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# Nomadic education in localized open online course

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# AGENDA

- Views on learning and MOOCs
- Some theory
- How we work
- What we have done – open online course
- Future work

# VIEWS ON LEARNING

- Many ways of reaching the same goal.
- Accessibility
- Co-creating with learners

# VIEW ON MOOC

- One way of teaching, one to many
  - Same content for everyone – not situated
  - Open for everybody?
- 
- + Automatic correction of assignments
  - + many people get access to content/knowledge
  - + open for everybody?

CED (Lunds universitet) (2013), Slutrapport från utredningen om e- lärande och MOOCs avseende MOOC-delen av uppdraget, Lunds universitet 2013-12-31

Sandeen, C. (2013) Integrating MOOCs into Traditional Higher Education: The Emerging “MOOC 3.0” Era, Chang: The Magazine of Higher Learning, 45:6, 34-36, DOI: 10.1080/00091383.2013.842103

Wikström, M. (2014) PM 2014:08 Massiv Open Online Courses – en omvärldsanalys i fyra länder Dnr. 2013/282 Myndigheten för tillväxt politisk utvärdering och analys

Fox, A. (2013) From MOOCs to SPOCs Supplementing the classroom experience with small private online courses Communication of the ACM December Volyme 56 No 17

Johnson, L., Adams, S., Cummins, M., Estrada, V., Freeman, A. & Ludgate, H. 2013. The NMC Horizon Report: 2013 Higher Education Edition. NMC.

# THEORY – THE NARRATIVE



D. Laurillard, M. Stratford, R. Luckin, L. Plowman and J. Taylor ,  
“Affordance for learning in a non-linear narrative medium” Journal of  
Interactive Media in Education (JIME), 2000 (2). Available:  
<http://www-jime.open.ac.uk/jime/article/viewArticle/2000-2/50>.

# THEORY – MANY NARRATIVES



S. Downes, S. (2012). Connectivism and connective knowledge: Essays on meaning and learning networks. National Research Council Canada, Available: [http://www.downes.ca/files/books/Connective\\_Knowledge-19May2012.pdf](http://www.downes.ca/files/books/Connective_Knowledge-19May2012.pdf).

# NOMADIC EDUCATION – RHIZOMATIC THINKING



I. Semetsky, "Deleuze's new image of thought, or Dewey revisited"  
Educational Philosophy and Theory, vol. 35, no. 1, pp. 17-29, 2003.

G. Deleuze and F. Guattari, "A thousand plateaus: Capitalism and schizophrenia" Bloomsbury Publishing, 1987.

# ITERATIVE PROCESS OF RESEARCH

Informed by theory







# COURSE BACKGROUND

- Use MOOC and Open Educational Recourses for the local business community
- LOOC (Localized Open Online Course) with the local community as our target group
- C++ for people with knowledge in Object-oriented programming through Java, C#, Python, etc.
- Prototypes of the course was tested and evaluated on campus courses

# FIRST ITERATION



## Course in C++

### Modularized content

- Text / Video
- Code examples
- Exercises
- Quizzes



### Bra början

Karakteristiska drag  
In- och utmatning.  
intro  
Klasser: introduktion

# EVALUATION

- Two campus courses
  1. Applied data structures and algorithms
    - 2nd year game development students
    - Mandatory course
  2. Advanced C++
    - 3rd year students
    - Object-oriented programming, not necessarily C++
    - Elective course
- Group discussions
- Questionnaires
  - Group 1: 7 students
  - Group 2: 23 students



# RESULT OF EVALUATION



- Information sufficient for beginners
- Multimodularity(text, images, video)
- Swedish
- Everything in the same place  
(information, links, video, exercises, quiz)



- Not **advanced** enough for more experienced students
- Every lesson did not have a **quiz**
- Hard to be sure whether you have chosen the “**right**” way



# OPEN EDUCATIONAL RESOURCES

- 2\*open
- Resources are published on GitHub
- Improved quality
  - Community can contribute (reviewed)
- Resources are version controlled by default
- Streamlined work process and work flow



# SECOND ITERATION

## Skapa din egen väg

Välj moduler från listan nedan som ska ingå i din egen väg. Till vänster visas dina val och längst ner på sidan kan du registrera dig.

### Karakteristiska drag

- Jämförelse C++/C#  Introduktion

### Klasser

- Introduktion till klasser  Konstruktör/destruktör

### Pekare

- Void-pekare  Mer om pekare  
 Nollpekare  Introduktion till pekare  
 Pil-operatorn

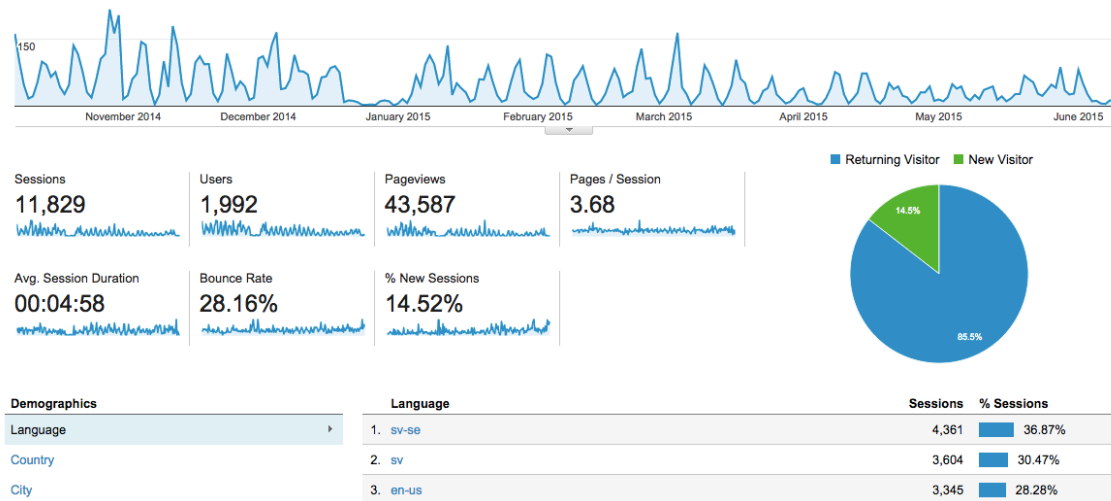
### Minneshantering

- Dynamisk minne och virtuella konstruktörer  Stack och heap  
 Introduktion till minneshantering  Minnesläckor  
 Mer om dynamisk minneshantering

- Implemented in class
- Evaluation not started.
- Evaluation process in place.

# THE FUTURE

- Add learning environment
- Data visualization



- Meta cognition – as a learning tool
- Launch to local companies

[mah-looc.github.io](http://mah-looc.github.io)

