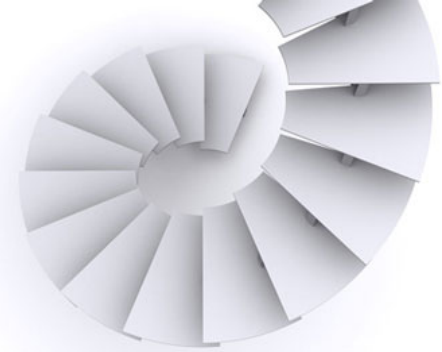




CROSSING BORDERS, CHARTING NEW TERRITORY

Alan Davis
BCPLAN

March 26th 2013



Surging in PLAR: Pyroclastic, Glacial or Afghan?

Alan Davis

BCPLAN

March 26th 2013

Disclaimers

- Not in any way scholarly
- Entirely personal and idiosyncratic
- Fall-out from a blog
- But, I am a president!



The blog:

- The silo-ing of learning from, well....life

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- Most of the important learning is informal

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- It suggested a re-theorising of PLAR (I think)

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- The silo-ing of learning from, well....life
- Most of the important learning is informal
- It suggested a re-theorising of PLAR (I think)
- KPU needs to get on with it

<http://blogs.kwantlen.ca/president/>

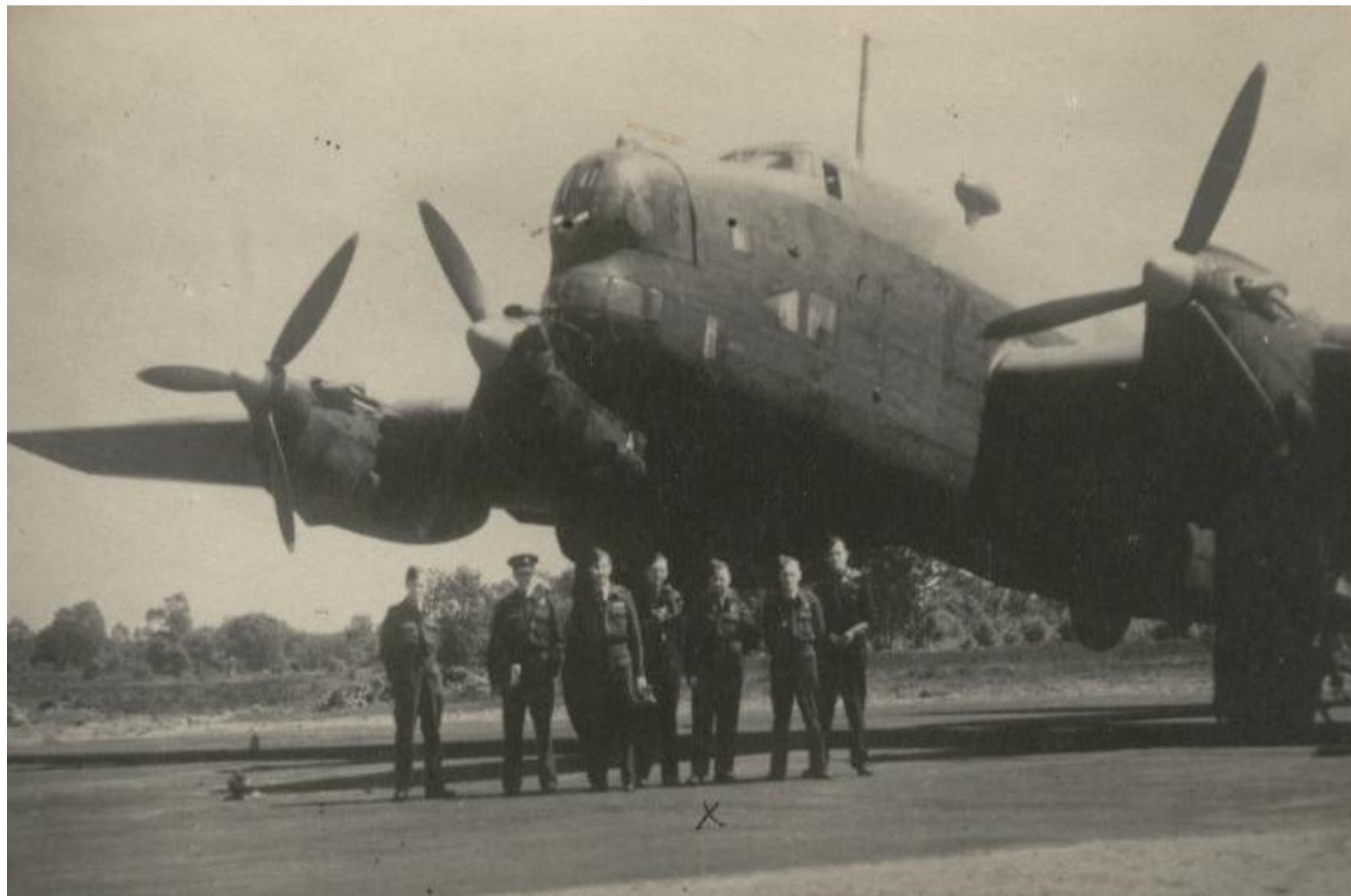


So, why me? What is my pedigree?

- My father



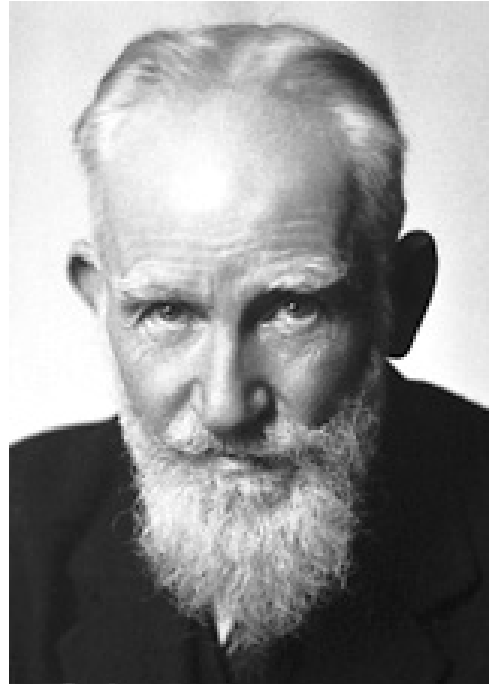






So, why me? What is my pedigree?

- My father
- “He who can, does. He who cannot, teaches.”



So, why me? What is my pedigree?

- My father
- He who can, does. He who cannot, teaches.
- Extended my classroom: teachers, children, adults



So, why me? What is my pedigree?

- My father
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- **Adult and open learning**

So, why me? What is my pedigree?

- My father
- He who can, does. He who cannot, teaches.
- Extended my classroom: teachers, children, adults
- Adult and open learning
- **Poster child for informal learning**



























The Surge

- Social to economic drivers in h.e.

