

Posthumanism, digital education, and MOOCs



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RESEARCH
IN DIGITAL
EDUCATION



Posthumanism

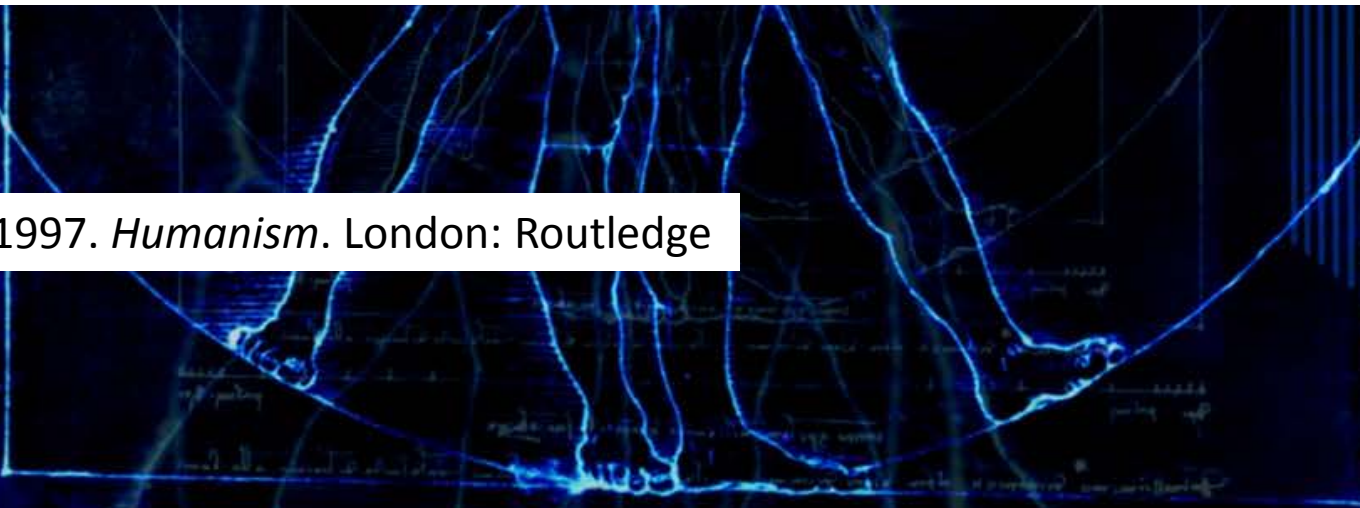
‘a convenient shorthand for a general crisis in something that “we” must just as helplessly call “humanism”’ (Badmington 2000, p2).



We might call this the myth of essential and universal Man: essential, because humanity – human-ness – is the inseparable and central essence, the defining quality, of human beings; universal, because that essential humanity is shared by all human beings, of whatever time or place. (Davies 1997, p24)

the 'break with the past' of the Renaissance, the 'return to the source' of ancient Greek culture, as well as the 'unbroken continuity with the present' of modernism (Davies 1997, p103)

Davies, T. 1997. *Humanism*. London: Routledge





Boccioni

- Essentialism
- Universalism
- Autonomy

Humanism and Education

education as 'the dutiful child of the Enlightenment' (Usher & Edwards, 1994, p. 24)

human beings as 'both the instrument and the end product of education' (Pedersen, 2010, p. 241)

Kant and reason

Rousseau and post-Enlightenment Romanticism

20th C: Maslow's hierarchy of needs and Rogers's 'actualising tendency'

Critical posthumanism

Hayles, N. K. (1999). *How We Became Posthuman: Virtual bodies in cybernetics, literature, and informatics*. Chicago: The University of Chicago Press.

Badmington, N. (2000). *Posthumanism*. Basingstoke: Palgrave.

Braidotti, R. (2013). *The Posthuman*. Cambridge: Polity Press.

... as distinct from 'transhumanism' - see Miah, A. (2008). A Critical History of Posthumanism. In B. Gordijn & R. Chadwick (Eds.), *Medical Enhancements & Posthumanity* (pp. 71–94)

posthumanism is 'the historical moment that marks the end of the opposition between Humanism and anti-humanism' (Braidotti 2013, p37)

'delusion of grandeur in positing *ourselves* as the moral guardian of the world and as the motor of human evolution' (Braidotti 2013, p25 my emphasis)

MOOCs

- Essentialism: there is a core 'humanness' which is brought out through education.
- Universalism: a global desire for education, specifically from elite western institutions
- Autonomy: self-direction as the ultimate educational aim, a realisation and discovery of an 'inner self' through education.



We Believe

ARE MOOCs THE FUTURE OF EDUCATION?

The New York Times

Q & A WITH ANANT AGARWAL

One Course, 150,000 Students

By TAMAR LEWIN
Published: July 18, 2012

TECH | 7/17/2012 @ 3:19AM | 10,592 views

So Long Stuffy Lecture Halls: Coursera Just Tripled Its Digital Campus

3 comments, 2 called-out + Comment now

Online Higher-Education Startup Coursera Is Taking Over the World

By Will Oremus | Posted Wednesday, Sept. 19, 2012, at 10:26 AM ET

Berkeley Joins Harvard, MIT Offering Free Online Classes

By Jeanna Smialek - Jul 24, 2012 8:01 AM GMT

f t in +1 3 COMMENTS

+ QUEUE

Home » News » Education

Published: 7/15/2012 - Updated: 3 months ago

A world-class education--for free Universities offering some courses online to a global student body

BY RONEISHA MULLEN
BLADE STAFF WRITER

+1 1 Facebook Twitter Reddit Digg E-mail Print Rss



Susan Adams, Forbes Staff
I cover careers, jobs and every aspect of leadership.
[+ Follow](#) (790)

LEADERSHIP | 7/17/2012 @ 4:31PM | 13,949 views

Is Coursera the Beginning of the End for Traditional Higher Education?

