

A Mixed Methods Look at Self-Directed Online Learning: MOOCs, Open Education, and Beyond



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Audience Poll #1:
Has learning technology has ever transformed your life.



1728: 1st correspondence course advertised Boston
 (learn shorthand from Caleb Phillips thru weekly mailed lessons)
The First University Correspondence Course
 (University of London, External Program, 1858)
 1728-1990s – Generally postal system based
 1930s – phonograph and radio
 1950s and 1960s – television
 1970s and 1980s – VHS tapes
 1980s and 1990s – DVD



May 10, 2013

10 ed-tech tools of the 70s, 80s, and 90s
 eSchool News, Meris Stansbury
<http://www.eschoolnews.com/2013/05/10/10-ed-tech-tools-of-the-70s-80s-and-90s/print/>



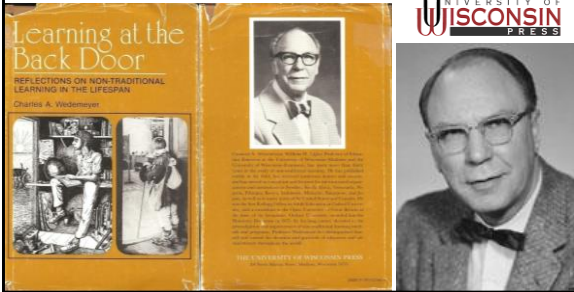
Looking to the Past...



Life as an accountant/CPA in a high tech company in the 1980s...



Took Correspondence & TV Courses
 (thanks to Bob Clasen and Charles Wedemeyer, the University of Wisconsin)



Knowledge Navigator (1987)
Apple Computer

<http://www.youtube.com/watch?v=hb4AF6wEoc>



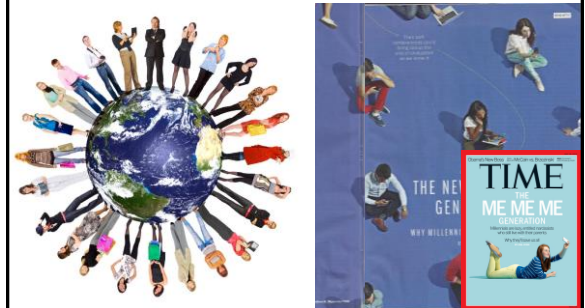
Fast Forward 25+ Years...
 "Anyone can now learn anything from anyone at any time."



May 20, 2013

The New Greatest Generation: Why Millennials will Save Us All, Time, Joel Stein

<http://www.time.com/time/magazine/article/0,9171,2143001,00.html>



Part I. Learning is Changing
New Technologies =
New Delivery Methods...



Audience Poll #1:

- I. Who remembers where they were when they found out that Steve Jobs died?**
- II. Who remembers what they were doing on 911?**
- III. Who remembers what they were doing on 441 (April 4, 2001)?**
- IV. Has this open educ. movement changed your life?**



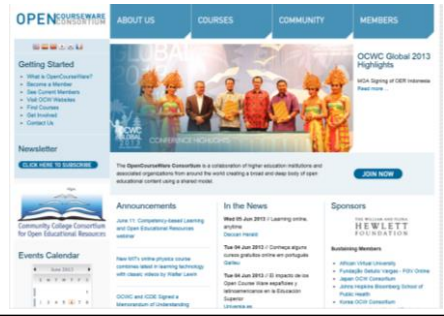
Charles Vest (April 4, 2001)

<http://web.mit.edu/newsoffice/2001/ocw.html>

"This is about something bigger than MIT. I hope other universities will see us as educational leaders in this arena, and we very much hope that OpenCourseWare will draw other universities to do the same. We would be delighted if -- over time -- we have a world wide web of knowledge that raises the quality of learning -- and ultimately, the quality of life -- around the globe."



OpenCourseWare Consortium



I. Learning is More Open

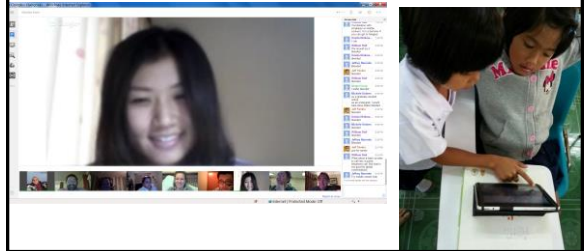
(80-Year-Old WGU Texas Grad Keeps His Promise, November 30, 2012, Reeve Hamilton, Texas Tribune)

THE TEXAS TRIBUNE
An 80-Year-Old Graduate With an Online Marketing Degree Kept His Promise



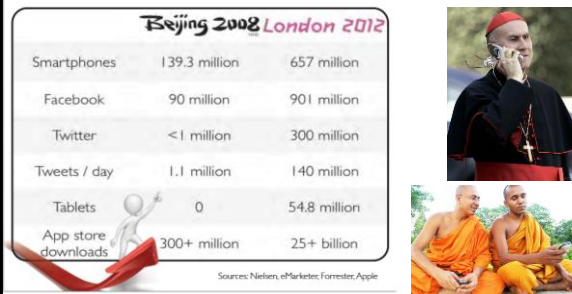
II. Learning also is More Collaborative

Collaboration and Discussion in Google Hangouts or with iPad, Jan. 28, 2013 (Carrie Gong from Beijing Normal University)



