

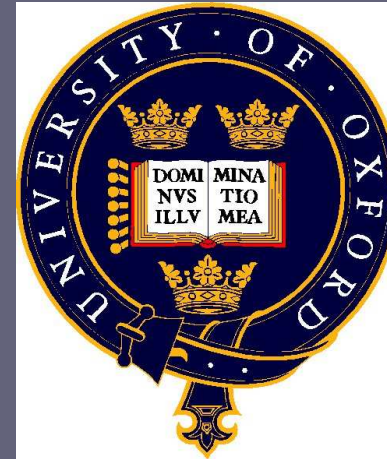
Crowdsourcing Education, Ctd.



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Joseph Corneli

April 19, 2010

Based on a set of slides presented 17 March 2010
at the OU's Open Systems Research Group Seminar Series

Social Learning Teaching

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Social Learning Teaching

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Is it {any, all, none} of these?

Social Learning Teaching

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Is it {any, all, none} of these?

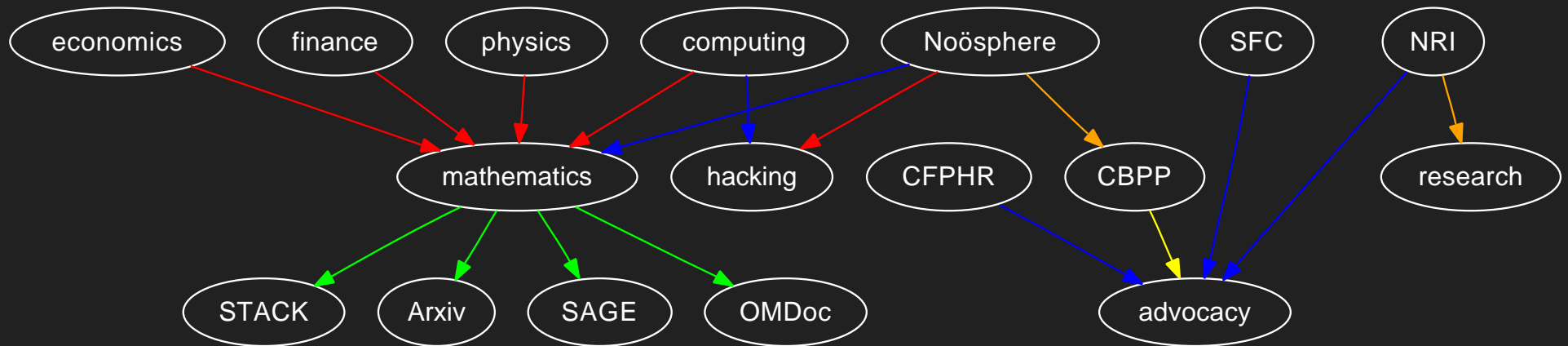
Is it even a new idea?



“I would like to invite readers to contribute to the development of the Dictionary by adding to our record of English throughout the world. *Everyone can play a part* in recording the history of the language and helping to enhance the Oxford English Dictionary.”

Examples from my experience

Organizational statics of PlanetMath.org, Ltd.

