Innovation and Access in Online Learning

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NICK KOZAK PHOTO FOR THE TORONTO STAR

Nine-year-old Maddy Calconi, centre, has her friends Ava Roodbol, left, and Charlotte Siller, right, both also 9 years old, help her put completed Rainbow Loom bracelets on her arm

By: **Vanessa Lu** Business reporter, **Kristin Rushowy** Education Reporter, Published on Fri Oct 04 2013

Of all the new toys this year, this one looms large.

Low tech but high on creativity, the Rainbow Loom has kids hooked —spending hours after school and on weekends making bracelets weaving together small, colourful rubber bands on a simple plastic loom.

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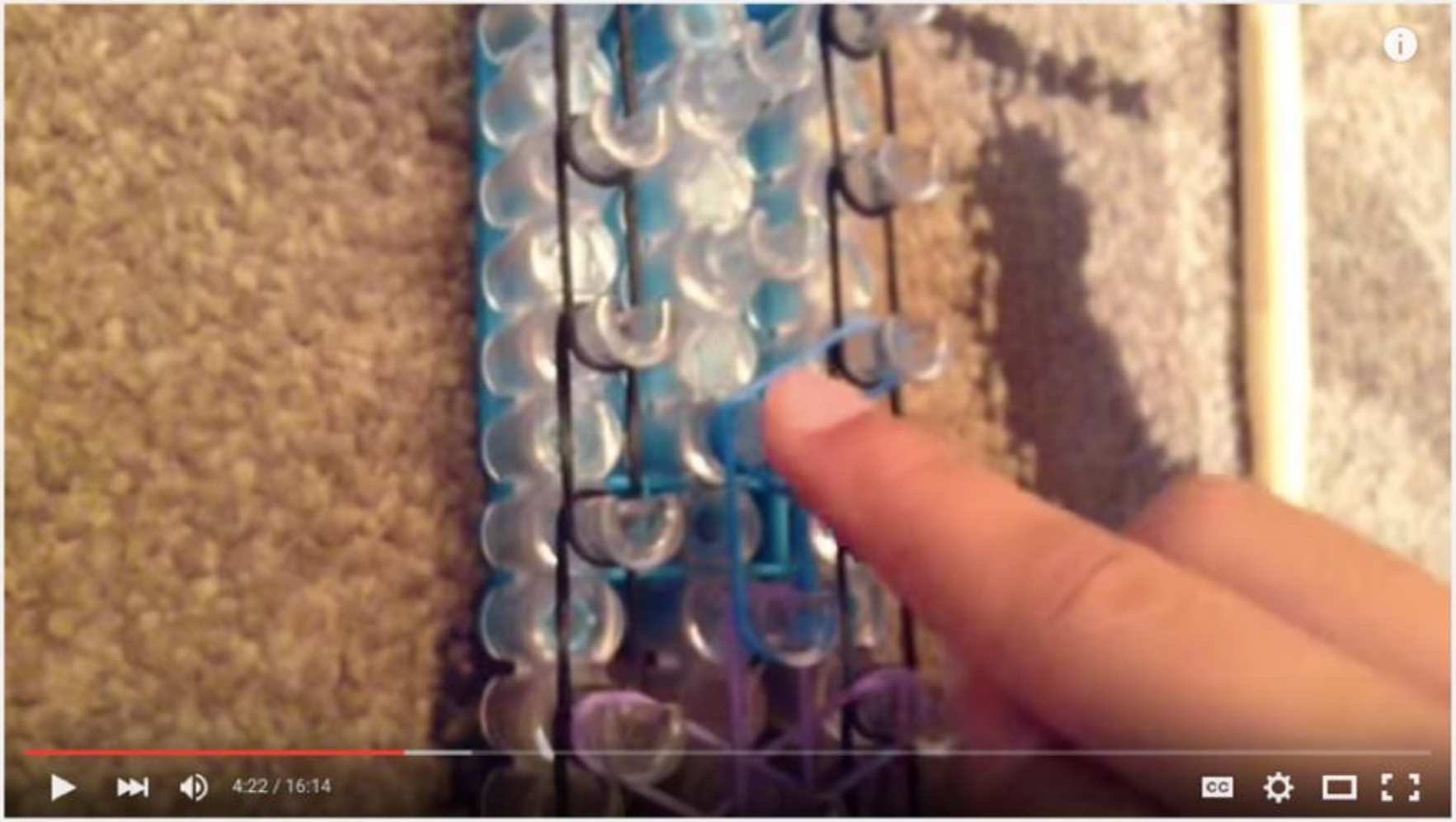

How to make a rainbow loom starburst bracelet

Ashley Steph

Subscribe 257,343

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"My coach is me, and my YouTube videos," he said in the above video.

