

Digital Cultures and Lifelong Learning

ASEM LLL Hub

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RESEARCH
IN DIGITAL
EDUCATION





Knox, J. forthcoming. *Critical Education and Digital Cultures*. Springer Encyclopaedia of Educational Theory and Philosophy. Springer

how digital technologies in education are
valued, imagined and *represented*

digital cultures


Does technology improve education, or not?




Hamilton, E.C. & Friesen, N., 2013. Online Education: A Science and Technology Studies Perspective. Canadian Journal of Learning and Technology, 39(2). Available at: <http://cjlt.csj.ualberta.ca/index.php/cjlt/article/view/689/363>

E-learning and Digital Cultures

coursera | [Content](#) [Messaging](#) [Setup](#) [Grading](#) [Data](#) [Advanced](#) Jeremy Knox

 **THE UNIVERSITY of EDINBURGH**

E-learning and Digital Cultures
by Jeremy Knox, Sian Bayne, Dr Jen Ross, Dr Christine Sinclair, Dr Hamish A. Macleod



[Welcome to E-Learning and Digital Cultures](#)

[EDCMOOC Basics - what, where, how and when?](#)

[Discussion Forums](#)

[Course Guides](#)

[EDC MOOC News](#)

BLOCK 1

[Utopias and Dystopias](#)

[Week 1: Looking to the past](#)

[Week 1 Resources](#)

[Week 2: Looking to the future](#)

[Week 2 Resources](#)

[Week 2 Responses](#)


BLOCK 2

[Being Human](#)


[Week 3: Reasserting the human](#)

Week 1 Resources Help

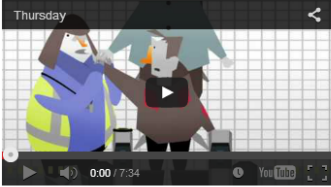
Popular cultures

Film 1: Bendito Machine III (6:35)

[Watch on YouTube](#)

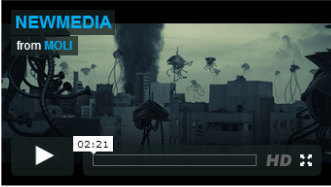
This animated film tells the story of technological development in terms of ritual and worship - the characters in the film treat each new technology as god-like, appearing from the sky and causing the immediate substitution of the technology before it. What is this film suggesting are the ecological and social implications of an obsession or fixation on technology? Do the film's characters have any choice in relation to their technologies? What are the characteristics of various technologies as portrayed in this film?

Film 2: Inbox (8:37)

[Watch on YouTube](#)

Inbox is a quirky representation of the ways in which web-based technology connects people, the limitations of those connections, and the nature of communication in a mediated world. Depending on how you interpret the relationship between the two main characters, and the ending, you might argue that this is a utopian account, or a dystopian one - what do you think, and why?

Film 3: Thursday (7:34)

[Watch on YouTube](#)

Thursday depicts a tension between a natural world and a technological world, with humans caught between the two. What message is the film presenting about technology? What losses and gains are described? Who or what has 'agency' in this

Film 4: New Media (2:21)

[Watch on Vimeo](#)

A very short, very grim representation of the effects of technology on humanity. There are definite visual echoes

[Admin Help](#)

#edcmooc



The New York Times

Q & A WITH ANANT AGARWAL

One Course, 150,000 Students

By TAMAR LEWIN

Published: July 18, 2012

TECH | 7/17/2012 @ 3:19AM | 10,592 views

So Long Stuffy Lecture Halls: Coursera Just Tripled Its Digital Campus



3 comments, 2 called-out

+ Comment now

Online Higher-Education Startup Coursera Is Taking Over the World

By Will Oremus | Posted Wednesday, Sept. 19, 2012, at 10:26 AM ET

Berkeley Joins Harvard, MIT Offering Free Online Classes

By Jeanna Smialek - Jul 24, 2012 8:01 AM GMT



3 COMMENTS

+ QUEUE



Home » News » Education

Published: 7/15/2012 - Updated: 3 months ago

A world-class education--for free

Universities offering some courses online to a global student body

BY RONEISHA MULLEN
BLADE STAFF WRITER



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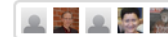
Susan Adams, Forbes Staff

I cover careers, jobs and every aspect of leadership.

+ Follow (790)

LEADERSHIP | 7/17/2012 @ 4:31PM | 13,949 views

Is Coursera the Beginning of the End for Traditional Higher Education?



7 comments, 5 called-out

+ Comment now

FEATURES

How Coursera, A Free Online Education Service, Will School Us All

BY ANYA KAMENETZ | AUGUST 8, 2012

An online education outfit started by a pair of Stanford professors is offering top-drawer college-level courses for free. Higher learning may never be the same.