7 comments, 5 called-out + Comment now

FEATURES

How Coursera, A Free Online Education Service, Will School Us All

BY ANYA KAMENETZ | AUGUST 8, 2012

An online education outfit started by a pair of Stanford professors is offering top-drawer college-level courses for free. Higher learning may never be the same.



The New York Times
The Opinion Pages

WORLD U.S. N.Y./REGION BUSINESS TECHNOLOGY

OP-ED COLUMNIST
Come the Revolution

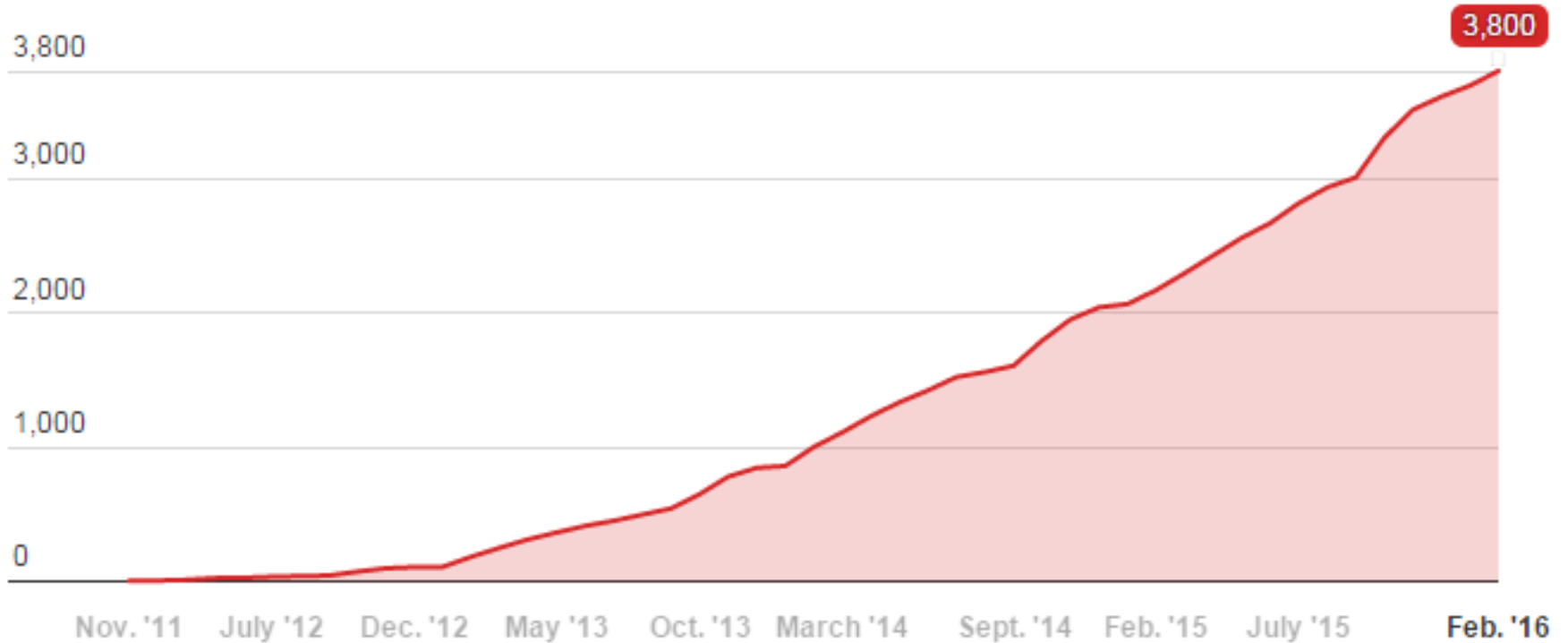
By THOMAS L. FRIEDMAN
Published: May 15, 2012 | 370 Comments

Palo Alto, Calif.

ILLUSTRATION BY YUKO SHIMIZU

Growth of MOOCs

Since the first blockbuster MOOCs debuted, in 2011, the cumulative number of courses started or scheduled has reached nearly 4,000.



Chronicle of Higher Education

<http://chronicle.com/blogs/wiredcampus/moocs-are-still-rising-at-least-in-numbers/57527>




**The Online Revolution:
Learning without Limits**
Daphne Koller & Andrew Ng
Stanford University & Coursera

GB UK
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INNOVATION CONFERENCE

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▶ ⏮ 🔊 1:02 / 15:52 ⏸ ⌚ CC ⚙️ 📺

- > corporate world**
- > space**
- > algorithms**

Our Mission

Our mission is to bring accessible, affordable, engaging, and highly effective higher education to the world. We believe that higher education is a basic human right, and we seek to empower our students to advance their education and careers.



‘We aim to empower people with education that will improve their lives, the lives of their families, and the communities they live in’ (Coursera)

‘[r]evolutions are made in the name not of “you or me”, but of “humanity” (Davies 1997, p124)

Thanks to **UDACITY**, I landed **my dream job**

Thanks to Udacity, Tamir realized his desire to pursue a career in programming. He learned industry-relevant skills in our courses, and is now a software engineer at Square.

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RSS

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‘a hastily reconstructed sense of the pan-human bond induced by globalisation’
(Braidotti 2013, p42)



transforming 'Europe' from 'a concrete geo-political location, and a specifically grounded history, into an abstract concept and normative ideal that can be implemented across space and time' (Braidotti 2011, p210)

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THE DISCOVERY OF THE HIGGS BOSON
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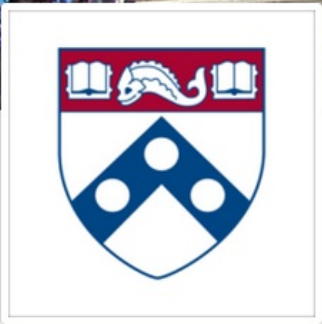
What else are we up to? EdX just [teamed up with Facebook](#) and the Rwandan government to pilot a new approach to mobile social learning for Rwandan students. We're working towards a better... *social* future.

