

MOOCs beyond the c- and x-divide

- the relevance of a social constructivist approach

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We argue:

- MOOCs facilitates new ways of using digital technologies in education, instead of repeating old structures.
- MOOCs are no quick fix to overcome a massive need for education.
- MOOCs offer a framing of open networking among the participants.
- Still, the networking needs the presence of teachers, learners and content in shifting and multiple relations.

We question:

- Can education be categorised in either x- or c-approaches?
- Does the technological development determine learning theories?
- Do technological platforms form pedagogical models?

We suggest:

- Focus on the relations between knowledge domains and pedagogical models
- Utilization of the potentials for facilitating networks to share, participate, contribute, but focusing on diverse scaffolding strategies
- Utilization of teaching competence not only to describe learning objectives, but also to formulate educational goals

An historical context

- The development of MOOCs build on a history
 - MOOCs vision: ‘information wanna be free’
- Shifts between open and democratic movements vs. commercial movements

Another bit of history: Hypes

- The development of technologies has always been followed by a claim that "now everything will be completely different"

So, be careful with hypes ..

.. Yes, this new thing might be quite an important change, but ...

- Yet another historical lesson: Online education
 - separate departments
 - second-rate?
 - integrated in 'ordinary' education

MOOCs in Denmark

- Three universities have courses at the Coursera platform
- University colleges are developing MOOCs
- In May 2015 a global MOOC in the field of midwifery
- A MOOC targeted at care-givers in Indonesia

An Asian-European project

- *Project: eASEM*, Asian-European research network on e-learning for lifelong learning
 - General tendency: National plans
 - Design of courses: combinations of resources, tests, and ‘discuss-on-your-own’-activities
 - Need: Pedagogical discussions on teachers’ and learners’ roles, learning cultures, ..

A view of knowledge

- Knowledge is not static; cannot be transferred simply.
- A social constructivist approach to learning:
 - social and participatory,
 - role of the teacher as moderator of students' learning activities
- 'Learning relations' occur through:
 - Interaction between students, teachers, and content – in multiple and shifting relations

Pedagogical issues

Bayne & Ross: The "what, the how and the whom"
- and the "why"?

Learning cultures and the idea of worldwide learning

- related to domains (caregivers, midwifery)?
 - A practical or an academic profession?
- related to traditions of disciplines (arts, humanities, technical, natural, social sciences)?
 - Discussion or facts?

Pedagogical issues

- The teacher role as:
 - facilitator – moderator?
 - instructor – lecturer?
 - modeler – demonstrator?
 - ‘learner’?

- The dna of the teacher profession:
 - The dialogue which enlightens the students as well as the teacher?
Or strategic knowledge management?