The New York Times

The Opinion Pages

WORLD U.S. N.Y. / REGION BUSINESS TECHNOLOGY

OP-ED COLUMNIST

Come the Revolution

By THOMAS L. FRIEDMAN

Published: May 15, 2012 | 370 Comments

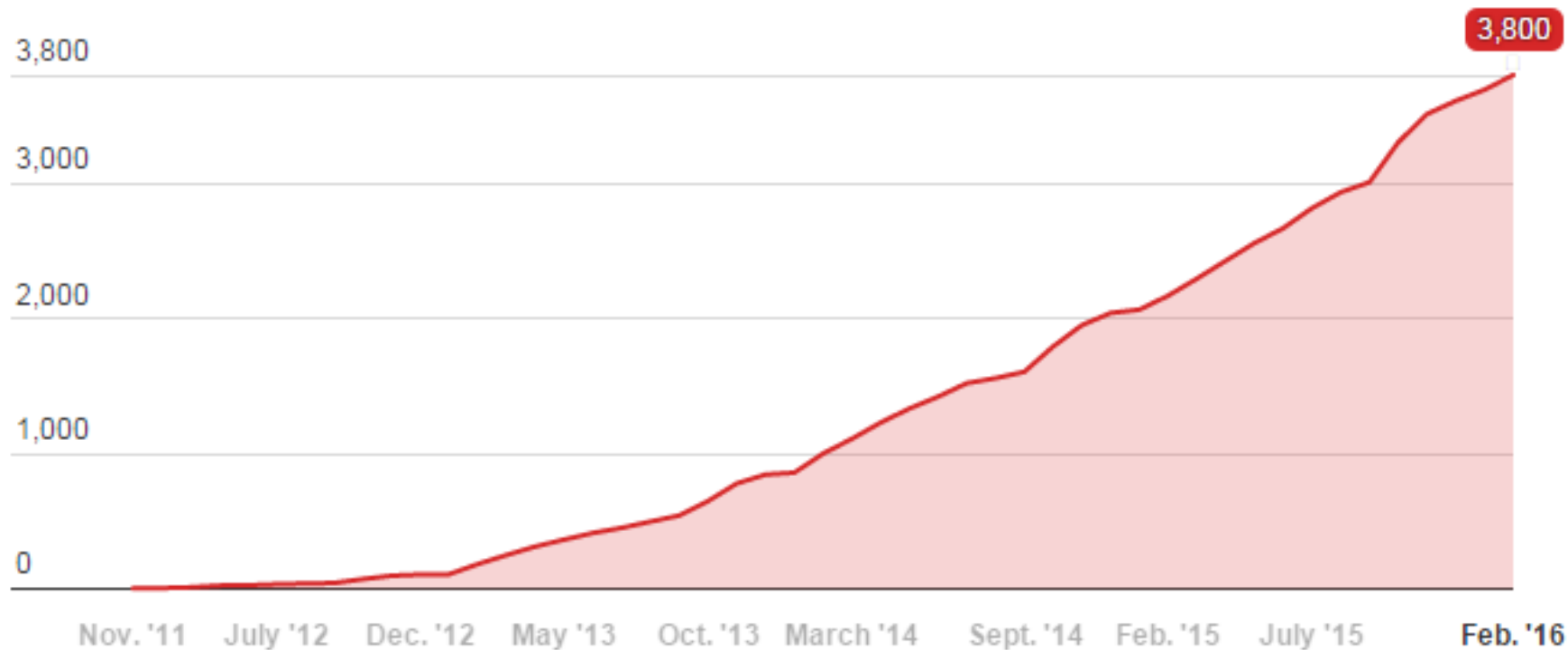
Palo Alto, Calif.

ILLUSTRATION BY YUKO SHIMIZU



Growth of MOOCs

Since the first blockbuster MOOCs debuted, in 2011, the cumulative number of courses started or scheduled has reached nearly 4,000.



Chronicle of Higher Education

<http://chronicle.com/blogs/wiredcampus/moocs-are-still-rising-at-least-in-numbers/57527>

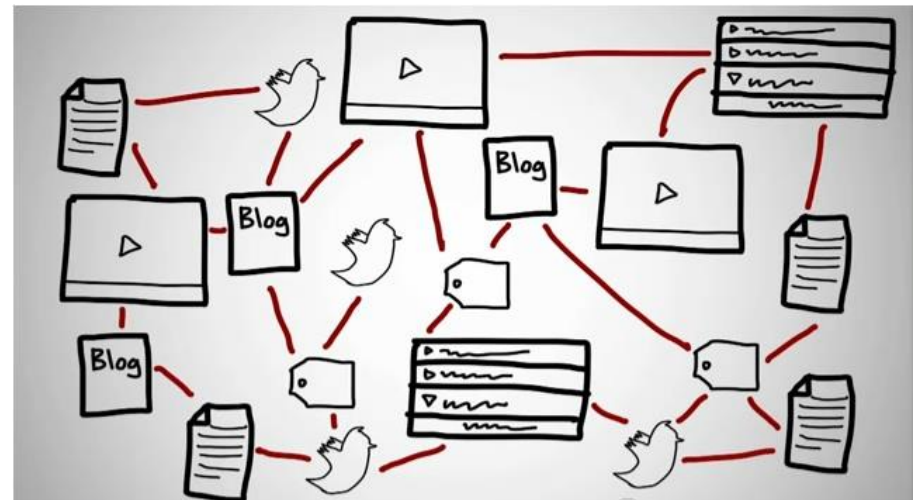


LIB. II. ÆN. 3. 40
 Primus ibi ante omnes, magnâ comitante aterva,
 Laocoön ardens summâ decurrit ab arce.
 usq; 50.



The Open
University

Open
Universities
AUSTRALIA



‘connectivism’

‘when it was simply open vs. closed there was a clear distinction: Openness was good, closed was bad. As the victory bells sound, though, it doesn’t take much examination to reveal that it has become a more complex picture’ (p.21).

an adversarial framing of openness (p.153)

Weller, M., 2014. *The Battle For Open: How openness won and why it doesn’t feel like victory*, London: Ubiquity Press. Available at: <http://www.ubiquitypress.com/site/books/detail/11/battle-for-open/>

Open education: the need for a critical approach

Learning, Media and Technology Volume 40, Issue 3, 2015. Special Issue: Critical Approaches to Open Education








-> space

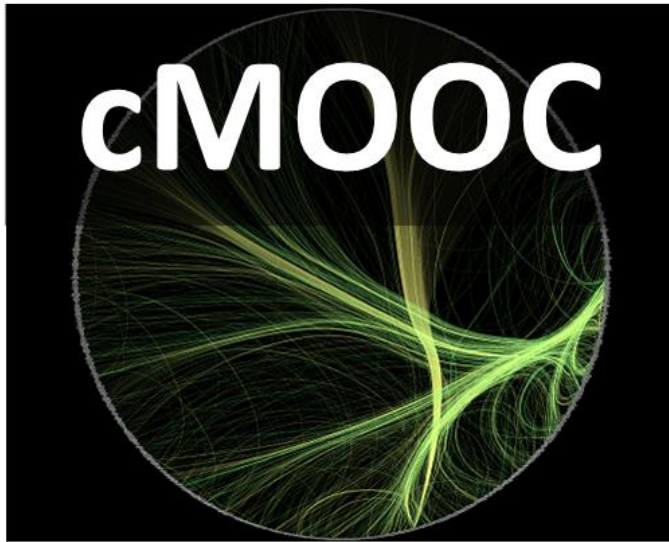
-> pedagogy

-> 'massiveness'



