

Innovation and Access in Online Learning



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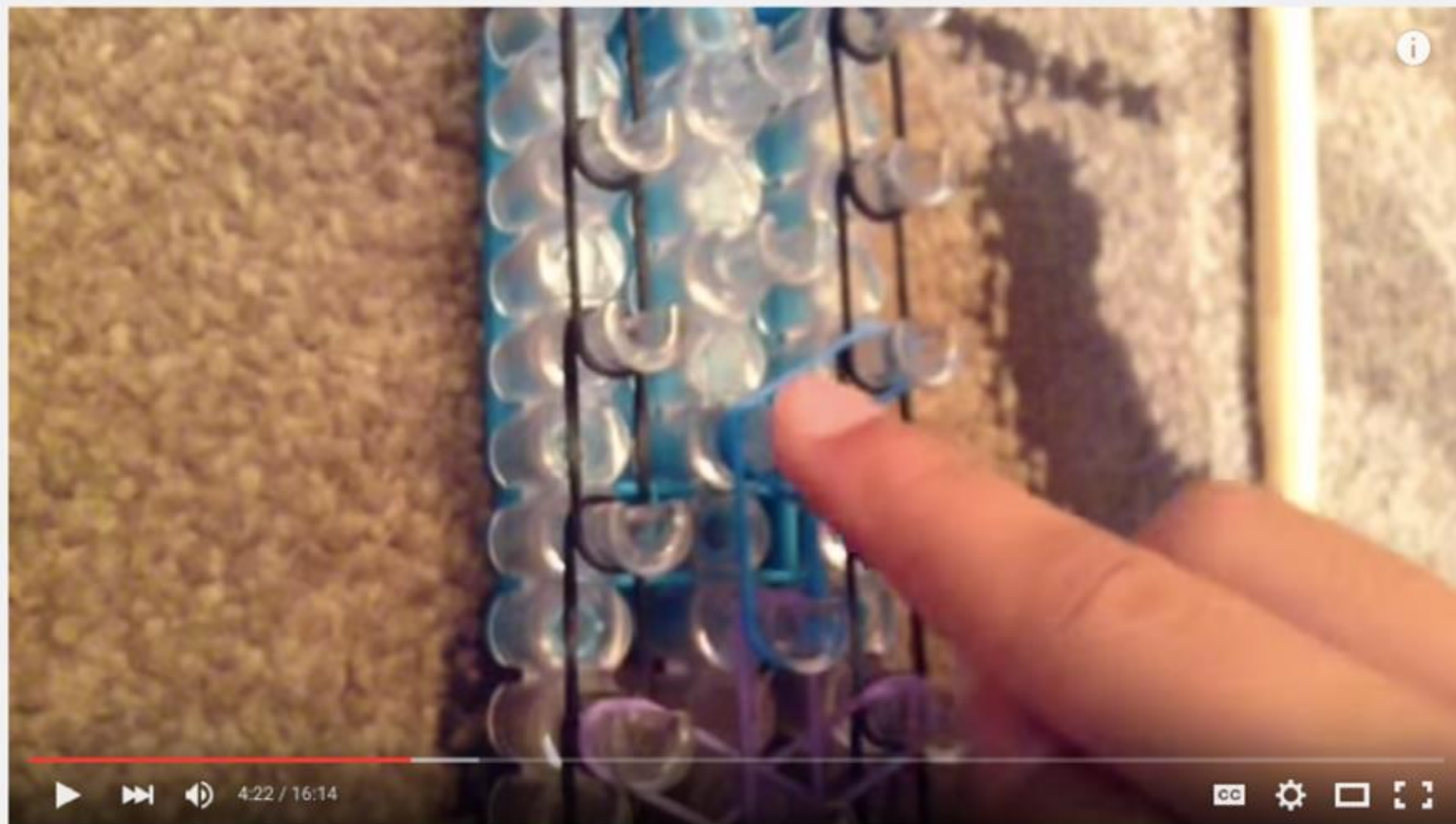
Nine-year-old Maddy Calconi, centre, has her friends Ava Roodbol, left, and Charlotte Siller, right, both also 9 years old, help her put completed Rainbow Loom bracelets on her arm

By: **Vanessa Lu** Business reporter, **Kristin Rushowy** Education Reporter, Published on Fri Oct 04 2013

Of all the new toys this year, this one looms large.