III. Learning is More Mobile

Brown, Keynote talk, "Learning in Hand With Mobile Technology," Wisconsin Distance Teaching and Learning Conference, August 10, 2012



IV. Learning is More Video-Based

Adora Svitak, WFP Youth Representative - 2013 ECOSOC Youth Forum, March 27, 2013

"Shaping tomorrow's innovators: Leveraging science, technology, innovation and culture for today's youth", Statement by the World Food Programme Youth Representative, Ms. Adora Svitak at the 2013 ECOSOC Youth Forum.
<http://webtv.un.org/meetings-events/economic-and-social-council/other-meetings/watch/adora-svitak-wfp-youth-representative-2013-ecosoc-youth-forum-shaping-tomorrows-innovators-leveraging-science-technology-innovation-and-culture-for-todays-youth-12257925952091>



V. Learning is More Social

Facebook reaches one billion users, CNN Money, Aaron Smith, October 4, 2012



VI. Learning is More Personal

iPotty Aims To Entertain Toddlers During Toilet Training, Mashable, Kate Freeman (January 10, 2013)
<http://mashable.com/2013/01/10/ipotty/>



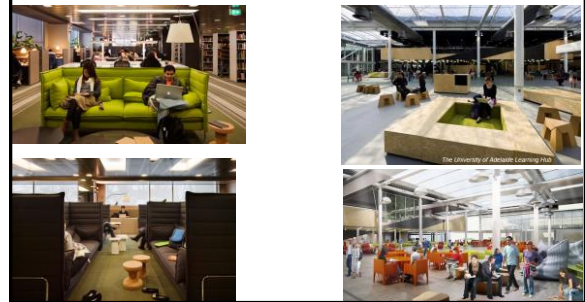
VII. Learning is More Modifiable

Inside Look: Learning Spaces, Meeting classroom teaching and collaboration expectations, University Business, Feb. 22, 2013
<http://www.universitybusiness.com/article/inside-look-learning-spaces>



VIII. Learning is More Comfortable

Design for Students, with Students, "Hub Central", the \$42 million University of Adelaide Learning hub opened in October 2011, May 8, 2012, Mike Roberts
<http://designbuildsource.com.au/design-for-students-with-students>



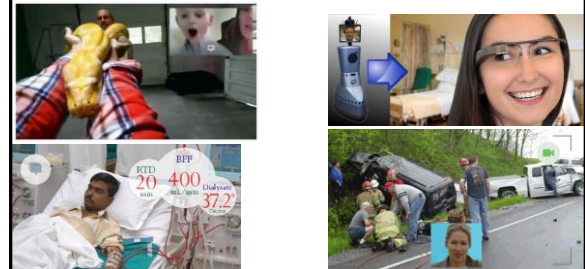
IX. Learning is More Ubiquitous

Flexible displays bend what's possible for computers, Jon Swartz, USA Today (May 4, 2012)



X. Learning is More Instantaneous

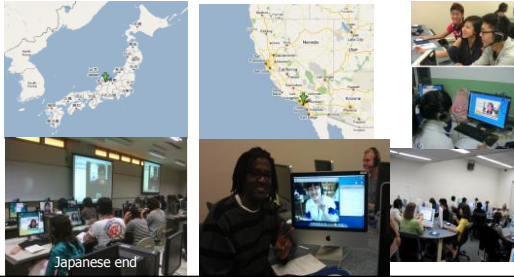
April 9, 2013
 HER Computer fashions face social test: Can wearable computers fit in? Scott Martin, USA Today
<http://www.usatoday.com/story/tech/2013/04/09/google-glass-2013/210660>
 (i.e., magnify moles or injuries, see vital signs, live stream surgeries, access previous PT sessions, access research and drug info, etc.)
<http://www.fiercemobilehealthcare.com/story/google-glasses-could-have-strong-potential-healthcare-use/2013-03-18>



XI. Learning is More Global UC Irvine (2013 report)

Example 3: Fundamentals of Japanese

Dr. Hideaki Riggs, Fall 2012 & Winter 2013, Tech-enhanced: [LIVE Advances in Performance \(OnDemand\)](#),
Skype Video conferencing tool, [Active Learning](#), Format: 5 - 1A lectures (24 students maximum); 3 - 2A lectures (24 students maximum); 2- 3A lectures (24 students maximum)



XII. Learning is More Massive April 16, 2013 (NovoEd)

New MOOC Provider Says It Fosters Peer Interaction
Chronicle of Higher Education, Jake New
<http://novosed.com>



XIII. Learning is More Technology-Based



DataWind Prepared \$20 Tablet Computer for Indian Market

A Canada-based company believes it can revolutionize education in India by rolling out a \$20 tablet computer.

What can you buy for \$20? A lunch for two? A new shirt? A few groceries? For India's 220 million schoolchildren, \$20 may soon buy a tablet computer.