- Reputation – early adopter of educational technology
- Exploration of a new pedagogical ‘space’ to inform practice
- Wish to reach as widely as we can with our courses
- Sharing experiences with peer universities
- **Not a replacement for on-campus taught degrees, but also not in conflict or competition with them.**
- **A different educational space – open education**

<div> <div>coursea</div> <div> <div>Courses</div> <div>Universities</div> <div>About</div> <div>Login</div> </div> </div> <div>  <div> <div>THE UNIVERSITY</div> <div>of EDINBURGH</div> </div> </div>		
	<div>Artificial Intelligence Planning</div> <div>Gerhard Wickler, Austin Tate</div>	<div>Jan 28th 2013</div> <div>5 weeks long</div>
	<div>Astrobiology and the Search for Extraterrestrial Life</div> <div>Charles Cockell</div>	<div>Jan 28th 2013</div> <div>5 weeks long</div>
	<div>Critical Thinking in Global Challenges</div> <div>Celine Caquineau, Mayank Dutia</div>	<div>Jan 28th 2013</div> <div>5 weeks long</div>
	<div>E-learning and Digital Cultures</div> <div>Jeremy Knox, Sian Bayne, Hamish Macleod, Jen Ross, Christine Sinclair</div>	<div>Jan 28th 2013</div> <div>5 weeks long</div>
	<div>Equine Nutrition</div> <div>Jo-Anne Murray</div>	<div>Jan 28th 2013</div> <div>5 weeks long</div>
	<div>Introduction to Philosophy</div> <div>Dave Ward, Duncan Pritchard, Michela Massimi, Suilin Lavelle, Matthew Chrisman, Allan Hazlett, Alasdair Richmond</div>	<div>Jan 28th 2013</div> <div>7 weeks long</div>



Openness:

- Open and public web
- Self-directed study
- **Process oriented**



Openness:

- Free enrolment
- Free lectures
- **Content oriented**



EDCMOOC: a ‘**hybrid**’ trying ‘very hard to subvert its own conditions of production’

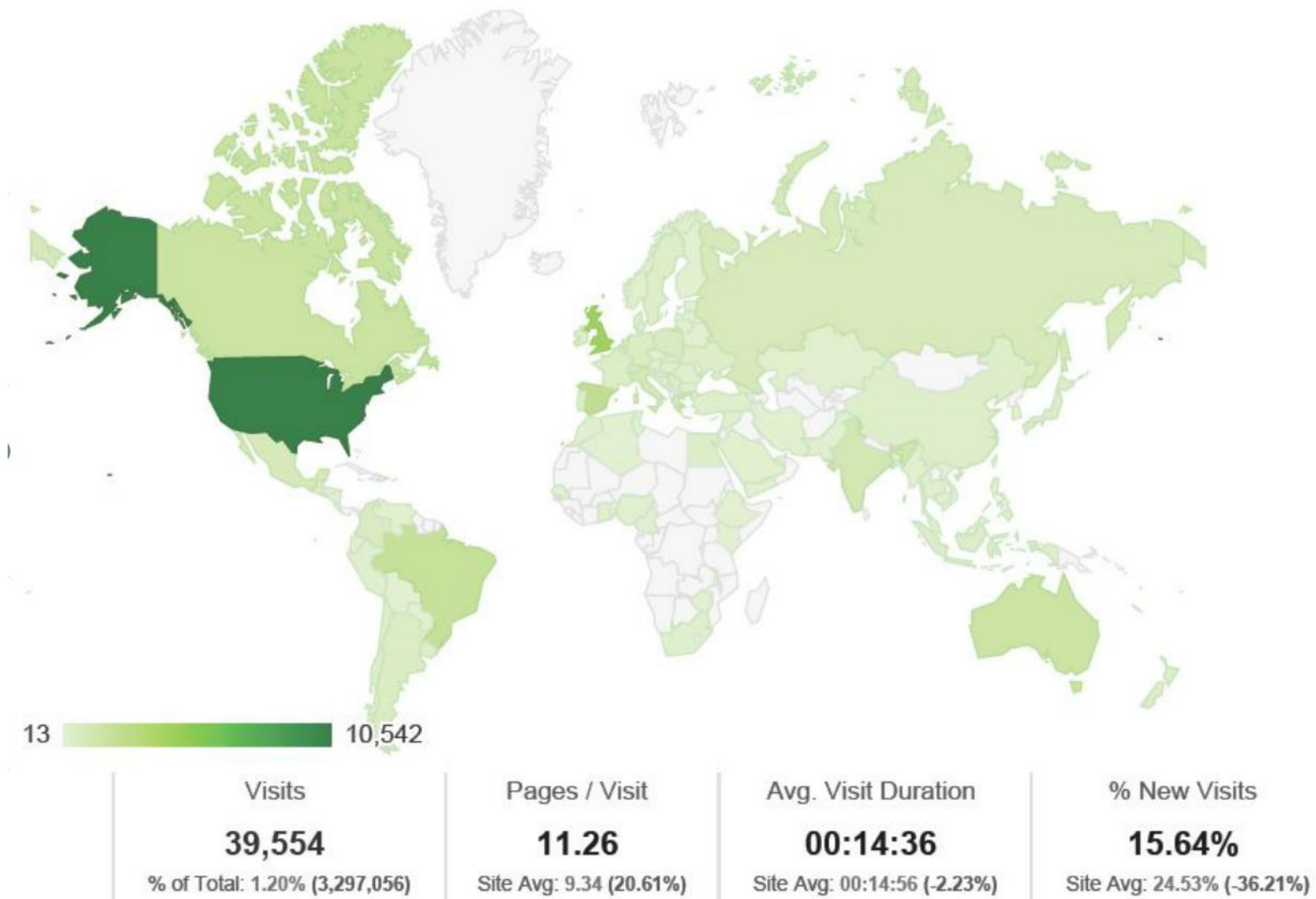
Bonnie Stewart <http://theory.cribchronicles.com/2013/03/04/moocs-are-not-the-enemy-sorta/>

'E-Learning and Digital Cultures'

