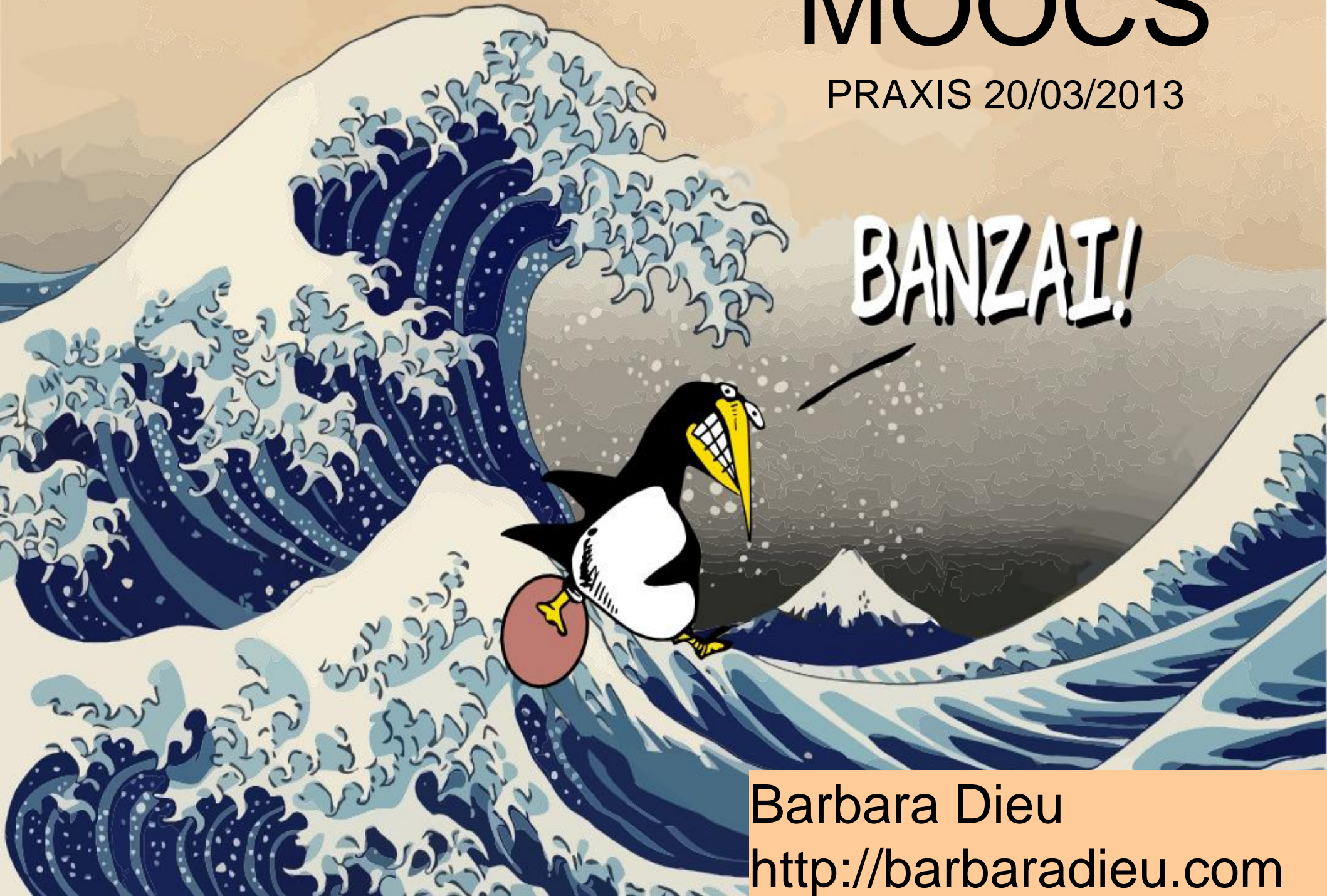


MOOCS

PRAXIS 20/03/2013

BANZAI!



