

MOOCS FROM THE PERSPECTIVE OF LEARNING

ADDRESSING POTENTIALS, PEDAGOGICAL
CHALLENGES AND LEARNING CULTURES

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Discussion Points

1. Addressing the learning perspective

- First, I will ask some questions from a learning perspective.

2. An explorative example

- Next I will tell you about how I investigated Moocs from a learners perspective:

3. Discussion

- Third, I will discuss What are the conditions for implementing MOOCs – teaching traditions

1. Addressing the learning perspective

How do we think about learning?

Goal oriented:

- What is measured?

Value oriented:

- What is worth knowing?

When is something learned?

- When a change of behavior is observed
- When a cognitive capacity through mental processing and representation?
- When an experience has been met and new patterns for understanding are generated?
- When information and source can be connected and reflected?

2. An explorative example

What is it like to study in a mooc environment?

- Explorative case study, reflected from a theoretical perspective
- How does the course design frame the students learning activities?

Joining Illinois University's course on *E-learning Ecologies*

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e-Learning Ecologies | Coursera
class.coursera.org/learning-001

Announcements

eLearning Ecologies Launches on June 30 but Open Now!

Thank you for registering for the **e-Learning Ecologies** Massive Open Online Course (MOOC)! With over **3,500 people** registered for the course, we could not be more excited about it and your involvement in this great adventure!

- The course officially begins on **Monday, June 30**. That said, we wanted to give you **early access** to **the Syllabus** and **the Orientation Module** of the course **today** so you can get started. We will make Week 1 available in a couple of days. We are looking forward to an **amazing class** and hope to see you there. It is **not too late** to encourage your friends to join you in the class from the **e-Learning Ecologies Page**.
- The course will be mirrored in the **Scholar** platform as well as being offered in the Coursera platform. Not only are we researching and teaching about e-learning ecologies, we are involved experimentally in their development. We have been very fortunate

Upcoming Deadlines

New Lectures

eLearning Ecologies Introduction (00:01:18)

Recent Discussions

This course will not offer a Statement of Accomplishment!
Last post by HONG CHEE JOO (16 minutes ago)

Ian - A techie looking to understand ...
Last post by Ian Macdonald (18 minutes ago)

Fan From UMN
Last post by Qing Zhang (27 minutes ago)

Catherine : TEFL teacher from France
Last post by Apostolos Derakis (35 minutes ago)

Kelvin Loh from eLearningMinds - Understand more about eLearning outside of Malaysia
Last post by Qing Zhang (an hour ago)

Browse all discussions >

COURSE MODULES

- Course Orientation (Mandatory; Start Here) ←

COURSE ACTIVITIES

- All Videos
- All Forums
- Case Study Details

COURSE COMMUNITY

- Know your Classmates
- Social Media

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Johnson Tiles — Contact Billed Bladet Mie from Denmark - exploring the environment

Deepen Your Qualifications with a Verified Certificate **Get Started**

coursera Courses Mie Buhl

ILLINOIS e-Learning Ecologies
by Dr William Cope, Dr Mary Kalantzis **Join Signature Track**

Forums / Getting to Know Your Classmates **Help**

Mie from Denmark - exploring the environment

You are subscribed. **Unsubscribe**

No tags yet. **+ Add Tag**

Mie Buhl - just now

Hi, I am interested in exploring how we create learning cultures across countries and ways of learning. I teach ICT learning designs in higher education.

↑ 0 ↓ · flag

New post

To ensure a positive and productive discussion, please read our **forum posting policies** before posting.

B / / **Link** <code> **Pic** **Math** **Edit: 'MD'** **Preview**

The design of course activities

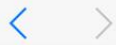
- A set of topics connected to e-learning
- Video lectures on the topic of the week
- Optional discussion forums
- Different levels of participation
(watching, reading and contributing,
starting a discussion, conducting a
case)

How to introduce a new learning paradigm

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79 %



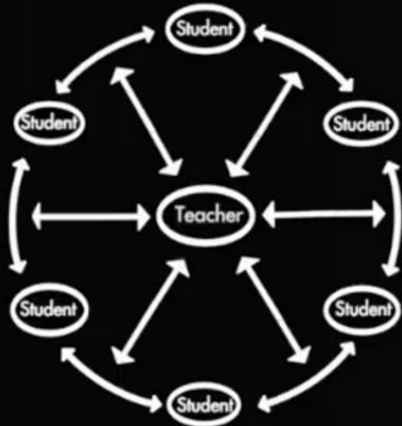
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Wiki - Week 1: Conceptualizing Learning | Coursera

Here, by contrast with the village school in Greece, is the communication and knowledge architecture of what we call the 'new learning':



Some typical discursive flows:

- Instructor s
- All students involved s i m
- An active, k n
- Continuous formative assessm e n



14:40 / 14:46



Discuss



COURSE ACTIVITIES

Level

Activity

Date*

Time Required

All Videos



Week 1 Video Lectures

Sunday,

1 hour

Who are the peers? Where is the action?

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Week 2 Discussion

Subscribe for email updates.