#edcmooc

- Discussion forum: 8000 posts, 4,700 comments
- Twitter: 700 tweets a day, 26,859 accounts reached
- Facebook: 4,820
- Personal blogs: 1,323 posts

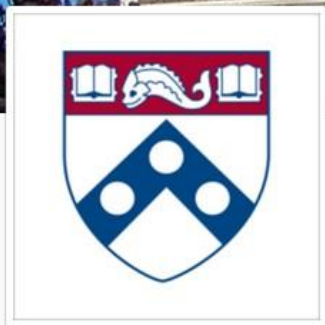
CC <https://flic.kr/p/9uDrrR>



MOOCs @ Edinburgh 2013: Report #1

<https://www.era.lib.ed.ac.uk/handle/1842/6683>

space



University of Pennsylvania

The University of Pennsylvania (commonly referred to as Penn or UPenn) is a private university, located in Philadelphia, Pennsylvania, United States. A member of the Ivy League, Penn is the fourth-oldest institution of higher education in the United States, and considers itself to be the first university in the United States with both undergraduate and graduate studies.



Greek and Roman Mythology



An Introduction to Operations

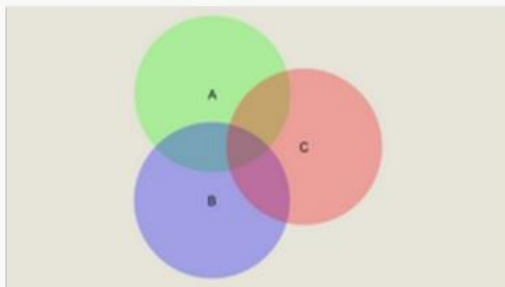


Design: Creation of Artifacts in Society

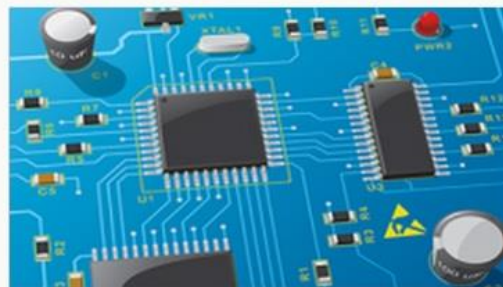


Princeton University

Princeton University is a private research university located in Princeton, New Jersey, United States. It is one of the eight universities of the Ivy League, and one of the nine Colonial Colleges founded before the American Revolution.



