

MOOCs: A Pedagogical perspective on what we have learned, emerging themes and what next

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Programmes
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IT BEGAN IN CANADA...



"IT'S DISRUPTING EVERYTHING!"

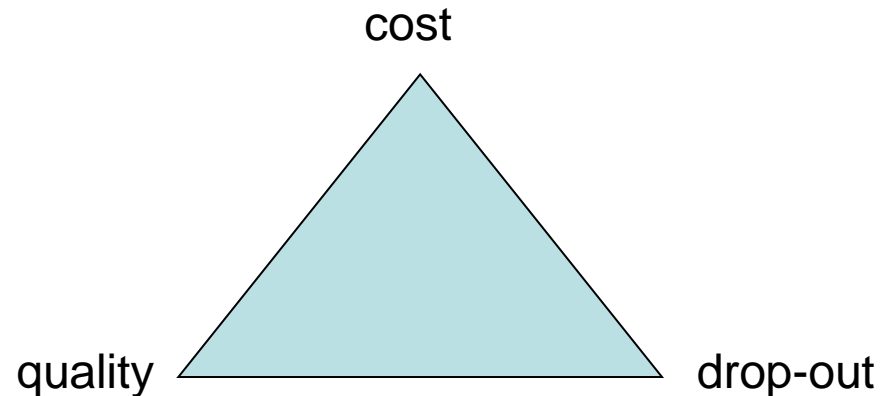
"IT'S A TSUNAMI OF POORLY UNDERSTOOD PEDAGOGY!"

DAY OF THE MOOC

STARRING: George SIEMENS, David WILEY, Dave CORMIER and Stephen DOWNES
Connectivists Unleashed a Force They Cannot Control!

What we have learned

- Huge latent demand
- High drop-out rate
- Costly to create
- Scalability/quality
 - Computer based support
 - Teacher support
 - Community support
- Even more costly to deliver?

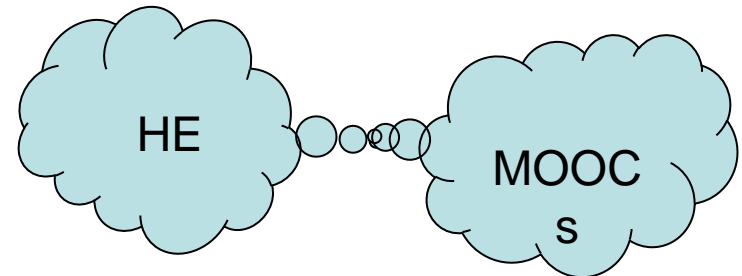


No magic bullets



Emergent themes

- Open?
- Monetisation
- Assimilation by HE
 - Increasingly looking like Online learning?
 - Re-emergence of the corporate university?
- Impact on HE
- Formal vs informal



Where to next

"We were on the front pages of newspapers and magazines, and at the same time, I was realizing, we don't educate people as others wished, or as I wished. We have a lousy product."

