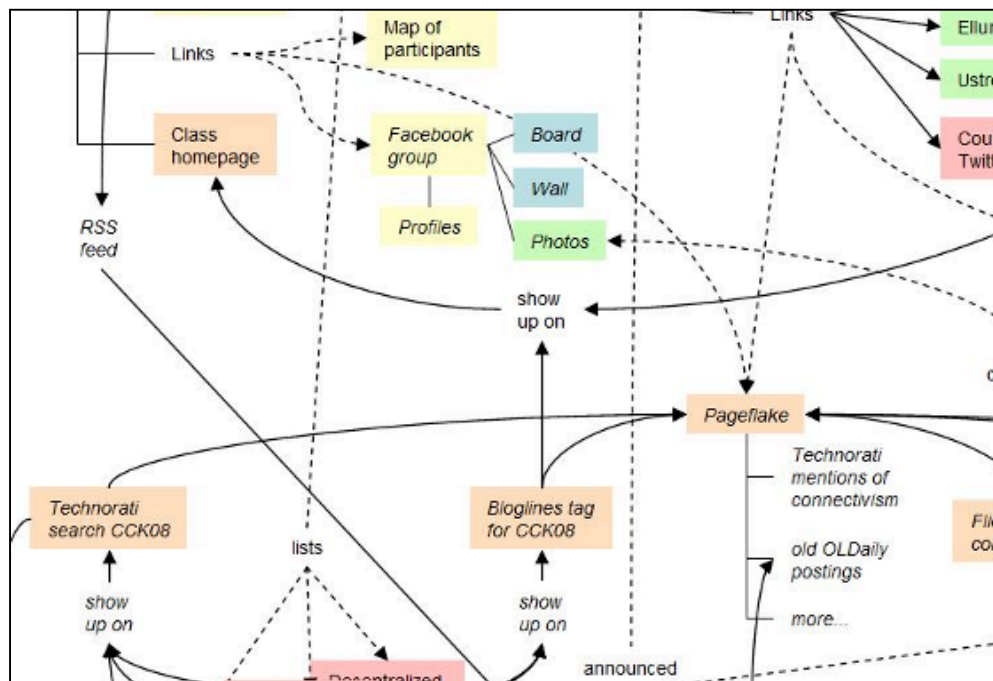
George Siemens  
Stephen Downes

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

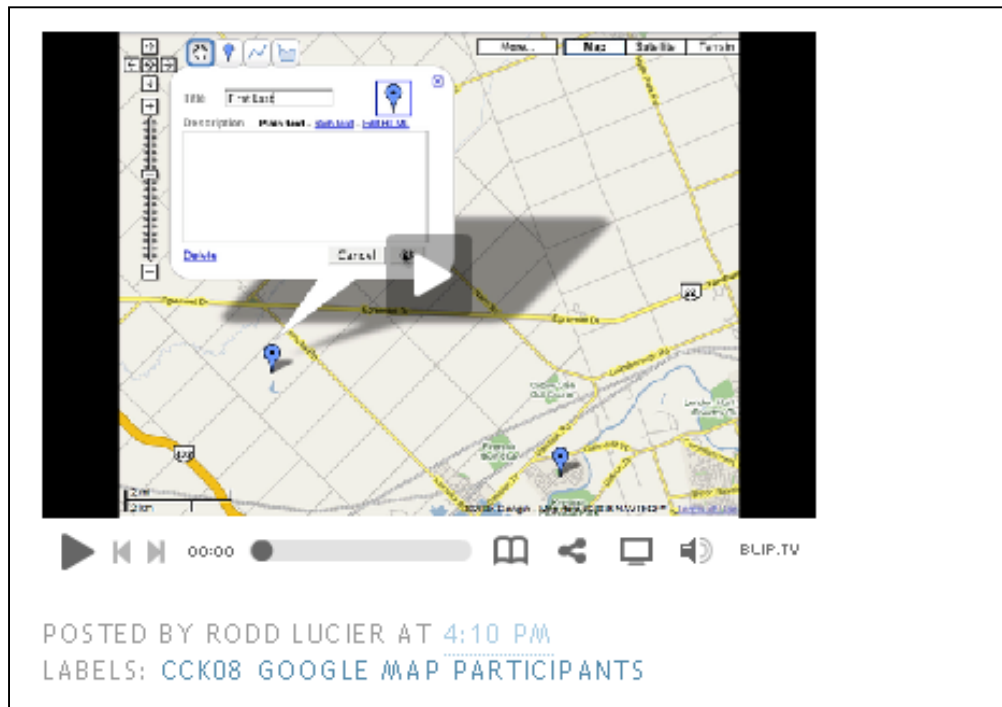
- The *Other* Course Map...



