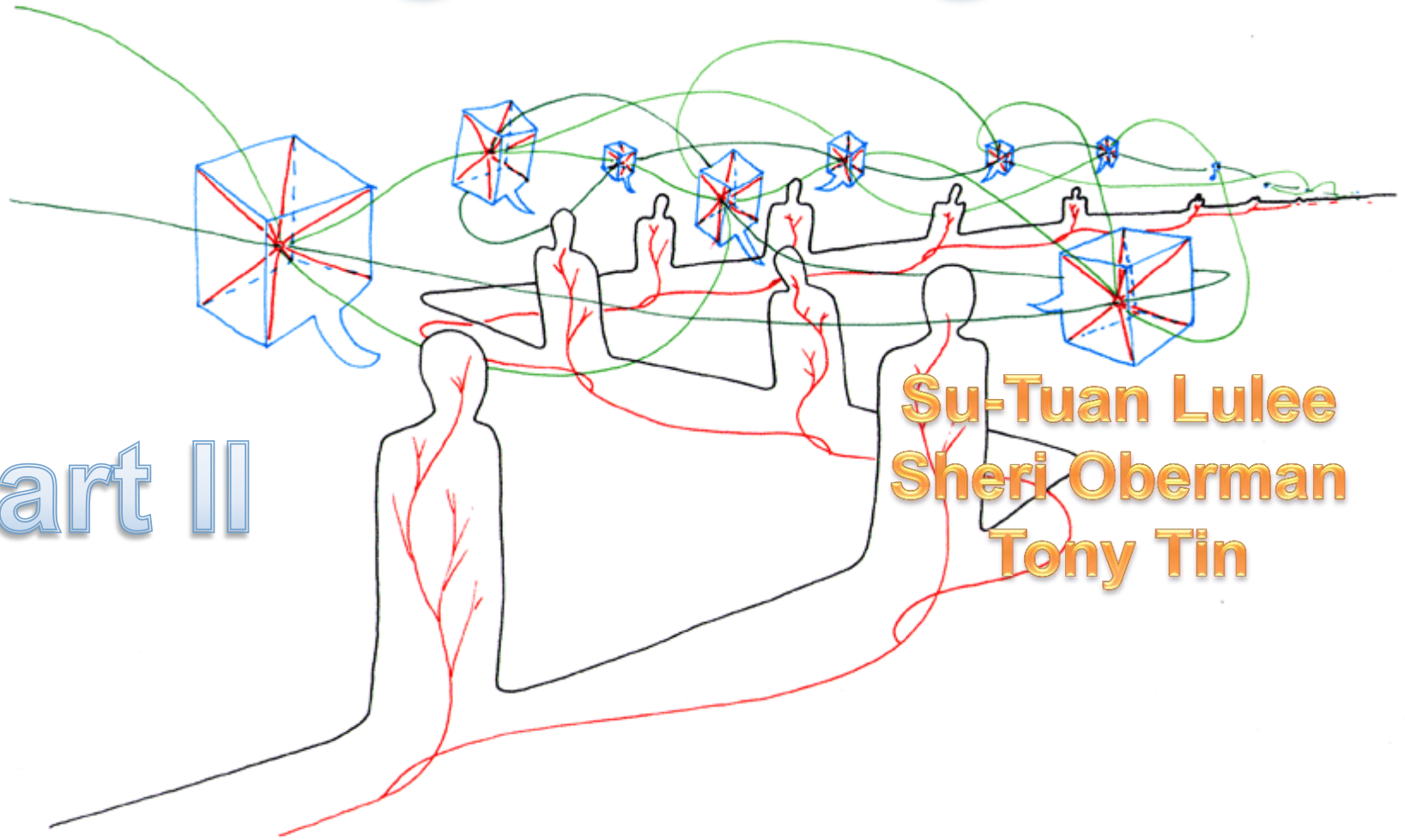


# Connecting with George Siemans

Part II



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# Changes and Chances



You published *Knowing Knowledge* which is your first book to elaborate the concepts in connectivism in 2006. Have your ideas changed much since 2006? As a tireless proponent of connectivism, have you noticed if connectivism has caught on with other academics around the globe or is the majority of the support for connectivism still in Canada between yourself and Stephen Downes?

# Pedagogy and Instructional Design

- Last month (October, 2010), you said at the Open Access Week at Athabasca University that, “A model of design, pedagogy, delivery, and assessment is emerging” for Connectivism. You then introduced the “One-click open course” ( which represents “delivery” for us), the “Forum for Inter-Instructional Collaboration” (which we consider “instructional design”), and the “Learning Analytics” (we take this as a connectivist equivalent to “assessment” in the old paradigm). Have you and your team come out with a more specific pedagogy that would guide educators in planning teaching or designers in planning instruction?

# Coherence and Control

In the same presentation at the Open Access Week at AU (October, 2010), you mentioned about the patterns of participation observed in the open course that you and Stephen Downes taught – CCK 08, CCK 09, & PLEN 10. You said that there was a significant fall in participation between weeks 3 and 4 which did not recover for the rest of the course. You believed that was because that the learners had experienced frustration at that time; they felt that they had too much information, they could not handle so much content; they were unsure about the goals of learning, etc. You also talked about a bounded course. Also, in your new book - *Handbook of Emerging Technology for Learning*, you have a section that discusses coherence. Coherence sounds like there is a need for control over the learning processes. Put ting together all your thoughts relating to the preamble, will you say that certain level of instructor-control is helpful for effective learning? Or, do you think external and/or internal controls emerge as students work their way through a course? How or where can the learners learn “who to follow, which course concepts are important, and how to form sub-networks and sub-systems to assist in sense-making which are required to respond to information abundance.” as you have described in your recent blog post [\[sp1\]](#) ?

# Criticality, Coherence and Control

Here is another question about “control”. As connectivist instructors do not try to control the learning process and discussion, some students will influence the group’s conclusions and these conclusion might be very wrong, say the earth is flat or slightly wrong, say wrong about a fact. Shall teachers and instructional designers be content with that? Don’t students expect instructors to be more knowledgeable and to impart that knowledge? As you said in Robin Good’s interview (2008), learners have to experience the chaos before they can learn how to deal with that, however even Freire who wrote the *Pedagogy of the Oppressed* believed that learners needed the critical perspective of a teacher or else very wrong conclusions and unjust processes will happen?

# Social Inequities Amplified

- “Diversity plus freedom of choice creates inequality, and the greater the diversity, the more extreme the inequality inequality,” is an observation made in an [article from Clay Shirly](#). How do these discussions arouse your thoughts about the amplification of social inequities which would result through the application of connectivist theory?