Low tech but high on creativity, the **Rainbow Loom** has kids hooked —spending hours after school and on weekends making bracelets weaving together small, colourful rubber bands on a simple plastic loom.

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How to make a rainbow loom starburst bracelet



Ashley Steph

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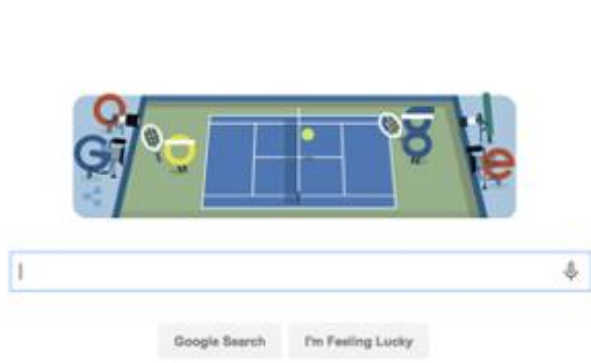
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102,389 27,426



“My coach is me, and my YouTube videos,” he said in the above video.

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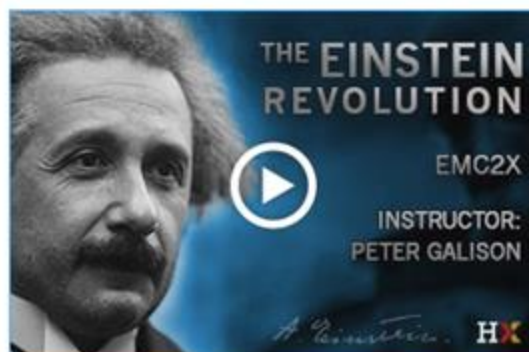
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From Wikipedia, the free encyclopedia



The Einstein Revolution

Traces Albert Einstein's engagement with relativity, quantum mechanics, Nazism, nuclear weapons, philosophy, the arts, and technology.



Image and Logic: A Material Culture of Microphysics



Peter Galison
University of Chicago Press, Oct 1, 1997 - Science - 956 pages

★★★★★
0 Reviews

3.1 / 0

"I want to get at the blown glass of the early cloud chambers and the oozing noodles of wet nuclear emulsion; to the resounding crack of a high-voltage spark arcing across a high-tension chamber and leaving the lab stinking of ozone; to the silent, darkened room, with row after row of scanners sliding trackballs across projected bubble-chamber images. Pictures and pulses—I want to know where they came from, how pictures and counts got to be the bottom-line data of physics." (from the preface)

