Two persistent systems level challenges

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Ann Arbor
CSLS
November 2-3, 2016
Two persistent problems

1. Computed curriculum and distributed learning (fragmented, unstructured, not centrally controlled/curated)

2. Equity in meeting knowledge and learning needs of all members of society
Computed curriculum and learner knowledge graph
Reducing the basic units of education:
From courses/workshops/modules to competencies
Information fragmentation... loss of narratives of coherence
Once we’ve fragmented content and conversation, we need to stitch them together again so we can act meaningfully (learn, assess)
Research attempts to make sense of this:

DALMOOC

Personal Learning Graph

COCOA Grant (with CMU)
- Learning design
- Learner motivation/self-regulation
- “Pathways” of learning
Equity: Social, Affect, Wellbeing
“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”

President Truman, 1947
Systemic integration, scaffolding, and multiple support systems
Openness and open learning analytics
Research attempts

IDEAS (DOE Grant)

Scaffolded support (SPW/ASU)

Complexity framework for knowledge development & systems change (Boeing, NASA, SFI, Microsoft)

Affect/emotion (wearables, psychophysiological data collection – Stanford, Nov 14-15)

Smart Campus in a Smart City (Intel/DFW)