Barbara Dieu
<http://barbaradiieu.com>

10 MOOCS

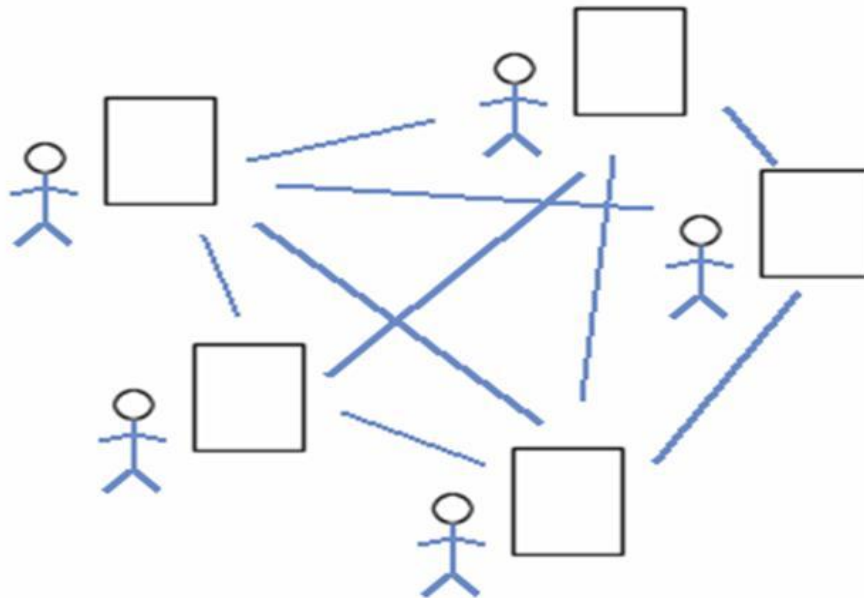
2008 3 abertos, distribuídos, grátis

2011 2 abertos, distribuídos, grátis

2012 1 fechado, centralizado, grátis

2013 4 fechados, centralizados,
grátis

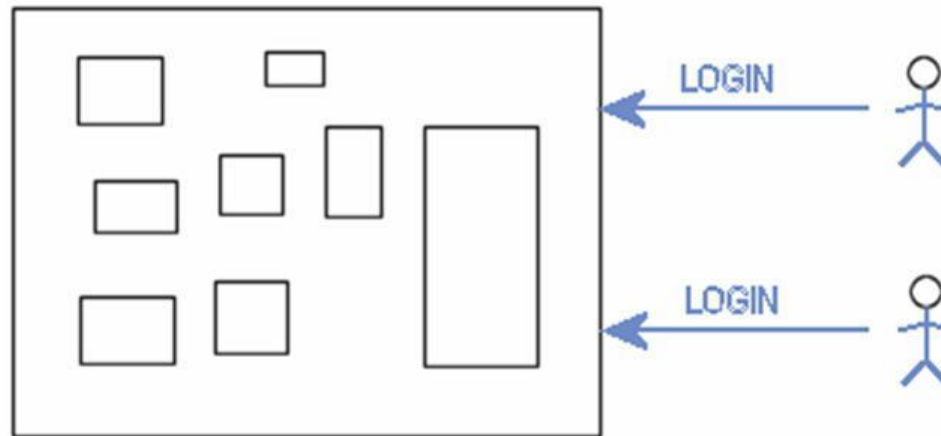
Abertos e Distribuídos



Wikis, blogs, tags, syndicação,
conteúdo e interações abertos na web

<http://itforum.coe.uga.edu/paper92/paper92.html>

Fechados e Centralizados



Plataformas: Moodle, Coursera, Udacity, Class2Go, Canvas, edX, Blackboard, etc.

<http://itforum.coe.uga.edu/paper92/paper92.html>

2008

Curiosity and Peer Based Learning

Março : Teemu Leinonen

Composing free and open online educational
resources

Wikiversity + The School of Art Education, University
of Art and Design Helsinki

Setembro: Leigh Blackhall

Facilitating Online Communities

WikiEducator + Universidade Otago, NZ

Setembro: George Siemens + Stephen Downes

Connectivism and Connective Knowledge

Moodle/Wiki Universidade Manitoba, CA.

Facilitating Online Communities – motivation

Posted on [September 1, 2008](#) by [Barbara Dieu](#)

I had seen the [FOC08 course](#) on Wikieducator but did not realize it was happening until [Alex](#) nudged me. The opportunity for conversation that drew me in - educators I know f2f, others with [whom](#) I have collaborated online, names I have seen in other spaces and places and finally the possibility of meeting people with fresh perspectives.