April 15, 2013 World will soon be "Webified"

Google boss: Entire world will be online by 2020,
Doug Gross, CNN
http://www.cnn.com/2013/04/15/tech/web/eric-schmidt-internet/index.html?hp_hp_13

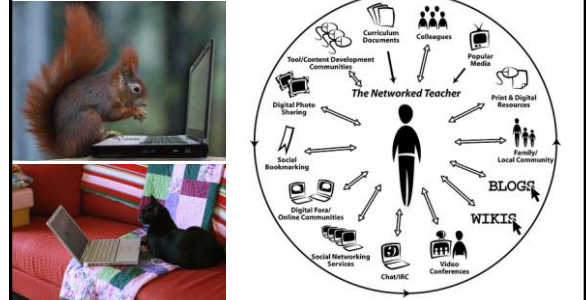


Google Wi-Fi from the Sky, Steven Levy, pp. 126-131, Wired, September 2013

<http://www.wired.com/gadgetlab/2013/08/googlex-project-loon/>



The Web of Learning



June 25, 2012 Enter MOOCs


<http://www.forbes.com/sites/georgeanders/2012/06/05/udacity-sebastian-thrun-disrupting-higher-education/>

Forbes New Posts Most Popular Lists

TECH | EDUCATION | BUSINESS | LIFESTYLE | OPINION

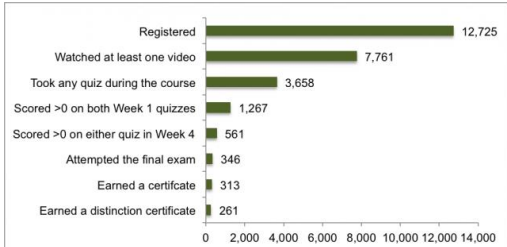
How Would You Like A Graduate Degree For \$100?

By **Sebastian Thrun** | **Ask Sebastian Thrun** what makes him tick, and the inventor and Google Fellow offers up three favorite themes: big open problems, a desire to help people and "disrupt for authority." Thrun, 40, has been among high- and among the all-guard-for nearly two



February 24, 2013 Big (MOOC) Data, Inside Higher Education, Dayna Catropa

<http://www.insidehighered.com/blogs/strategy/big-mooc-data>




Metric	Count
Registered	12,725
Watched at least one video	7,761
Took any quiz during the course	3,658
Scored >0 on both Week 1 quizzes	1,267
Scored >0 on either quiz in Week 4	561
Attempted the final exam	346
Earned a certificate	313
Earned a distinction certificate	261

February 5, 2013 Bioelectricity: A Quantitative Approach, Duke University's First MOOC

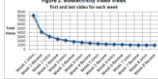
http://dukespace.lib.duke.edu/dspace/bitstream/handle/10161/6216/Duke_Bioelectricity_MOOC_Fall2012.pdf

Figure 5. Student motivations for enrolling



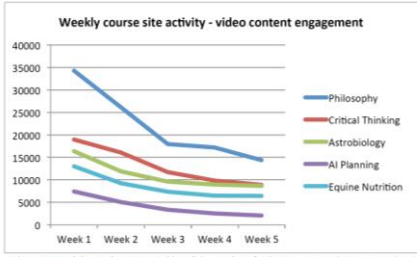
Motivation	Percentage
Other, please specify	10%
Geographically isolated from educational institutions	7%
Cannot afford to pursue a formal education	10%
Interest in how these courses are taught	34%
Professional Development	44%
Decide if I want to take college/university classes	13%
Supplement other college/university class	28%
Extending current knowledge of the topic	53%
General interest in the topic	87%

Figure 6. Bioelectricity Video View Rate and hit rates for each week



May 2013 MOOCs @ Edinburgh 2013- Report #1

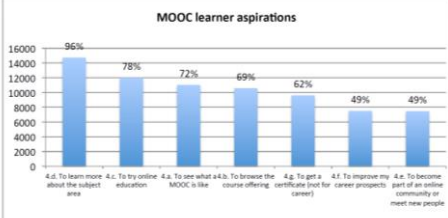
Weekly course site activity - video content engagement



Week	Philosophy	Critical Thinking	Astrobiology	AI Planning	Equine Nutrition
Week 1	35000	20000	15000	10000	5000
Week 2	20000	15000	10000	5000	3000
Week 3	18000	12000	8000	4000	2500
Week 4	15000	10000	7000	3500	2000
Week 5	14000	9000	6000	3000	1800

May 2013 MOOCs @ Edinburgh 2013- Report #1

MOOC learner aspirations



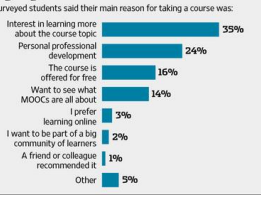
Aspiration	Percentage
4.6. To learn more about the subject area	96%
4.2. To try online education	78%
4.3. To see what a MOOC is like	72%
4.4. To browse the course offering	69%
4.8. To get a certificate (not for career prospects)	62%
4.7. To improve my career prospects	49%
4.5. To become part of an online community or meet new people	49%

October 8, 2013 An Early Report Card on Massive Open Online Courses, Recap of Canvas courses

Geoffrey A. Fowler, WSJ Online

Signing On

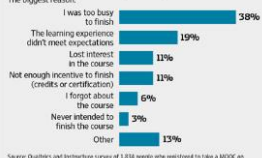
Surveyed students said their main reason for taking a course was:



Reason	Percentage
Interest in learning more about the course topic	35%
Personal professional development	24%
The course is offered for free	16%
Want to see what MOOCs are all about	14%
I prefer learning online	3%
I want to be part of a big community of learners	2%
A friend or colleague recommended it	1%
Other	5%

