



A MOOC a Day Keeps the Teacher at Bay

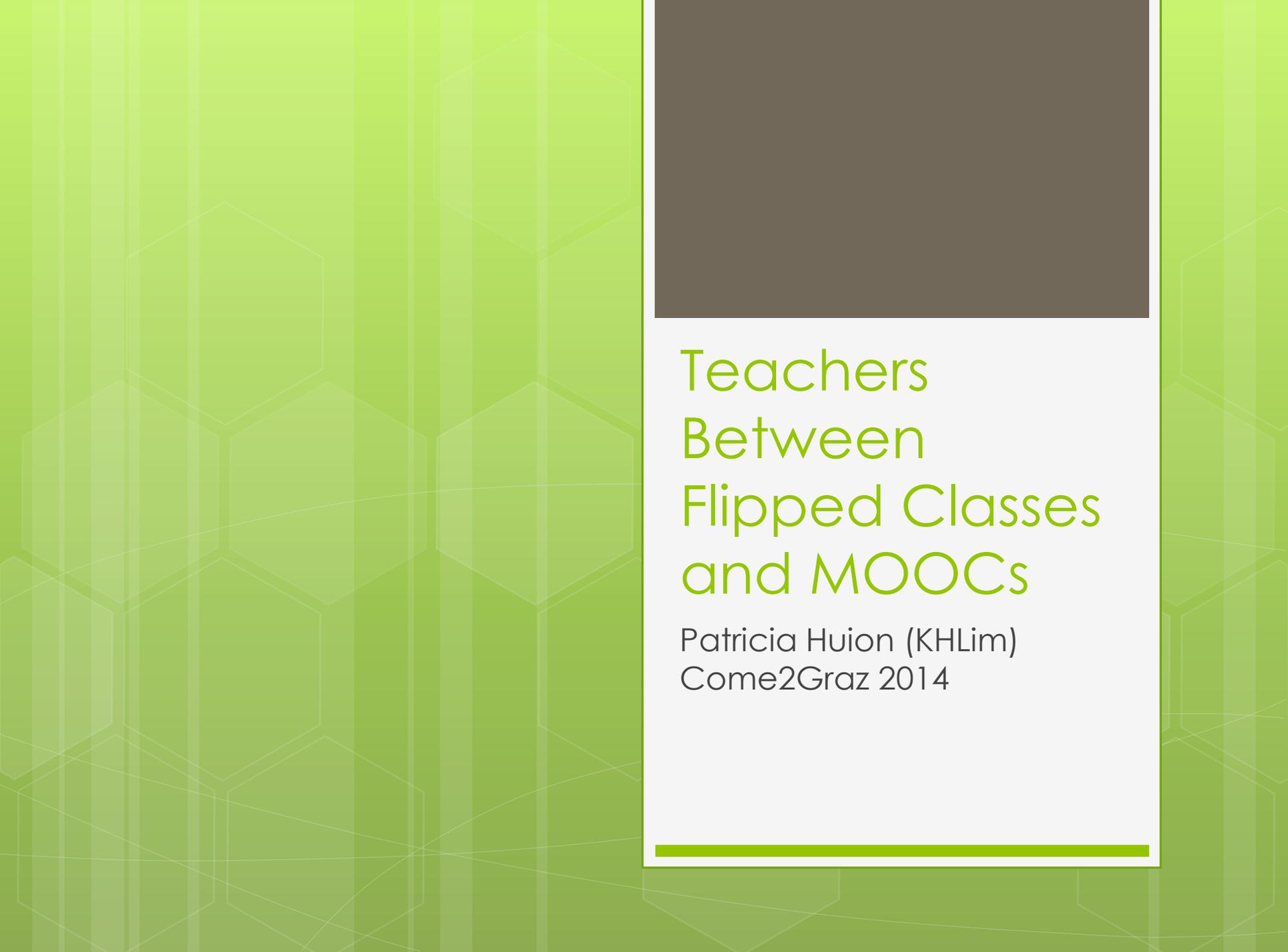
Come2Graz 2014
Patricia Huion (KHLim)

Moocaway



What Does the Teacher Say?