The Surge

- Social to economic drivers
- Prior and emergent learning

The Surge

- Social to economic drivers
- Prior and emergent learning
- Open Everything

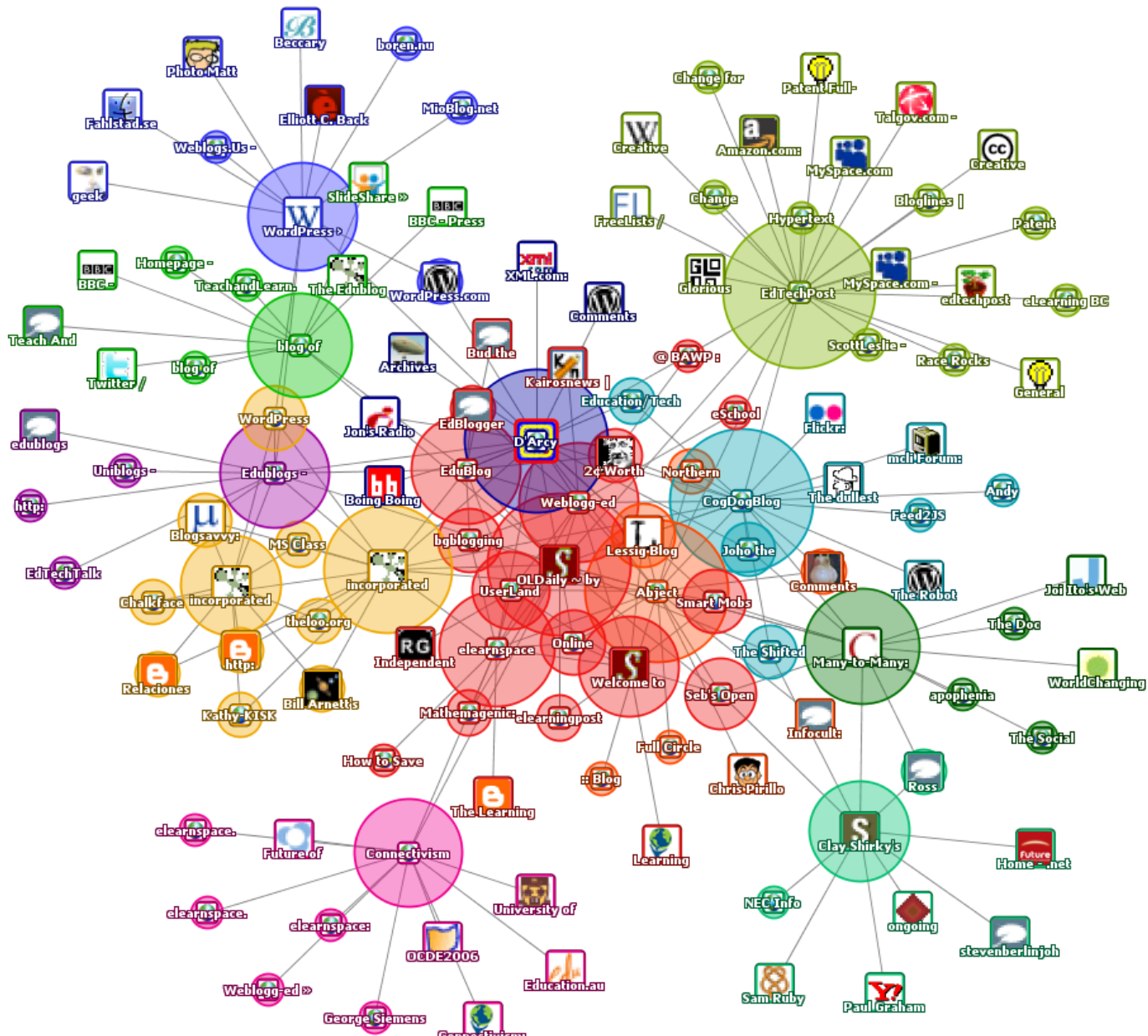
The Surge

2 compelling ideas that summarize the opportunity/challenge in open education:

Personal Learning Environment/Network

e-Portfolio



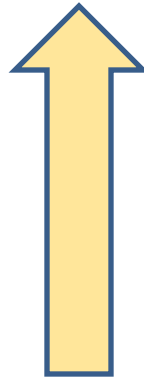


my personal learning network





me later



me now



- closer to my personal dreams and goals
- with 21st century graduate outcomes
- globally aware, and connected
- a lifelong learner with a robust résumé

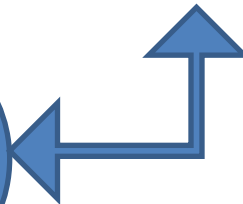




me later

smart people
& resources
especially OER

me now





me later



smart people
& resources
especially OER

me now

**browse, gather,
organize, read,
and listen**



me later



Open Textbooks

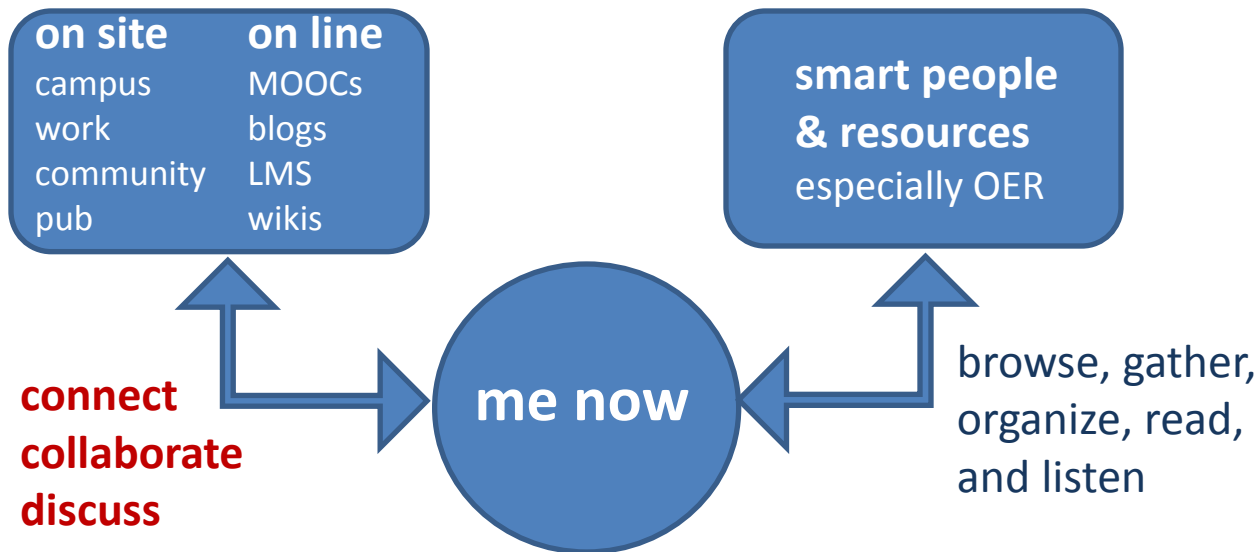


OPEN EDUCATIONAL RESOURCES





me later





me later

on site campus work community pub	on line MOOCs blogs LMS wikis
------------------------------------------------------	--------------------------------------------------