As I had not first planned to participate and joined late, the beginning was chaotic. Fortunately the course allows for [plenty of time](#) for people to digest the concepts and react. I was enjoying the freedom of my sabbatical year to go to [conferences](#), museums, exhibitions and get together with people from [different walks of life](#) and [professional areas](#). More and more, I have been trying to engage with non-homogeneous groups of people. After having spent 35 years enclosed inside a classroom, interacting with the same crowd and doing the same things, I have an imperious urge to know what is happening out there and learning from the world around me.

Acknowledging and interacting with this diversity of cultural, linguistic and professional personal backgrounds, assumptions and motivations is IMHO a key competency not only f2f but even more so when one is online, where physical cues are almost nonexistent.

Leigh says:

***facilitation** is a rare and valuable skill to have. It is a service that is often used in conferences, debates, panels and tutorials, or simply where groups of people are meeting and need someone to help negotiate meaning and understanding, and to keep everyone engaged and on task.*

Archives

- [July 2011](#)
- [January 2011](#)
- [December 2010](#)
- [January 2010](#)
- [November 2009](#)
- [October 2009](#)
- [September 2009](#)
- [July 2009](#)
- [April 2009](#)
- [March 2009](#)
- [February 2009](#)
- [January 2009](#)
- [December 2008](#)
- [November 2008](#)
- [October 2008](#)
- [September 2008](#)
- [August 2008](#)
- [July 2008](#)
- [June 2008](#)
- [May 2008](#)
- [April 2008](#)
- [March 2008](#)
- [February 2008](#)
- [November 2007](#)
- [October 2007](#)
- [September 2007](#)
- [August 2007](#)
- [July 2007](#)
- [June 2007](#)
- [May 2007](#)
- [April 2007](#)

Here comes everybody

Posted on [September 4, 2008](#) by [Barbara Dieu](#)

[The Power of Organizing without Organizations](#)

I have just posted my introduction to the [Moodle](#) Connectivism and Connective Knowledge Course which is about to start. [The course](#), which has already been nicknamed MOOC ([Massively Open Online Course](#)) because of the number of participants – about 1600), will be co-facilitated by [Georges Siemens](#) and [Stephen Downes](#)

Although [open courses](#) of this kind [are not new](#) and [nor are the tools used](#) ([message boards](#), [Moodle](#), [blog](#), [wiki](#), [microblogging](#), [syndication](#), [social networking platforms](#), [Second Life](#)), the innovation comes from the sheer number of participants involved from different parts of the world.

[HTML1]

What is fascinating, as [Clay Shirky](#) mentions [in the book](#) I have taken the title of this post from, is how the different people are meeting, moving and gathering online to make things happen, taking them from the global context to discuss them in their [own communities](#). Although the course is in English, translations to [Portuguese](#), [Spanish](#), [Chinese](#), [Italian](#) have been taken up by volunteers and are linked from the course wiki. [Special interest groups](#) are being created in different languages, [physical](#) and [online locations](#).

As Shirky mentions, the tools for sharing and co-operating on a global scale have been placed in

Archives

- [July 2011](#)
- [January 2011](#)
- [December 2010](#)
- [January 2010](#)
- [November 2009](#)
- [October 2009](#)
- [September 2009](#)
- [July 2009](#)
- [April 2009](#)
- [March 2009](#)
- [February 2009](#)
- [January 2009](#)
- [December 2008](#)
- [November 2008](#)
- [October 2008](#)
- [September 2008](#)
- [August 2008](#)
- [July 2008](#)
- [June 2008](#)
- [May 2008](#)
- [April 2008](#)
- [March 2008](#)
- [February 2008](#)
- [November 2007](#)
- [October 2007](#)
- [September 2007](#)
- [August 2007](#)
- [July 2007](#)
- [June 2007](#)
- [May 2007](#)
- [April 2007](#)

2011

Curiosity and Peer Based Learning

Janeiro: George Siemens

Learning and Knowledge Analytics (LAK011)

Google Groups, Wordpress, Moodle + University of
Athabasca + Tekri

Janeiro: Jim Groom

Digital Story Telling (ds106)

Wordpress, Wiki + University Mary Washington

Riding these waves

Posted on [January 11, 2011](#) by [Barbara Dieu](#)



To celebrate my *slow* comeback to Beespace, I have (maybe too eagerly) enrolled in two courses which are totally different in scope:

a) Jim Groom's [Digital Story Telling](#), a.k.a. #ds106 – a shot at creative madness, as [Alan Levine](#) puts it (well-illustrated by [d'arcy norman](#))

b) George Siemens (& all) [Learning and Knowledge Analytics](#) (#LAK11), “an introduction to the growing field of analytics in teaching, learning, training, development, and organizational knowledge”.