[http://www.dailymotion.com
/video/x15v923_ylvis-the-fox-
what-does-the-fox-say-
official-music-video-hd_music](http://www.dailymotion.com/video/x15v923_ylvis-the-fox-what-does-the-fox-say-official-music-video-hd_music)



Teachers Between Flipped Classes and MOOCs

Patricia Huion (KHLim)
Come2Graz 2014

Teachers Between Flipped Classes and MOOCs

- Sense-making through digital storytelling
- Within the frame of connectivist learning
- Using the dramatisitic pentad
- To reflect upon teachers' identities
- In a knowledge-based society.

Narrative as knowledge- construction

- Rhetorical analysis as reflection
- Burke & Bruner: dramatic pentad

- Scene, Agent, Act, Agency, Purpose
- **Friction**

- http://ewasteschools.pbworks.com/f/Bruner_J_LifeAsNarrative.pdf
- Burke, Kenneth. "A Grammar of Motives". University of California Press, 1969

Latitude Research: Future of Storytelling

- **I**mmerision: sensory experience
- **I**nteractivity: influence story & interact with people
- **I**ntegration: across different platforms & connected to the real world
- **I**mpact: inspire me to take action
- <http://www.futureofstorytellingproject.com/#iiii>

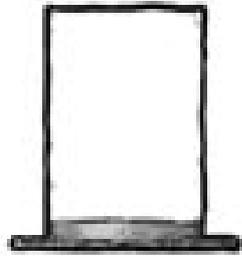
Connectivist Learning

- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known
- Nurturing and maintaining connections is needed to facilitate continual learning.
- Ability to see connections between fields, ideas, and concepts is a core skill.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.

Connectivist Learning

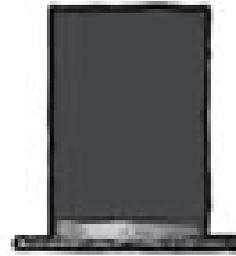
- Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.
- (http://www.itdl.org/Journal/Jan_05/article01.htm)

The Six Thinking Hats



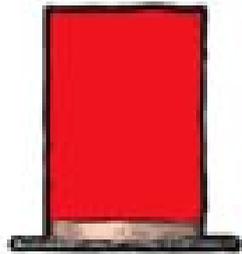
The White Hat

White Hat thinking focuses on data, facts, information known or needed.



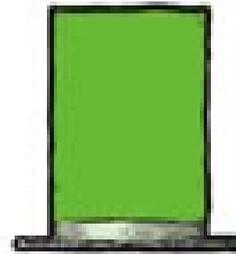
The Black Hat

Black Hat thinking focuses on difficulties, potential problems. Why something may not work.



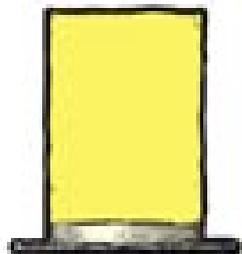
The Red Hat

Red Hat thinking focuses on feelings, hunches, gut instinct, and intuition.



The Green Hat

Green Hat thinking focuses on creativity: possibilities, alternatives, solutions, new ideas.



The Yellow Hat

Yellow Hat thinking focuses on values and benefits. Why something may work.



The Blue Hat

Blue Hat thinking focuses on manage the thinking process, focus, next steps, action plans.

o Setting the Scene

- o When are teachers important?
- o Where are teachers important?

John Holt

<http://unschooling.com/>

21st Century: Teacher's Ice Age?