**smart people
& resources**
especially OER

me now

connect
collaborate
discuss

browse, gather,
organize, read,
and listen





me later

create
share
publish

my artifacts
writing
speaking
media

on site	on line
campus	MOOCs
work	blogs
community	LMS
pub	wikis

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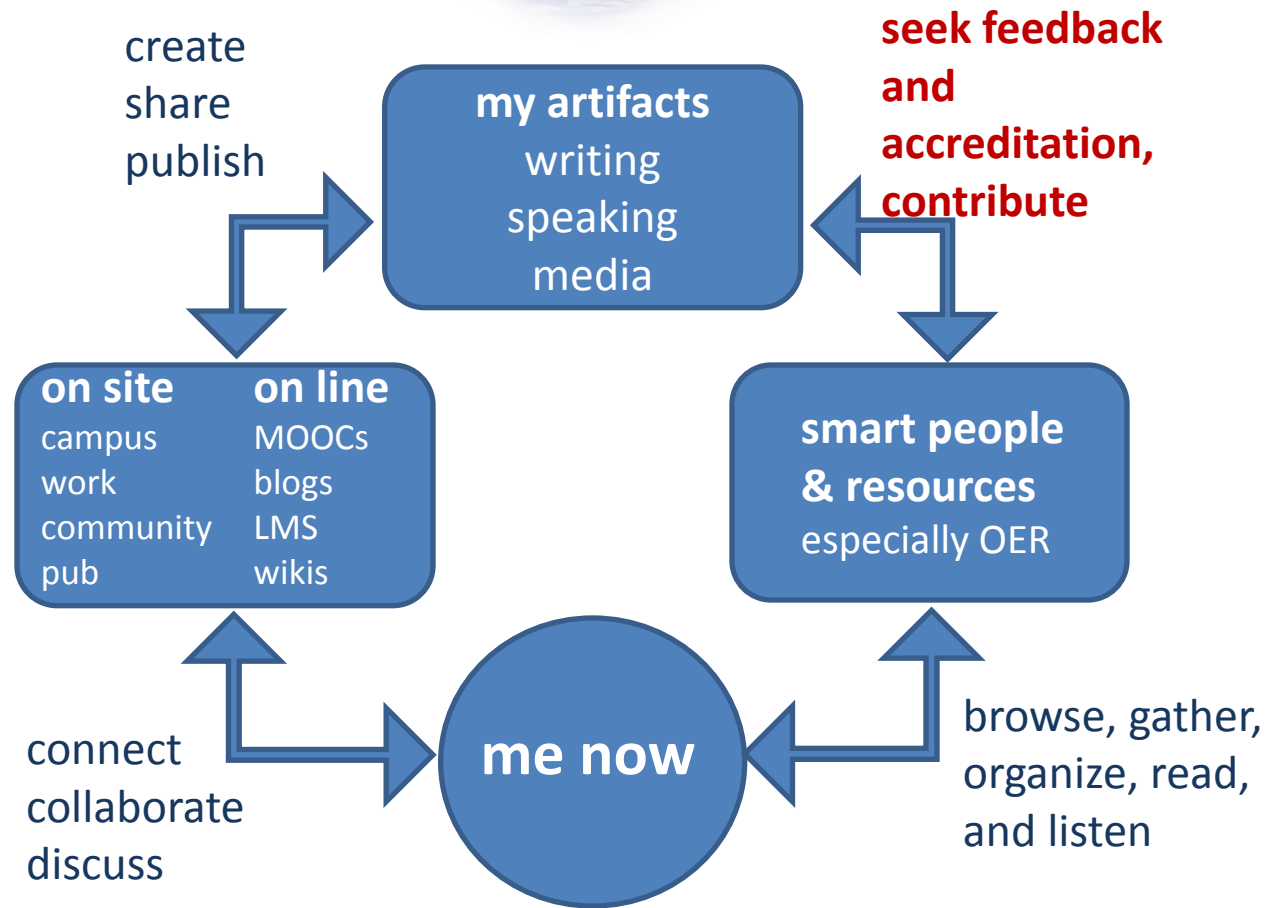
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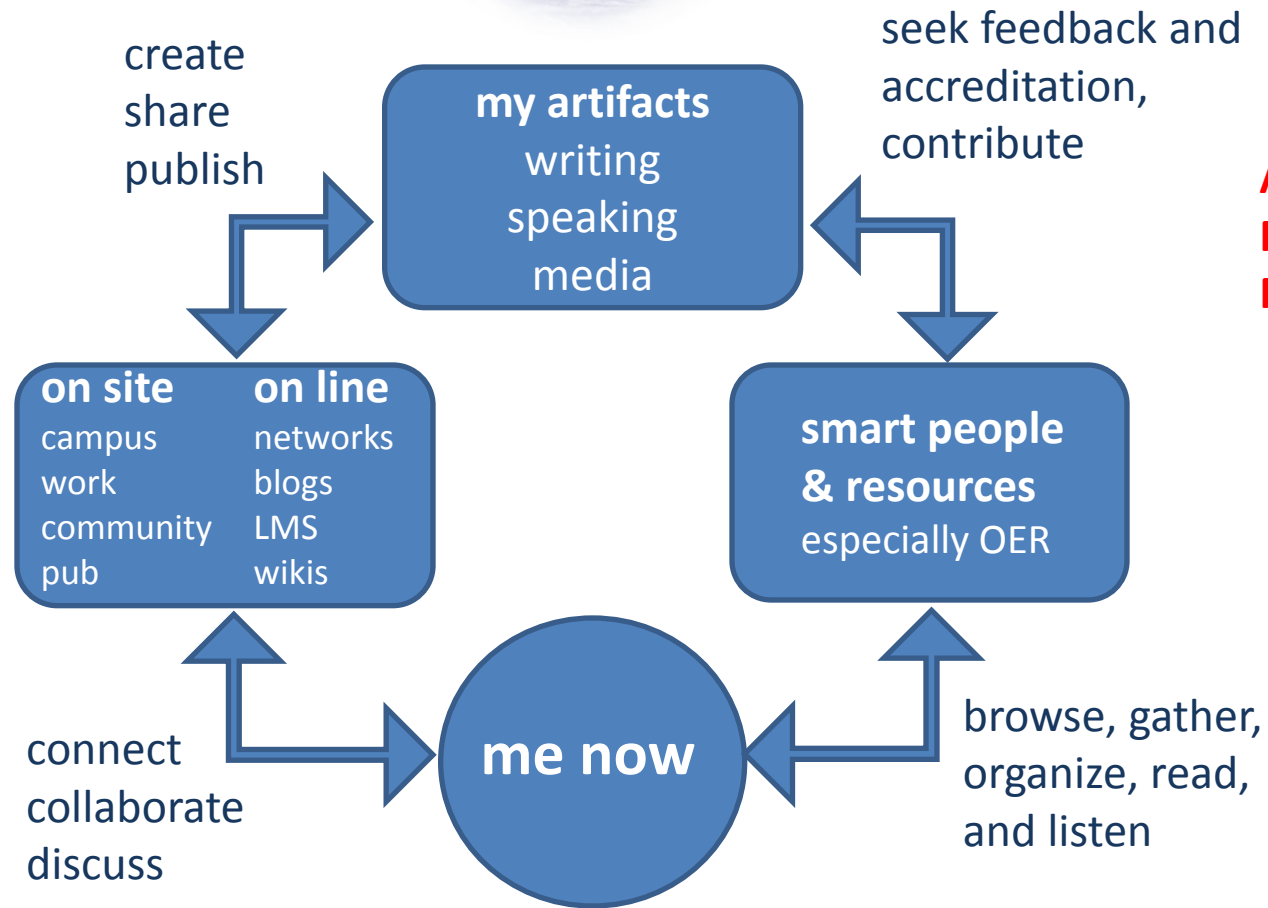