November 14 2013



VISIBILITY

Peak of Inflated Expectations

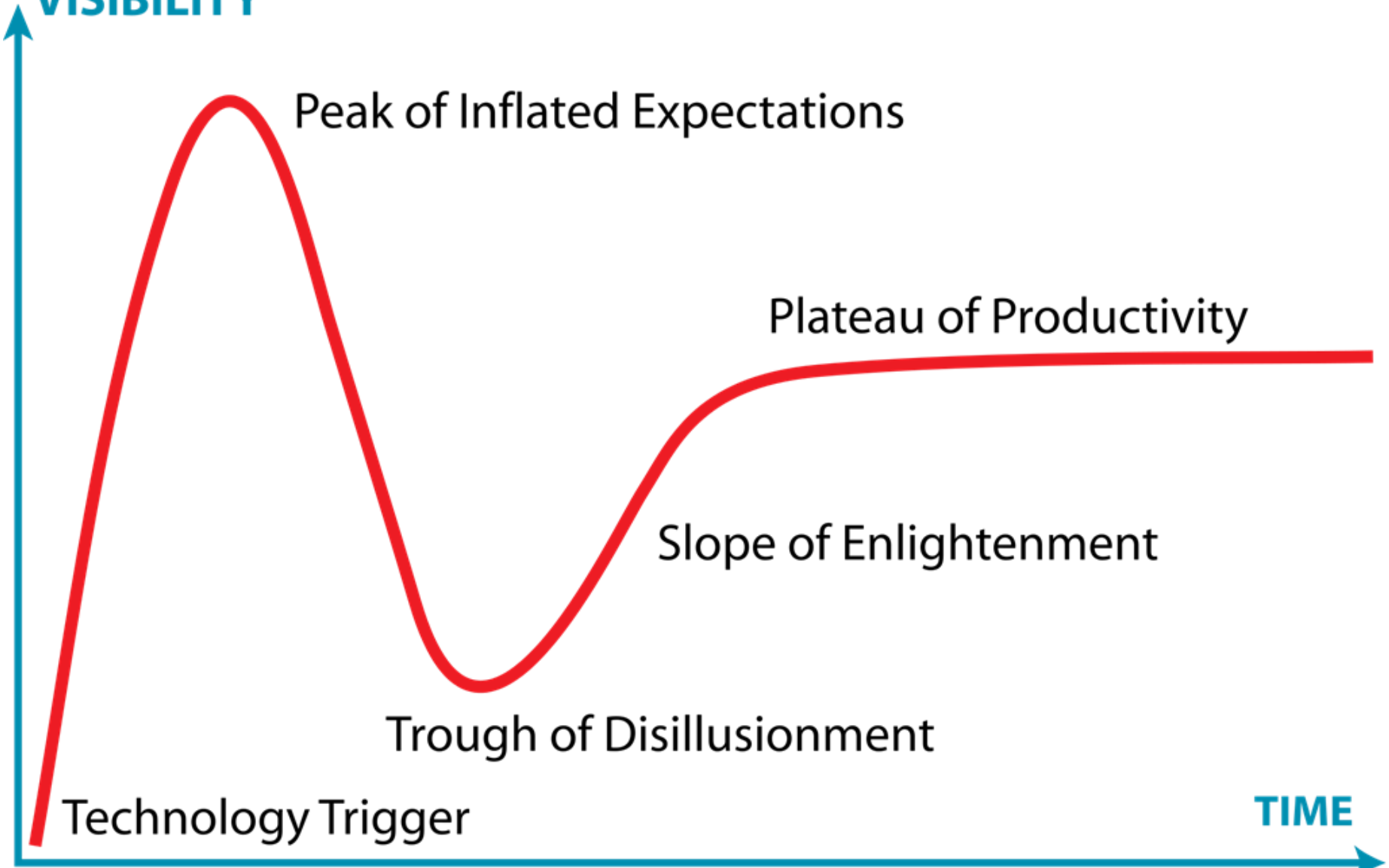
Plateau of Productivity

Slope of Enlightenment

Trough of Disillusionment

Technology Trigger

TIME



“The future is already here, it’s just not evenly distributed.”

William Gibson. “The Science in Science Fiction” on *Talk of the Nation*, NPR (30 November 1999, Timecode 11:55)



Complex system



UKHE



2nd July 2011
Doherty
PPARC

Convergence

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Scenario planning for educators

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#SP4Ed (2013.07)

Another free professional development opportunity from the [OERu](#)
29 July - 9 August 2013



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About SP4Ed edit

Scenario planning for educators (SP4Ed) is a free micro Open Online Course (mOOC) offered by the [e-Learning Research Lab](#) at the [University of Canterbury](#) in collaboration with the [OER Foundation](#). The two week course will simulate the scenario planning process for navigating uncertain education futures.

The SP4Ed mOOC is offered in parallel with the *Change with Digital Technologies in Education* course (EDEM630) in the [Postgraduate Diploma in Education \(e-Learning and Digital Technologies\)](#) at the University of Canterbury. OERu learners will be participating with registered EDEM630 students.