Statistics One
Sep 22nd 2013



Computer Architecture
Sep 23rd 2013

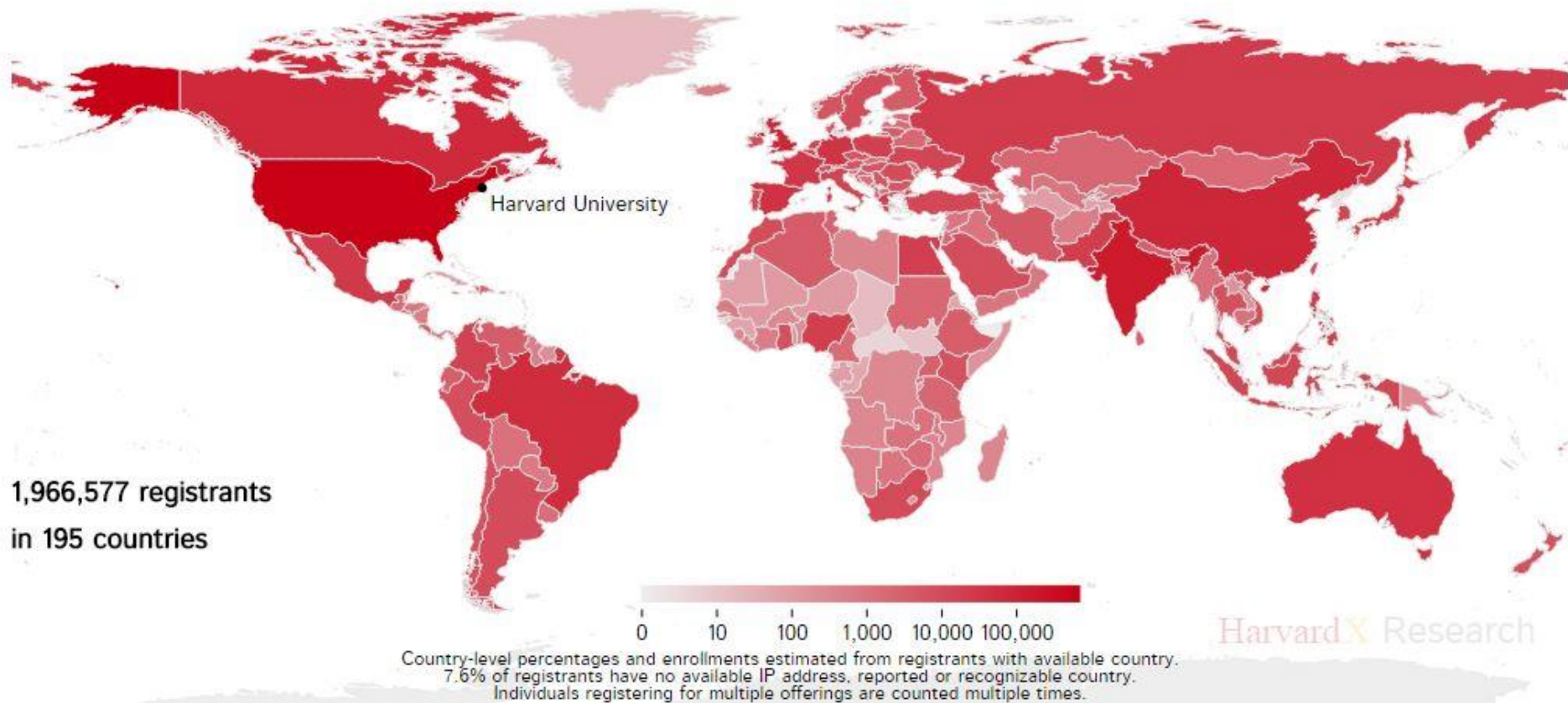


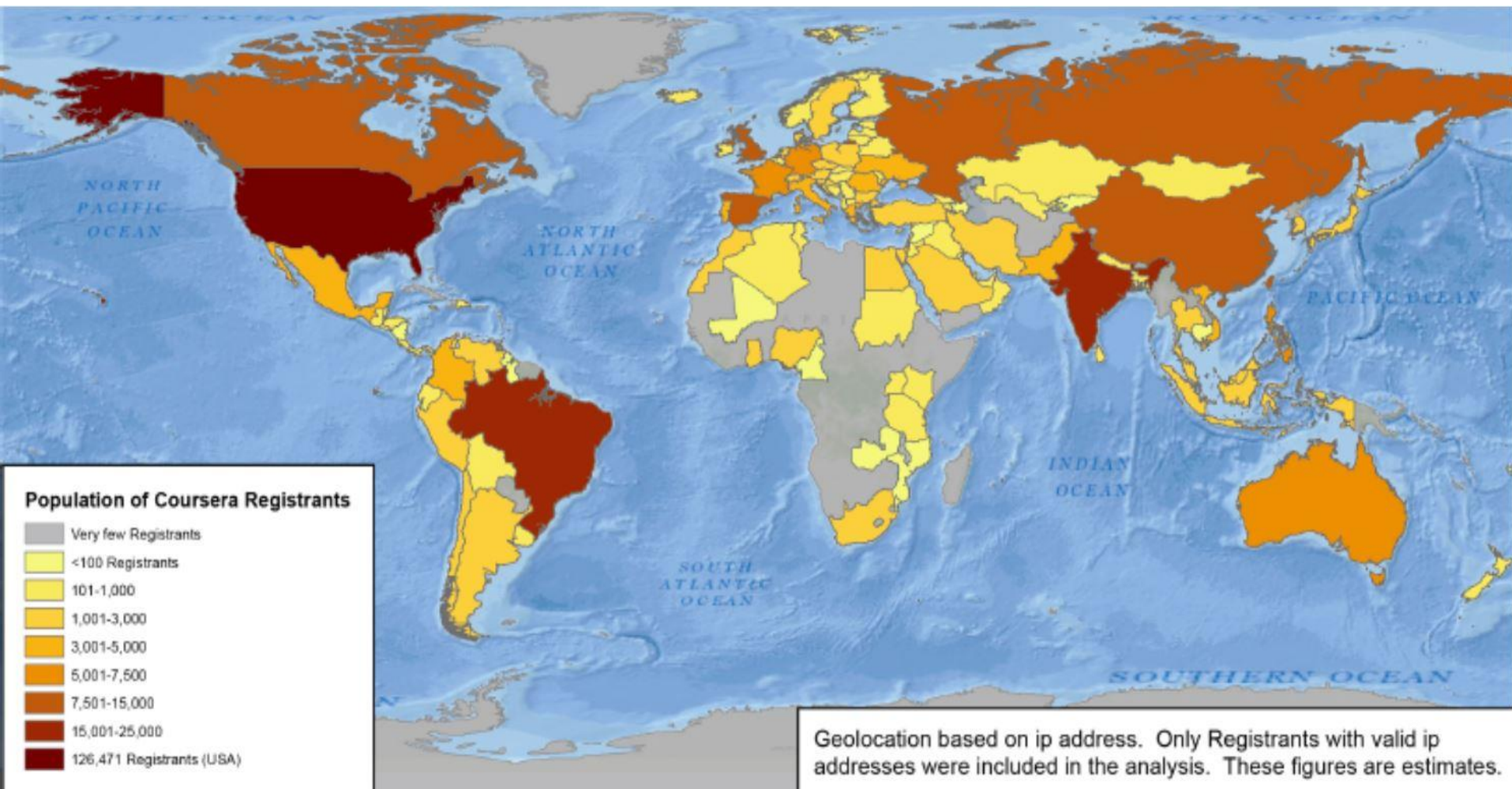
Algorithms, Part I
Feb 4th 2013

World Map of Enrollment

All HarvardX Offerings (All Time)

Estimated Worldwide Registration as of December 28, 2014





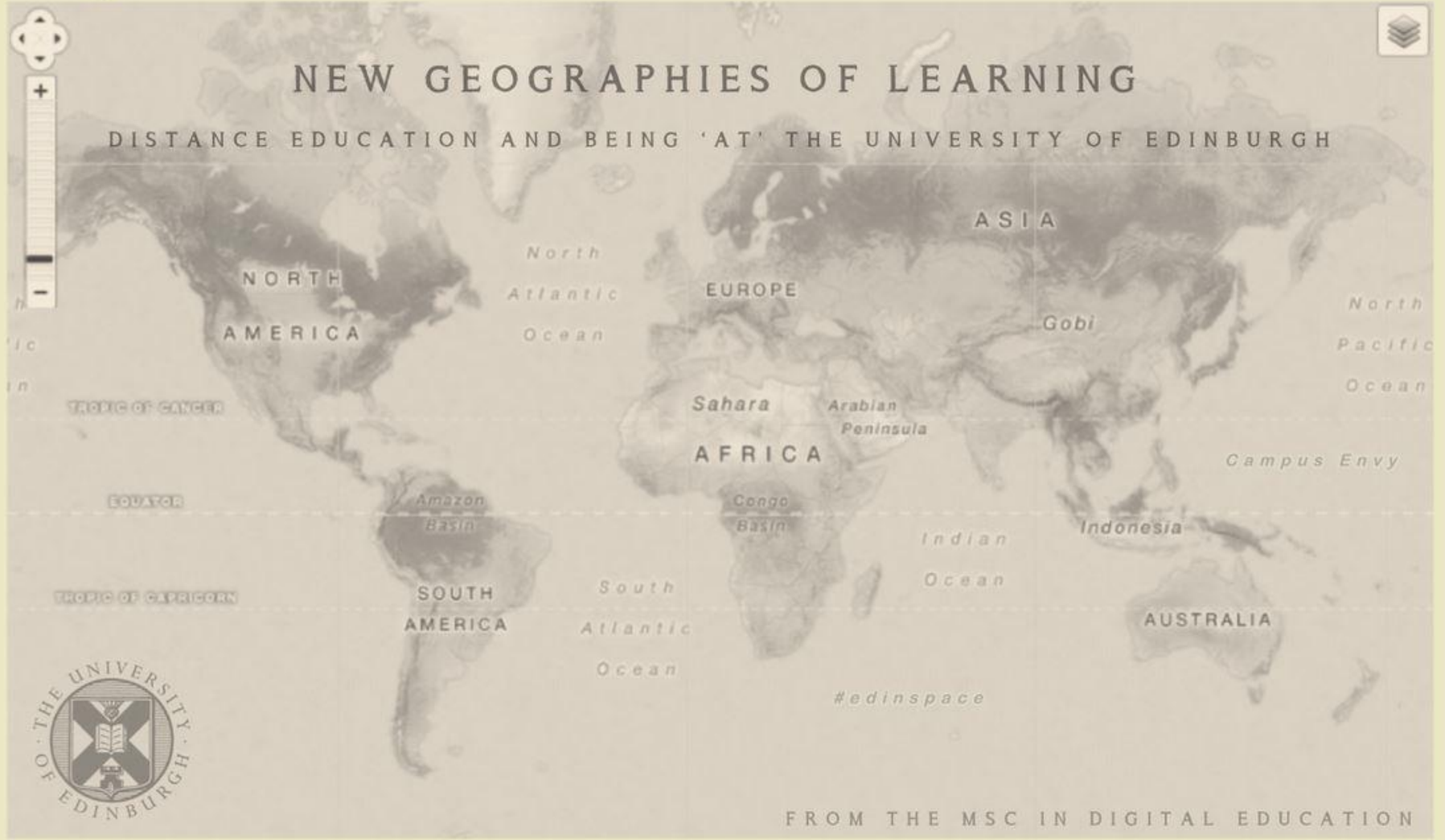
Perna, L. et al., 2013. *The Life Cycle of a Million MOOC Users*. In *MOOC Research Initiative Conference*.