me later



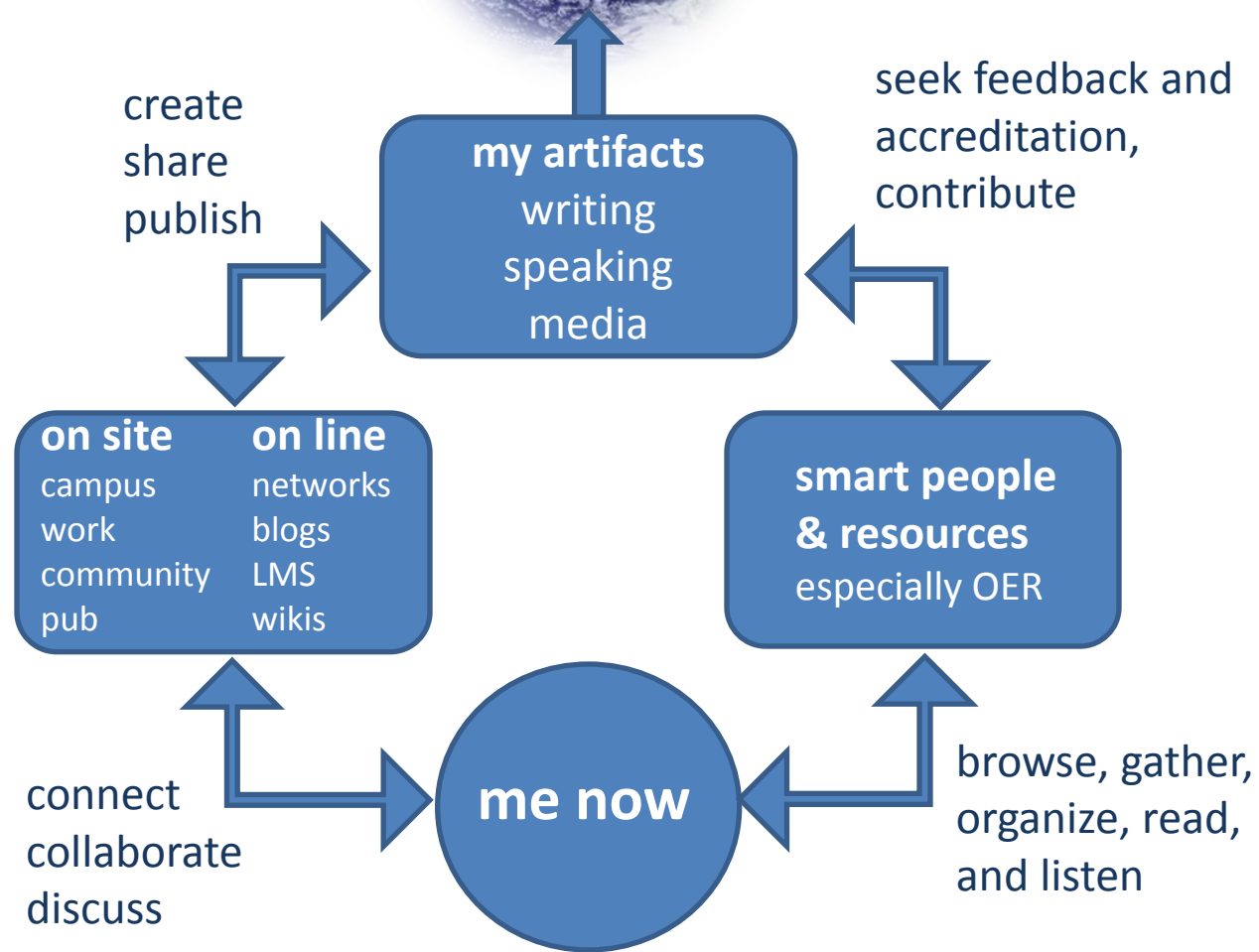
ACE
Mozilla
MOOC providers





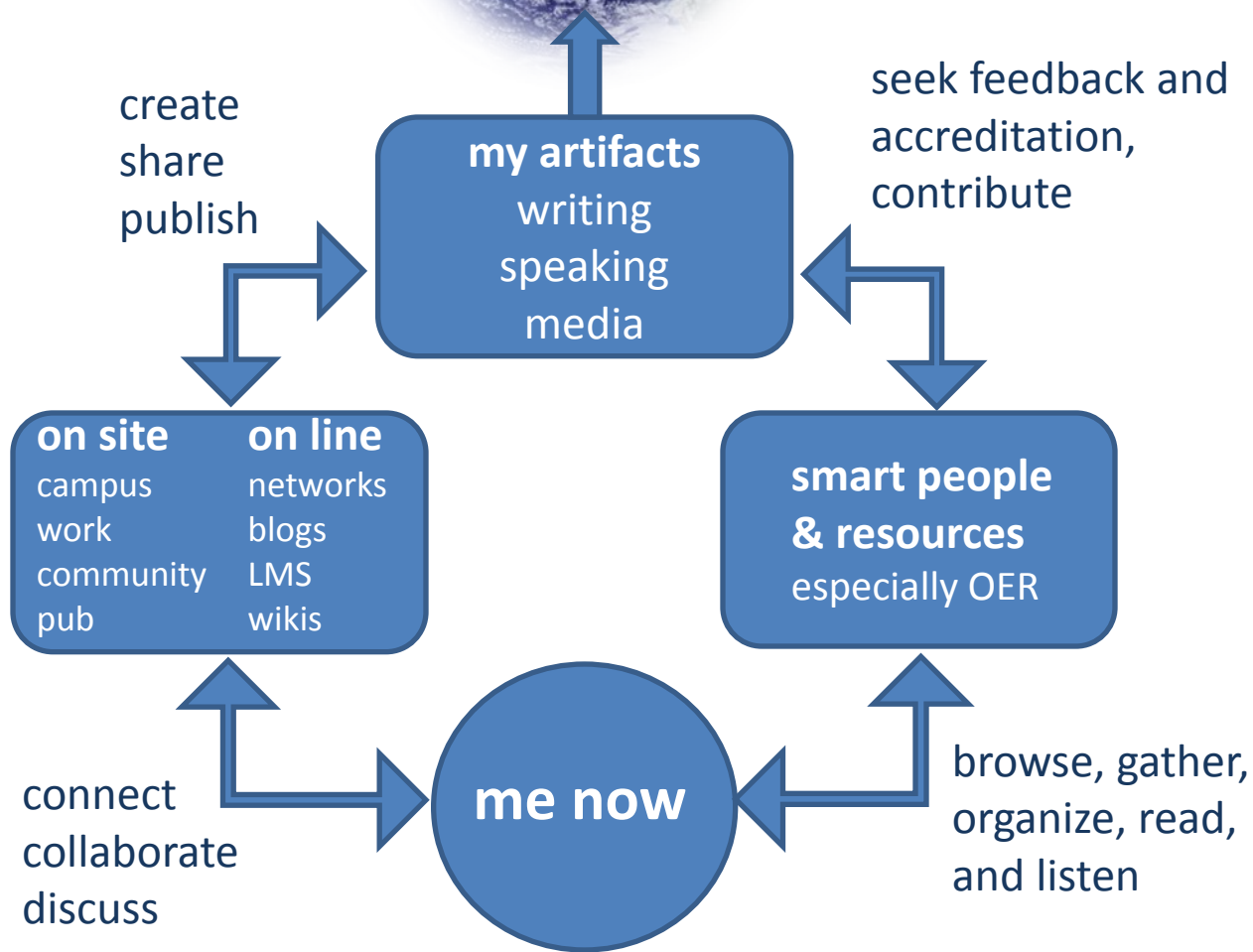
me later

- closer to my dreams and goals
- lifelong learner with a rich e portfolio





- closer to my dreams and goals
- lifelong learner with a rich **e portfolio**





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mahara



me later

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seek feedback and
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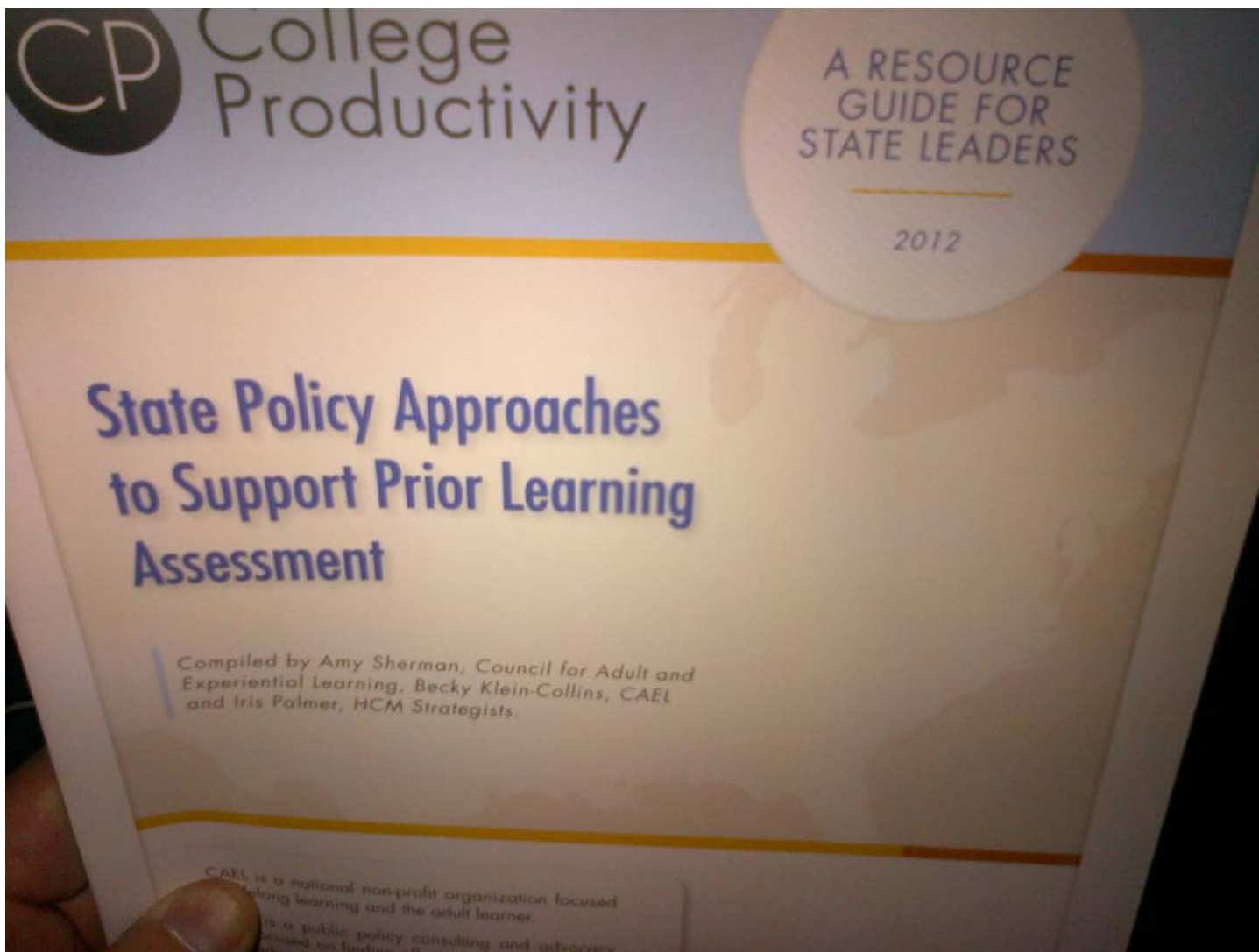
Anya Kamenetz

<http://diyubook.com/>



Some provincial/state and national ideas

- BCPLAN
- BC Educational Credit Bank
- Alphabet soup: who does what?





STATE UNIVERSITY OF NEW YORK
 EMPIRE STATE COLLEGE

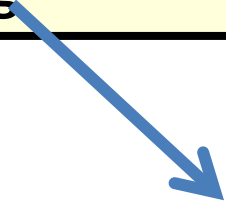
Prior Experiential Learning

