
how digital technologies in education are *valued, imagined* and *represented*
Does technology improve education, or not?

E-learning and Digital Cultures

Week 1 Resources

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

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

Online Higher-Education Startup Coursera Is Taking Over the World

Berkeley Joins Harvard, MIT Offering Free Online Classes

A world-class education--for free

Universities offering some courses online to a global student body
The Online Revolution: Learning without Limits

Daphne Koller & Andrew Ng
Stanford University & Coursera
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
‘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).


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
cMOOC

Openness:
• Open and public web
• Self-directed study
• Process oriented

xMOOC

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/](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
MOOCs @ Edinburgh 2013: Report #1
https://www.era.lib.ed.ac.uk/handle/1842/6683
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.
World Map of Enrollment

All HarvardX Offerings (All Time)
Estimated Worldwide Registration as of December 28, 2014

1,966,577 registrants in 195 countries

HarvardX Insights: http://harvardx.harvard.edu/harvardx-insights
NEW GEOGRAPHIES OF LEARNING
DISTANCE EDUCATION AND BEING ‘AT’ THE UNIVERSITY OF EDINBURGH

FROM THE MSC IN DIGITAL EDUCATION

http://edinspace.weebly.com
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
Online can be the privileged mode

Distance is a positive principle, not a deficit.

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

[Submit] [Skip]
hello, ModPo people! - please introduce yourselves here

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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

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.

yosmany agulla  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.
Clarke's 3rd Law #edcmooc

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

What is magic to you? Continue reading →

It's A Happening!!

Hamish MacLeod's comment during this week's EDCMOOC Google Hangout was a fitting cap to this week's 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 →
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

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.
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.
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.

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

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.
‘massiveness’
900,000 registered on the 16 Edinburgh MOOCs

32,868 studying at the University of Edinburgh
Education will never be the same again.
• 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)


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.