Breslow, L. et al., 2013. Studying Learning in the Worldwide Classroom: Research into edX's First MOOC. Research and Practice in Assessment, 8(2), pp.13–25

NEW GEOGRAPHIES OF LEARNING

DISTANCE EDUCATION AND BEING 'AT' THE UNIVERSITY OF EDINBURGH



FROM THE MSC IN DIGITAL EDUCATION

<http://edinspace.weebly.com>



Daisy in Xalapa, Mexico



Michael in Seoul, South Korea



Clara at Mount Painter, Australia

The study spaces of participants on the MSc in Digital Education at The University of Edinburgh
by James Lamb and Michael Sean Gallagher Visit <http://edinspace.weebly.com>

Source michaelseangallagher.org

Made with
"thinglink.."

LEARN MORE >



Manifesto for teaching online 2015: <https://onlineteachingmanifesto.wordpress.com/the-text/>

pedagogy



Having trouble viewing lectures?

Privacy Policy

Review--Mid-term





The Modern and the Postmodern
by Michael S. Roth



Video Lectures

Having trouble viewing lectures?

Syllabus

Course Logistics

Video Lectures

Discussion Forums

Peer Assessments

Privacy Policy

TOPICS

Philosophy, Modernity, and
Intellectual History--Kant

What is Enlightenment?--
Rousseau

From Enlightenment to
Revolution--Marx

Modernism and Art for Art's
Sake--Flaubert

Re-Imagining the World--
Darwin

From Struggle to Intensity--
Baudelaire and Nietzsche

Review--Mid-term

> Philosophy, Modernity, and Intellectual History--Kant

✓ Philosophy, Modernity, and Intellectual History--Kant

✓ Philosophy, Modernity, and Intellectual History--Kant

> What is Enlightenment?

✓ What is Enlightenment?

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✓ What is Enlightenment?

> From Enlightenment to Revolution

✓ From Enlightenment to Revolution

✓ From Enlightenment to Revolution

✓ From Enlightenment to Revolution

✓ From Enlightenment to Revolution

✓ From Enlightenment to Revolution

> Modernism and Art for Art's Sake

✓ Modernism and Art for Art's Sake

✓ Modernism and Art for Art's Sake

✓ Modernism and Art for Art's Sake

✓ Modernism and Art for Art's Sake

Emma's realization in the convent reflects Flaubert's belief that...

- ☐ having desires fulfilled creates more desires
- ☐ having desires fulfilled creates more happiness
- ☐ having desires fulfilled can satiate romantic people
- ☐ having desires fulfilled cannot satiate people like Charles


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Skip



[ModPo home](#)[main syllabus/schedule](#)[discussion forums](#)[video discussions](#)[quizzes](#)[writing assignments](#)[fall '12 weekly calendar](#)[further reading & glossary](#)[live webcast sessions](#)[archive of audio updates](#)[FAQ](#)[Course Wiki](#)[Join a Meetup](#)[Forums / general discussion](#)

hello, ModPo people! - please introduce yourselves here

[Subscribe for email updates.](#) No tags yet. [+ Add Tag](#)Al Filreis (ModPo instructor) **INSTRUCTOR** · 8 months ago 

I can't wait to read introductions. Tell us a little about yourself. Where are you from? What experience, if any, have you had with poetry? Why are you excited about ModPo? - Al

 **71**  · [flag](#)Simone Lawson · 8 months ago 

Hi, my name is Simone from New York City. I am excited about this course because I am looking forward to the challenge of reading poetry that I usually shy away from, such as Emily Dickinson's work. I haven't been in a school setting in a while and am looking forward to hunkering down to the essays and quizzes. I am hoping that I will leave this course with a better appreciation for poetry.

 **12**  · [flag](#)yosmany aguila · 8 months ago 

hello professor and hello everyone else, my name is Yosmany (but everybody calls me "Jos"), I'm Cuban currently living in Italy. i have little experience with poetry and I find it hard to understand poems. I hope this course will open the doors of poetry to me! i really can't wait to get started! at the mean time I would appreciate any help to improve my english skills.