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- Patrick, your edX Community Manager

space



University of Pennsylvania

The University of Pennsylvania (commonly referred to as Penn or UPenn) is a private university, located in Philadelphia, Pennsylvania, United States. A member of the Ivy League, Penn is the fourth-oldest institution of higher education in the United States, and considers itself to be the first university in the United States with both undergraduate and graduate studies.



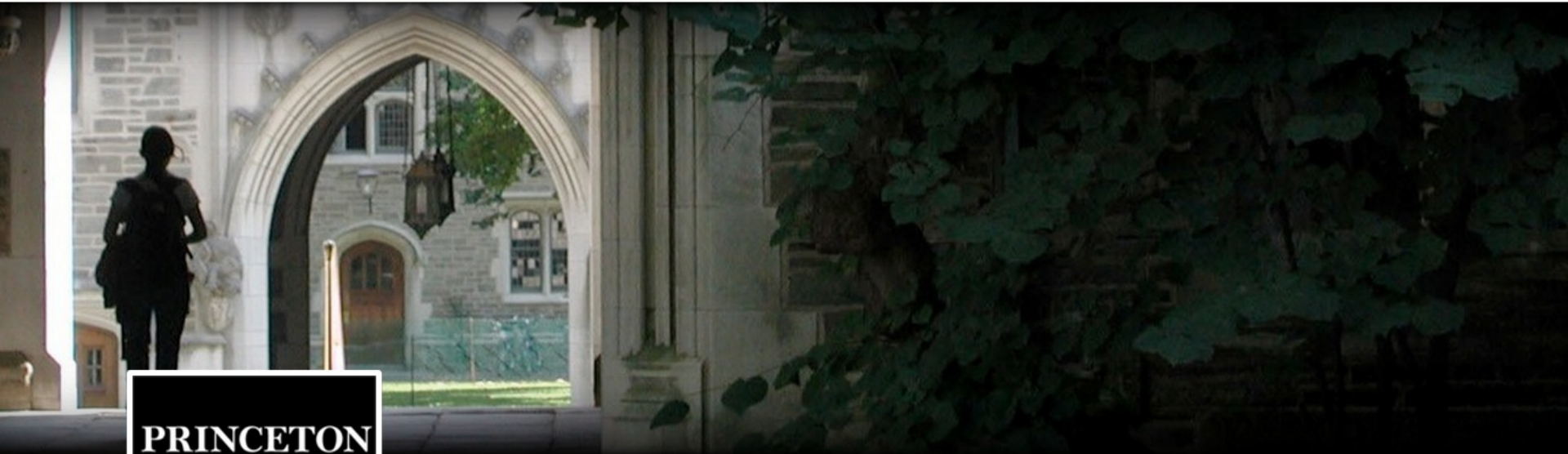
Greek and Roman Mythology



An Introduction to Operations



Design: Creation of Artifacts in Society

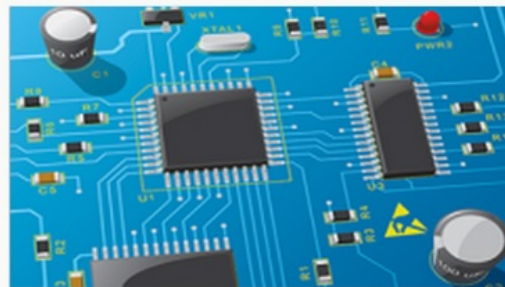


Princeton University

Princeton University is a private research university located in Princeton, New Jersey, United States. It is one of the eight universities of the Ivy League, and one of the nine Colonial Colleges founded before the American Revolution.