Both are of the [MOOC](#) kind, in that they are free, open to the contributions of a wider community and decentralized. While there are some suggested meeting and discussion places, they do not confine learners to an LMS but let them participate in any forum and format they prefer.

Tux's rippin' the avalanche but will need to walk the board or bail out before the wipeout...

Archives

- [July 2011](#)
- [January 2011](#)
- [December 2010](#)
- [January 2010](#)
- [November 2009](#)
- [October 2009](#)
- [September 2009](#)
- [July 2009](#)
- [April 2009](#)
- [March 2009](#)
- [February 2009](#)
- [January 2009](#)
- [December 2008](#)
- [November 2008](#)
- [October 2008](#)
- [September 2008](#)
- [August 2008](#)
- [July 2008](#)
- [June 2008](#)
- [May 2008](#)
- [April 2008](#)
- [March 2008](#)
- [February 2008](#)
- [November 2007](#)
- [October 2007](#)
- [September 2007](#)
- [August 2007](#)
- [July 2007](#)
- [June 2007](#)



Welcome to ds106!

Posted by [Reverend](#) | December 5, 2010

This is the aggregated home for the online, open course Digital Storytelling that will be starting January 10th, 2011.

To have your work syndicated into this site you simply need to add your blog/site URL and site name to the form to the right. Additionally, if you'd like to filter your posts by tag just add the tag you'll be using to the posts for this course and we'll syndicate just those posts. We recommend **ds106**, which is the course tag.



GET INTO DS106

- ▶ [What is ds106?](#)
- ▶ [A History Lesson](#)
- ▶ [ds106 Quick Start](#)
- ▶ [Your ds106 Handbook](#)
- ▶ [Advice from Students](#)
- ▶ [The ds106 Show](#)

DS106 SPRING 2013

Open Online Participants

beespace

a remix of gardner
web 2.0 style

for ds106
january 2011



0:00 / 3:00



Analytics

Video Manager

2012

Curiosity based learning

Outubro: Paul Kim

Designing a New Learning Environment

Venture Lab + Stanford

Stanford ONLINE

Designing a New Learning Environment

INSTRUCTOR:

Paul Kim, Chief Technology Officer and Assistant Dean, School of Education, Stanford University

October 21, 2012 - December 20, 2012

The next offering of this course will be in Spring 2013.

Notify Me!



Tweet

703



3.5k

Like

The Course

What constitutes learning in the 21st century? Should reading, watching, memorizing facts, and then taking exams be the only way to learn? Or could technology (used effectively) make learning more interactive, collaborative, and constructive? Could learning be more engaging and fun?

The Pawłowicz Suitcase

A voyage into the family history and myths

[HOME](#) [BLOG](#) [BIOGRAPHY](#) [ARTICLES](#) [BOOKS](#) [FAMILY](#) [GALLERIES](#) [GENEALOGY](#) [SKETCHES](#)

Home

the personal is where we start from

I'm [Barbara Dieu](#) and Bohdan Pawłowicz (1899 -1967) was my grandfather. He was a Polish writer, journalist and globetrotter.

Bohdan left a number of writings and recordings which chronicle the times he lived in and document his impressions, feelings and beliefs. After his death, much of this material was donated to the [Jozef Pilsudski Institute](#) and the [Piasa Archives](#) in New York but some more personal papers are still with the family, in different boxes and suitcases scattered around the world: in Poland, in the US and in Brazil.

It is my intention to retrieve these family records, classify them and publish them in this digital suitcase, weaving in the family narratives, memories and photographs, to bring out the family saga. [The blog](#), which runs parallel to this collection of items, is a contemporary diary on the different stages of this project. a record of my findings. impressions. reflections and the

RECENT POSTS

[The linguistic challenge](#)

[Some Background](#)

ARCHIVES

[February 2013](#)

RECENT COMMENTS



Tweet



Like

20

English Composition I

Lumen

Self-paced, available Jan 7, 2013

⚠ Class Full

Mailing List



You will not be given a final grade in this course

Full course description

This course is designed to introduce students to the writing, reading, and thinking skills necessary for success at the college level.