Learning gained through experience and training: internships, work, community, OERs, service learning etc.

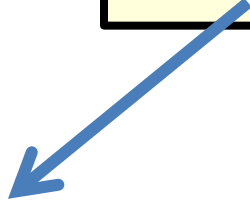
Documented Learning

- a) Learning already assessed for credit from ACE, CLEP etc.
- a) “Meta-credit” learning: NYTimes, MITx, Badges, CE etc. where some assessment has been made, but not for college credit

Prior Experiential Learning



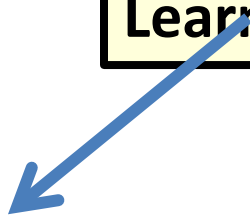
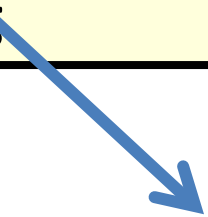
Documented Learning



Assessment

Prior Experiential Learning

Documented Learning



Assessors



Assessment

Prior Experiential Learning

Documented Learning

Assessors

Assessment

Training and research networks

Prior Experiential Learning

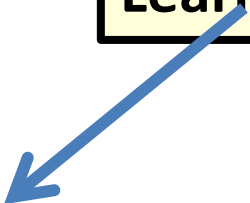
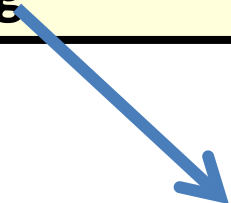
Documented Learning

