

FROM MOOC TO GOAL

Ubiquitous Learning in Higher Education



GOAL (GLOBAL ONLINE ACADEMIC LEARNING): WHY ANOTHER ACRONYM?



➤ » Terminology shapes Thinking «

- „The MOOC“ does not exist
- MOOC as terminology for an outworn hype
- It's about learning (process) not about course(design)

➤ Heterogeneity changes in global online settings

- From “brick and mortar universities” to a Global Online University (environment)
- Roles merge (learning culture)

➤ A Re-Thinking and Re-Defining of Settings and Objectives is needed

- Enhancement Competence
- Meta Communication

➤ Technology and Digitalization deliver no Magic Bullet but a powerful toolkit

- Competence Grid as approach to develop and foster Enhancement-Competence

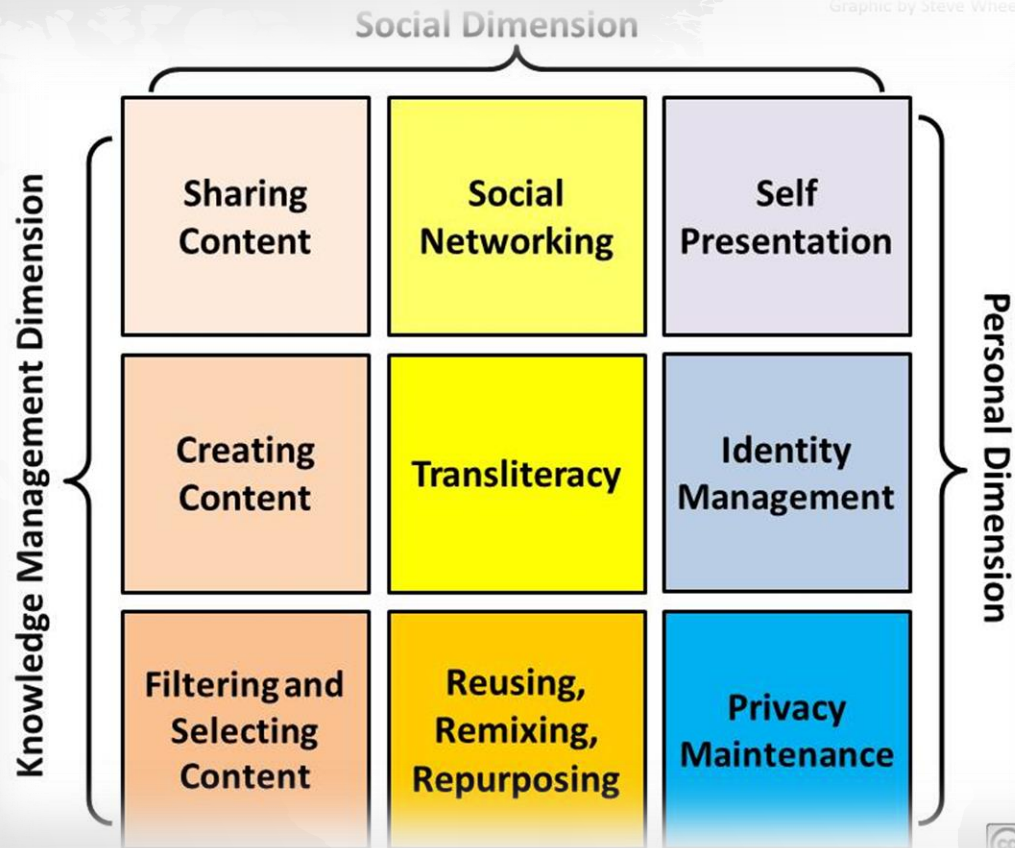


THE FALSE AND THE RIGHT HETEROGENEITY ...