Logging Off

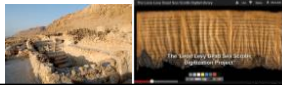
Forty-four percent of those surveyed said they didn't finish their course. The biggest reason:



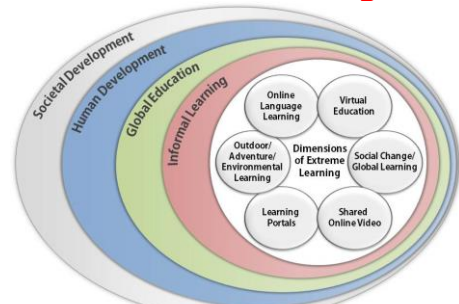
Reason	Percentage
I was too busy to finish	39%
The learning experience didn't meet expectations	19%
Lost interest in the course	11%
Not enough incentive to finish (credits or certification)	11%
I forgot about the course	6%
Never intended to finish the course	3%
Other	13%

Self-Directed Learners (SDL) (Abdullah, 2001)

- Tend to be highly curious & generally enjoy learning
- View problems as challenges
- Desire change, willing to try new things,
- Persistent, self-disciplined, goal oriented
- Independent, self-confident
- Make learning meaningful and relevant
- Self-monitor, evaluate, and regulate one's learning



Visual Representation of Extreme Learning



Human activity system for understanding the impact of Extreme Learning

HOPES: Humanity's Open Platform for the Exchange of Stories



October 1, 2012: MOOC Students 4 Massive Open Online Courses and How They Work, Ben Gose, Chronicle of HE

<http://chronicle.com/blogs/techtherapy/2012/10/03/episode-99-what-wearable-computers-could-mean-for-campuses/>



Rajeev Bajpai, an airline pilot based in Mumbai, took an online computer-science course to gain programming skills.

August 5, 2013

Free Online Higher Education: 5 Best MOOCs

By [Kannan Sankaran, Epoch Times](#)

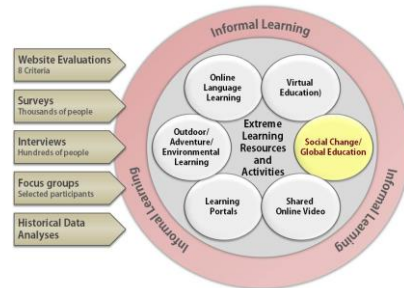
<http://www.theepochtimes.com/n3/229640-5-best-moocs-for-free-online-higher-education/>

MOOC at UPenn; Recession Fuels Explosion of Online Learning

<http://en.aol.com/video/recession-fuels-explosion-of-online-learning-517885097>



DREAMS: Design Research for an Engaging and Active Mobile System



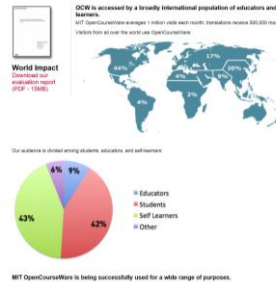
MIT OpenCourseWare (OCW)

<http://ocw.mit.edu/index.htm>



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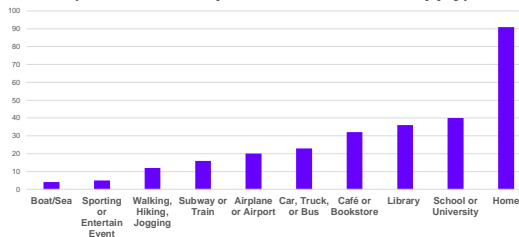


MIT OpenCourseWare (OCW) Study

- E-newsletter subscription 156,000 people
 - 1,429 completed surveys
 - ◆ 613 completed open ended items
 - 50% over age 40
 - 76% males
 - North America (44 percent); Asia (23 percent); Europe (14 percent); South America (10 percent); Middle East (3 percent); Oz (2 percent).
 - ◆ Top countries in the MIT OCW subscriber list were the United States, India, China, Brazil, Nigeria, Pakistan, Iran, Canada, the UK, Taiwan, Indonesia, Mexico, and Egypt.

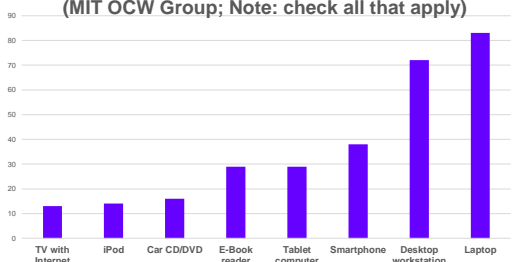
Where conduct informal?

Where Engage in Informal Learning with Technology
(MIT OCW Group; Note: check all the apply)



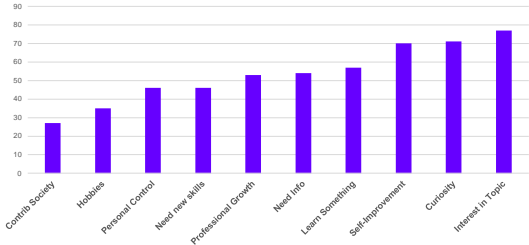
How access informal?