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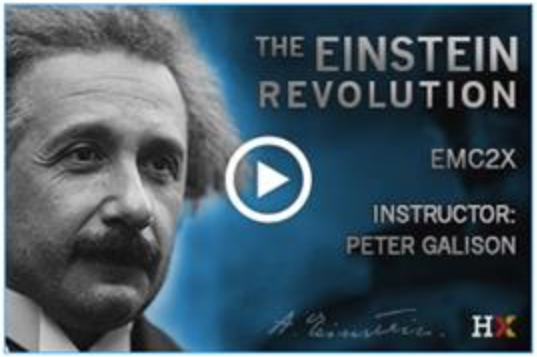

The Einstein Revolution

Traces Albert Einstein's engagement with relativity, quantum mechanics, Nazism, nuclear weapons, philosophy, the arts, and technology.

HARVARD UNIVERSITY

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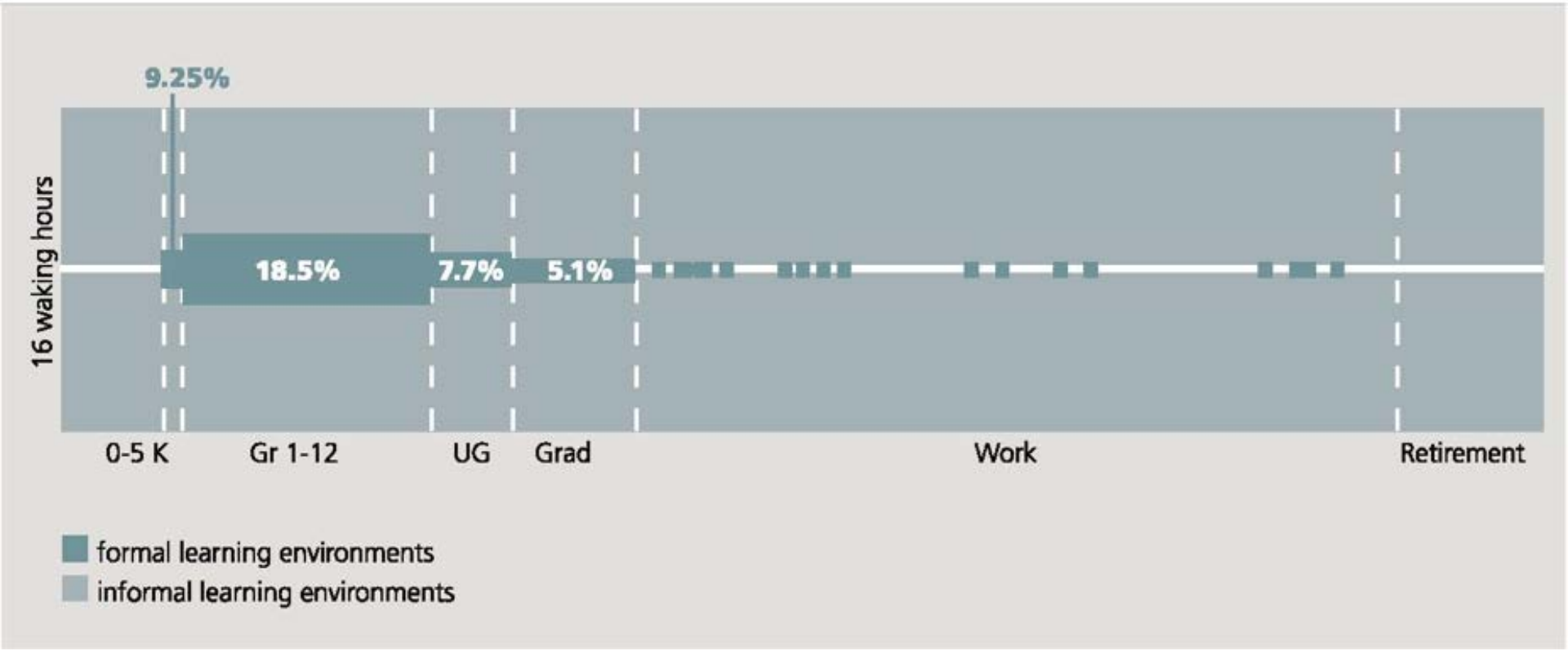
Lifelong and Lifewide Learning