Upon completing this course, students will be able to:

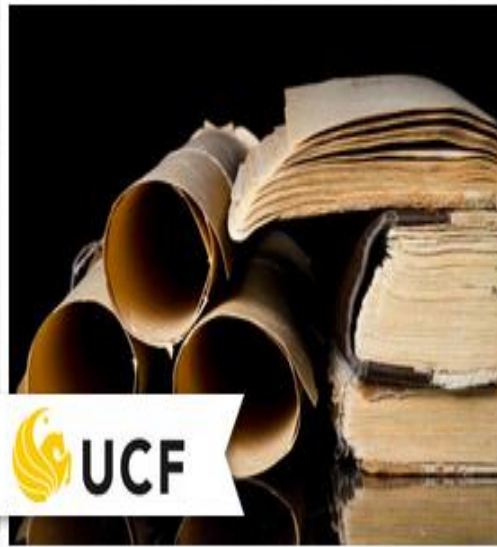
1. Compose essays demonstrating proficiency in developing and organizing ideas, using language effectively, and writing in standard edited English.
2. Find, evaluate, and use sources appropriately.
3. Demonstrate continued use and development of effective writing strategies in upper division courses.

Lumen

Lumen supports institutions to use open education models to improve student success.

- Eliminates textbook costs as a barrier
- Ensures quality instructional design
- Supports faculty success and development
- Analyzes and improves learning results

[MORE](#)



[Tweet](#)



[Like](#)

61

Writing History

University of Central Florida

Feb 11, 2013 to Apr 27, 2013

[Enroll](#)



Provides video lectures



Provides opportunities to interact with the instructor or students



Uses discussion forums



Some of your work will be assessed by peers



You will not be given a final grade in this course



Intended for educators or professionals



Contains content not appropriate for children under 18

Full course description

Writing History is a survey of historical thought, philosophy, and historiography. This course will survey the questions, methods, and debates historians have engaged in over the years and around the world. The course will also address best practices to researching and writing history.



Robert Cassanello

Assistant Professor of History

Robert Cassanello is an assistant professor of history at the University of

Central Florida. His research areas are Social History, Southern History, Race, Gender, Historiography. He is currently researching the

[Home](#)

COURSE OVERVIEW

[About The Course](#)[Course Schedule](#)

COURSE CONTENT

[Video Presentations](#)[Study Questions](#)[Weekly Quizzes](#)[Discussion Forums](#)[Help with Subtitles](#)

Announcements

Week 3 Is Live and Important Quiz Information

Welcome to Week 3 of Know Thyself. This week we move into the Twentieth Century as we consider the work of the influential British philosopher Gilbert Ryle (1900-76). Ryle taught at Oxford University for most of his career. As he remarks in his book *The Concept of Mind*, at an early point in his career he accepted the (by then) widely accepted dualistic picture inherited from Descartes. However, as he thought further about these issues he came to think that this view might harbor confusion. As a result, Ryle became a figure in the "ordinary language" movement in Philosophy, thereby sharing common ground with Ludwig Wittgenstein and J.L. Austin. This movement sought to show that many traditional philosophical problems rest on confusions having to do with misunderstanding the language in which those problems are couched. Instead, this movement held, once we attend to the "ordinary language" with which we discuss such concepts as mind, intelligence, reason, and understanding, we will find that such questions as, "What kind of entity is a mind—mental or physical"—rest on misunderstandings of language that we speak. Wittgenstein noted how language can bewitch our intelligence, and Ryle would have concurred.

Our course syllabus contains a link to an online copy of Ryle's (very long) book. However, I am only recommending that you read Chapters One, Two and Six. Also, as has been

Upcoming Deadlines

New Lectures

[Week 3 Lecture 5.1 Dualism](#)
[13:15]

[Week 3 Lecture 5.2 Modalities](#)
[09:18]

[Week 3 Lecture 5.3 The Category Mistake](#) [06:12]

[Week 3 Lecture 5.4 Closing Ryle's Criticism](#) [09:28]

[Week 3 Lecture 6.1 Ryle on Emotion](#) [07:34]