Devices Used for Learning Informally
(MIT OCW Group; Note: check all that apply)



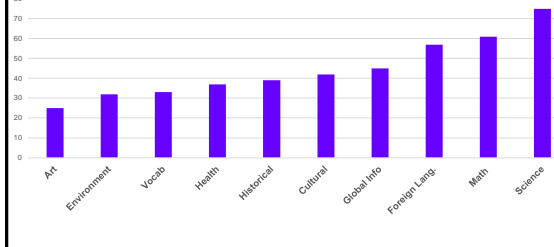
Reasons to explore?

Main Reason Explore the Web Informally to Learn
(MIT OCW Group; Note: Check all that apply)



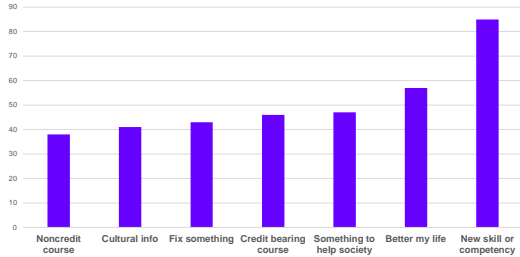
Skills hoping to acquire?

Skills Would Like to Learn Online Informally
(MIT OCW Group; Note: Check all that apply)



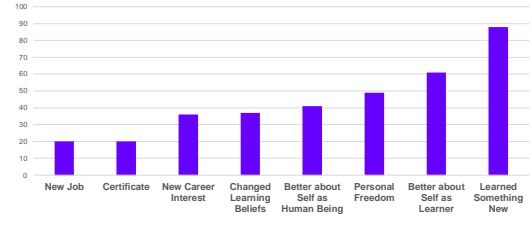
Hoping to achieve?

Like to Achieve from Learning Informally Online
(MIT OCW Group; Note: Check all that apply)



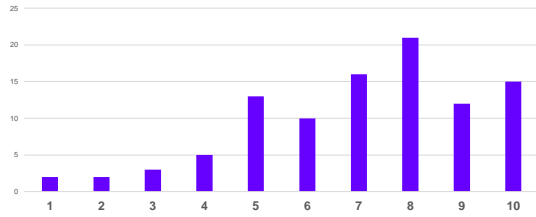
Actual achievements?

Achievements from Informal Online Learning Pursuits
(MIT OCW Group; Note: Check all that apply)



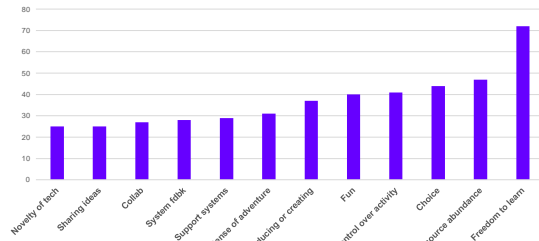
Experience life change?

Degree to Which Life Changed from Informal Online Learning
(Scale of 0 (Not at all) to 10 (Very Significantly); 5 = Moderately)
(MIT OCW Group; Note: Check all that apply)



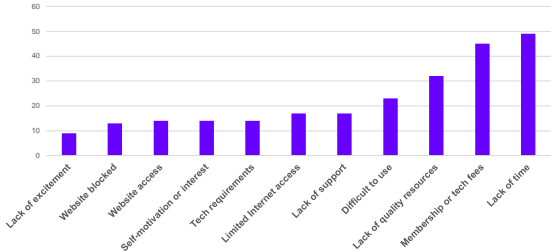
Factors leading to success or personal change?

Factors Leading to Success or Personal Change When Exploring Online
(MIT OCW Group; Note: Check all that apply)



What obstacles faced?

What Obstacles Faced When Learning Informally Online
(MIT OCW Group)



Open-Ended Questions

(28) Can you describe your most interesting or successful informal learning experience? What did you accomplish?

(30) Why did you want to do this learning activity or task? What was your **purpose or goals**? Please describe what captured your interest.

(31) Has your life changed in a small or big way as a result of this informal learning activity or experience? If so, how?

(32) What was the key moment when learning informally with technology where you felt a personal change? If so, please describe that moment, as best you can.

(34) Did you face any **obstacles or challenges** during this time when learning informally with technology? If so, how did you overcome them?



MIT Data: Inspires and Changes Ed Systems (18-20 year old male, Middle East)

When i was 14 years old i found MIT OCW during my search in..(physics) by Prof Walter Lewin looked really interesting and i became interested in physics. **To be honest OCW changed my way of living and i found how beautiful physics is...informal learning is interesting because you can have access to some of the best courses provided by the best universities in the world...MIT OCW or Stanford open courses have also changed the educational system in some poor countries and have taught the teachers and professors in those countries how to teach a subject in a modern way.**

open course

MIT Data: Self-Taught on Social Media

(21-30 year old unemployed female, North America)

At first my purpose was to fulfill boredom ...**After graduating with a MS, I was faced with unemployment. I took the opportunity to read blogs, watch Youtube videos, and more to learn about blogging and social media. Since then I have become well versed in social media and other business topics and started a business... I decided not to pursue a PHD because I am learning a more rapid pace. Instead of spending 5 years in school, I can be flexible and work on what I am learning.**



MIT Data: Enhances Current Job Prospects (31-40 year old male, Asia)

I learnt scheme from MIT OCW. Which helped in **learning elisp/lisp**. The programming techniques increased my software design knowledge. **Algebra - mit ocw course was very useful**, it helped me to refresh the basics of Digital signal processing. - I have learnt a lot of **"applying my knowledge"** than just learning the "theory" - Various online classes allow for multiple perspectives of the same topic thus showing us how the same thing can be applied in different fields.