Figure 2. Lifelong and lifewide learning



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BERKMAN CENTER FOR INTERNET & SOCIETY
AT HARVARD UNIVERSITY

berkman luncheon series >

The Web We Lost

Anil Dash

apr
2
2013

April 2nd, 12:30pm ET
Harvard Law School campus, Wasserstein Hall, Room 2009

In the past decade, we've seen the rise of powerful social networks of unprecedented scale, connecting millions or even billions of people who can now communicate almost instantaneously. But many of the promises that were made by the creators of the earliest social networking technologies have gone unfulfilled. We'll take a look at some of the unexamined costs, both cultural and social, of the way the web has evolved.

Courtesy of Harvard University. Used under CC BY.

TECHNOLOGY

The Internet That Was (and Still Could Be)

As corporations like Facebook gain control over more and more online activities, the web's core values are at stake.

1.5k 635

DAVID WEINBERGER | JUN 22, 2015

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In many ways, Facebook fulfilled the dream of blogging.

"Not exactly what I meant"

The blogosphere did not scale. I believe that problem could have been solved. But then Facebook happened.

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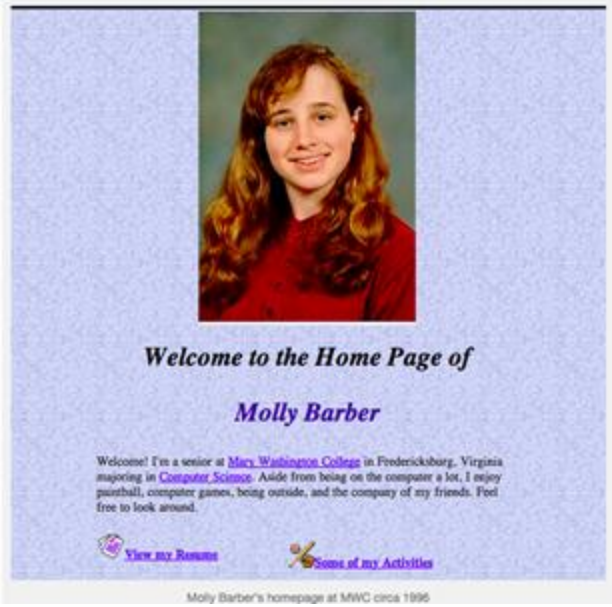
Tilde Spaces

Mary Washington College's personal homepage hub

Gardner Campbell's 1996 Personal Homepage at MWC



Molly Barber's homepage at MWC circa 1996

Jim Groom on Tilde Spaces http://bavatuesdays.com/how-the-web-was-ghettoized-for-teaching-and-learning-in-higher-ed/

In many ways, Blackboard fulfilled the dream of THE UNIVERSITY

Tilde spaces did not scale. I believe that problem could have been solved. But then Blackboard happened.

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Web Page Creation at SUNY Oneonta

Oneonta
State University of New York

SUNY College at Oneonta's official web server is know internally as ACAD. At this time this is the only web server available. We expect other servers to come online in the future. To create HTML documents that this server can present follow the instructions below.