Statistics One
Sep 22nd 2013



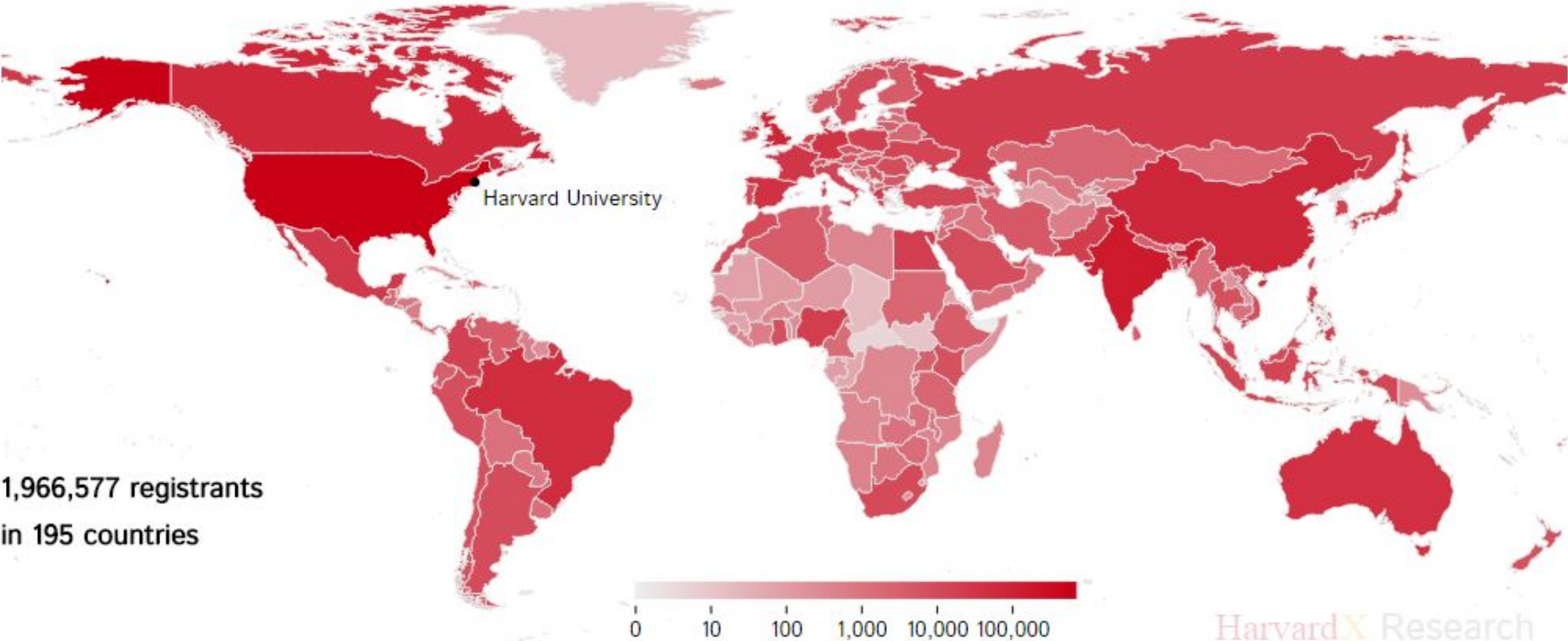
Computer Architecture
Sep 23rd 2013



Algorithms, Part I
Feb 4th 2013

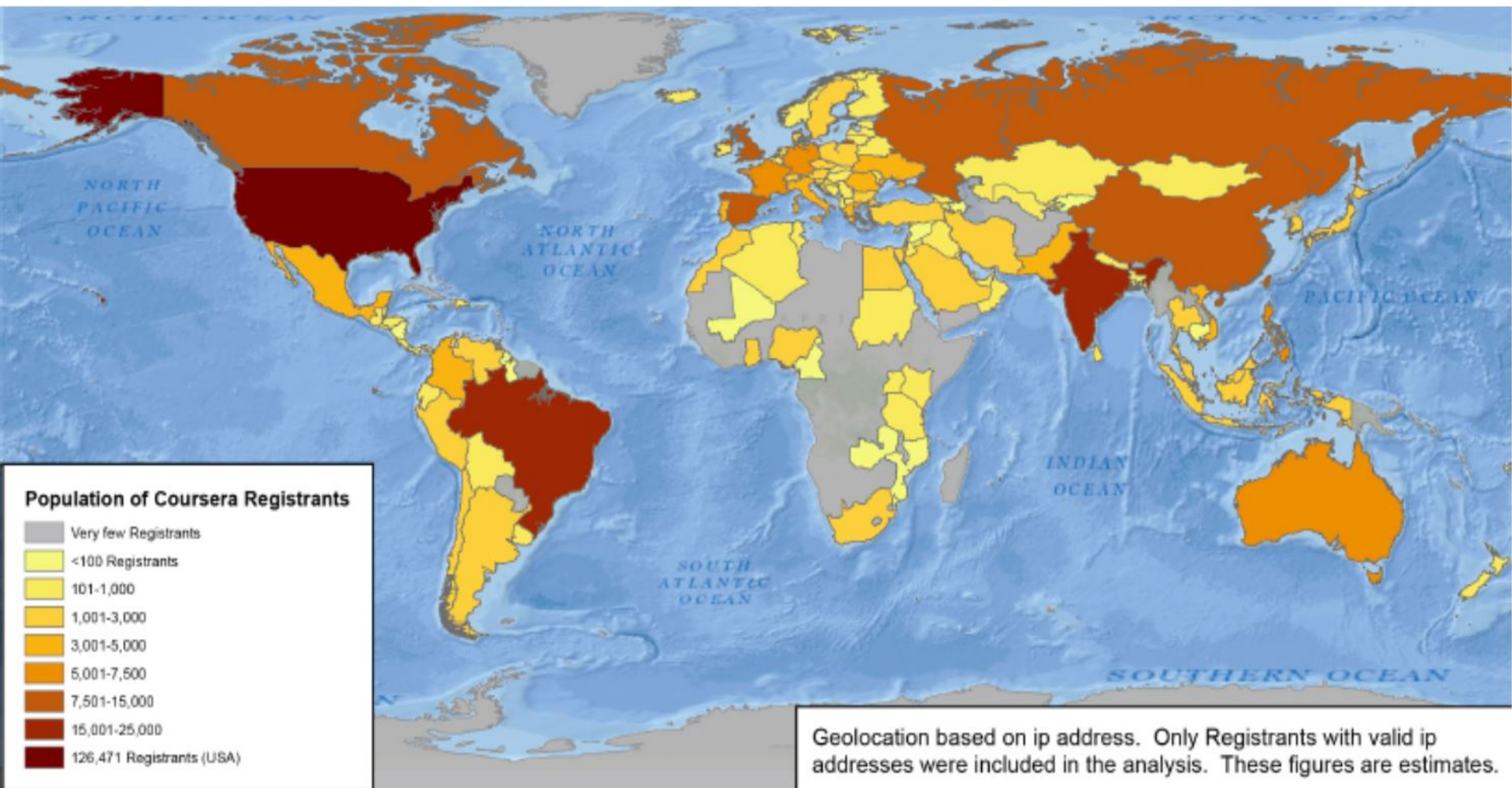
World Map of Enrollment

All HarvardX Offerings (All Time)
Estimated Worldwide Registration as of December 28, 2014



Country-level percentages and enrollments estimated from registrants with available country.
7.6% of registrants have no available IP address, reported or recognizable country.
Individuals registering for multiple offerings are counted multiple times.

HarvardX Research



Perna, L. et al., 2013. The Life Cycle of a Million MOOC Users. In MOOC Research Initiative Conference.



Breslow, L. et al., 2013. Studying Learning in the Worldwide Classroom: Research into edX's First MOOC. Research and Practice in Assessment, 8(2), pp.13–25



Coursera.

Click and drag to shift the origin of the globe.
Tap '+' to zoom in and '-' to zoom out.

Fewer students ←

→ More students

Made with [d3.js](#). Adapted from a [visualization](#) by Boyd Greenfield.
Colors from [ColorBrewer](#) by Cythia Brewer.
Icons from [FontAwesome](#).