MIT Data: Prepares to Reenter University (41-50 year old male, Middle East)

Most interesting experience of my own was my use of MIT OCW to refresh on Calculus. I purchased the textbook and followed one of several calculus options on the site. **This was quite successful in re-introducing Calculus, as a prep to re-entering college 28 years after graduation - this time to study for a Master's.**



MIT Data: Builds Expertise and Expert Connections (51-60 year old female, North America)

I'm a virtual reference librarian...My friend and I have a blog about music cognition, which is a little crazy because we don't know anything about it. Nevertheless, we blog about current articles, and one experience was especially meaningful, where I tweeted a question to Daniel Levitin, who answered. He's the guy who wrote *The World in Six Songs*, among other things. The fact that you can communicate with an expert in the field who will take the time to give a thoughtful tweet (and yes, 140 characters can be thoughtful)--well, that's amazing...I think it was the single most exciting learning moment I've experienced.



MIT Data: Retiree Develops New Hobby (65 year old male, North America)

I retired from education I became a lifestyle entrepreneur. I was trying to learn software to develop a business website for our sailing business. I discovered...Lynda.com. I was learning web development, video editing and photoshop. I realized that I could learn this software without going to a formal class and that was an "eureka" moment.. My wife and I travelled and started a yacht delivery and training business that has taken us all over the world. We learned technology and social media as we travelled and ended up with many fantastic experiences in some very exotic places. We taught ourselves web development and have been figuring out online learning as we went. Now at 65 years of age we are going back to university to take a Computer Science Degree and start a new tech business relating to interactive educational media and games. All very exciting :-)



MIT Data: Retiree Develops New Hobby (70+ year old female, North America)

I'm an avid photographer and have developed skills for developing my own website for display of my photography and books I have written that include my photographs...I've had multiple careers, from science, to public administration, and information technology. The development of my art is a new and exciting experience.

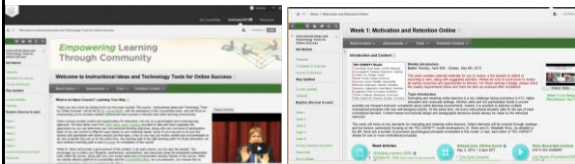


Blackboard MOOC and Open Education Study



Blackboard (CourseSites) MOOC

<http://events.blackboard.com/open>

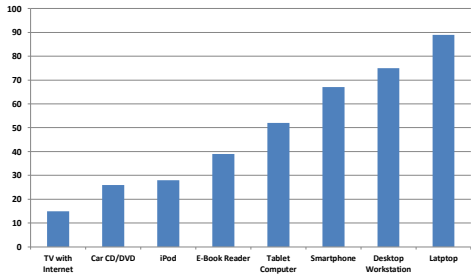


Blackboard MOOC Sample

- Survey notice sent to 3,800 MOOC participants
- 159 completed surveys
 - ◆ 49 completed open ended items
 - 72% over age 40
 - 73% females
 - North America (81 percent); Asia (2 percent); Europe (6 percent); South America (1 percent); Middle East (2 percent); Australia/NZ (7 percent); Africa (1 percent)