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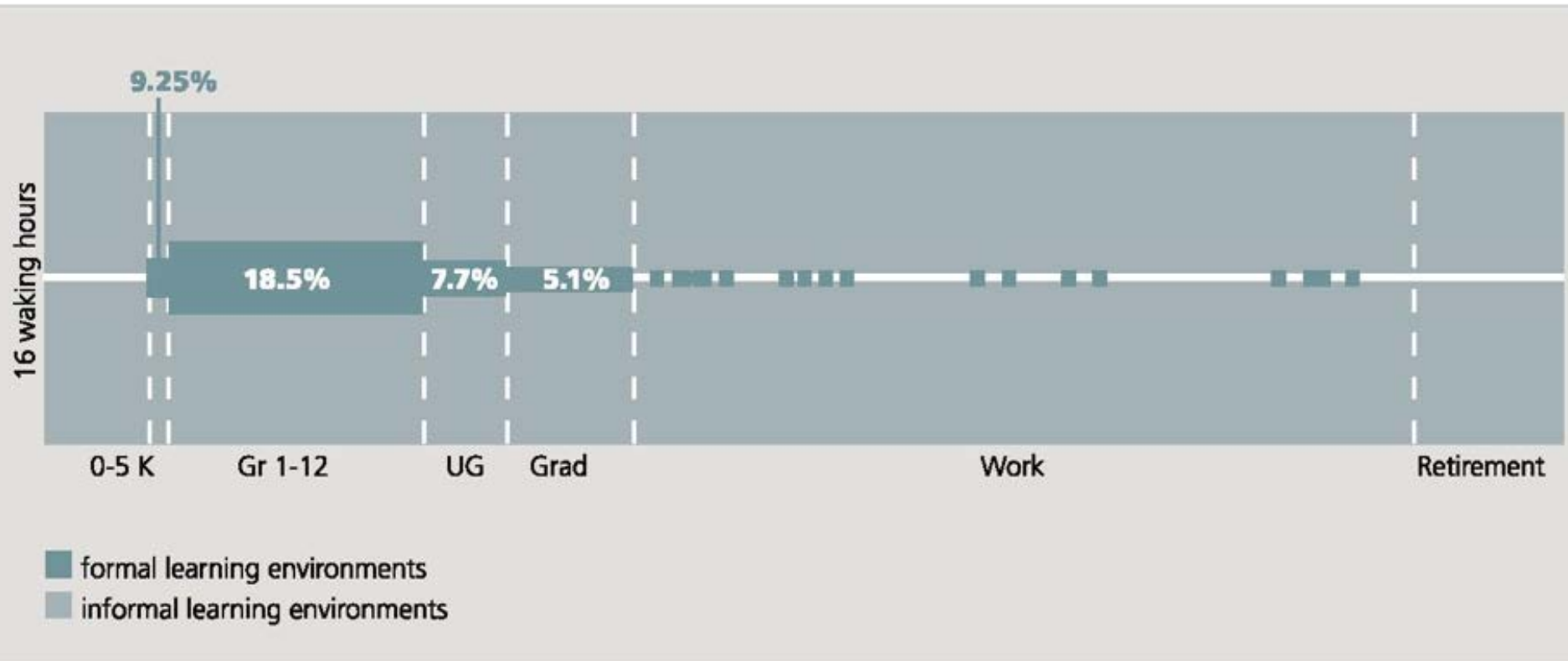
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Find more of what you're looking for with Facebook Search.

Lifelong and Lifewide Learning

Figure 2. Lifelong and lifewide learning



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berkman luncheon series >

The Web We Lost

Anil Dash

April 2nd, 12:30pm ET

Harvard Law School campus, Wasserstein Hall, Room 2009

apr
2
2013

In the past decade, we've seen the rise of powerful social networks of unprecedented scale, connecting millions or even billions of people who can now communicate almost instantaneously. But many of the promises that were made by the creators of the earliest social networking technologies have gone unfulfilled. We'll take a look at some of the unexamined costs, both cultural and social, of the way the web has evolved.

Courtesy of Harvard University. Used under CC BY.

TECHNOLOGY

The Internet That Was (and Still Could Be)

As corporations like Facebook gain control over more and more online activities, the web's core values are at stake.



DAVID WEINBERGER | JUN 22, 2015

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In many ways, Facebook fulfilled the dream of blogging.



"Not exactly what I meant"

The blogosphere did not scale. I believe that problem could have been solved. But then Facebook happened.

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Tilde Spaces

Home Pages by Staff and Students at the College

This list is provided as a courtesy, to help people find, and find out about, one another. The contents of personal home pages are the responsibility of their owners, and the appearance of a page on this list does not constitute a College endorsement of that page.