Confucius (6th Century BC)

Socrates (5th Century BC)

Knowledge-Based Society

- Continuous knowledge creation
 - ->manage knowledge
 - How to find, analyze, evaluate, apply knowledge
- Skills : critical thinking, independent learning, ict, entrepreneurialism, languages
 - ->active learning
 - Opportunities to develop, apply &practice such skills
- Skills to manage their own learning
- <http://contactnorth.ca/home>

Technology-Driven Education

- Blended learning (Flipped class)
- Communities of practice
- Open Education Resources
- Increased learner control, choice, and independence
- Anywhere, anytime, any size learning, any device
- New forms of assessment (Carrington)
- Self-directed and non-formal learning (Moocs)

Student-Driven Methodologies

- Authentic learning (learning by doing)
- Portfolio learning
- Demonstration learning
- Community-based learning
- Seamless learning
- Crowd learning

Student-Driven Methodologies

- Digital scholarship
 - Geo-learning
 - Game-based learning
 - Maker/tinker/diy learning
-
- Sharples, M., McAndrew, P., Weller, M., Ferguson, R., FitzGerald, E., Hirst, T., and Gaved, M. (2013). *Innovating Pedagogy 2013: Open University Innovation Report 2*. Milton Keynes: The Open University.

New Paradigm?

o Flipped Class

- o Bergmann J., Sams A. (2012). Flip Your Classroom. Reach Every Student in Every Class Every Day. Eugene/US: International Society for Technology in Education

o Moocs

- o (2) Experiences and Practices in and around MOOCs. (March 2014) eLearning Papers 37 http://www.openeducationeuropa.eu/sites/default/files/old/issue_37_0.pdf

Flipped Class Examples

- **Flipped learning network**
- Flipped Learning occurs when **direct instruction** is moved from the **group teaching space** to the **individual learning** environment.
- Class time is then used for **active problem solving** by students and **one-to-one** or small group interactions with the teacher. Students can watch the short lessons as many times as they wish to grasp the content and come to class ready to jump into the lesson, answer questions, work on collaborative projects, and explore the content further.

Flipped Class Examples

- <http://www.youtube.com/watch?v=nEfojG9ckYA&list=UL2H4RkudFzlc>
- <http://www.flippingphysics.com/how-to-flip.html>