<http://tinyurl.com/cck08map>

# The Students

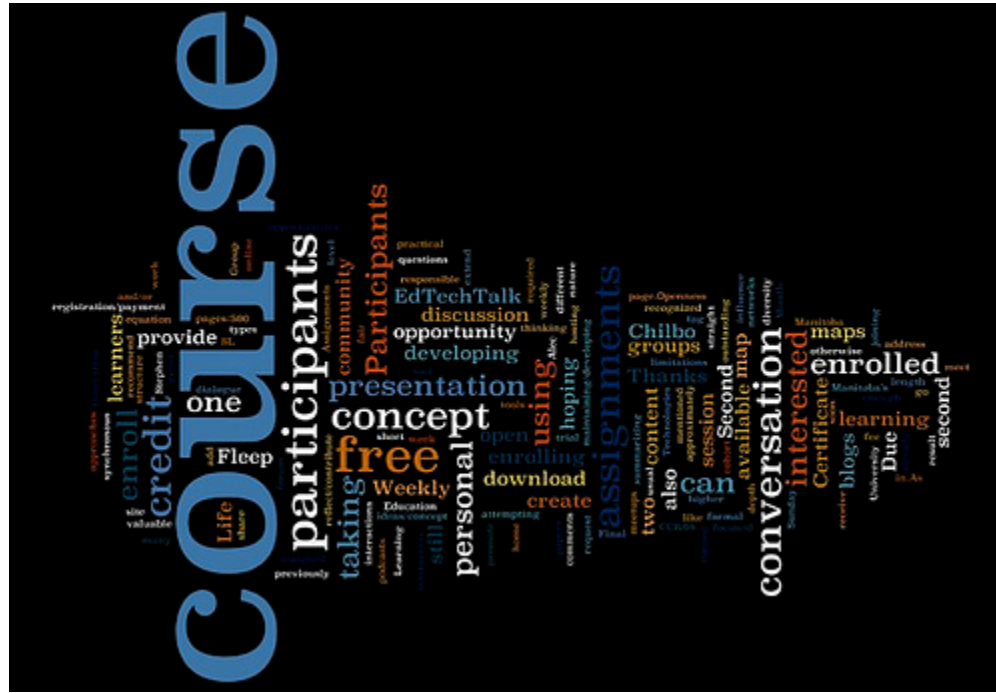
- Add to the Map - Video



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

# The Students

- Wordle... 1









# 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 three sections: '1 Por favor, se quiser participar...', '2 Blogue do curso', and '3 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 logo of a colorful square and the text "Orchard Dekita · Aggregator". Below the header, the page is divided into two main sections. The left section 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 categories including "CCK08", "Dekita Kitchen", and "Dekita Kitchen Chef". The right section displays a post titled "How to filter your CCK08 email (In Gmail)" with a "Delete" button. The post includes the date "September 9th, 2008, 6:10pm GMT" and the text "How to filter your CCK08 email (In Gmail) September 9th, 2008 — general How to create a filter for your CCK08 email."