Staff with Home Pages at MWC:

Ernest Ackermann	David Ajzenman	Gardner Campbell	Patricia Daphne	Ruth Carbaugh	David Hamer
Jamara Kofincevsky	David Long	Patricia F. Norwood	Robert Ryancott		Suzanne Sumner

Students with Home Pages at MWC:

David Alexander	Brandon Adams	Terry Bright	Molly Barber	Sean Barak
Chris Beaman	Cherone Brey	Brian Burton	Amy L. Collins	Patricia Conley
Kirk Dorton	David Dean	Linda Denning	Jessamyn Dooling	Jason Earning
Orland Geller	Kristoffer Hendikson	Tracy Hsu	Nova Hutto	Mika Jacoby
Yia Johnson	Jeffrey B. Johnson	Mark Knapp	Erk Levy	Ryan A. MacMichael
Daniel F. Monaghan	Nora McLean	Russell S. Miller	Gary Moore	Brian Muller
Ryan Rugg	Kristian Schackelford	Edward Schaefer	Stephanie Steiner	William Thompson
Daryl Smith	Jody Taster	Ruth Thomsen	Kevin Unsicker	Peter Yarnon, Jr.
Sarah Wilkes	Jeff Wiloughby	Randy Young		

Students/Staff at MWC: Here are [instructions](#) on how to get your pages on the www server! (updated Sep 18, 1996)

This page designed and maintained by [Ryan A. MacMichael](#). If you have additions, corrections, or deletions, e-mail me.

Mary Washington College's personal homepage hub

Welcome!

Gardner Campbell's Home Page



(A CampbellHouse production)

WATCH THIS SPACE

I teach *Literature, Film, and Writing* in the department of [English, Linguistics, and Speech](#) at Mary Washington College.

Courses taught at MWC

Current Term (Fall 1996)

- [Seventeenth Century Studies \(ENGL 376S\)](#)
- [Fiction and Film \(ENGL 244\)](#)
- [Writing Workshop \(ENGL 101\)](#)

Gardner Campbell's 1996 Personal Homepage at MWC



Welcome to the Home Page of

Molly Barber

Welcome! I'm a senior at [Mary Washington College](#) in Fredericksburg, Virginia, majoring in [Computer Science](#). Aside from being on the computer a lot, I enjoy pinball, computer games, being outside, and the company of my friends. Feel free to look around.

[View my Resume](#) [Some of my Activities](#)

Molly Barber's homepage at MWC circa 1996

Professor Mack's Wonderous Web Page - Netscape

File Edit View Go Communicator Help

Back Forward Reload Home Search Netscape Security Stop

Bookmarks Location <http://www.geocities.com/athens/academy/2090/>

Professor Mack's Wonderous Web Page

Truth Revealed via the World Wide Web


- **The WhiteStone Letter** (Spiritual Intelligence for the end times)
 - [Volume 2-1 on October 1, 1994](#)
 - [Volume 2-2 on June 1, 1995](#)
 - [Volume 2-3 on November 5, 1995](#)
 - [Volume 2-4 on March 1, 1996](#)

>Watch for Volume III Coming Out Very Soon!

• This issue will be mailed first, so e-mail Professor Mack to get the next issue

The Professor's Education Files - Advanced Bible Research

- [The Bible in Pictures](#)



Start Professor Mack's Wo... 00:37



In many ways, Blackboard fulfilled the dream of THE UNIVERSITY

Tilde spaces did not scale. I believe that problem could have been solved. But then Blackboard happened.

Web Page Creation at SUNY Oneonta



SUNY College at Oneonta's official web server is known internally as ACAD. At this time this is the only web server available. We expect other servers to come online in the future. To create HTML documents that this server can present follow the instructions below.

1) **Login into ACAD (snyoneab.oneonta.edu)** See the SUNY Oneonta VMS User's Guide for more details on logging into and using the VAX/Alpha computer cluster (of which ACAD is part of) or click [HERE](#)

2) **Create a directory called [.www]** You need to create a directory in your account called [.www] (www.dir) and set the protection of this directory to world read. This is where your HTML files will go. The area needs to be world read so the server knows it is ok to show these files to others. The command to do all of this is:

```
Screate/dir [.www]/prot=w:r
```

3) **Change to this directory.** The command to move you into this directory is: **Sset def [.www]**

