

MOOCs and Social Media

A discussion about MOOCs, courses and the idea
of “open”

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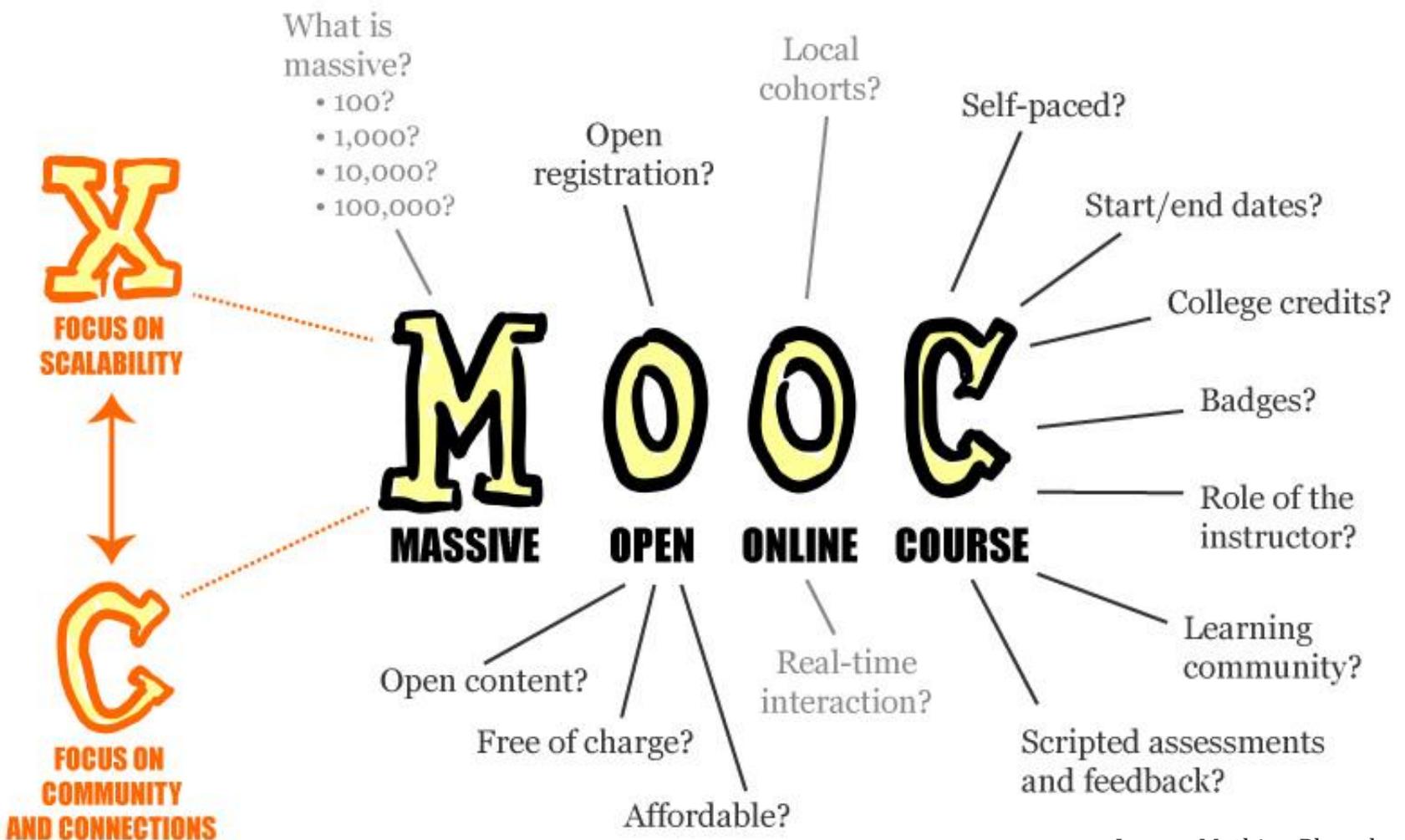


Image: Mathieu Plourde

A very brief history of MOOCs

Before the internet, we had
correspondence courses, Open University
in the UK... // OER

George Siemens, Dave Cormier and
Stephen Downes, helped pioneer these
courses in Canada > #CCK08

A very brief history of MOOCs

Siemens and Downes have done much of the work, theoretical and practical, distinguishing between “good and bad” MOOC’s. (xMOOCs and cMOOCs)

However most of the press coverage has dealt with the competing Stanford edu-preneurs behind Coursera, Udacity, and edX

Are MOOCs Massive?

MOOCs can be very disconnected micro-universes.

“the experience reminded me of many types of social media interaction. The participants only collect information; they do not jointly dismantle or analyze anything. I should also add that this type of interaction has been occurring since the period in time in which we connected with each other using Talk in Unix or when newsgroups were the only social media available.”

Are these courses open?

The concept of open is immediately challenged by the idea of platforms. How to envision a Post-LMS Era is our challenge



Are these courses open?

Beyond the LMS by @audreywatters: <http://www.hackededucation.com/2014/09/05/beyond-the-lms-newcastle-university/>

“I think we’re witnessing here a new sort of imperialism — at the level of technology, at the level of infrastructure.

Education has, of course, always been a part of the imperial endeavor”

Are MOOCs Courses? three possibilities:

- MOOCs are not courses; they are something else.
- MOOCs are courses (in the classic definition) but:
 - We do not have any idea what the learning outcomes should be.
 - There is very little retention during the course.
 - We are not going to officially document any participation.
- We should question the word “course” or at least demand a clarification of what constitutes a course.

Why the emphasis of the C on MOOC?

- Increasing emphasis on productivity
- Budget constraints
- Massification of education
- Corporatisation
- Neoliberalization of the educational paradigm