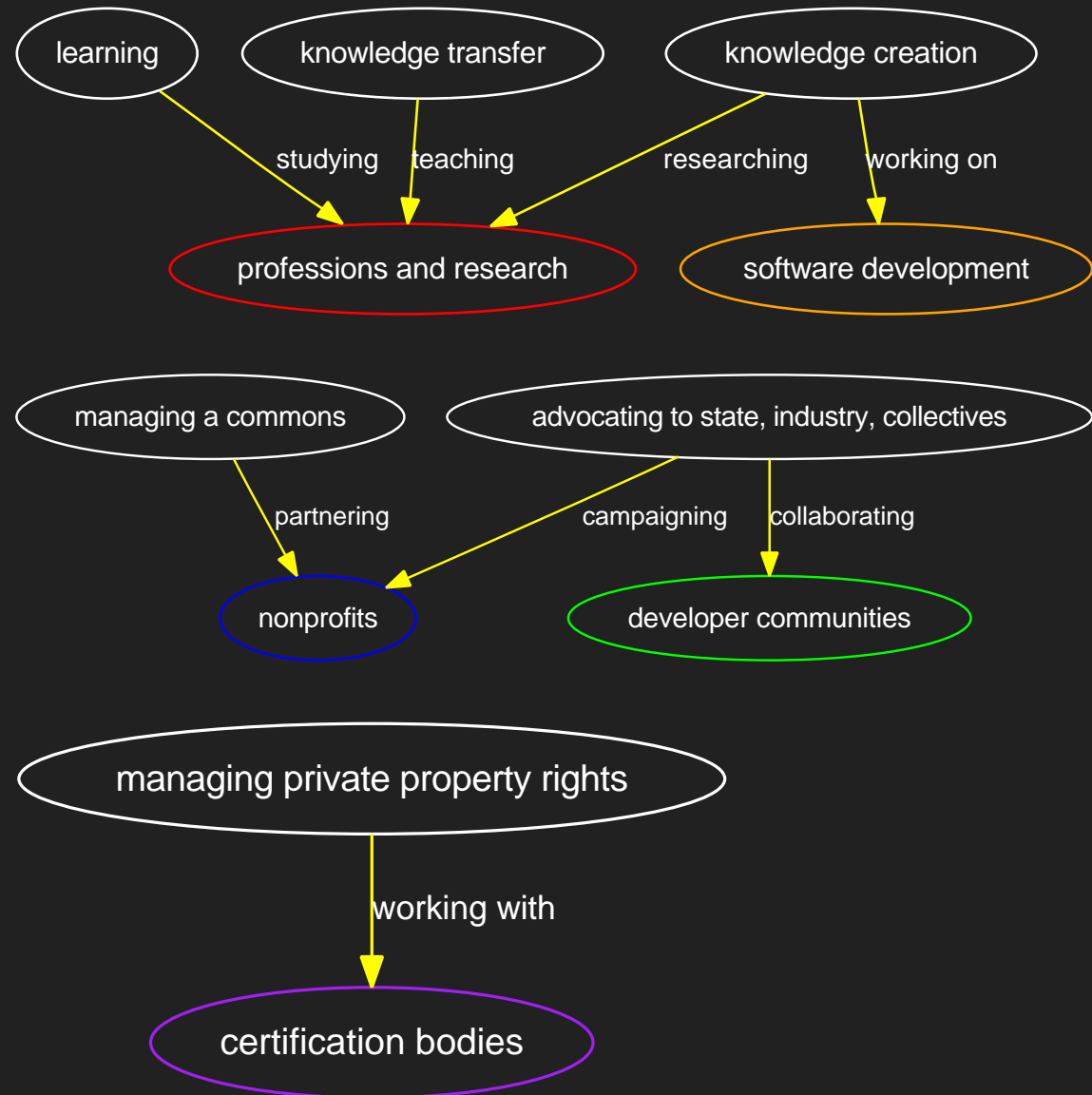


To begin to get at the dynamics we should think about:

- students ~ learning (obviously)
- teachers ~ doing knowledge transfer
- researchers ~ doing knowledge creation
- administrators and staff ~ managing a commons
- deans ~ advocating to the state and industry
- certification bodies ~ managing rights in “private property”

Possible *dynamic* roles for PlanetMath.org, Ltd.

We can roughly cluster the arrows from the previous page, and match the clusters to clouds of dynamical phenomena:



Can we measurably *engage in* or *support* the various activities indicated at right? The last one seems like a big challenge: can people get academic credit for the things they do on Planet-Math?

Analysing actions

If we want PlanetMath to be a place to *study*, *teach*, *research*, *develop*, *collaborate*, *promote*, *campaign*, *certify*, and *standardize*, we should look for ways/places to do/support things like this:

I	We	Its	It
go to class	do a class project	build a transcript	gain a skill
lead a class	plan the curriculum	give feedback	help a student
ask a question	discuss/experiment	write a paper	generate knowledge
share ideas/code	manage a body of work	create a system	create a tool/workflow
engage in dialog	find common ground	assemble strategies	create a new “identity”
describe/demo	trial phase/discussion	effect transaction(s)	have a fruitful exchange
agitate/evangelize	negotiate relationships	coordinate activities	create a richer context
check work	build credibility	complete paperwork	be “authoritative”
discern needs	achieve a consensus	describe a skill set	know the relevance

(This framework due to Nonaka and Toyama and/or Ken Wilber shows that the “simple” actions we’re interested can be broken down into still-simpler components.)

The future of social learning in my context.

Let's think moderately or incrementally:

	noninteractive	interactive
massively multiple	Library	University
one-to-one	Book	Tutor



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Let's think moderately or incrementally:

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	noninteractive	semiinteractive	interactive
massively multiple	Library	<i>Gutenberg(.org) 2.0?</i>	University
moderately multiple	<i>Encyclopedia</i>	<i>Publication; Mutual aid</i>	<i>Course</i>
one-to-one	Book	<i>Interactive Fiction</i>	Tutor

(“Mutual aid” could also be called “self-care in a social context”; see Foucault, History of Sexuality, volume 3.)

Let's look at those actions again

This time I'm color-coding the actions according to which of these 6 "projects" seems most related:

I	We	Its	It
go to class	do a class project	build a transcript	gain a skill
lead a class	plan the curriculum	give feedback	help a student
ask a question	discuss/experiment	write a paper	generate knowledge
share ideas/code	manage a body of work	create a system	create a tool/workflow
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That's a bit ad hoc, but we see that:

- the various "projects" are likely to interpenetrate in interesting ways;
- "encyclopedias" are a small (though important!) part of the picture;

The end... or just the beginning?

Credits: j.a.corneli

Thanks: Kasia

plus quam bibliotheca et gymnasium