LTC
Learning Technology Centre

page | discussion | view source | history

Connectivism 2008

Welcome to the *Connectivism and Connective Knowledge Online Course* support wiki.

Conference tags: CCK08

This page is also available in: Spanish, Portuguese, Italian, Hungarian, Chinese (Simplified Character Version), and German. See also this short post of making surfing in China easier!

This course also has a Facebook group at [CCK08](#)!

Contents (hide)

- 1 Please enter your email address here if you'd like to be involved (either for free participation or to enroll for credit).
- 2 Course Blog is available here
- 3 Course Details
- 4 Weekly Activities
- 5 Learner Assignments and Evaluation
- 6 Course Links
- 7 Pre-week 1
- 8 Week 1: What is Connectivism? (September 8-14)
- 9 Week 2: Rethinking epistemology: Connective knowledge (September 15-21)
- 10 Week 3: Properties of Networks (September 22-28)
- 11 Week 4: History of networked learning (September 29-October 5)
- 12 Week 5: Connectives and Collectives: Distinctions between networks and groups (October 6-12)
- 13 Week 6: Complexity, Chaos and Randomness (October 13-19)
- 14 Week 7: Instructional design and connectivism (October 20-26)
- 15 Week 8: Power, control, validity, and authority in distributed environments (October 27-November 2)
- 16 Week 9: What becomes of the teacher? New roles for educators (November 3-9)
- 17 Week 10: Openness, social change and future directions (November 10-16)
- 18 Week 11: Systemic change: How do institutions respond? (November 17-23)
- 19 Week 12: The Future of Connectivism and Directions in Research (November 24-30)
- 20 Short Paper 1: Your position on Connectivism



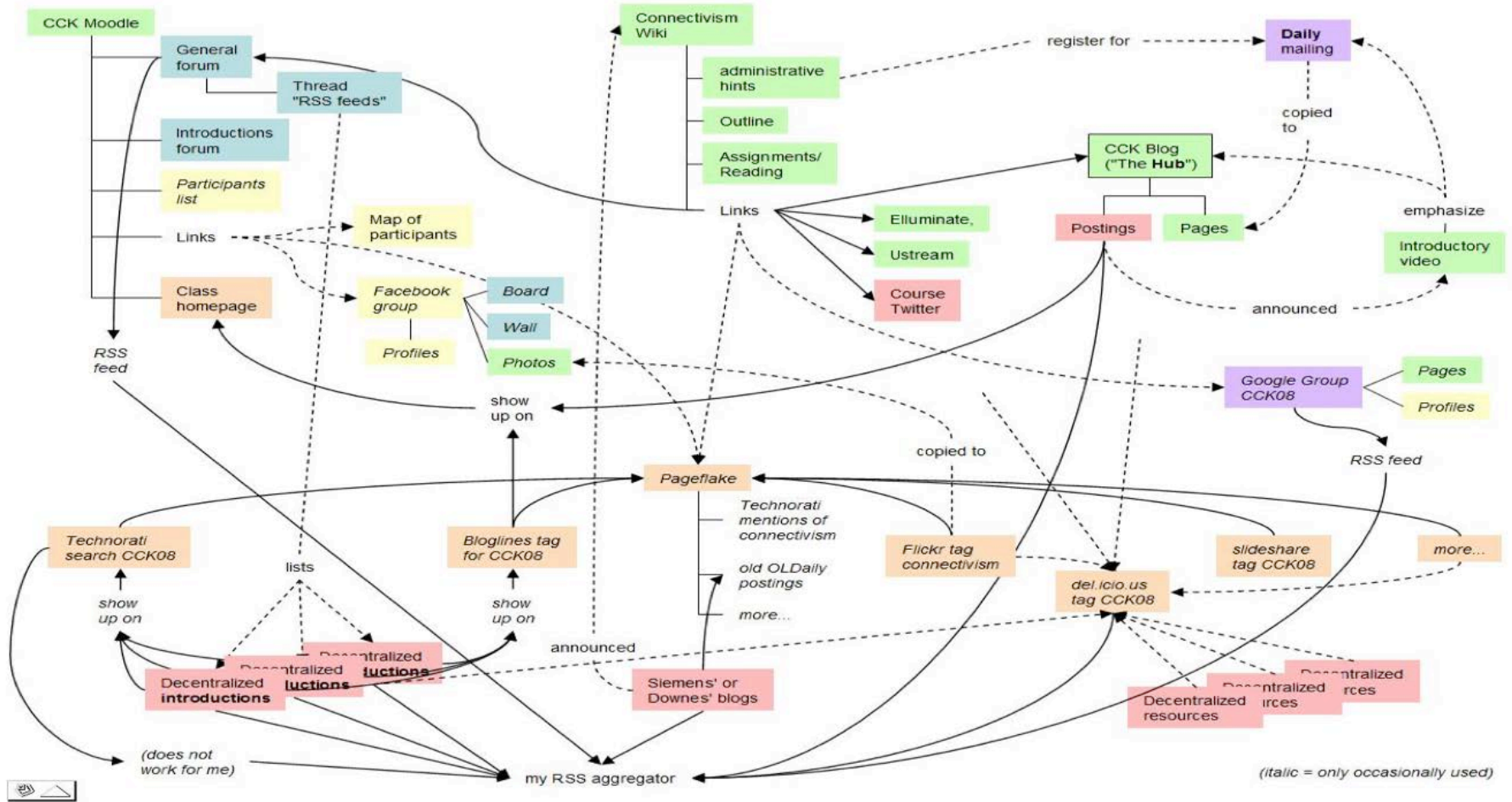
2008: CCK08

Stephen Downes, George Siemens

The First Massive Open Online Course (MOOC)