[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

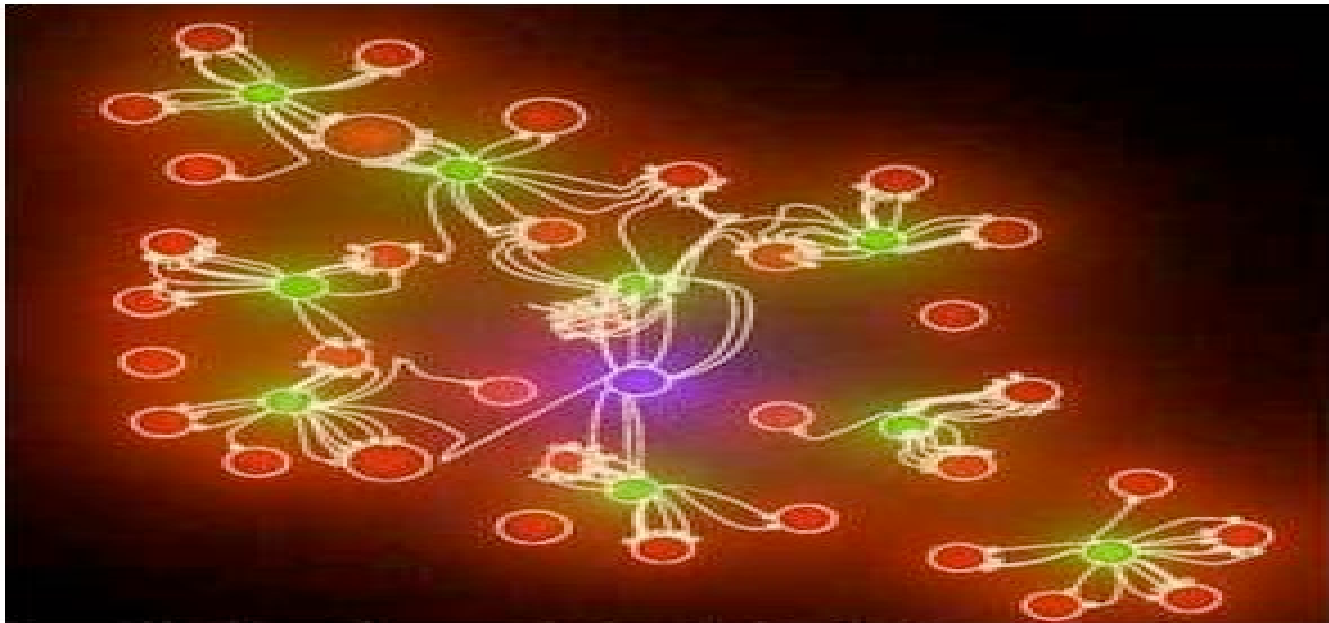


# Free Learning and Network Learning



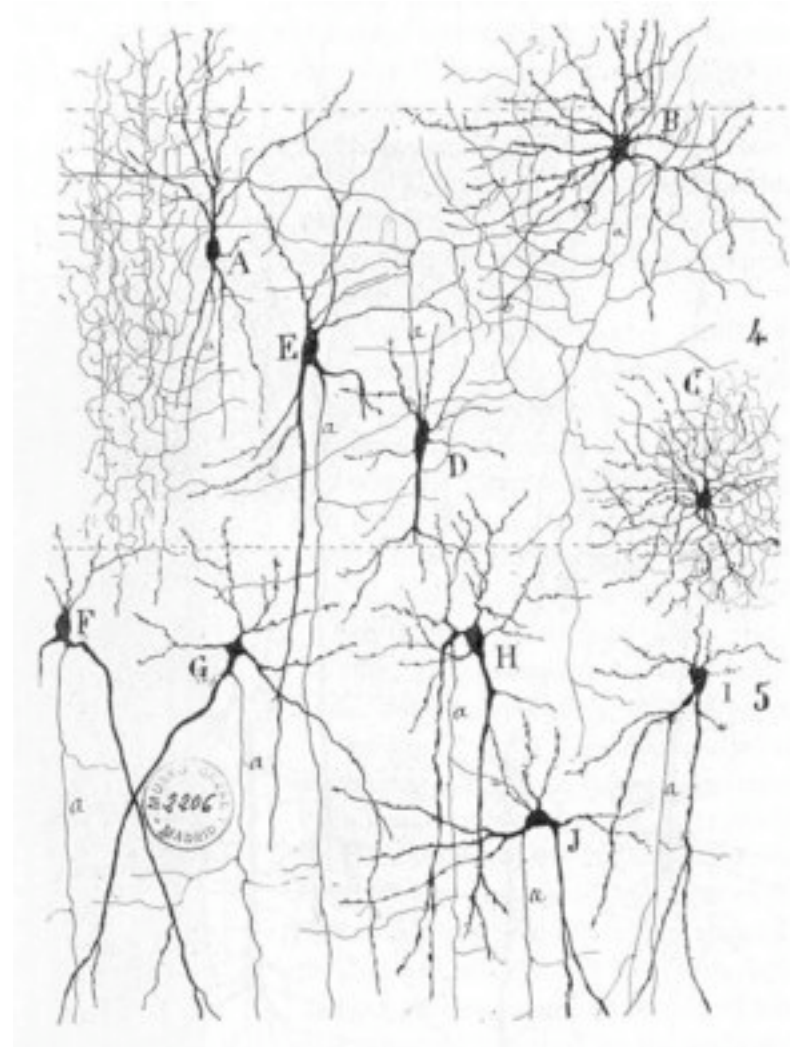
# Free Learning

- 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  
<http://icanhascheezburger.com/>



**I want a guarantee of  
immunity before I tell any  
smashed flower pot story.**

- 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>