4) **Create any and all HTML documents, GIF's, JPEG's, and other files and make sure you put them in this directory.** ALL HTML FILES SHOULD BE NAMED WITH THE EXTENSION .HTML, NOT .HTM! To learn more about HTML programming see the following references:

[HTML Developer's Jump Station](#)

There are a few other things you should know before starting this. They are:

- The "default" html file the server looks for is called INDEX.HTML. It is strongly recommended that you use this as your "home page". Thus if your username is **smithja89** the URL to access your home page would be:

```
http://www.oneonta.edu/~smithja89
```

This would cause the server to look for a file in the [.www] directory of the user's account smithja89 called index.html. Get it? Good!! No?, contact me for help. [Email Jim Greenberg](#)


- All files in the [.www] directory you want to serve MUST BE world read. This is done with the command:


```
Sset prot=w:r filename.ext
```


- You can create your HTML's on any computer (Mac, PC, etc.) by hand (**strongly** recommended), or using the modern software tools available, then FTP them to your [.www] directory on ACAD. **ALL HTML FILES SHOULD BE NAMED WITH THE EXTENSION .HTML, NOT .HTM!** To learn more




T-509, Massive: The Future of Learning at Scale


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Lecture Video

T-509, Massive: The Future of Learning at Scale

Welcome!



[image credit: H. Hugo](#)

Please visit the course site at t509massive.org!

Massive: The Future of Learning at Scale explores the use of learning technologies in settings with many learners and few expert teachers, such as Massive Open Online Courses, intelligent tutoring systems, blended learning environments, and peer-learning networks. We will explore these environments by creating our own networked learning community and then working together to advance our collective understanding of the power and limits of learning technologies.

Students will leave the course with a deeper understanding of the technologies and pedagogies that power large-scale online learning systems, and more refined opinions about the implications of these technologies for economic, policy, teaching, and the science of learning in K-12, higher education, and lifelong learning. All students and cross-registrants are welcome, and no background in education or technology is required, only a willing to enthusiastically explore the topic and support the learning of others around you.

A copy of the syllabus is below, but full details on the course can be found at t509massive.org.

The instructor and lead learner for the course is Justin Reich, the Richard L. Menchel [HarvardX Research](#) Fellow and a Fellow at the [Berkman Center for Internet and Society](#). You can find more about him at his [portfolio site](#), [his EdTech Research blog on Education Week](#), or on [Twitter](#).





“Reverend” Jim Groom

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Reclaiming Innovation,
EDUCAUSE

<http://www.educause.edu/visuals/shared/er/extras/2014/ReclaimingInnovation/default.html>



Alan “Cogdog” Levine

<http://cogdogblog.com/>

Building Connected Courses

<http://cogdogblog.com/2014/07/14/feed-wordpress-101/>


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 **COURSE SITE ADMIN**


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T-509, Massive: The Future of Learning at Scale