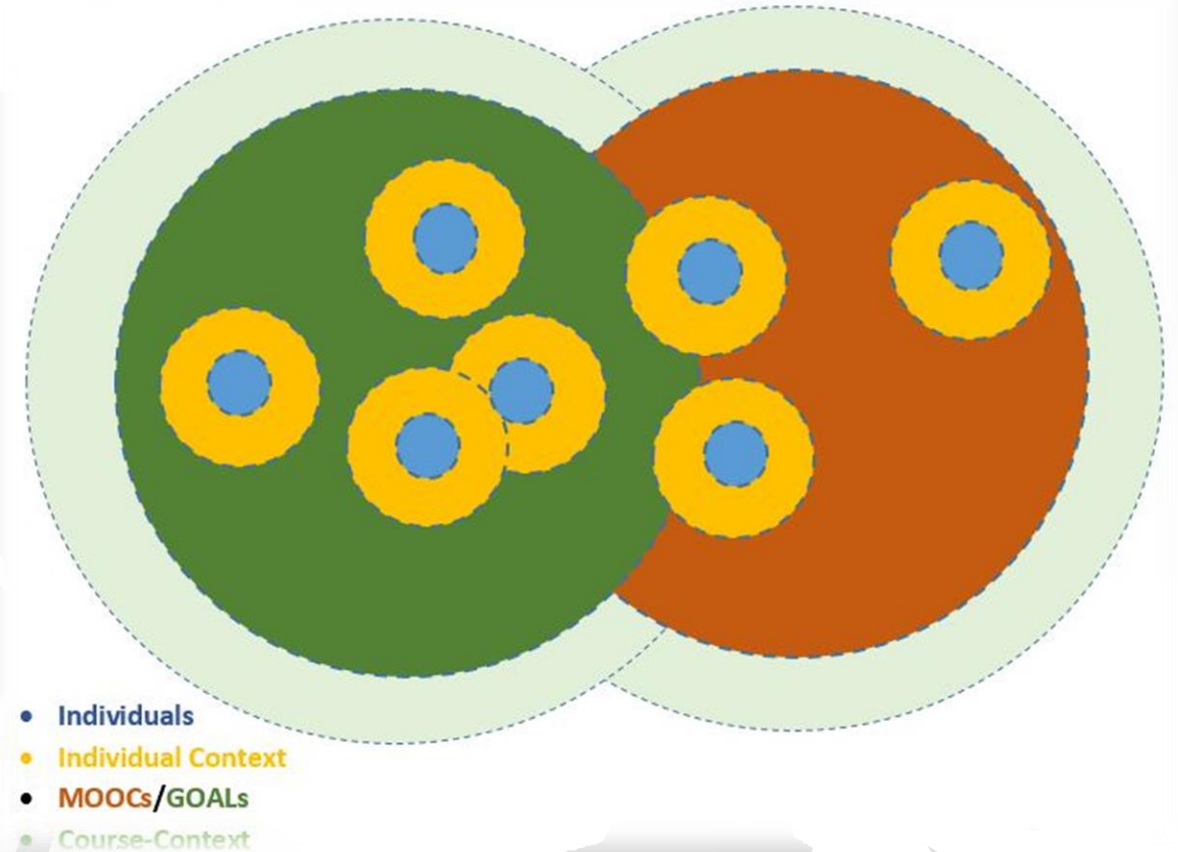


CONTEXTS, PUNCTUATIONS AND REFRAMING CONTEXTS



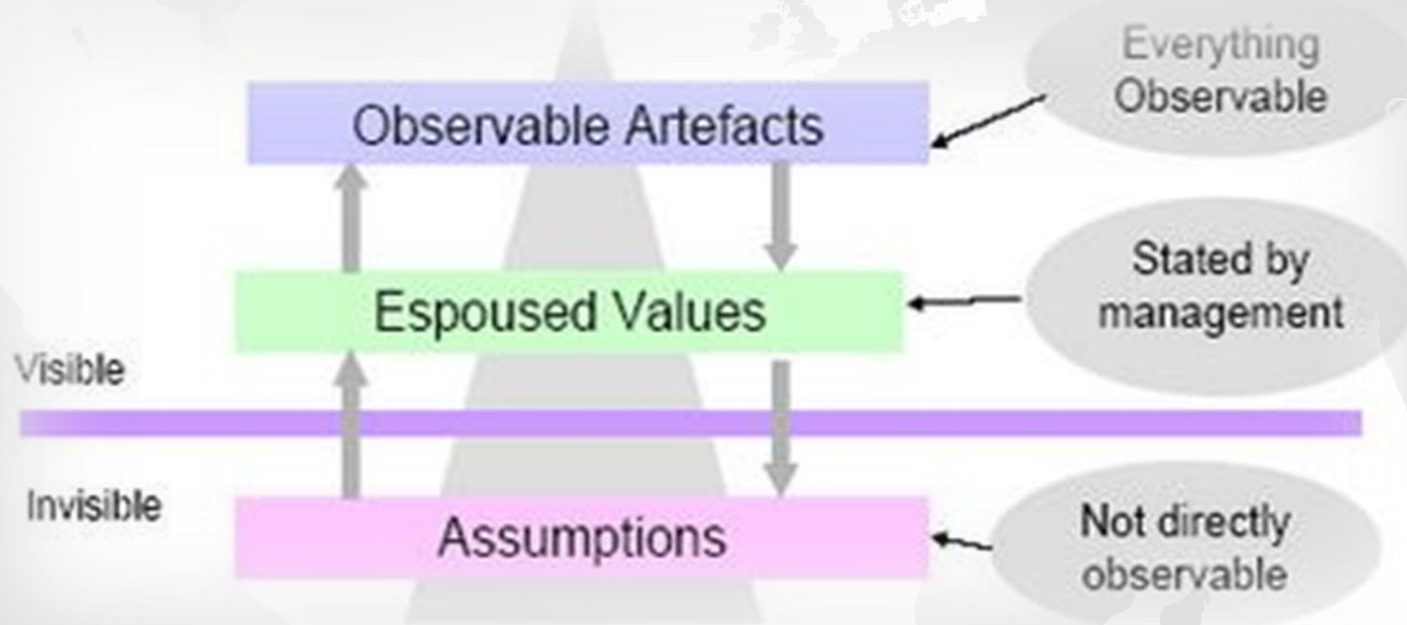


Ressource: Steve Wheeler (2016)
<http://www.steve-wheeler.co.uk/2016/06/digital-literacies-in-age-of-remix.html>



Ressource: Sabine Siemsen (2016)
<http://www.steve-wheeler.co.uk/2016/06/digital-literacies-in-age-of-remix.html>





***“Define something in terms of its relationships using contrast and context instead of isolating it with a name.”
(Bateson 1972)***

NOT A „RE-DESIGN“ BUT A „RE-THINKING“ IS NEEDED



SHIFT FOCUS FROM INPUT AND OUTPUT TO »THROUGHPUTS«



➤ Input

(Expert Knowledge: static)

➤ Output

(competence, performance: measurable criteria)

➤ Throughput

(interaction, interrelations, communication: process)

on a Meta-Dimension of competences and tools:

➤ Enhancement-Competence and Meta-Communication



METACOMMUNICATION AND ENHANCEMENT-COMPETENCE

“Meta-Communication in Online-Courses is

- *highly heterogeneous learner-communities*
- *cooperatively re-defining and putting in question definitions of »Learning« and »Knowledge«,*
- *in front of and while participating online-courses;*
 - *with the purpose to set new commonly found context-markers*
 - *to create value by generating knowledge*

and leads to

- *efficiently and consciously developing **Enhancement-Competence***
- *in and for learning networks*
- *including individual, social-cultural and digital-technological network.”*

