Massively Open Online Courses and Personal Learning Environments

Wendy Drexler, Ph.D.
Christopher D. Sessums, Ph.D.

College of Education | School of Teaching and Learning | University of Florida
the world is wide and connected

twitter backchannel: #uffdc
information is everywhere
"The movement toward open content reflects a growing shift in the way academics ... are conceptualizing education to a view that is more about the process of learning than the information conveyed in their courses."

- Horizon Report 2010
in what ways can we help our students assume greater responsibility for the learning process?
the learning landscape
goal:

prepare students to learn in an open environment

model open learning in our coursework
personal learning environment

PLE

accessing, creating and organizing connections to resources, content, and people; knowledge management
passionate learning
organizing learning connections
from PLEs to PLCs
massively open online course

MOOC
open learning objectives:

**MOOC**

- use resources and tools responsibly (security, safety, academic honesty)

- model learning by design (inquiry)

- practice digital literacy & social responsibility (critical thinking & citizenship)
Assessment = synthesis + creation

Participation varies.
No evaluating behaviors & conversations while learning is going on.

Not assessing group work; assessing end result.

Placing responsibility of creating on students, not on teachers and test scores
take aways...

- social media can be a solution for shifting responsibility for the **learning process** to students

- value of problem-based learning & **authentic** assessment

- shift from LMS to PLE

- design open
IM IN UR COLLEGEZ
EDUPUNKN UR CMS