http://ltc.umanitoba.ca/wiki/Connectivism_2008

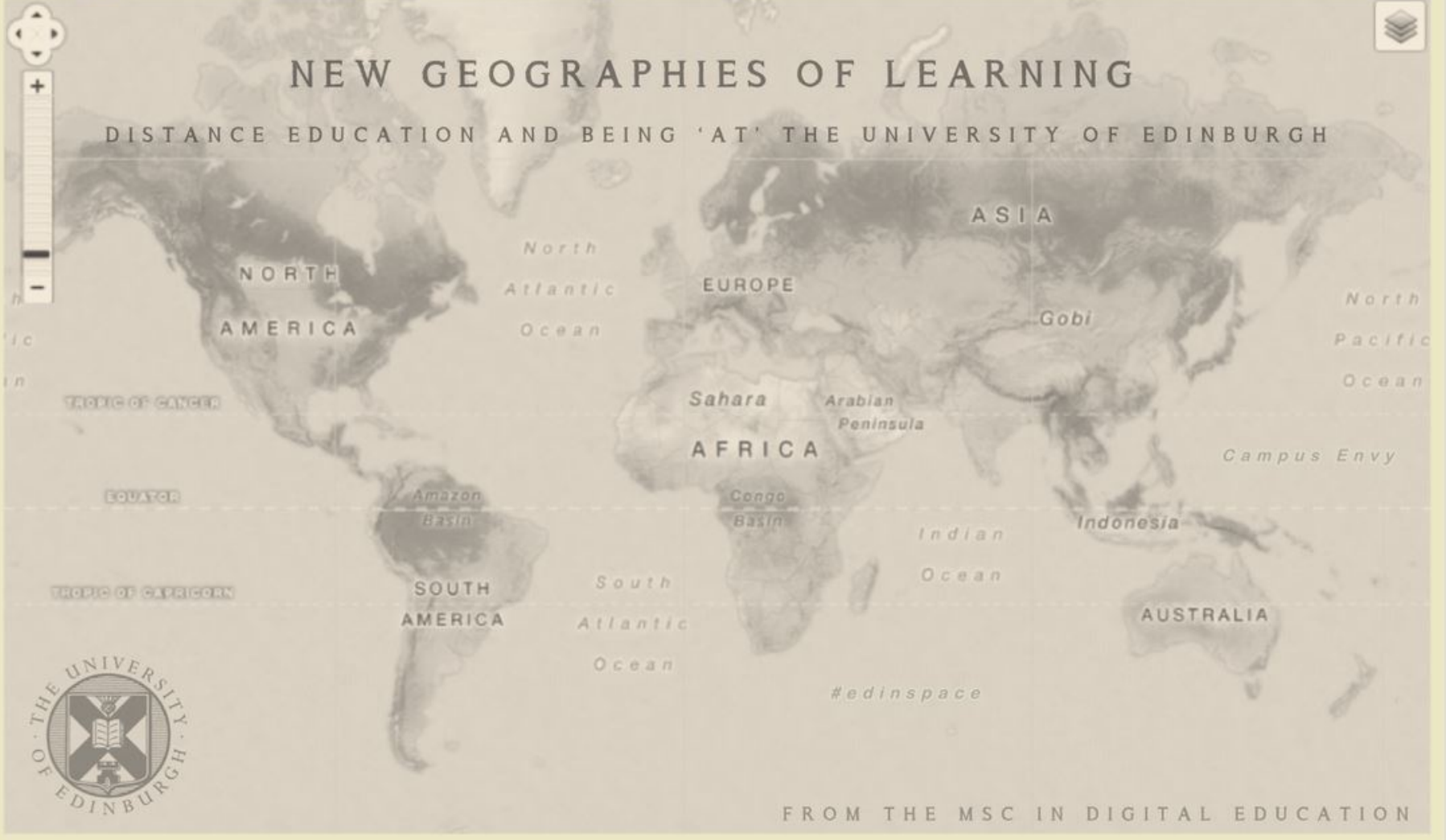
Connectivism and Connective Knowledge 2008



[i]nstead of an
infrastructure of social
networks and knots,
everything is in movement.
Relations of presence and
absence are being
dynamically reconfigured
(Callon and Law 2004, p7)

NEW GEOGRAPHIES OF LEARNING

DISTANCE EDUCATION AND BEING 'AT' THE UNIVERSITY OF EDINBURGH



FROM THE MSc IN DIGITAL EDUCATION

<http://edinspace.weebly.com>



Daisy in Xalapa, Mexico



Michael in Seoul, South Korea



Clara at Mount Painter, Australia



The study spaces of participants on the MSc in Digital Education at The University of Edinburgh
by James Lamb and Michael Sean Gallagher Visit <http://edinspace.weebly.com>