Facilitators edit



[Niki Davis](#), Acting Pro Vice-Chancellor, Education during 2013 and University of Canterbury Professor of e-Learning and Director of the College of Education e-Learning Lab.
See: [Bio & welcome video](#)



[Wayne Mackintosh](#), Director, OER Foundation and COL Chair in OER at [Otago Polytechnic](#).
See: [Bio & welcome video](#)

Course registration edit



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Registration for Scenario Planning for Educators 13.07

Registration for this session is closed. You are welcome to study the resources at your own pace or watch for the next session of this mOOC.

Registered SP4Ed 13.07 participants

Course materials edit

Session 1: Monday 29 July 2013

[Establish your personal learning environment](#)

Session 2: Wednesday 31 July 2013

[Introduction to scenario planning](#)

Session 3: Friday 2 August 2013

[A manager's perspective of scenario planning](#)

Session 4: Tuesday 6 August 2013

[Drivers of fundamental change in Education](#)

Session 5: Thursday 8 August 2013

[Create your own scenario](#)

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+ Customise your learning path

UDACITY

Course Ca

Open Education Alliance

Create the workforce of tomorrow

The Open Education Alliance (OEA) is an industry-wide alliance of employers and educators in the service of students throughout the world. It provides access to cutting-edge and relevant post-secondary education that empowers individuals to pursue successful careers in technology.

Accreditation

- OER
- PLE
- Analytics
- Open shared data
- Performance portfolio vs certificate



	Notify	Inform	Consult	Involvement	Collaborate	Empower
Level of engagement	Stakeholders may encounter untargeted project publicity	Stakeholders are regularly and reliably informed, made aware of their rights and ways of participating in the project	Project staff obtain views of stakeholders. Stakeholders receive full feedback on decisions taken	Project staff work with stakeholders throughout decision making process to ensure views are understood and taken into account	All aspects of decision making processes are undertaken in partnership with stakeholders	Stakeholders set agendas for change. Self organisation and responsibility over management is held by stakeholders
	Information made available	Stakeholders informed	Stakeholder consulted	Stakeholder input	Stakeholder shaped	Stakeholder owned
Stakeholder roles	Stakeholders as passive recipients of uncontextualised information	Stakeholders as passive recipients of broadly contextualised information	Stakeholders as respondents	Stakeholders as project team members	Stakeholders as collaborators	Stakeholders as designers (independent)
	Dialogue with project staff is not expected	Dialogue with project staff is implicitly welcomed but not explicitly invited	Designated consultation space/time in meetings Feedback/right of reply strategies Some dialogue with project staff is expected	Stakeholder appointment on POG Participation in skills training	Stakeholders on management committees Stakeholder shaped policy making Stakeholder interest/action groups	Distributed decision making Stakeholder managers Stakeholder 'ownership' of resources, events, policies and learning
Engagement tools	Untargeted publicity Access to minutes/documents Static website	Briefings Regular blogs Targeted letter	Comment/opinion polls Focus groups (stakeholders as respondents) Project staff led consultation workshops Project staff led questionnaires, interviews	Workshops Voting Active focus groups Joint-led consultations Interviews (open-staff directed)	Stakeholder-led consultations Interviews open/dosed (stakeholder directed) Open forums Rich picture activities Away days with stakeholders and project teams	Stakeholder managed programmes Stakeholder agenda setting Stakeholder managed consultation activities and tools development
	Anticipated effect	Potential for peripheral general awareness	Potential for informed, contextualised awareness	Confirmed widespread contextualised awareness Emergence of reaction data	Emergent reaction data is not framed exclusively by project staff Stakeholder agendas are collected and recognised	Agendas emerge only from collaborative activity with stakeholders

Adapted by Bartholomew, P., Freeman R (2009, 2010) as part of T-SPARC at Birmingham City University from 'Levels of learner voice participation' in 'Rudd, T., Colligan, F. and Naik, R. (2006) "Learner Voice: a handbook from Futurelab". Bristol, Futurelab.

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