

Education (Innovations?): Connectivism, MOOCs, Learning Analytics

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NAS

FACULTY

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graph TD; Faculty[FACULTY] --> CoreContent[CORE CONTENT]; CoreContent --> Learner[LEARNER];
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The diagram is a vertical funnel shape divided into three horizontal sections. The top section is dark blue and contains the word 'FACULTY' in white, bold, sans-serif capital letters. A thin white horizontal line separates this from the middle section. The middle section is a lighter blue and contains the words 'CORE CONTENT' in white, sans-serif capital letters. A thin white horizontal line separates this from the bottom section. The bottom section is the darkest blue and contains the word 'LEARNER' in white, bold, sans-serif capital letters. A vertical white line with a downward-pointing arrowhead connects the middle of the top section to the middle of the bottom section, passing through the middle section.

CORE
CONTENT

LEARNER

**PERIPHERAL
LEARNERS**

**EXTERNAL
EXPERTS**

FACULTY

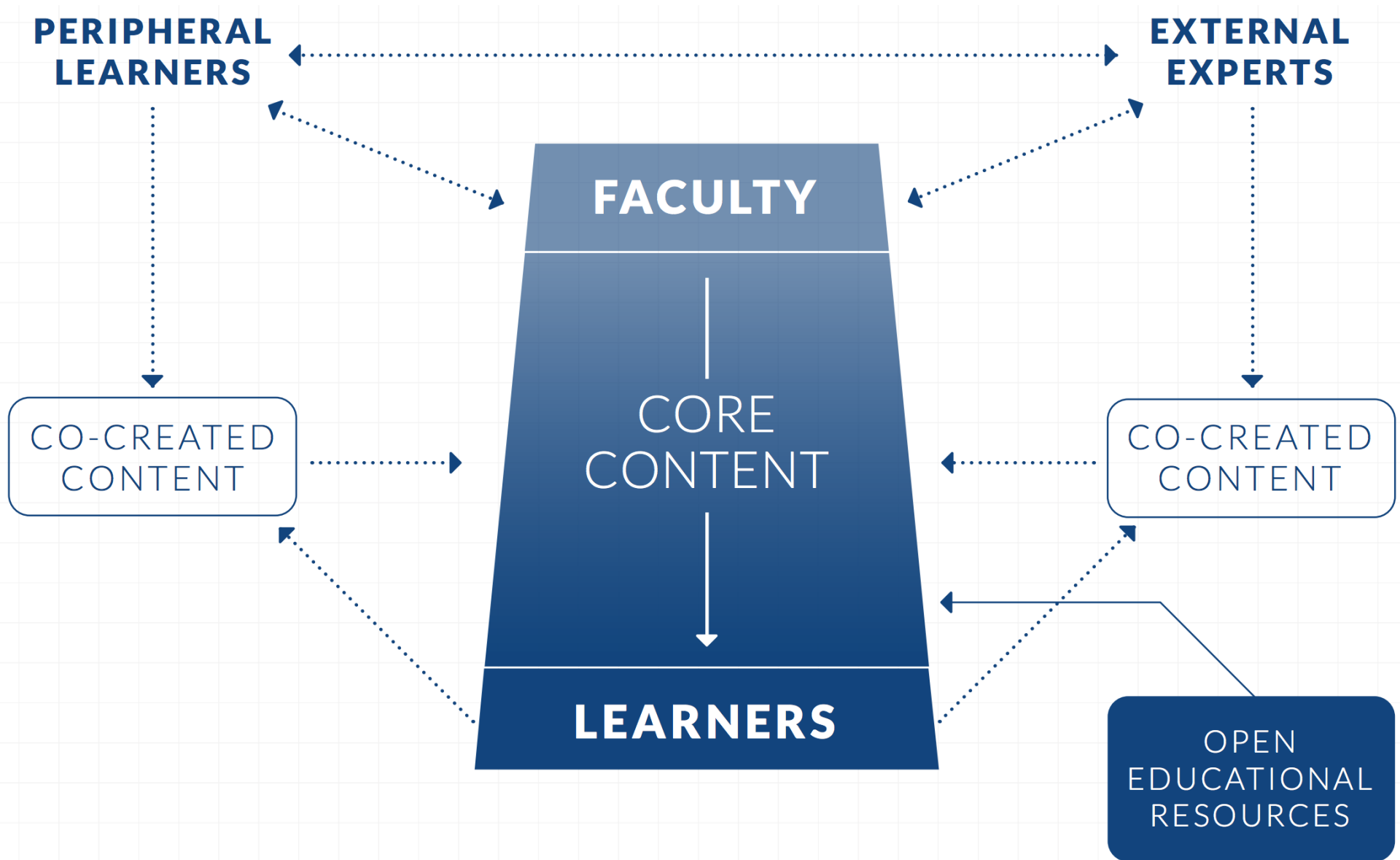
CORE
CONTENT

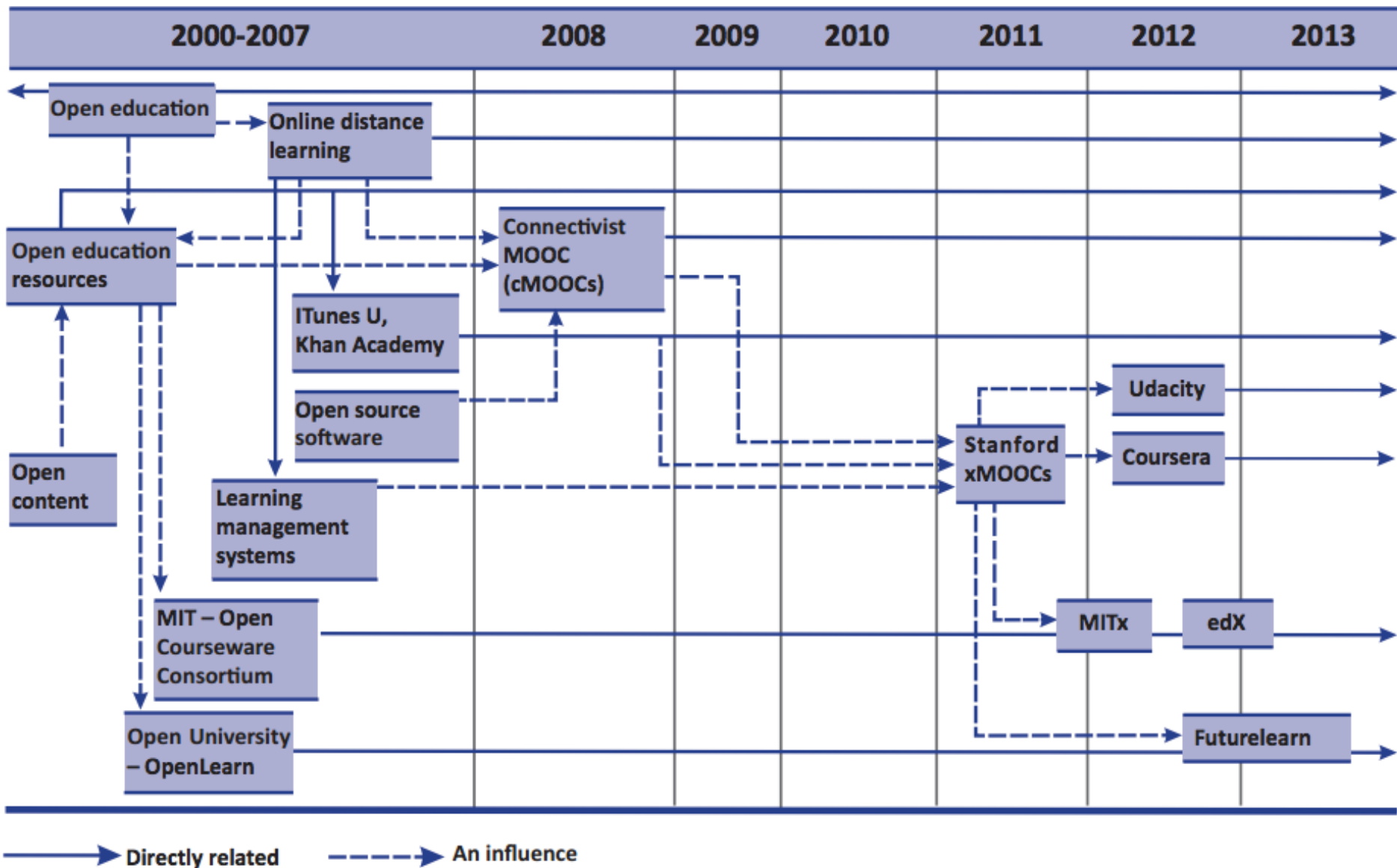
LEARNERS

CO-CREATED
CONTENT

CO-CREATED
CONTENT

OPEN
EDUCATIONAL
RESOURCES





UNESCO, 2013

Figure 1: Timeline of MOOC developments

Adapted from Yuan and Powell (2013)