Assessors

Assessment

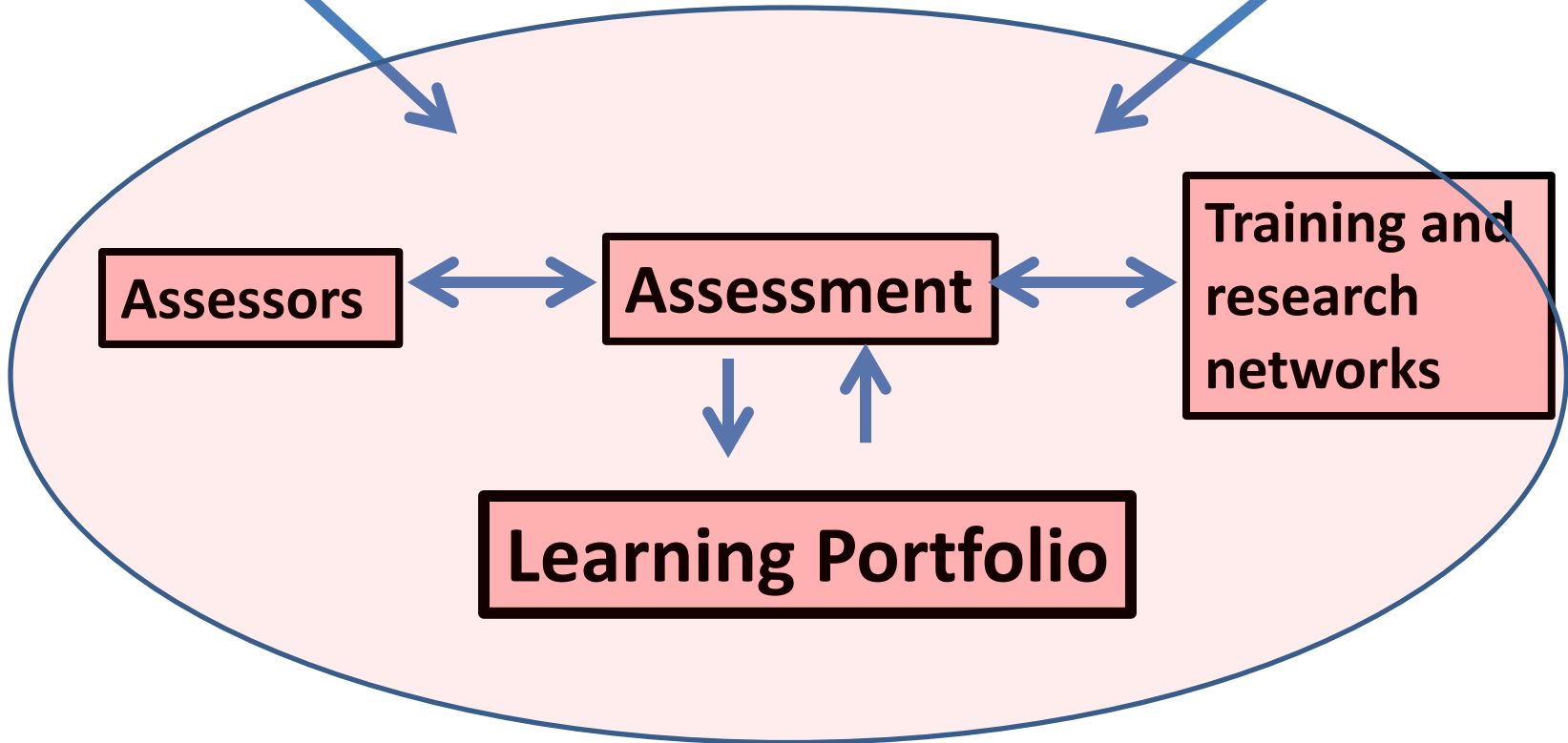
Training and research networks

Learning Portfolio



Prior Experiential Learning

Documented Learning

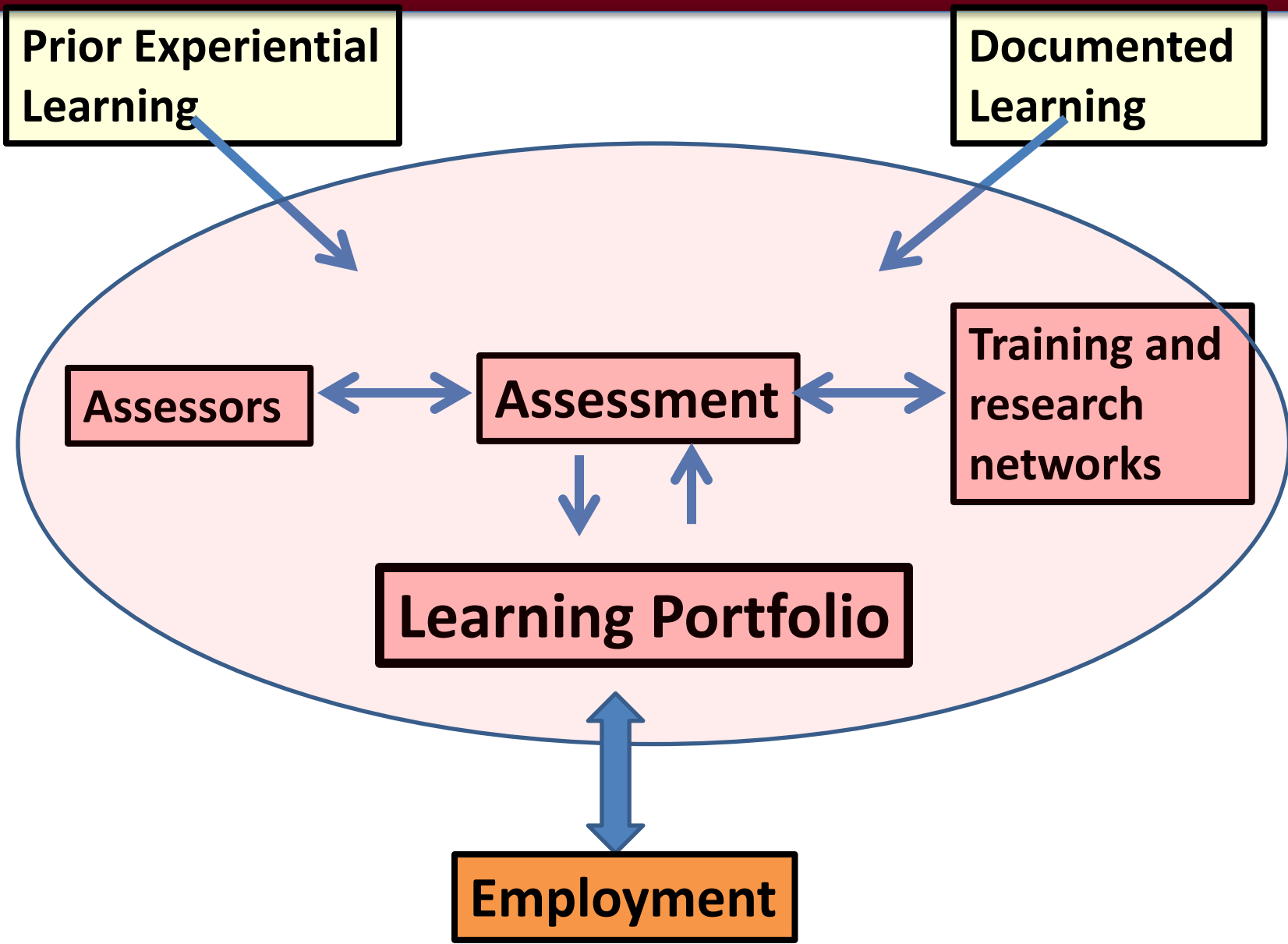


Assessors

Assessment

Training and research networks

Learning Portfolio



Prior Experiential Learning

Documented Learning

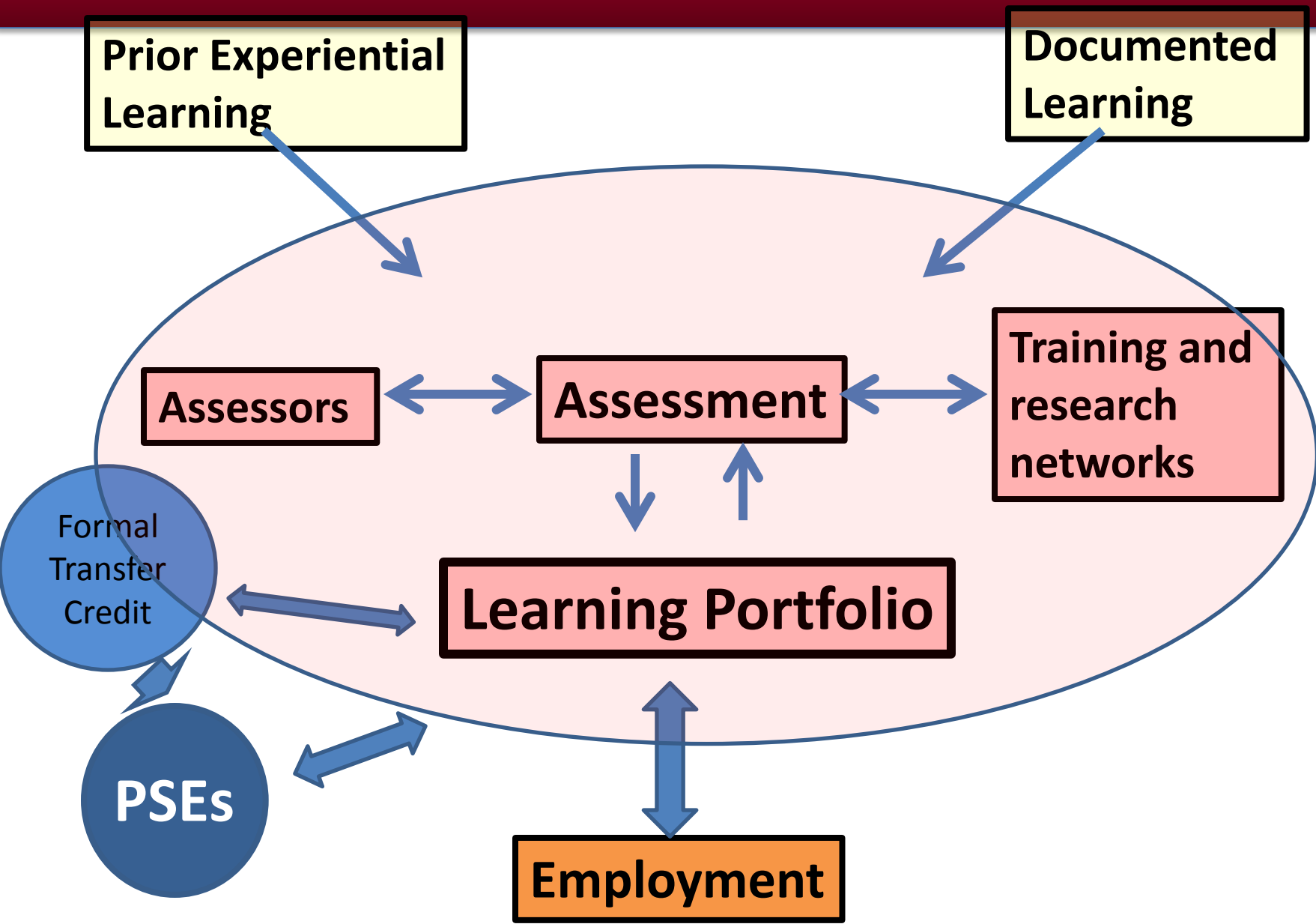
Assessors

Assessment

Training and research networks

Learning Portfolio

Employment



Prior Experiential Learning

Documented Learning

Assessors

Assessment

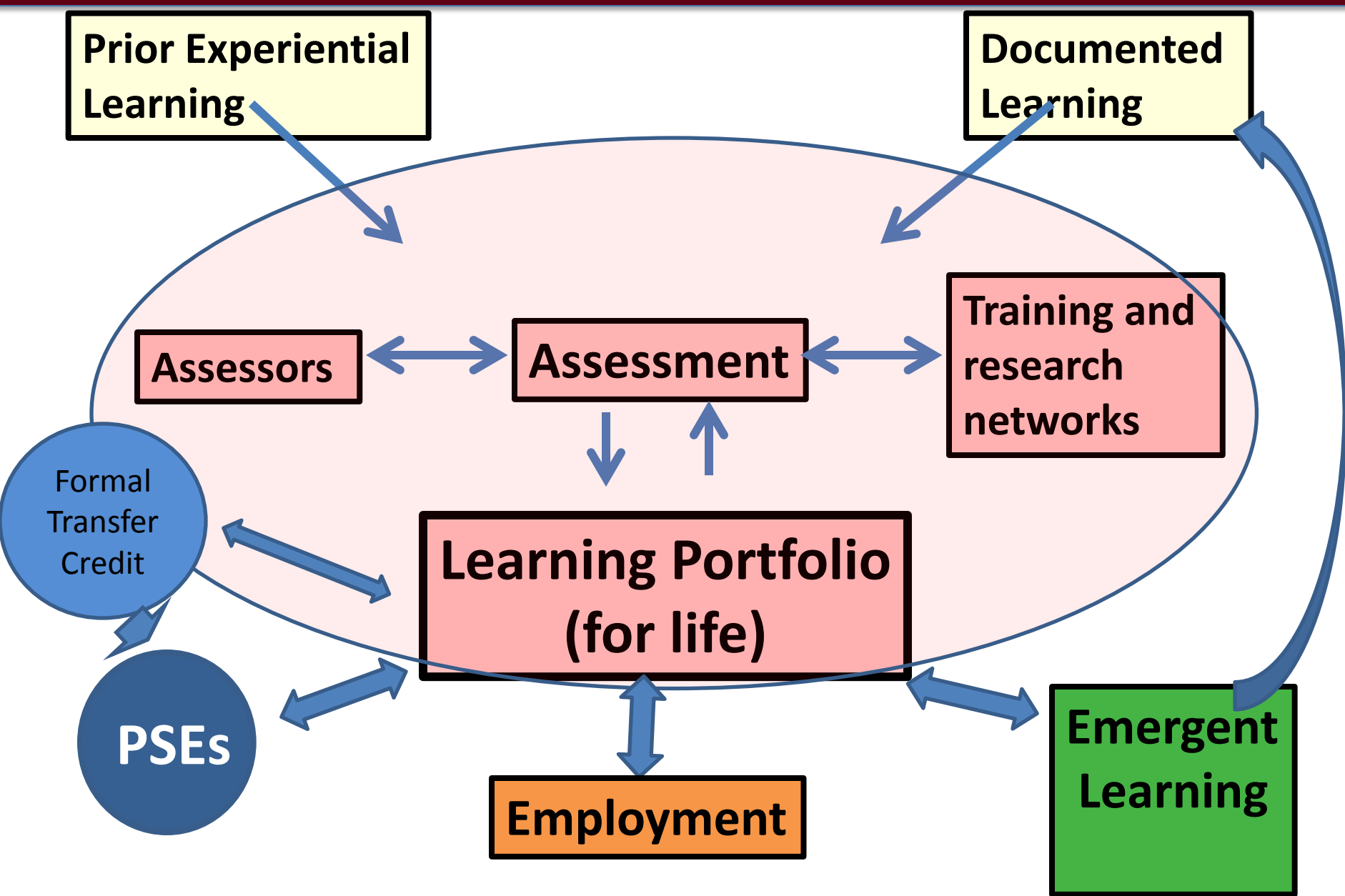
Training and research networks

Learning Portfolio

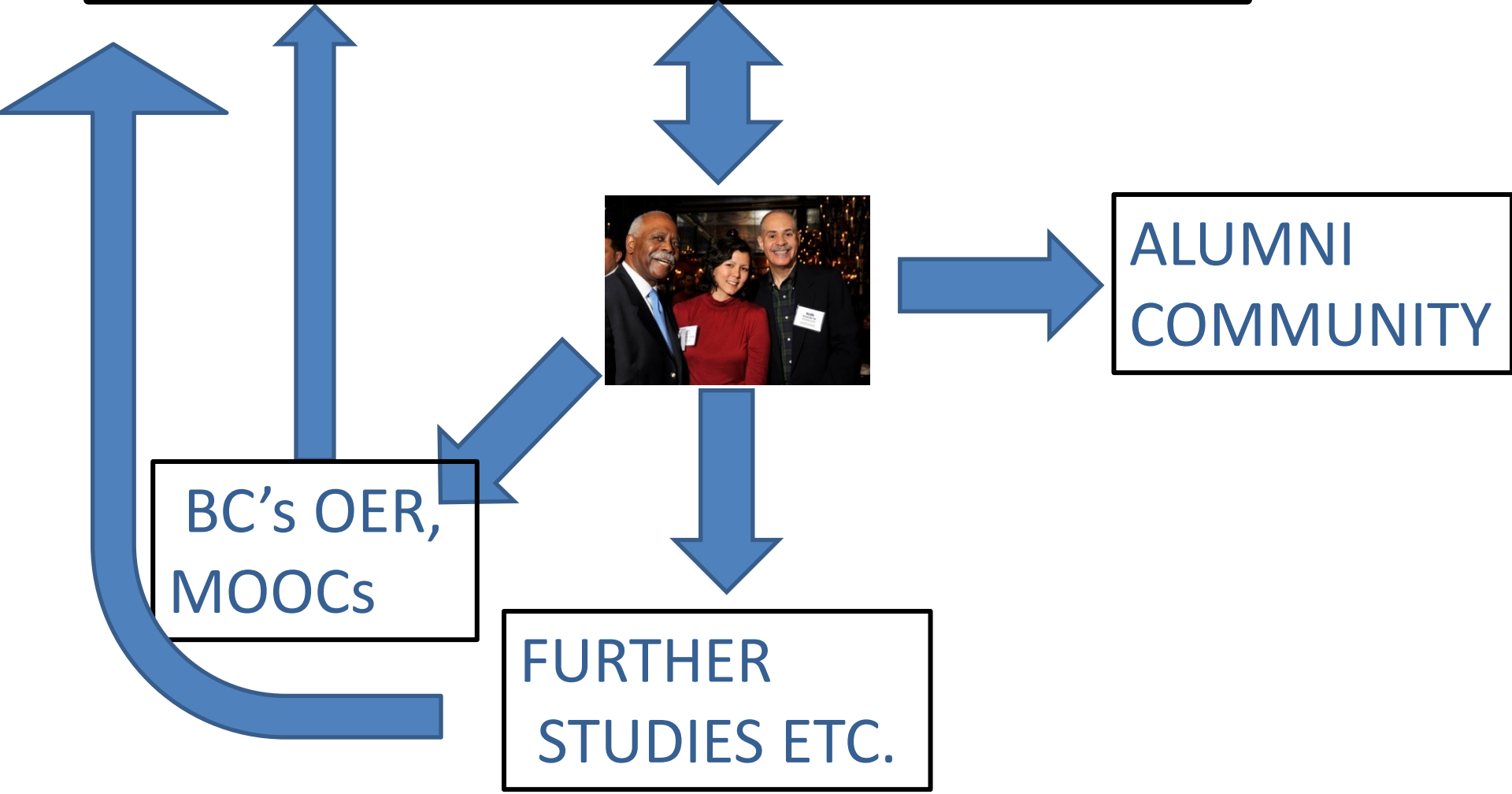
Formal Transfer Credit

PSEs

Employment



Learning Portfolio



BC's OER,
MOOCs

FURTHER
STUDIES ETC.

ALUMNI
COMMUNITY

Some random ideas for institutions

- Whoever gets this right.....





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me later

- closer to my dreams and goals
- lifelong learner with a rich e portfolio