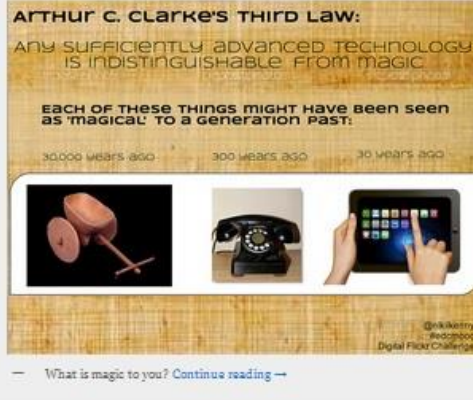
 **11**  · [flag](#)

Feb
19

Clarke's 3rd Law #edcmooc

Posted on February 19, 2013 by EDC MOOC Activity 721 - 740

Added yesterday. Got my imagination going to think of what I think would be magic...

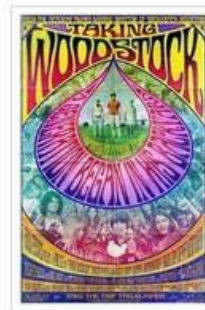


Posted in Uncategorized

Feb
19

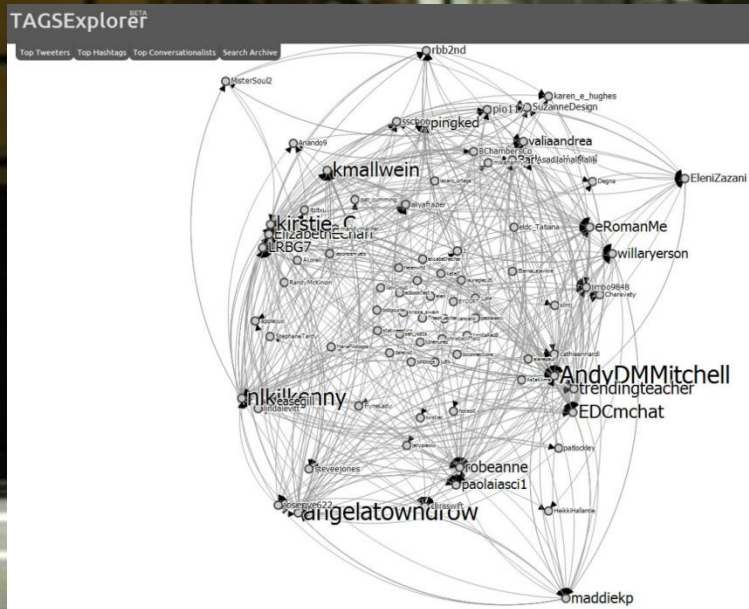
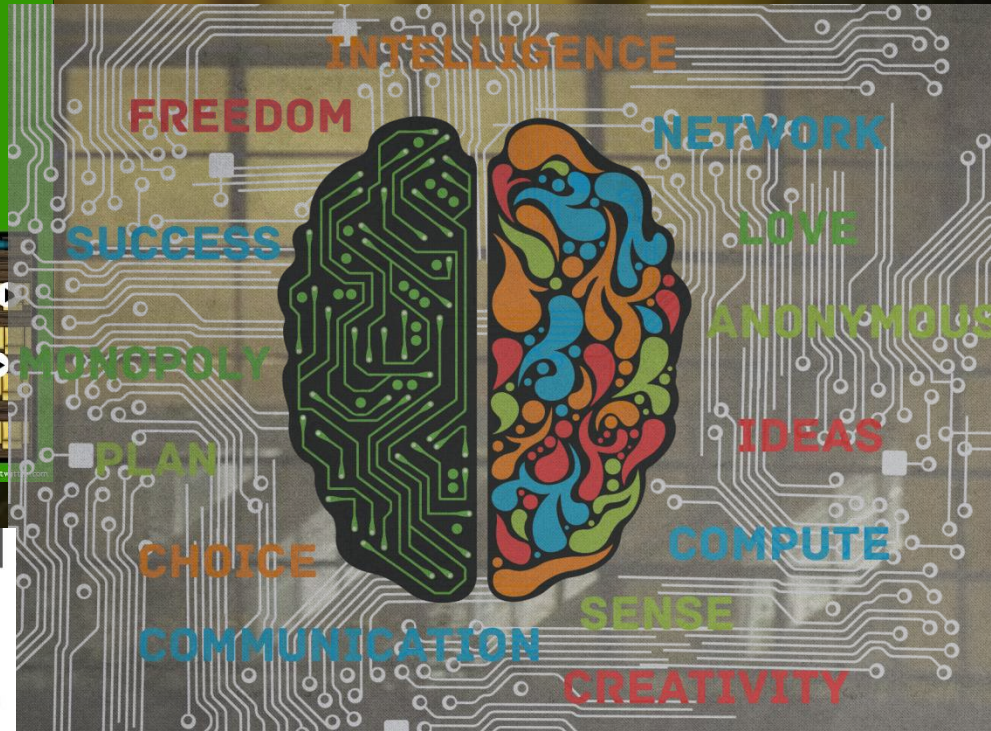
It's A Happening!!

Posted on February 19, 2013 by EDC MOOC Activity 581 - 600



Hamish MacLeod's comment during this week's EDCMOOC Google Hangout was a fitting cap to this weeks' discussion on being human, the importance of relationships and connecting with others in a Digital World, and my belief that Personal Learning Networks (PLNs) must be an integral component to a successful MOOC.

[Continue reading ->](#)
Posted in Uncategorized



Anonymous · 8 months ago 



hi,

as far as I can see, this course is some kind of reading , viewing videos and interpreting things about digital culture... but somehow I feel like doing this all on my own without any assistance or guidance from professors and being really "in" the course... where is my teacher? I think I could do this any time on my own, but where is the guideline, where is my teacher?

 15  · [flag](#)

██████████ · 8 months ago 



Hello I have come late to this discussion. However, I thought that as part of this course I would engage in some online lectures from some of the great minds at the University of Edinburgh. The number of posts and the inability to search them easily or intuitively is really limiting and I personally gave up trying to read people's comments as interesting as they may be.