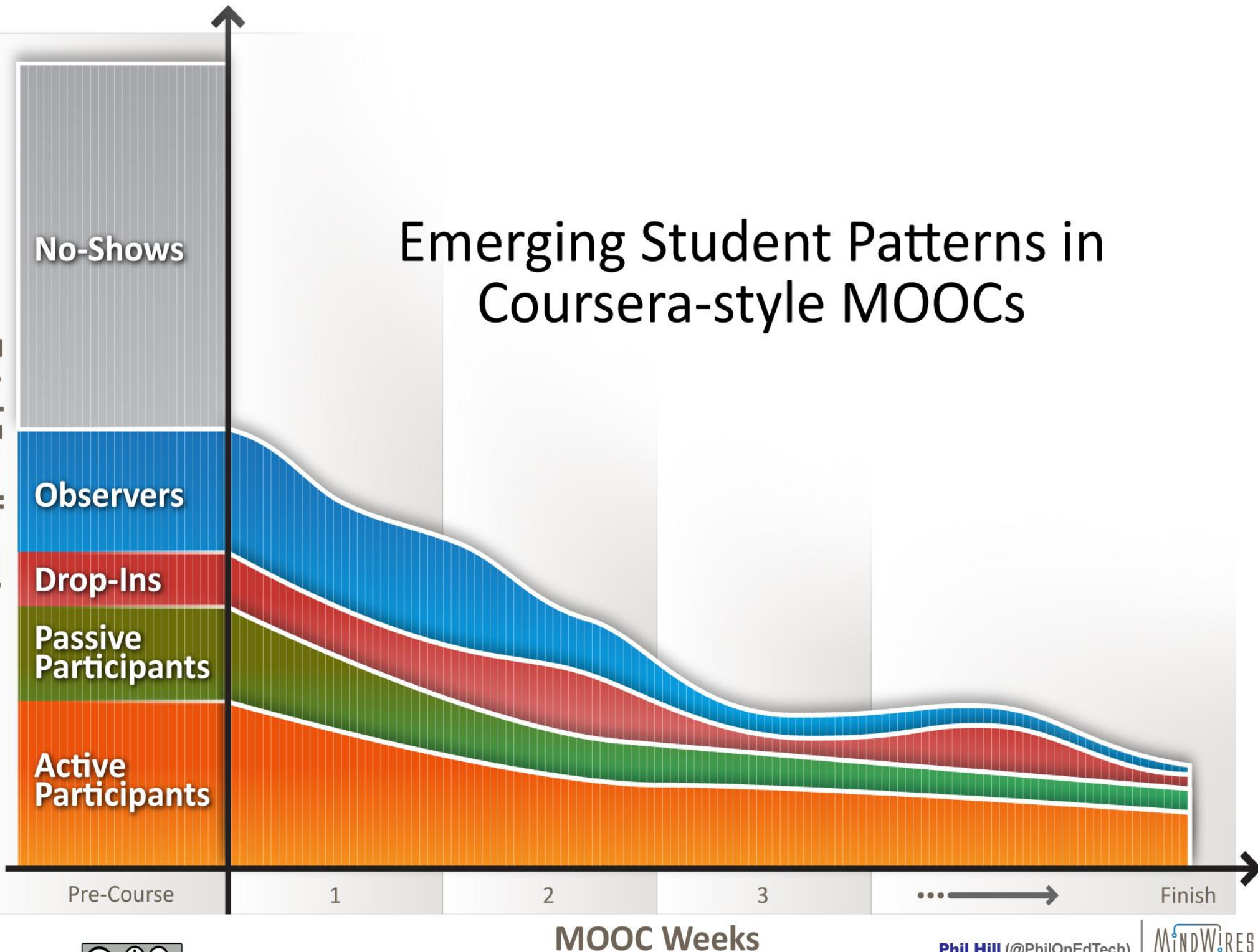
[Week 3 Lecture 6.2 Privileged Access, Part I](#) [08:54]

[Week 3 Lecture 6.3 Behaviorism](#)
[03:40]



Emerging Student Patterns in Coursera-style MOOCs

Total Enrollment



“Increasingly the world does not care what you know.

Everything is on Google.

The world only cares, and will only pay for,
what you can do with what you know.”

<http://www.nytimes.com/2013/03/06/opinion/friedman-the-professors-big-stage.html>

“Build your own dream; otherwise, someone else will hire you to build theirs.”

<http://www.knowmadsociety.com/>



OI, I CAN NET ART, ME!