MOOCs and Open Education: Implications for Higher Education (CETIS)

MOOCs

Now reach 17+ million learners

(Important: over 21 million distance learners)

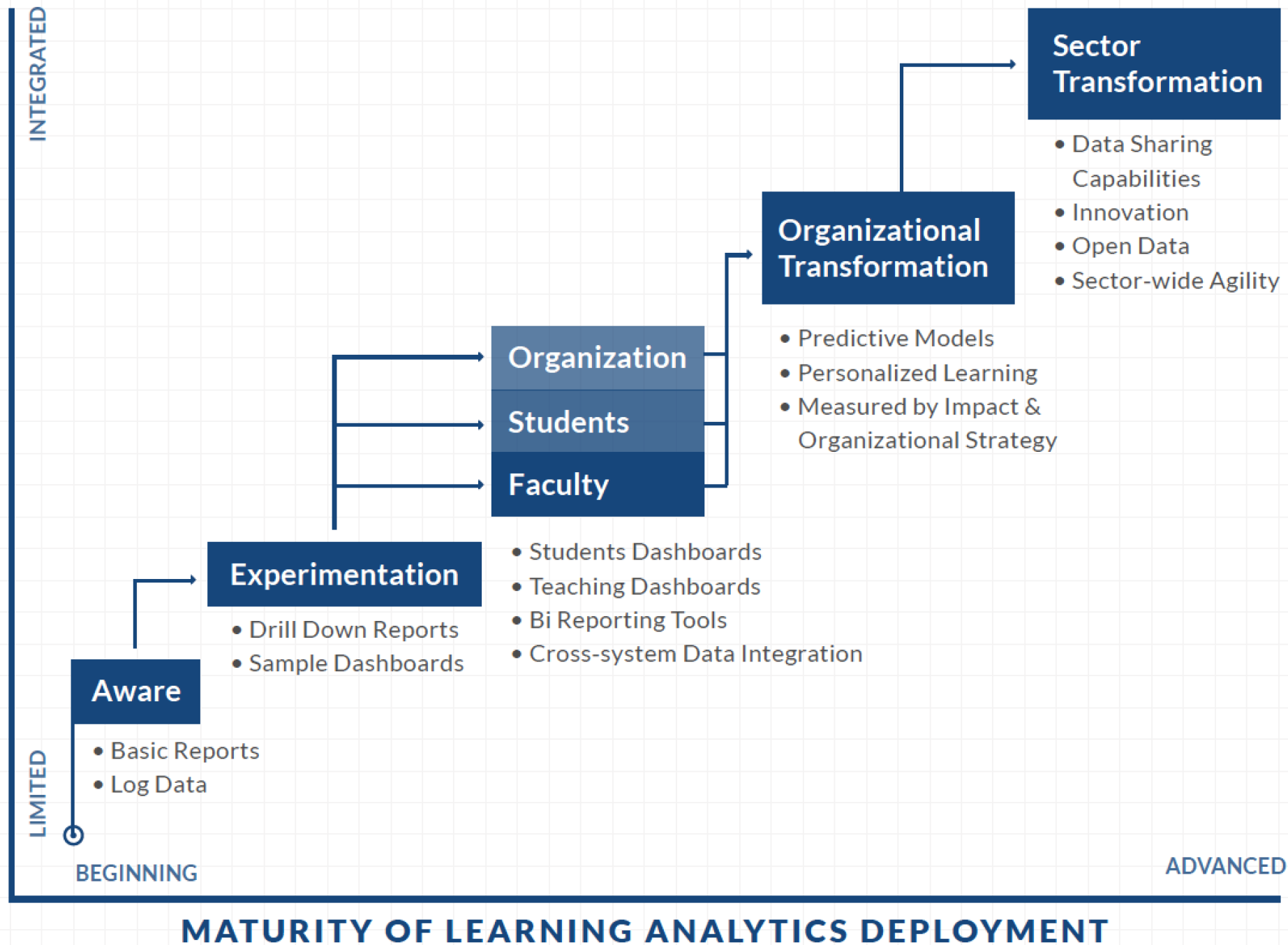
Hundreds of millions (billions) of \$\$ invested

Thousands of academics involved

Media exposure in mainstream publications

Developing ecosystem of value add products

On-campus debate/soul-searching



What will LA do for learning science & education

Add a new research layer

Personalization

Optimization (move from negative orientation)

Organizational insight

Improved decision making

New models of learning

Increase competitiveness

Improve marketing/promotion/recruitment