See INSTRUCTIONS thread before posting. Please read our [forum posting policies](#) before posting or starting a new thread. Search

All Threads

Thread Title	Points	Posts	Views
INSTRUCTIONS: Week 2 Begins! - Discussion Forum Started by William Cope (INSTRUCTOR) · Last post by Mark Smith (3 hours ago)	1 point	175 posts	756 views
Importance of clear goals and structure when planning Ubiquitous totally online academic qualifications Started by Ari Afflekt · Last post by Ari Afflekt (25 minutes ago)	0 points	1 post	1 view
Classrooms and Course Management Systems Started by Christine Monnier · Last post by Mark Smith (3 hours ago)	8 points	14 posts	62 views
A luddite's take on ubiquity Started by Mark Smith · Last post by Mark Smith (4 hours ago)	0 points	3 posts	6 views
Week 2 Original Post - My Response Started by HONG CHEE JOO · Last post by HONG CHEE JOO (4 hours ago)	0 points	1 post	1 view
Blending Ubiquitous learning with real classroom environment.. Started by Sarah Bandar Almutairi · Last post by Sarah Bandar	0 points	3 posts	7 views

COURSE MODULES

- Course Orientation (Mandatory; Start Here)
- Week 1
- Week 2 ←
- Week 3

COURSE ACTIVITIES

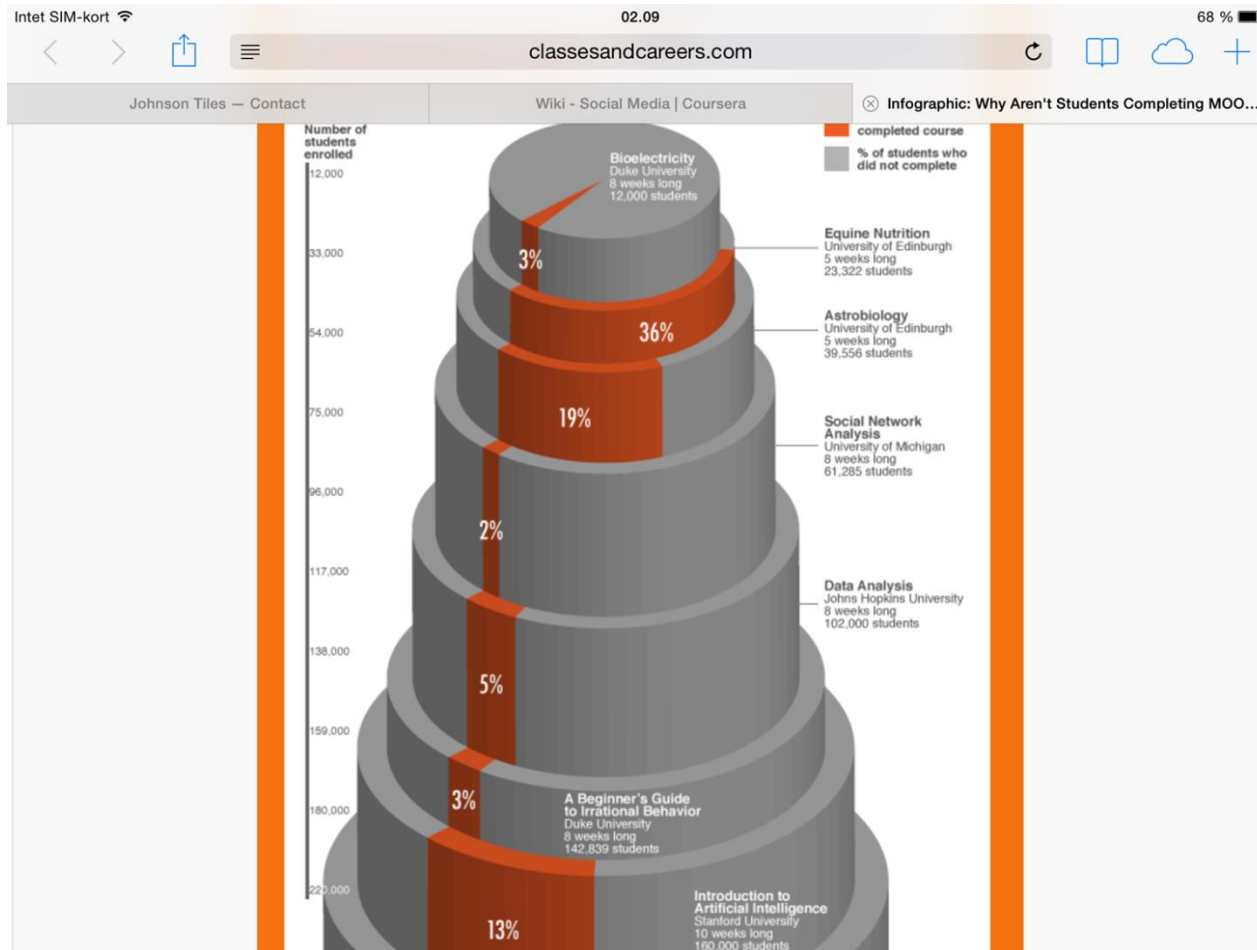
- All Videos
- All Forums
- Case Study Details

COURSE COMMUNITY

3. Discussion

- What kind of teaching and learning cultures are emerging?
- What teaching traditions frame the activities?
- How are the students responses validated in a social arena?
- How does the teacher generate goals, choose content, plan syllabus and methods to a broad target group (nationally, geographically, paradigmatically, learning culturally)?

What is Mooc content and when is a course a succes?



Conclusive challenges and potentials

- The choice of the learning paradigm: instruction or social learning?
- The lecture videos and the aim of new learning forms
- What content is relevant on Moocs and for who?
- What about the European vs the Asian learning perspective? Are they the same?



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