ACTIVATING DIDACTICS

INTERACTION

CLASS

ME

PEER

FLIPPED
CLASS

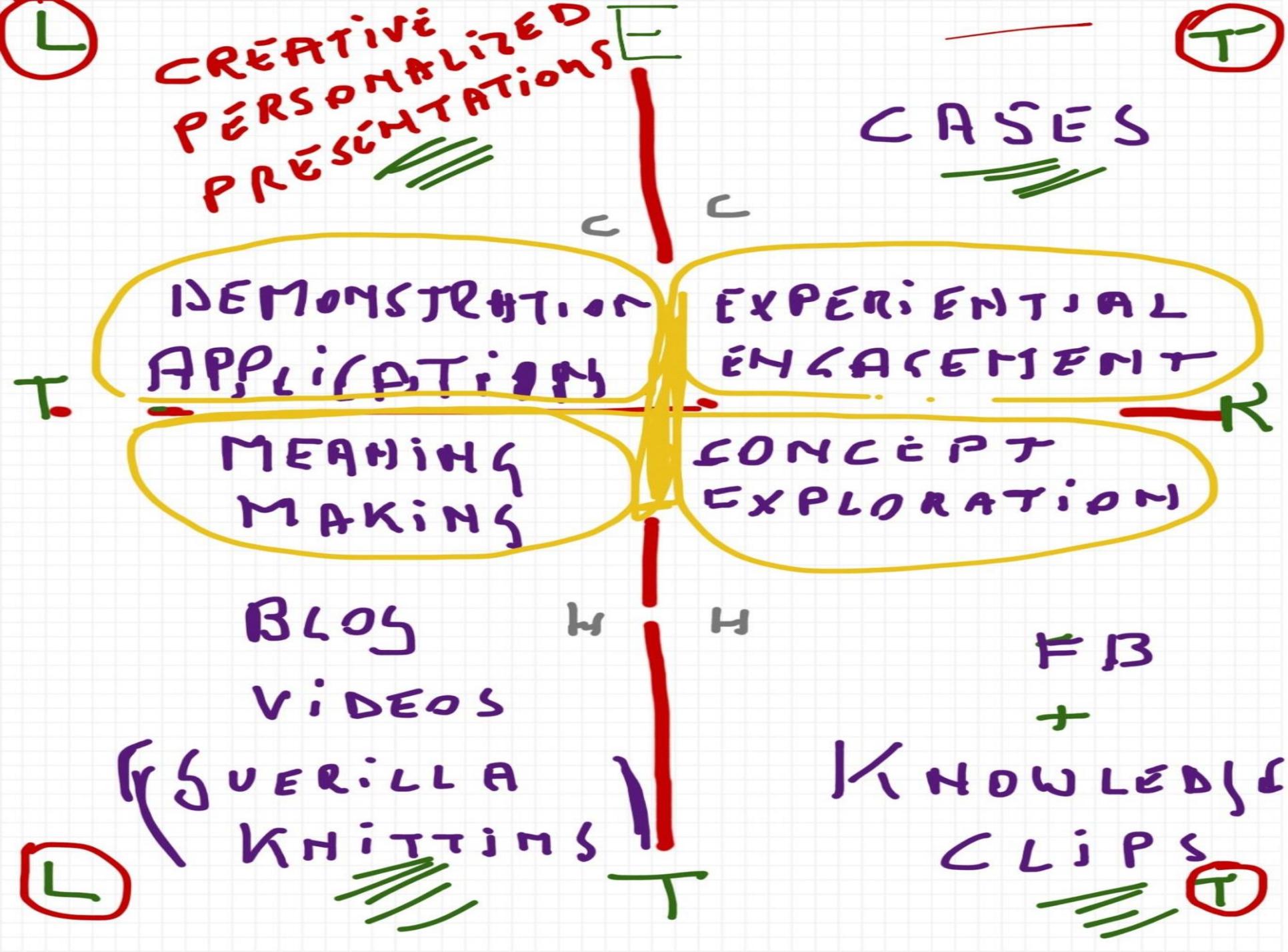
TEACHER

MOOC
TEACHER
KHAN

- CELEBRITY
- CONVERSATION
- STORYTELLER

PACE
PLACE
TIME
HOME

KNOWLEDGE CLIPS



Advantages of a Flipped Class

- A means to INCREASE interaction and personalized **contact time** between students and teachers.
- An environment where students take **responsibility for their own learning**.
- A classroom where the teacher is not the "sage on the stage", but the "**guide** on the side".
- A **blending** of direct instruction with constructivist learning.
- A classroom where students who are **absent** due to illness or extra-curricular activities such as athletics or field-trips, don't get left behind.
- A class where content is permanently **archived** for review or remediation.
- A class where all students are **engaged** in their learning.
- A place where all students can get a **personalized** education (Bergmann, Overmyer & Wilie 2011)

MOOC
ING
DIARY

MOOC +
MY CLASS

FLIPPED
MOOC

MOOC
MOODLE

MOOC
INNOVATION

MOOC
EPISODES

M

OO
C

xMOOC and cMOOC

- The xMOOC, a highly structured, content-driven course, designed for large numbers of individuals working mostly alone, guided by pre-recorded lectures, assessed by automated or peer-marked assignments. xMOOCs aim to provide access, at scale, to established higher education subjects as presented by authorities in various fields – where authority is signaled by affiliation with elite educational institutions.
- http://jolt.merlot.org/vol10no1/ross_0314.pdf

xMOOC and cMOOC

- The cMOOC, designed on what are described as "connectivist" (Siemens, 2005) principles, and involving a networked and collaborative approach to learning that is not primarily curriculum-driven, and does not involve formal assessment. Emphasis is placed on distributed, self-led exploration of topics, rather than on the expertise of authorities

Opposite Directions?

- Technology-Driven

- Teacher
- Classroom
- Content
- Transfer education
- Banking education

- Student-Driven

- Teacher-student
- Re-thinking classrooms
- Knowledge management
- Knowledge construction
- Empowerment

o Setting the Scene

- o When are teachers important?
- o Where are teachers important?

John Holt

<http://unschooling.com/>

21st Century: Teacher's Ice Age?

Confucius 6 C BC

Socrates 5 C BC

o **If students can now easily find most content online, how can faculty and instructors best support students?**

o <http://contactnorth.ca/trends-directions/beyond-open-educational-resources/how-open-and-free-content-transform-post-secondary-education>

ACT: What is Teaching?