1) Login into ACAD (snyoneab.oneonta.edu) See the SUNY Oneonta VMS User's Guide for more details on logging into and using the VAX/Alpha computer cluster (of which ACAD is part of) or click HERE

2) Create a directory called [.www] You need to create a directory in your account called [.www] (www.dir) and set the protection of this directory to world read. This is where your HTML files will go. The area needs to be world read so the server knows it is ok to show these files to others. The command to do all of this is:

$create/dir [.www]/prot=w:r

3) Change to this directory. The command to move you into this directory is: **$set def [.www]**

4) Create any and all HTML documents, GIF's, JPEG's, and other files and make sure you put them in this directory. ALL HTML FILES SHOULD BE NAMED WITH THE EXTENSION .HTML, NOT .HTM! To learn more about HTML programming see the following references:

HTML Developer's Jump Station

There are a few other things you should know before starting this. They are:

- The "default" html file the server looks for is called INDEX.HTML. It is strongly recommended that you use this as your "home page". Thus is your username is **smithja89** the URL to access your home page would be:

http://www.oneonta.edu/~smithja89

This would cause the server to look for a file in the [.www] directory of the user's account smithja89 called index.html. Get it? Good!! No?, contact me for help. Email Jim Greenberg

- All files in the [.www] directory you want to serve MUST BE world read. This is done with the command:

$set prot=w:r *filename.ext*

- You can create your HTML's on any computer (Mac, PC, etc.) by hand (***strongly*** recommended), or using the modern software tools available, then FTP them to your [.www] directory on ACAD. *ALL HTML FILES SHOULD BE NAMED WITH THE EXTENSION .HTML, NOT .HTM!* To learn more

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Enter your office name here...

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COURSE SITE ADMIN

- T-509, Massive: The Future of Learning at Scale
- Syllabus
- Class Sessions
- Other Resources
- Assignments
- Collaborate
- Information
- Reserves List
- Search this Site
- Lecture Video

ENTER DESIGN VIEW

T-509, Massive: The Future of Learning at Scale

Welcome!

image credit: H. Hugo

Please visit the course site at t509massive.org!

Massive: The Future of Learning at Scale explores the use of learning technologies in settings with many learners and few expert teachers, such as Massive Open Online Courses, intelligent tutoring systems, blended learning environments, and peer-learning networks. We will explore these environments by creating our own networked learning community and then working together to advance our collective understanding of the power and limits of learning technologies.

Students will leave the course with a deeper understanding of the technologies and pedagogies that power large-scale online learning systems, and more refined opinions about the implications of these technologies for economic, policy, teaching, and the science of learning in K-12, higher education, and lifelong learning. All students and cross-registrants are welcome, and no background in education or technology is required, only a willing to enthusiastically explore the topic and support the learning of others around you.

A copy of the syllabus is below, but full details on the course can be found at t509massive.org.

The instructor and lead learner for the course is Justin Reich, the Richard L. Menchel HarvardX Research Fellow and a Fellow at the Berkman Center for Internet and Society. You can find more about him at his portfolio site, his EdTech Research blog on Education Week, or on Twitter.

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“Reverend” Jim Groom

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Reclaiming Innovation, EDUCAUSE

http://www.educause.edu/visuals/shared/er/extras/2014/ReclaimingInnovation/default.html