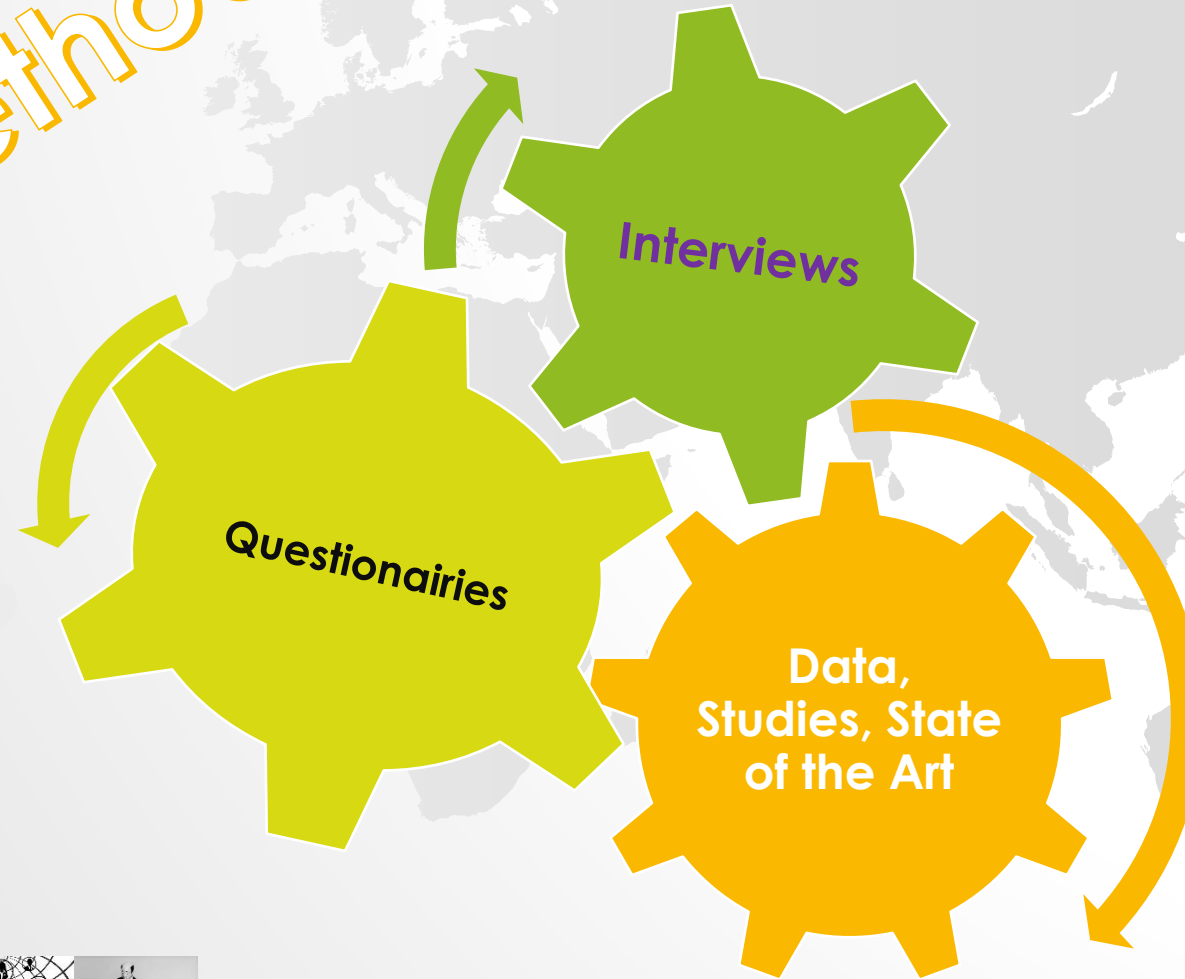


<u>Enhancement</u> Competence	Meta-Communication enabled through	Evidence through
Level I Recognizing dimensions and interrelations of »Learning-Culture« (according to Figure 3 of this thesis)	Tasks like research on different theories on and definitions of learning, knowledge, learning culture.	Thinking by writing: Weblogs, ePortfolio, essays ...
Level II Value-free identifying of other's experiences, expectations, and thereof resulting definitions (context-markers)	Anonymized texts from the weblogs, eportfolios, and essays developed on level I.	Writing Peer-Feedback to weblogs, eportfolios, and essays developed on level I.
Level III Value-free Identifying of own experiences, expectations, and thereof resulting definitions (context-markers)	Questions: What is your definition of learning, knowledge, competence? How did your definitions come into being, what do they base on? What are your expectations towards learning and being support in this course? ...	Thinking by writing: Weblogs, ePortfolio, essays ...
Level IV Finding relationships, likeness and intersections	Questions: Are there aspects within definitions, theories (Task level I) these have in common? What could be a common interest leading to participating in this course? ...	First: Thinking by writing: Weblogs, ePortfolio, essays ... Then: Moderated and supported synchronous Meta-Communication like Virtual Classrooms, Hangouts, Skype ...
Level V Reframing, setting new context markers	Could the feedback to your reflections in level I and III change your initial definitions? Which kind of definition could you imagine that would focus on shared expectations? ...	First: Moderated and supported synchronous Meta-Communication like Virtual Classrooms, Hangouts, Skype ... Then: Thinking by writing: Weblogs, ePortfolio, essays ...
Level VI Permanent process of <u>reflexion</u> , enhancing consciousness, reframing and re-thinking	Starting a spiral process of levels I to V basing on material created in level V	



NEXT STEPS: ENHANCEMENT-COMPETENCED IN AND THROUGH GOAL

Mixed Methods



NEXT STEPS: FUSING THEORY AND PRACTIS