What is happening in class/virtual learning environment?

We Stand on the Shoulders of Giants (Isaac Newton)

- Prior knowledge -> OER
- moving away from information transmission (with some exceptions), to providing rich learning environments that enable students to develop skills in managing knowledge. This suggests that in the future, lectures will be special occasions for very specific purposes, and no longer the default model for post-secondary education. The key 'service' that students will seek from faculty and instructors is support in their learning, which means a greater emphasis on pedagogical skills,

Could my students get this in a better form, or more easily, online?

- New knowledge based on unpublished research;
- Unique analyses
- Specific frames and choices helping students understand more easily or in depth;
- Enable them to raise questions
- Motivate them

Contact North

- Pointing them in the right direction to obtain the content they need;
- Helping them to manage their learning;
- Enabling them to develop a range of intellectual and social skills, such as evidence-based analysis, critical thinking, problem solving, design and synthesis;
- Challenging students to go deeper in their understanding and helping them to do this;
- Applying their knowledge to real world situations; and
- Assessing and validating their learning.

- o **If students can now easily find most content online, how can faculty and instructors best support students?**

- o <http://contactnorth.ca/trends-directions/beyond-open-educational-resources/how-open-and-free-content-transform-post-secondary-education>

ACT: What is Teaching?

What is happening ?

- We don't impart knowledge
- We establish links to and help them to connect to a piece of information
- o Nussbaum-Beach S.& Ritter Hall L. (2012). *The Connected Educator. Learning and Leading in a Digital Age*. USA: Solution Tree Press

What's the Purpose of Teaching

WHY do We Teach?

- Play: the capacity to experiment with one's surroundings as a form of problem solving
- Performance: the ability to adopt alternative identities for the purpose of improvisation and discovery
- Simulation: the ability to interpret and construct dynamic models of real-world processes (Nussbaum, 2012)

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What's the Purpose of Teaching

WHY do We Teach?

- Educational, didactical, caring roles

Przybylska, I. (2011). Teacher's perception of their roles. *The Learning Teacher Journal*, 15-31.

AGENT: Who's the Teacher?

Educational Role

- “forming personality, social competences, values and identity
- “personal growth”, “strengthening intellectual and social potential”. The teacher is a “coach” rather than a “master”

Didactical Role

- “dispensing knowledge, one-answer teaching, teacher as source of information” while the traditional carer creates “a safe environment” and engages with “disciplining” and “controlling”
- teachers as “facilitators or managers of knowledge and creative thinking, teaching how to learn”.The teacher is a tutor

Carer

- creates “a safe environment” and engages with “disciplining” and “controlling”
- the modern carer maintains well-being and takes care of “physical and psychological needs, managing students conduct”
- Przybylska indicates other roles for teachers ranging from amongst others animator, culture promoter, creator/researcher, intellectuallist, guide, therapist and friend.

Teacher as Conductor

- who is an expert in the “field of music” and who is highly aware of the group’s talents
- nurturing students as they collect, evaluate, and process information into unique learning products
- <http://blogs.kqed.org/mindshift/2014/04/teachers-most-powerful-role-adding-context/>

Master in a field of expertise?

- There will still be a need for context and background knowledge as students work to research and process their sources
- As their products seem – at first glance - disconnected, dissimilar, and separate
- <http://blogs.kqed.org/mindshift/2014/04/teachers-most-powerful-role-adding-context/>

Teacher Experiences ...Missing Components of MOOC Pedagogy

- charismatic celebrity professor (rock star lecturer, sage on the stage): actor-producer, not available for dialogue
- the co-learner or facilitator (guide on the side, fellow node)
- the automated response (quiz)
- The personal learning network
- Knowledgeable others
- Absent teacher
- http://jolt.merlot.org/vol10no1/ross_0314.pdf