Alan “Cogdog” Levine

http://cogdogblog.com/

Building Connected Courses

http://cogdogblog.com/2014/07/14/feed-wordpress-101/

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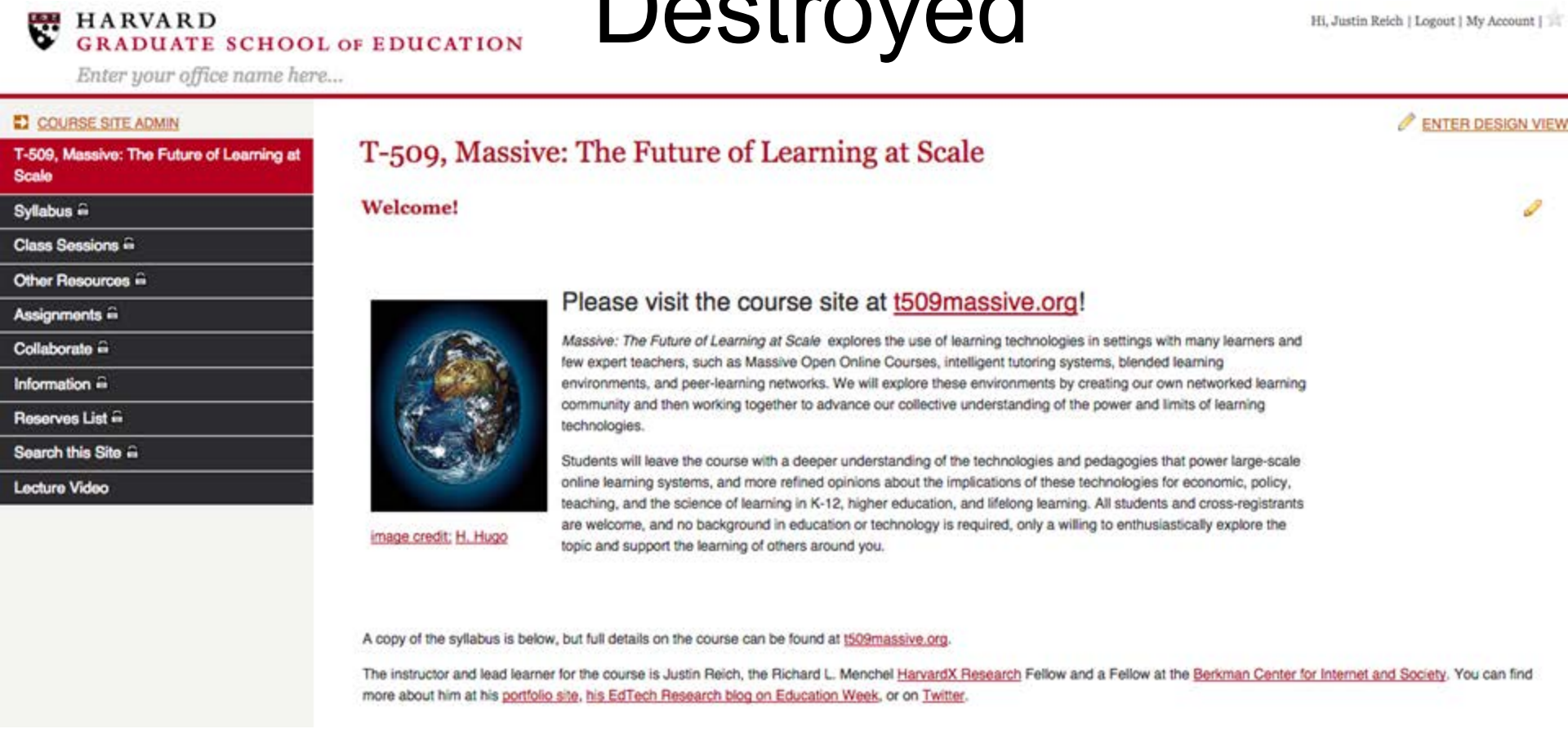

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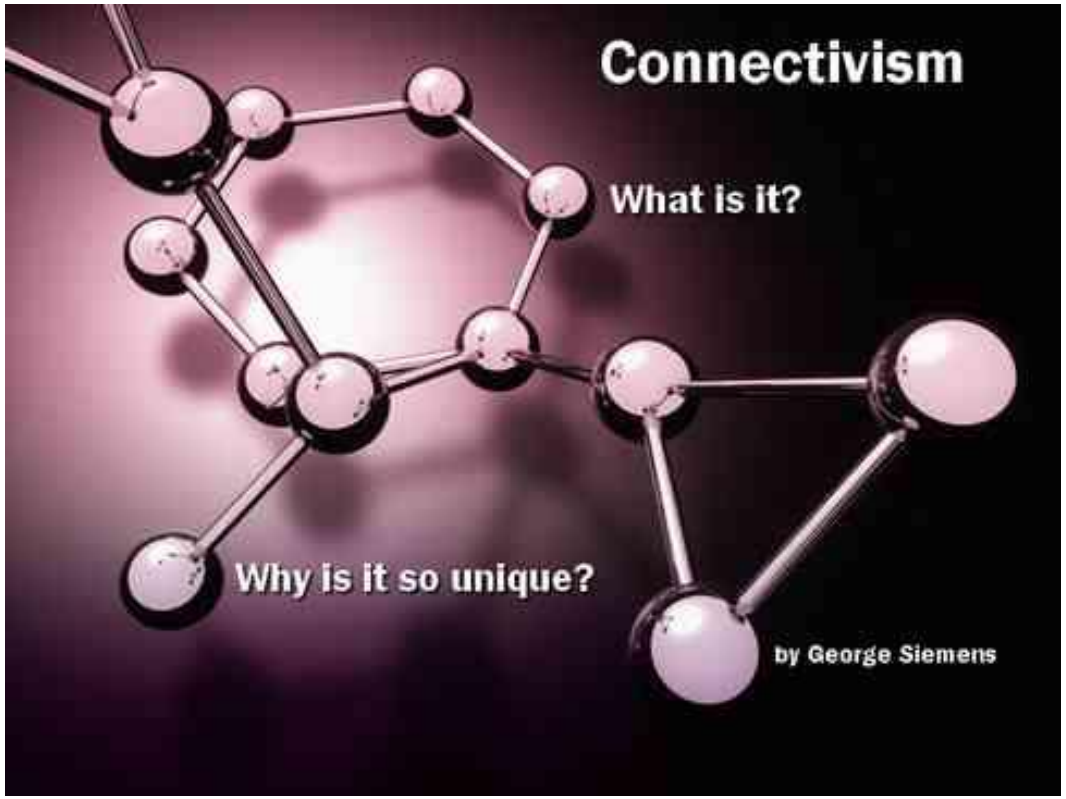
Coordination