[REDACTED] · 8 months ago 



Christine, I can see that it is new territory for you to navigate. Assumptions are being made about what students want. Some don't want to hear much from staff. I joined the course because I presumed that the university staff presenting this course have valuable knowledge and experiences to share. I don't want to just do some readings and mingle with 40,000 people in a giant cocktail party (with no grog).

Anonymous · 8 months ago 



Videos, readings, learning about the team, reviewing paragraphs of information about the course, multiple discussion threads via several communication platforms....a lot of work in one week. I am overwhelmed. I am searching for some simplicity. Week One: Topic One: One Video, One Reading, One quiz, One discussion thread on Week One Topics.


 1  · [flag](#)

  · 8 months ago 




Who needs professors? The majority of the students in this course are capable enough to guide participants through the course. We call this social constructivism.

↑ 10 ↓ · flag

  · 8 months ago 




Anyone feeling actually quite freed by the lack of a lock-step curriculum and assertive professorial voice? I am! I love it.

██████████ · 8 months ago 



I agree that the majority of students may have no problem with self-guided learning, but what about those that aren't part of the majority? Do they not also deserve a quality educational experience?

↑ 3 ↓ · flag

██████████ · 8 months ago 



What does a quality educational experience mean? Isn't it opportunity, resources (human and otherwise) time to think, understand, apply and create? Isn't learning a personal evolving construct? Let's give this MOOC a chance before we make criticisms about ambiguity.

↑ 0 ↓ · flag

'massiveness'



900,000 registered
on the 16 Edinburgh
MOOCs



32,868 studying
at the University
of Edinburgh



Coursera.

Click and drag to shift the origin of the globe.
Tap '+' to zoom in and '-' to zoom out.



Fewer students ←

→ More students

Made with [d3.js](https://d3js.org/). Adapted from a [visualization](#) by Boyd Greenfield.
Colors from [ColorBrewer](#) by Cythia Brewer.
Icons from [FontAwesome](#).



Stanford



JOHNS HOPKINS
UNIVERSITY



- Content
- Interaction and communication
- Assessment
- Learning?

...quantifying participant behaviours, categorising students into groups

profiling:

- **age**
- **gender**
- **nationality**
- **educational background**
- **occupation**
- **mother tongue**
- **motivations for enrolling**

different categorisations of MOOC participation:

- **experienced and novice participants (Waite *et al.* 2013)**
- **‘certified’, ‘only explored’, ‘only viewed’ and ‘only registered’ (Ho *et al.* 2014)**
- **‘active’ and ‘passive’ participation’, and ‘lurking’ (Milligan *et al.* 2013)**

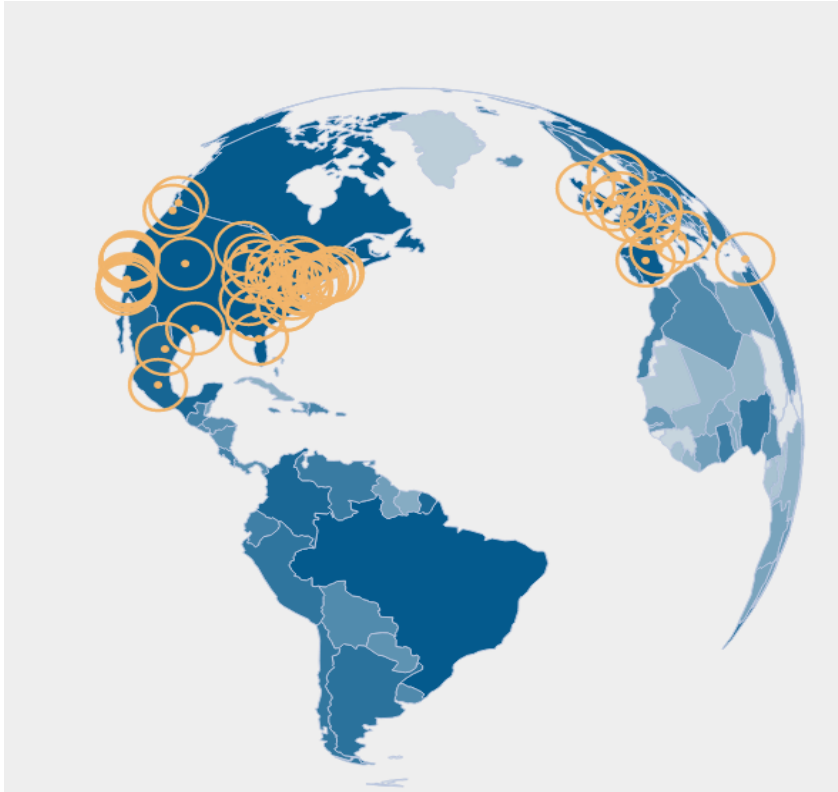
Milligan, C., Littlejohn, A. & Margaryan, A., 2013. Patterns of Engagement in Connectivist MOOCs. *Journal of Online Learning and Teaching*, 9(2), pp.149–159. Available at: http://jolt.merlot.org/vol9no2/milligan_0613.htm.

Waite, M. et al., 2013. Liminal Participants and Skilled Orienteers: Learner Participation in a MOOC for New Lecturers. *Journal of Online Learning and Teaching*, 9(2). Available at: http://jolt.merlot.org/vol9no2/waite_0613.htm.

DATA

Our Mission

Our mission is to bring accessible, affordable, engaging, and highly effective higher education to the world. We believe that higher education is a basic human right, and we seek to empower our students to advance their education and careers.



Revolutionizing Education On Campuses and Worldwide - edX

data colonialism (Knox 2015, 2016)

Knox, J. (forthcoming 2016). Posthumanism and the MOOC: Contaminating the Subject of Global Education. Routledge

Knox, J. (forthcoming 2015) What's the matter with MOOCs? Sociomaterial methodologies for educational research.

In H. Snee, C. Hine, Y. Morey, S. Roberts, H. Watson (Eds.) *Digital Methods for Social Science*. Basingstoke: Palgrave Macmillan



Posthumanism and the MOOC

Contaminating the Subject of Global Education



JEREMY KNOX

**Knox, J. (forthcoming 2016).
*Posthumanism and the MOOC:
Contaminating the Subject of Global
Education*. Routledge**