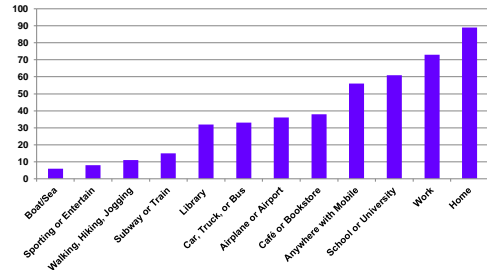
Blackboard Data

Figure 1. Devices used to learn informally with technology



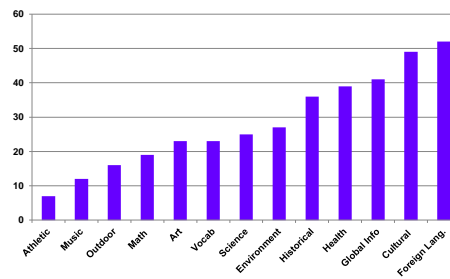
Blackboard Data

Figure 2. Places respondents engage in informal learning with technology



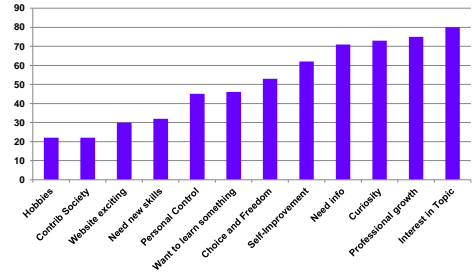
Blackboard Data

Figure 3. Specific skills wanting to learn informally online



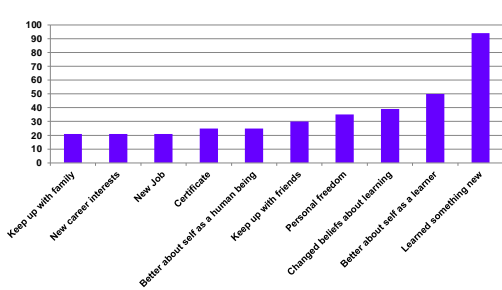
Blackboard Data

Figure 4. Main reasons to informally explore the Web to learn



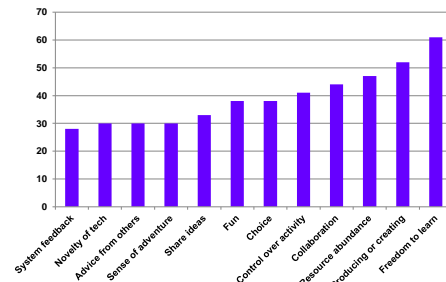
Blackboard Data

Figure 5. Achievements from learning informally online



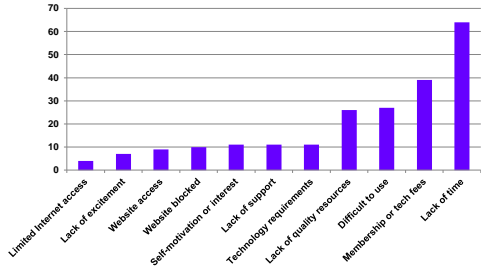
Blackboard Data

Figure 6. Factors leading to success or personal change when learning informally online



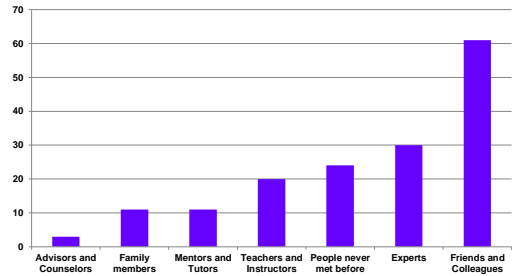
Blackboard Data

Figure 7. Obstacles and challenges faced when learning informally online.



Blackboard Data

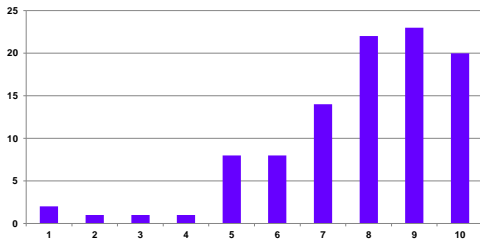
Who typically supports your informal learning experiences?



Experience life change?

(0 = not at all; 5 = moderately; 10 = significantly)

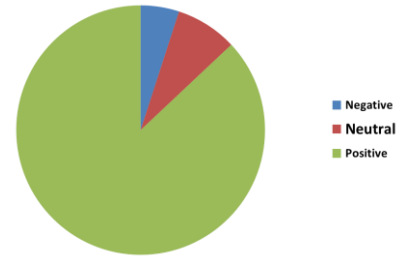
Has your life changed from informal learning on the Web?



Experience life change?

(0 = not at all; 5 = moderately; 10 = significantly)

Has your life changed from informal learning on the Web?



Open-Ended Questions

(28) Can you describe your most interesting or successful informal learning experience? What did you accomplish?

(30) Why did you want to do this learning activity or task? What was your **purpose or goals**? Please describe what captured your interest.

(31) Has your life changed in a small or big way as a result of this informal learning activity or experience? If so, how?

(32) What was the key moment when learning informally with technology where you felt a personal change? If so, please describe that moment, as best you can.

(34) Did you face any **obstacles or challenges** during this time when learning informally with technology? If so, how did you overcome them?



Goals and Motivations (Blackboard MOOC)

- Improve their job prospects
- Pursue personal interests or hobbies
- Seeking certification of some type
- Information seeking
- Means to expand one's formal learning



Life Changing Example #1

"I grew in every possible way. Not only were my own ideas validated but I was encouraged to go beyond what I thought possible - maybe I would call it "**Extreme DOING**" the other half of extreme learning no? These bold steps have shaped my personal and professional life to a profound level."



Life Changing Example #2

"Yes, I view the way I make choices, the way I raise my children, the way I teach, the way I negotiate international agreements fundamentally different. There are no huge differences in the decisions because the same set of values inform the decisions, but the approach, the motivations, the incentives are modified in substantial ways as a result."



Life Changing Example #3

Yes. I plan to focus my Ph.D. research on alternative forms of learning (informal DIY) and credit (like open badges) and the changes higher ed and employers will have to make to accept these forms of credit.



Life Changing Example #4

It has made my job much easier and it's been easier for me to execute certain tasks, making me more willing to take on bigger challenges. It was also shown me how enjoyable it is to learn a computer language. It opened my mind to considering possibilities in this area. It also made my husband respect my ability around computers a bit more.



Life Changing Example #5

Some of my friends tell me that they love the nuggets of information that I share with them when talking about things I learned during short commutes, etc. They have started listening to podcasts and share similar nuggets about the fields that they care about.



Life Changing Example #6

My life has changed in a big way. I used these new skills to create a small business that supplements my income. I couldn't use this income solely to support myself, but it does pay some bills.



Life Changing Example #7

Without the opportunity to learn informally, my **options within my doctoral program** would be limited to the ideas and experience of the three instructors in my program track. I would be graduating with a firm grasp of 20-year old dated ideas!



Life Changing Example #8

"Well, my life changed in that I thought I knew how important place and stories where to indigenous people...I learnt loads about indigenous culture and places and loads about augmented reality so now I know I have to change the project to allow students to have the same experience - them creating the content not me which I knew but didn't take it into consideration enough when planning the project....I wanted to create a project that made students (university) aware of how pervasive indigenous culture is contemporary Australia - how important place is to indigenous people and how their culture is so connected to place through stories...."