Justin Reich @bjfr · now

Students should own their means of production. Our technology should connect students to each other and their work.

Official Tweet of This Talk



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George Siemens

Stephen Downes

Welcome Syllabus Spotlight Hubs Participate Projects

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Cinderella Your Blog

Welcome to our learning community! For more details on the design and structure of the course, check out the Syllabus page. As our community grows and develops, this site will syndicate all of our activity. For selected highlights, visit the Spotlight page. For the full fire hose, visit the Flow Hub.

Spotlight posts

Week 11 Wrap; Week 12 Preview

I am incredibly excited for our upcoming Project Faire. We will meet in the Gutman Conference

Designing Time

A conversation with Harvard Business School Lead Instructional Designer, Andy Hyde. If you were to ask 100 instructional designers

The Grand Bargain

The recent controversy at Harvard College about using secret cameras placed in classrooms to document student attendance has raised

Join the Conversation: #t509massive

#t509massive

Justin Reich @bjfr 2 Jul

I'm giving a talk at the @berkmancenter Tuesday 7/7 (livestream), The Web We Want & The Ed We Want cyber.law.harvard.edu/events/luncheo… 1/x #t509massive

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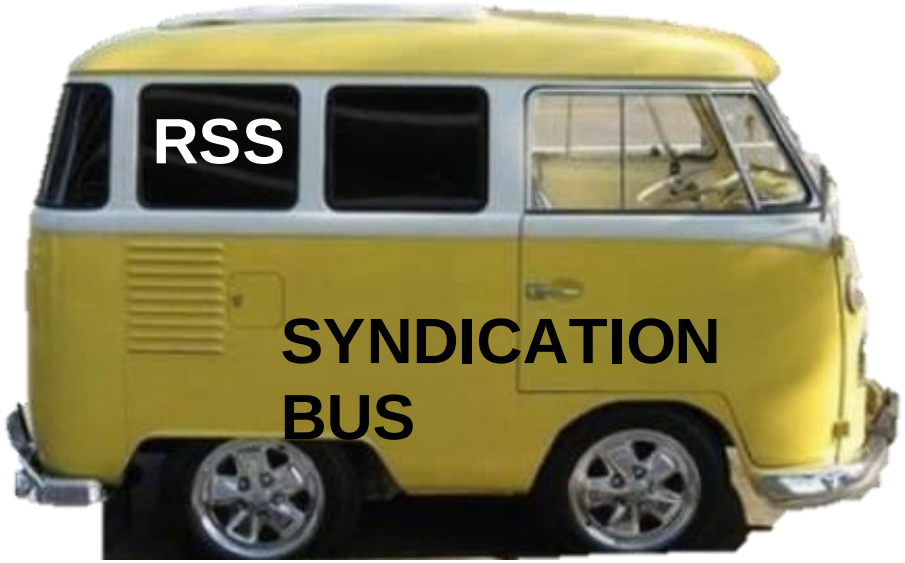

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RobertsRachelL: "The MOOCs will eventually make lectures obsolete."

