Life-long learning and the de-clustering of life

Daniel Torres Mancera
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Public goals.
Private funding.
Common effort.

center for virtual education (CSEV)
why csev?

- Private foundation.
- Open innovation in eLearning.
- Avant-garde methodologies, technologies and contents.
- Agile approach to real projects.
- Result oriented.
- People centric.
- Focus on social and economic outcomes.
- ICTs in education and innovation to fight social exclusion.
- Making innovation happen is the best way to help innovation to happen.
MOOCs
More than 300,000 students enrolled in more than 25 courses.
More than 600,000 hours of learning.

Certificates
More than 3,700 official certificates in MOOCs.

unx
Almost 30,000 members in the community. 6 active courses.
Red Emprendia. UnLtd.

Mobile
New dynamics for advanced mobile learning. Apps and learning 100% mobile.
"The web is not all done; this is just the tip of the iceberg. New changes are going to rock the boat even more. When we get new data out there on the web things will happen that will change the world, as things will be processed on our behalf by machines which are much more powerful".

Tim Berners Lee
The de-clustering of life

The frontiers between the different development stages of human beings are getting blurred in the context of a global and interconnected world.
Globalization continues to confront the society with new challenges.

A wide range of key competences to adapt flexibly to an evolving and interconnected world is needed.

Education plays a key role enabling the acquisition of XXI century competences.

Ensuring equality and access for those disadvantaged groups needing particular support to fulfill their educational potential.
Lifelong learning in the digital age

pedagogical innovation with digital competences

• Teaching training.

• Learning digital competence within context.

• Innovative learning approaches also support digital competence.

digital competences in organizational strategies

• Awareness of the importance of digital competence.

• Embed digital competence in its widest sense in all curricula.

• Support digital competence in Lifelong Learning strategies

Acknowledge technological innovations and benefit from them

• Revisit regularly digital skills strategies.

• Support informal learning in the emerging online communities.

• Bridge digital competence and eSkills.

Fuente: Digital Competence for Lifelong Learning. IPTS. European Commission
Since 2011 Open Higher Education is living in the MOOC world.

The digital tsunami in education

[Logos of edX, Udacity, Coursera, Khan Academy, P2PU, miríada X]
some reasons behind the MOOC tsunami

- Powerful tool for lifelong learning needs.
- Catalyser to promote an educational change and the development of new roles.
- Open access: no need to be enrolled in a school /to pay a fee.
- Scalability: the course is designed to support an indefinite number of participants.
- Inclusion: anywhere, anyone, anytime. MOOCs transcend the very nature of OER. Not only the materials are free, but also the interaction processes.
- Mobility, interactivity, customization, tablets and smartphones, enriched books, AR, geolocation. Cost saving.
What do we get from MOOCs?

Visibility

Early awareness: talent and demand

Improvement of the in-house experience
Csev tools for life-long learning: 2 examples

Fostering Latin-American (and global) entrepreneurship in the Digital Economy

Fostering Young, Innovative and Mobile Entrepreneurship
what is unX?

- unX is a learning and entrepreneurship platform for the Ibero-American community in Spanish and Portuguese languages.
- Explicit focus on the needs of students, the under-employed and the unemployed from our countries.
- unX is not just for already-existing entrepreneurs; it's rather a platform to help people to become more active and entrepreneurial regarding their professional life.
unX partners and roles

OER: The MIT’s role involves tech and academic advice on open education, mobile learning and the App Inventor Platform.

TECHNOLOGICAL SUPPORT: Aggregating technology to enable open training and the development of the WeMOOC community.

UNIVERSIA Network support: 1,232 Latin American universities and 14.3 million teachers and students.

University of reference in Distance and Online Education in Latin America (Academic Support, Contents and Official Certification of related activities).

Open Innovation in Virtual Education. (Manages, coordinates and experiments with e-learning methodology, Badge accreditation)

As a new partner, RedEmprendia will support unX with its knowledge about university entrepreneurship and internationalization.

CECIERJ involves: Coordination of the unX Platform in Portuguese, Academic support, Contents and Certification.
**what is weprendo?**

- WePrendo is a global entrepreneurship community for mobile application development.
- Uses Qualcomm technologies like Vuforia™ augmented reality (AR) technology, Alljoyn™ peer to peer communication technology and Gimbal™ context awareness platform.
- The project also aims at fostering a highly skilled digital workforce and a solid entrepreneurship culture, helping to overcome the high unemployment rate in Spain.