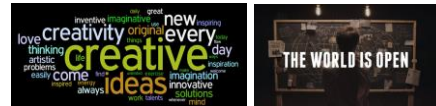
Life Changing Example #9

My life has changed in a big way - as the MOOC helped me to **re-design one of the educational approaches in my workplace** by providing a more interactive, innovative learning experience.



Life Changing Example #10

It has changed because I have learned new things and got more creative in my own field...The key moment was when I felt that **the world is now becoming open** as Dr. bonk describes it. I don't need to travel to different countries and spend my time and money trying to get a new idea or learn a new skill. I can have the access to quality materials, novel ideas and experts anywhere and any time.



Information Seekers (DIYers): Personal Identity

"Today, we were trying to install a pool filter--we got instructions off You Tube. I also just bought a recumbent exercise bike--I looked at online reviews before making a choice." She then added, "**Knowing that I did not need to ask an actual person for help was life changing.** I am an introvert by nature, and I prefer to figure things on my own. **Knowing that I can research informally on the Web is reassuring.**"



Information Seekers (DIYers): Personal Identity

I have accomplished on my own. It has been empowering and rewarding to become a research detective online.



Information Seekers (DIYers): Personal Identity

"My informal learning experience did influence my social life, as my travel buddy for the convention **thought that I was incredibly smart** and tremendously "with it," because I knew so much about the city, what to see, and how to get places. **It's nice (if not slightly narcissistic) to be appreciated for your knowledge.**"



Joining a Learning Community

"My key moment came when I discovered a **community of like-minded scholars** from around the world. **I no longer felt isolated or disconnected.** This has become my most valuable support network and I am grateful."



Joining a Learning Community (social and intellectual capital)

"Socially the impact was great as well because **now I have friends I can talk technology with a lot.**"



Joining a Learning Community (social and intellectual capital)

"Influenced my professional life - I guess **I have more social capital.**"



Seeking Relevance

"I almost always listen to podcasts or .mp3 audio books, etc. when biking. **After one session of learning some Korean language on a bike I was on my way home and chose to stop into a store for some take-out food. The conversation was almost identical to the lesson I had just learned.** Although the questions and answers were simple and predictable small talk, it really was surreal at just how closely the real-world small talk conversation matched the mp3 that was produced a few years ago. It really gave me confidence that the audio recording method was not a joke."



Challenges and Issues

- Discern the quality of information
- Evaluate the quality
- Informal learning not taken seriously by their superiors
- Certificates and badges may reduce sense of fun and learning enjoyment



MOOC Challenges: Finding Appropriate Ones

"I think the hardest part is finding a MOOC that would work. It is not like there is a directory of MOOCs. You get out what you put in - the more you put in - in terms of writing and connecting the more you will get out of the experience. While the experience is informal - you need to give it more of a formal importance in your daily schedule."



More Challenges: Ignore Documentation Errors

"Don't be too trusting of the documentation. It's written by humans and has the potential for error. Move on, don't waste time."



Learning for Enjoyment Versus Credentials and Badges

"Just play around with ideas for alternatives to printed texts and don't be afraid to create your own, even if they're amateurish...I think we need to de-emphasise formal assessment and accreditation and encourage our playful side to see what is possible. Too much informal learning wants to get itself 'badged' or validated too quickly and this means its losing its genuine amateur status."



Informal Learner Characteristics

- Strong intrinsic motivation, pride themselves being a "self-directed learner" ---"my own pleasure" and values autonomy, considers it empowering
- Considers sharing as important part of educ/learning
- Takes pride in creating and contributing
- Enjoys the community of people with similar interests---but not necessarily the human f2f interaction



Informal Learner Characteristics: Values SDL

"I continue to research my interests for my own pleasure, especially on sites like Amazon for books and e-books, and have ongoing email alerts for journal content. I also use online sources for job hunting and professional networking."



Informal is now Formal: Limited Assistance

"This MOOC was simply a different way to "formally" learn informally. No one was really a mentor or helped me."



Informal Learner Characteristics: Self-Reliant

"Knowing that I did not need to ask an actual person for help was life changing. I am an introvert by nature, and I prefer to figure out things on my own. Knowing that I can research informally on the Web is reassuring."



Components of Successful MOOC Learner

- Self-motivated
- Enjoys sense of creating
- Shares their creation
- Delights in wide range of info resources
- Takes pride in learning on their own



What about the Instructor in the Open World? (Instructor as Cat Herder?)



Learning is More Interactive and Collaborative



1. From Instructor as Credit Manager



2. From Instructor as Camp Commander



3. From Instructor as Court Room Judge



4. From Instructor as Casino Operator



5. To Instructor as Counselor



6. To Instructor as Consultant



7. To Instructor as Conductor



8. To Instructor as Course Ambassador



9. To Instructor as Curator



10. To Instructor as Concierge



11. To Instructor as Camping Trip Guide



12. To Instructor as Cultivator



To Instruction as a Cognitive Apprenticeship



Any Questions?



Slides at: TrainingShare.com
 Paper: PublicationShare.com
 Books: <http://worldisopen.com/>
 Email: curt@worldisopen.com
cjbonk@Indiana.edu