- Educational, didactical, caring roles

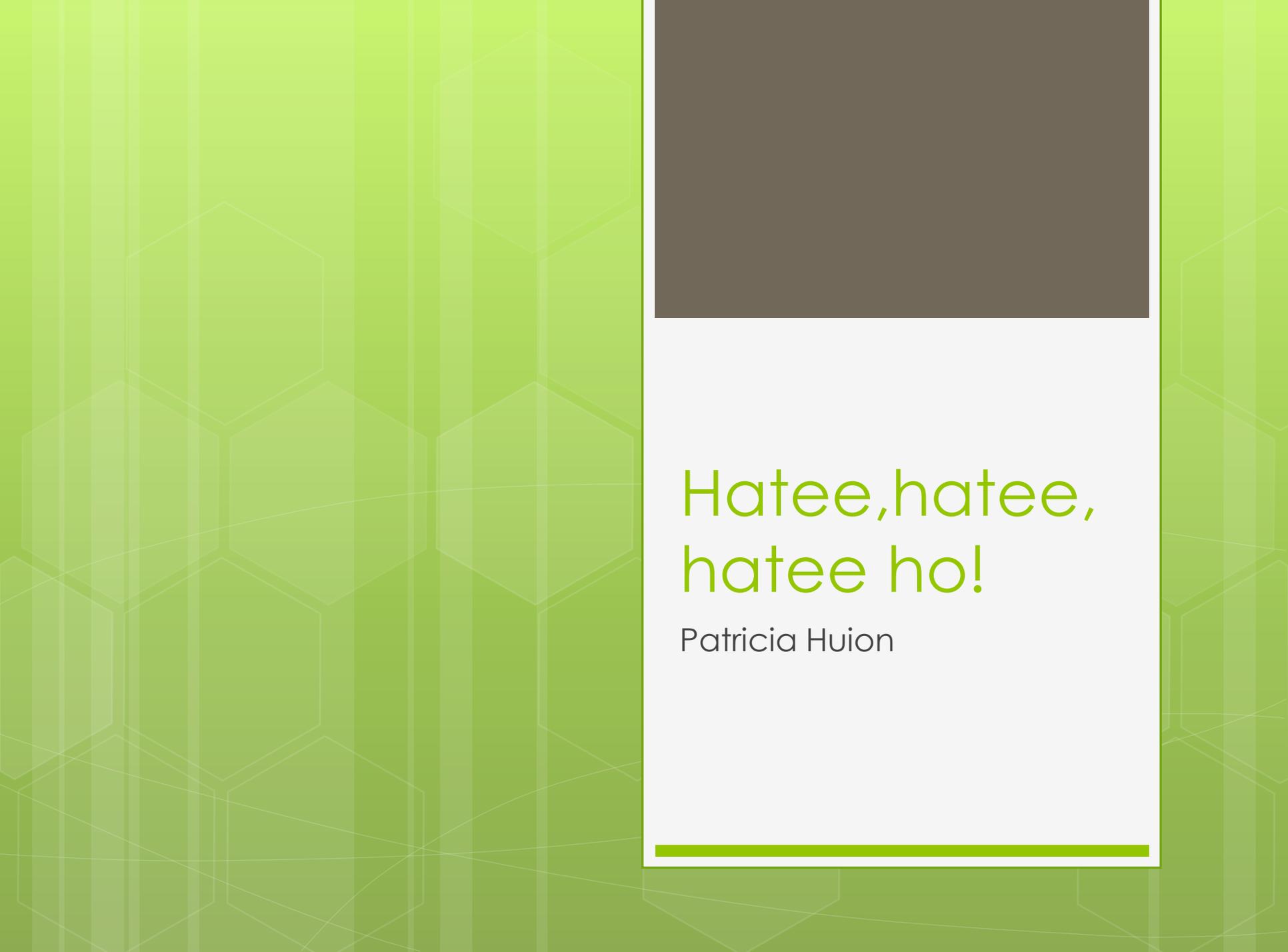
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AGENT: Who's the Teacher?

- Problems with
- Teacher Presence
- the effective transmission of expert knowledge
- Digital literacy

What's the Teacher's Agency?

Which Tools Should We Have?



Hatee,hatee, hatee ho!

Patricia Huion