Source michaelseangallagher.org

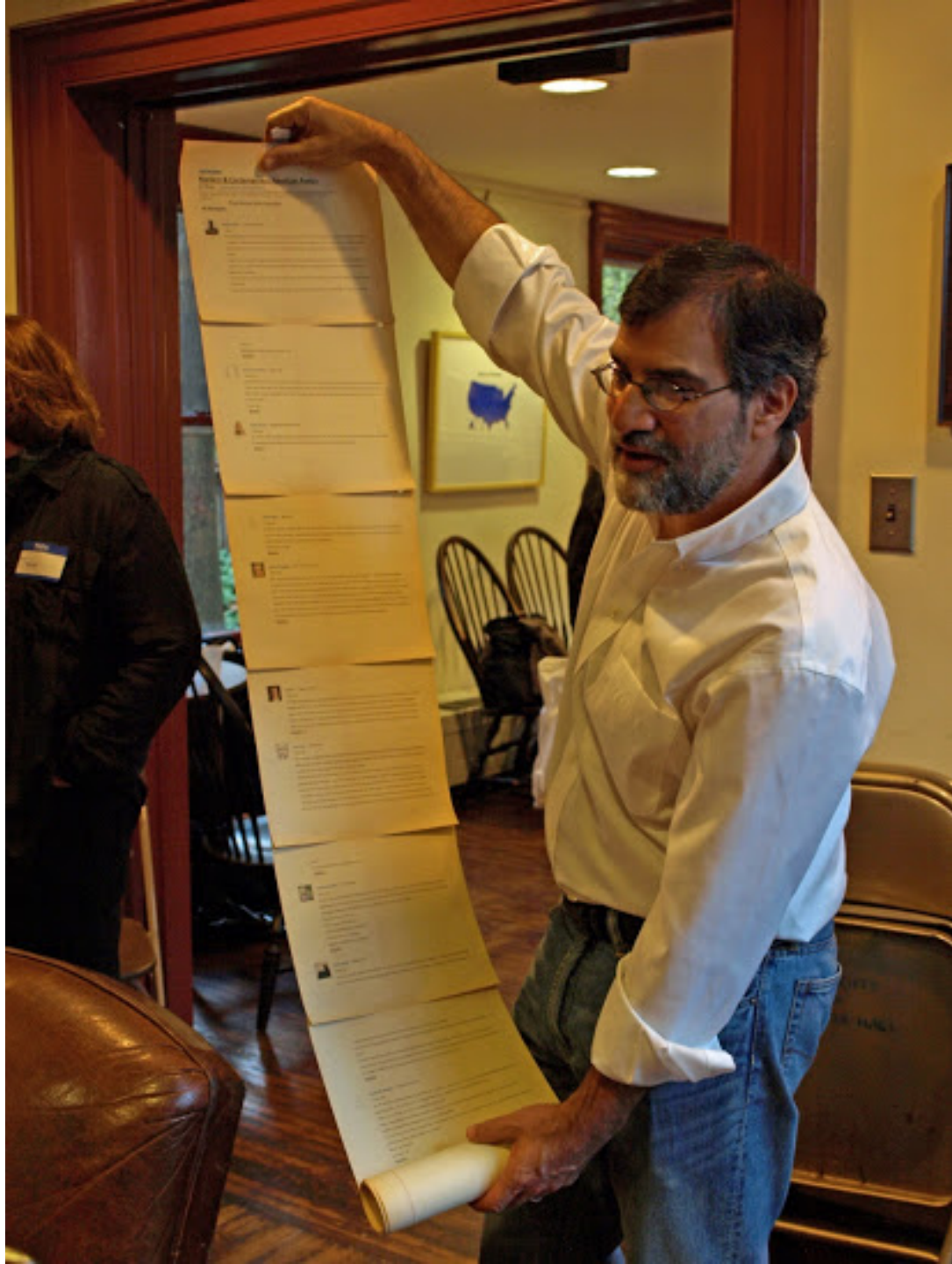
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Manifesto for teaching online 2015: <https://onlineteachingmanifesto.wordpress.com/the-text/>





algorithmic cultures

Stanford



JOHNS HOPKINS
UNIVERSITY



- Content
- Interaction and communication
- Assessment
- Learning?

...quantifying participant behaviours, categorising students into groups

profiling:

- **age**
- **gender**
- **nationality**
- **educational background**
- **occupation**
- **mother tongue**
- **motivations for enrolling**

different categorisations of MOOC participation:

- **experienced and novice participants (Waite *et al.* 2013)**
- **‘certified’, ‘only explored’, ‘only viewed’ and ‘only registered’ (Ho *et al.* 2014)**
- **‘active’ and ‘passive’ participation’, and ‘lurking’ (Milligan *et al.* 2013)**

Milligan, C., Littlejohn, A. & Margaryan, A., 2013. Patterns of Engagement in Connectivist MOOCs. *Journal of Online Learning and Teaching*, 9(2), pp.149–159. Available at: http://jolt.merlot.org/vol9no2/milligan_0613.htm.

Waite, M. et al., 2013. Liminal Participants and Skilled Orienteers: Learner Participation in a MOOC for New Lecturers. *Journal of Online Learning and Teaching*, 9(2). Available at: http://jolt.merlot.org/vol9no2/waite_0613.htm.



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LAK16 was a huge success! We hope to see you at LAK17 at Vancouver, Canada!

**THANK
YOU!**



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Revolutionizing Education On Campuses and Worldwide - edX

data colonialism (Knox 2015, 2016)

Knox, J. (forthcoming 2016). Posthumanism and the MOOC: Contaminating the Subject of Global Education. Routledge


Knox, J. (forthcoming 2015) What's the matter with MOOCs? Sociomaterial methodologies for educational research.

In H. Snee, C. Hine, Y. Morey, S. Roberts, H. Watson (Eds.) *Digital Methods for Social Science*. Basingstoke: Palgrave Macmillan

E-learning and Digital Cultures

coursera | Content | Messaging | Setup | Grading | Data | Advanced Jeremy Knox

THE UNIVERSITY of EDINBURGH **E-learning and Digital Cultures**
by Jeremy Knox, Sian Bayne, Dr Jen Ross, Dr Christine Sinclair, Dr Hamish A. Macleod

 Welcome to E-Learning and Digital Cultures

- EDCMOOC Basics - what, where, how and when?
- Discussion Forums
- Course Guides
- EDC MOOC News

BLOCK 1

- Utopias and Dystopias
- Week 1: Looking to the past**
- Week 1 Resources
- Week 2: Looking to the future
- Week 2 Resources
- Week 2 Responses

BLOCK 2


- Being Human
- Week 3: Reasserting the human

Week 1 Resources

[Help](#)

Popular cultures


Film 1: Bendito Machine III (6:35)



[Watch on YouTube](#)

This animated film tells the story of technological development in terms of ritual and worship - the characters in the film treat each new technology as god-like, appearing from the sky and causing the immediate substitution of the technology before it. What is this film suggesting are the ecological and social implications of an obsession or fixation on technology? Do the film's characters have any choice in relation to their technologies? What are the characteristics of various technologies as portrayed in this film?


Film 2: Inbox (8:37)



[Watch on YouTube](#)

Inbox is a quirky representation of the ways in which web-based technology connects people, the limitations of those connections, and the nature of communication in a mediated world. Depending on how you interpret the relationship between the two main characters, and the ending, you might argue that this is a utopian account, or a dystopian one - what do you think, and why?