Hubs Twitter Hub Jul 4, 2015 0 0

--Originally published at #t509massive on Twitter

"The MOOCs will eventually make lectures obsolete."#t509massive
http://www.theatlantic.com/features/archive/2014/08/the-future-of-college/375071/ ...

Practical Guidance from MOOC Research: Student Diversity

Blog Hub Syndicated Jul 2, 2015 0 0

--Originally published at EdTech Researcher

One of the signature findings of MOOC research is the tremendous diversity of MOOC learners. How can we serve them best?

bjfr: Finally, check out the Web site for the course Massive: The Future of Learning at Scale at and . 5/x

Hubs Twitter Hub Jul 2, 2015 0 0

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Justin Reich @bjfr 2 Jul
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"The MOOCs will eventually make lectures obsolete."#t509massive theatlantic.com/features/archi...
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Retweeted by Cabinet ITSM Europe

Expand

Participation Rubric

Describe a few criteria that you'd like to evaluate yourself on, and be evaluated on by the instructional team. Define what it would look like if you met your personal expectations, if you fell short, and if you did totally awesome. While some of these metrics may be quantitative (I will do X at least Y times), most should qualitatively describe your desired learning and impact. (While there are 5 rows and 3 columns below, feel free to modify this general outline to suit your purposes.)

Criteria	Exceeds Expectation	Meets Expectation	Underperforms Expectation

T509massive.org
http://bit.ly/t561cce

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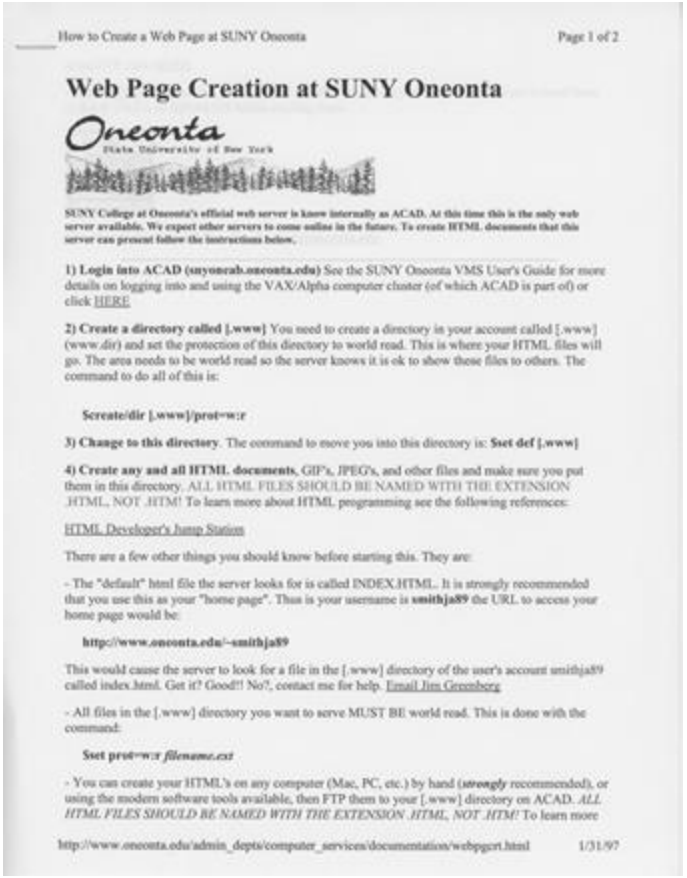
Curse of the Familiar



How to Create a Web Page at SUNY Oneonta Page 1 of 2

Web Page Creation at SUNY Oneonta

Oneonta
State University of New York

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http://www.oneonta.edu/admin_depts/computer_services/documentation/webpgcrt.html 1/31/97

Inequitable Vulnerability

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Starting again...

Blog Hub | Syndicated | Jun 25, 2015

--Originally published at Taking the Risk...IS success!

Connected Learning MOOC (CLMOOC)
#clmooc @clmooc

Has given me a bit of inspiration today. We're Unmaking Introductions today. Here's mine...

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