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especially OER

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Some random ideas for institutions

- Whoever gets this right.....
- An institution *within* the institution

Southern New Hampshire University



<http://www.youtube.com/watch?v=uOejYDxSALQ>

Status quo being questioned

- 45% demonstrate no gains during 1st two years
- 32% of those followed took any courses with more than 40 pages of reading per week
- 50% took not a single course requiring more than 20 pages of writing in a semester

Status quo being questioned

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- Faculty culture and governance
- Chasing Status
- Craft model of educational delivery
- Money
- Outdated knowledge models

Competency Learning Model

Now.....Then

- Passing is the goal
- Transcript is a “black box” -- doesn't address learning
- Time is fixed; learning is variable
- 3-level courses are the defining unit
- Mismatch between college and workplace expectations
- Mastery is the goal
- What students know and can do is transparent
- Students learn at own pace; learning is defined
- Granular competencies are the defining unit
- Competencies reflect needs of 21st century workplace.....

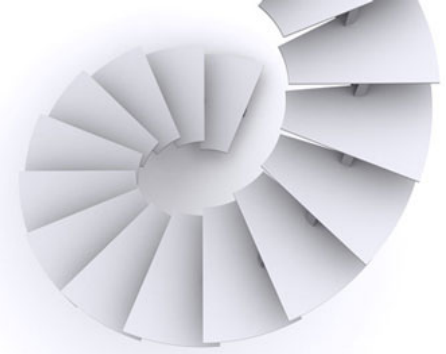
Competencies for the Future

- Trans-disciplinarity
- Novel and adaptive thinking
- Social intelligence
- Sense making
- Virtual collaboration
- Cross cultural competency
- Design mindset
- Computational thinking

--Institute for the Future

The Essential Learning Outcomes

- *Knowledge of Human Cultures and the Physical and Natural World*
Focused on engagement with big questions, enduring and contemporary
- *Intellectual and Practical Skills*
Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance
- *Personal and Social Responsibility*
Anchored through active involvement with diverse communities and real-world challenges
- *Integrative and Applied Learning*
Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems



Thank you

alan.davis@kwantlen.ca

@presadavis