- Wireless Reach is a strategic program that brings wireless technology to underserved communities globally.
- Wireless Reach invests in projects that foster entrepreneurship, aid in public safety, enhance the delivery of health care, enrich teaching and learning and improve environmental sustainability.
Qualcomm, through its Wireless Reach initiative, is the primary funder of the project and contributes technology as well as technical and project management support to this project.

TLS contributes the development and design of the online platform created for Massive Online Courses.

Its main contribution to the project is: expert teaching staff, syllabus, official academic certification and their centers in Spain and Latin America with a wide social influence.

POSSIBLE FUTURE PARTNER: The MIT’s role involves tech and academic advice on open education, mobile learning and the App Inventor Platform.
Fostering active and engaging social communities of practice.
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<tr>
<th>Topic</th>
<th>Description</th>
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<tr>
<td>Entrepreneurship and Mobile App Development with App Inventor</td>
<td>Implementation of business models based on advances in mobile applications.</td>
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<td>Transversal skills for the Entrepreneur</td>
<td>Knowledge and skills to put a business idea into practice.</td>
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<td>Basic Digital Skills</td>
<td>Acquisition of skills and knowledge to take advantage of educational opportunities through technological models.</td>
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<tr>
<td>Mythology for entrepreneurs</td>
<td>Acquisition of skills to capitalize on mythic patterns that Western culture has adopted.</td>
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<tr>
<td>The 1,000 most commonly used words in English</td>
<td>Acquisition of the 1,000 most commonly used words in English, with a huge potential for reading simple texts...</td>
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Entrepreneurship and development of augmented reality Mobile Apps

To introduce new entrepreneurs in the field of A. R. for mobile devices and its application in different professional fields using Vuforia SDK on Unity3D, a visual tool to create apps / games through multiple platforms.

Development of mobile apps with Gimbal SDK on Android

Acquire the knowledge needed for designing mobile applications with context awareness functionalities using Gimbal SDK on Android.

Development of mobile apps with Alljoyn SDK on Android

Acquire the knowledge needed for designing mobile applications with proximity-based communications functionalities using Alljoyn SDK on Android.
...also—and first of all—a Community

- Practical case studies, designed by a tutor and moderated and dynamised by a facilitator, promoting the generation of knowledge in the Community.
- Social tools to solve challenges (Forums, wikis, Peer to peer dynamics).
- Collective learning. Participants share knowledge through forums and social networks. Learning is continuous and the knowledge community may remain after the course.
- The learning challenges are key points in the process of acquiring new knowledge.
- Badges respond to the demand for accreditation within the open educational process.
- Badges are achieved by overcoming challenges. Badges are visible symbols in the digital world that accredit acquired competences and skills and define the professional profile.
- Reputation levels (karma), based on their participation and relevance in the areas of student interaction (forums).
- Near Future: Official Certification and academic credits from universities.
some basic data for unX and Weprendo

- Total members: almost 30,000 people, after 10 months alive.
- Almost 80% of participants in courses have gained some karma level.
- 22,823 visits (8% via mobile).
- 52% of the users that finish a course take another course, which means that more than a half of our enrolled members are active learners.
- 40% of the members of the platform are interacting in the Community but not taking any courses.

Profile of unX members:
- Most of the users are male (64%).
- 83 countries.
- Most active users from Spain, Mexico, Brazil, Colombia, Peru and Portugal.
One community to rule them all.
One community to join them all.
One community to connect them all.
Colmenia acts as a hub between unX and WePrendo.

A wider vision of MOOCs.

As well as a tool to connect and interact among platforms.
The philosophy: community of communities

GLOOPs: Global & Local Open Online Participation communities
why this platform?

- Create a community of communities focused on user experience.
- Single sign-on.
- Combine courses, modules and services among platforms.
- Badges and Super Badges focused on competence acquisition.
- Centralized personal, educational and entrepreneurship data.
- We are heading to a Personal Learning Environment (PLE).
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<th>Education area</th>
<th>Entrepreneurship community</th>
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<td>Bookmarks.</td>
<td>Courses.</td>
<td>News, blog...</td>
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<td>Activity: agenda, karma, prizes...</td>
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<td>Private groups.</td>
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<td>Courses, evolution.</td>
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<td>Badges.</td>
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<td>Certificate management.</td>
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<td>Call for proposals.</td>
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<td>Contacts.</td>
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