Film 3: Thursday (7:34)



[Watch on YouTube](#)

Thursday depicts a tension between a natural world and a technological world, with humans caught between the two. What message is the film presenting about technology? What losses and gains are described? Who or what has 'agency' in this

Film 4: New Media (2:21)



[Watch on Vimeo](#)

A very short, very grim representation of the effects of technology on humanity. There are definite visual echoes

[Admin Help](#)

#edcmooc

Knox, J. 2016. *Critical Education and Digital Cultures*. Springer Encyclopaedia of Educational Theory and Philosophy. Springer

how digital technologies in education are
valued, imagined and *represented*

digital cultures

Does technology improve education, or not?



Hamilton, E.C. & Friesen, N., 2013. Online Education: A Science and Technology Studies Perspective. Canadian Journal of Learning and Technology, 39(2). Available at: <http://cjlt.csj.ualberta.ca/index.php/cjlt/article/view/689/363>

← Older posts

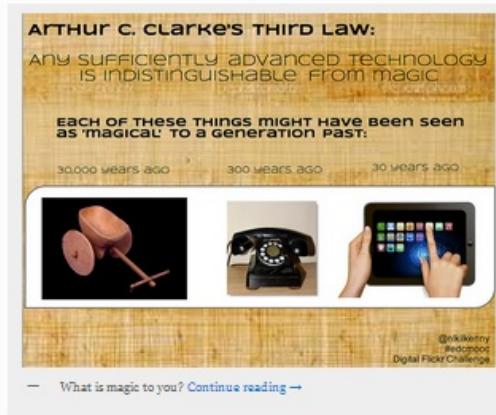
Newer posts →

Feb
19

Clarke's 3rd Law #edcmooc

Posted on February 19, 2013 by EDC MOOC Activity 721 - 740

Added yesterday. Got my imagination going to think of what I think would be magic...

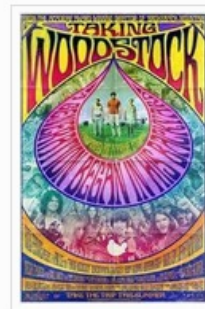


Posted in Uncategorized

Feb
19

It's A Happening!!

Posted on February 19, 2013 by EDC MOOC Activity 581 - 600



Hamish MacLeod's comment during this week's EDCMOOC Google Hangout was a fitting cap to this weeks' discussion on being human, the importance of relationships and connecting with others in a Digital World, and my belief that Personal Learning Networks (PLNs) must be an integral component to a successful MOOC.

[Continue reading](#) →
Posted in Uncategorized



goodhorsehymn 4 months ago

#EDCMOOC Who are the Gods that bestow upon them new technology? Are they the big tech companies (Apple, Google etc) that we have today? It's a shame the people in the video were unable to re-purpose the old tech. Perhaps if they'd paid money for it, instead of being gifted it, they might have been more keen to re-use it.

Reply ·



Mobolaji Owoade 4 months ago

Scary video but a good metaphor that almost explains how some of us relate with technology. Yes technology provides great tools that should improve our lives. Ultimately technology should bend to us and not the other way round.

Reply ·



Jahneen Bean 4 months ago

#edcmooc video definitely killed the radio star. Also smacks of our consumerist culture. We don't fix we throw away when something else is available.

Reply ·

[View all 4 replies](#) ▾



Keir Thomas 4 months ago

+**Jahneen Bean** I know it is! I was just using the reference to jump into the discussion. I didn't realise it was the first video to air on MTV though, so thanks for that little tidbit!

[Read more](#)

Reply ·



Jahneen Bean 3 months ago

+**Keir Thomas** I'm a little musically obsessed!

Reply ·



Vipul Bondal 3 months ago

#edcmooc Beautiful interpretation that any new tech is usually confused, then adapted and eventually worshipped. The tech prevalent earlier gets discarded. In common parlance, we call it disruptive technology. There's always one (some) who think different, and "invokes" yet another new tech that replaces (junks) the older new tech. Life continues!

Reply ·




drmohamad Ibrahim 3 months ago


#edcmooc The effects of this video my interest, the film discusses the impact of technology on the human, the film explains the role of digital culture on classify people into groups, those groups are affected by technology, which is negatively affecting the group, and to another group, technology controls the human, when receiving negative

Reply ·



Bendito Machine III - Now in HD

 **Zumbakamera** · 22 videos

 949

44,356

 390  7

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Uploaded on Mar 25, 2009
Tercer episodio de Bendito Machine. Obedece sus preceptos.

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Bendito Machine IV - Fuel the Machines
by Zumbakamera
10,383 views



Bendito Machine 2
by Zumbakamera
140,046 views



Bendito Machine 1
by Zumbakamera
41,736 views



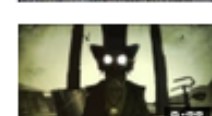
Minecraft : The Marvelous Adventures of Steve [Minecraft
by Minecraft Short Films
991,669 views



Bendito Machine II - Now in HD
by Zumbakamera
8,807 views



Behind the Scenes of Bendito Machine
by Zumbakamera
1,302 views



The Backwater Gospel (HD) DISTURBINGLY AWESOME Animated
by MadArtistPublishing
2,646,556 views



Inbox - Short Film
by Curlio Films
2,181,206 views

a locality that always includes an uncanny confrontation with its repressed excess: the monstrous contaminant that undermines notions of public/private dichotomy (Lewis and Kahn 2010, p13)



900,000 registered
on the 16 Edinburgh
MOOCs



32,868 studying
at the University
of Edinburgh

ROUTLEDGE

Posthumanism and the MOOC

Contaminating the Subject of Global Education



JEREMY KNOX

**Knox, J. (forthcoming 2016).
*Posthumanism and the MOOC:
Contaminating the Subject of Global
Education*. Routledge**