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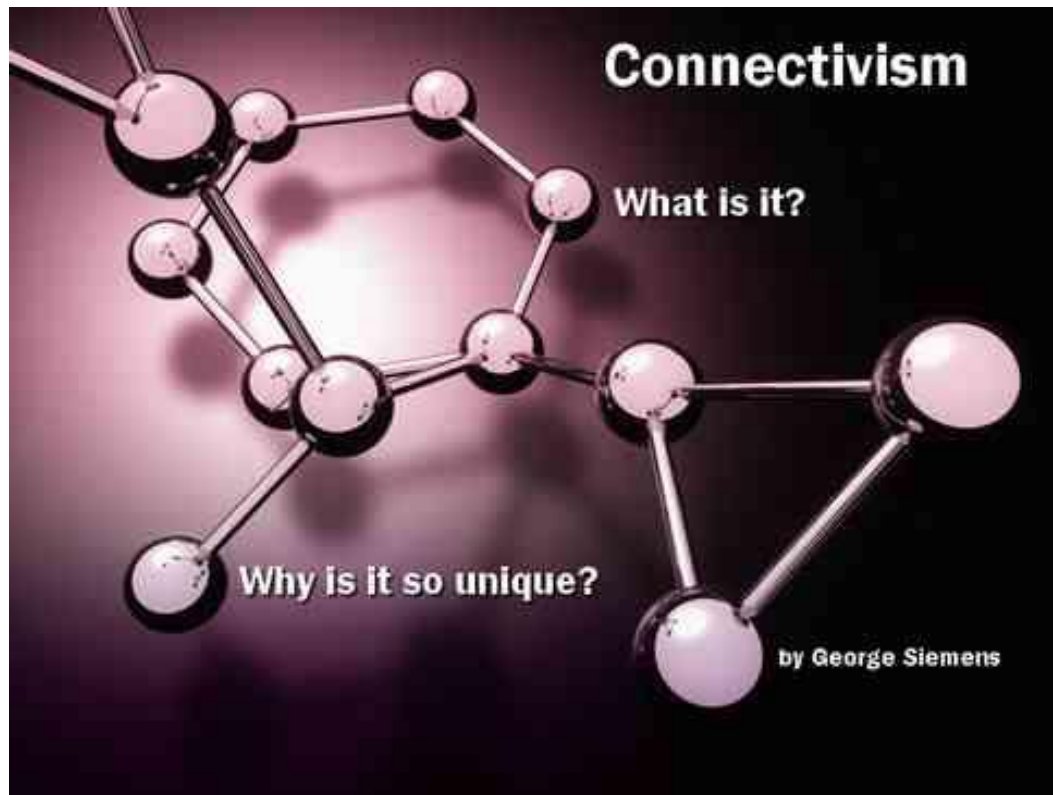


Justin Reich @bjfr · now

Students should own their means of production. Our technology should connect students to each other and their work.



Official Tweet of This Talk



George Siemens



Stephen Downes

MASSIVE:

The **Future** of Learning at **Scale**

#t509massive

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Welcome

[Cinderella Your Blog](#)

Welcome to our learning community! For more details on the design and structure of the course, check out the [Syllabus](#) page. As our community grows and develops, this site will syndicate all of our activity. For selected highlights, visit the [Spotlight](#) page. For the full fire hose, visit the [Flow](#) Hub.

Spotlight posts

Week 11 Wrap; Week 12 Preview

I am incredibly excited for our upcoming Project Faire. We will meet in the Gutman Conference

Designing Time

A conversation with Harvard Business School Lead Instructional Designer, Andy Hyde. If you were to ask 100 instructional designers

The Grand Bargain

The recent controversy at Harvard College about using secret cameras placed in classrooms to document student attendance has raised

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Justin Reich @bjfr

2 Jul

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The Future of Learning at Scale

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RobertsRachelL: "The MOOCs will eventually make lectures obsolete."

Hubs Twitter Hub Jul 4, 2015

0 0

--Originally published at [#t509massive on Twitter](#)

"The MOOCs will eventually make lectures obsolete." [#t509massive](#)
<http://www.theatlantic.com/features/archive/2014/08/the-future-of-college/375071/> ...

Practical Guidance from MOOC Research: Student Diversity

Blog Hub Syndicated Jul 2, 2015

0 0

--Originally published at [EdTech Researcher](#)

One of the signature findings of MOOC research is the tremendous diversity of MOOC learners. How can we serve them best?

bjfr: Finally, check out the Web site for the course Massive: The Future of Learning at Scale at and . 5/x

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Rachel Roberts @RobertsRachelL 4 Jul
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Participation Rubric

Describe a few criteria that you'd like to evaluate yourself on, and be evaluated on by the instructional team. Define what it would look like if you met your personal expectations, if you fell short, and if you did totally awesome. While some of these metrics may be quantitative (I will do X at least Y times), most should qualitatively describe your desired learning and impact. (While there are 5 rows and 3 columns below, feel free to modify this general outline to suit your purposes.)

Criteria	Exceeds Expectation	Meets Expectation	Underperforms Expectation

T509massive.org
<http://bit.ly/t561cce>

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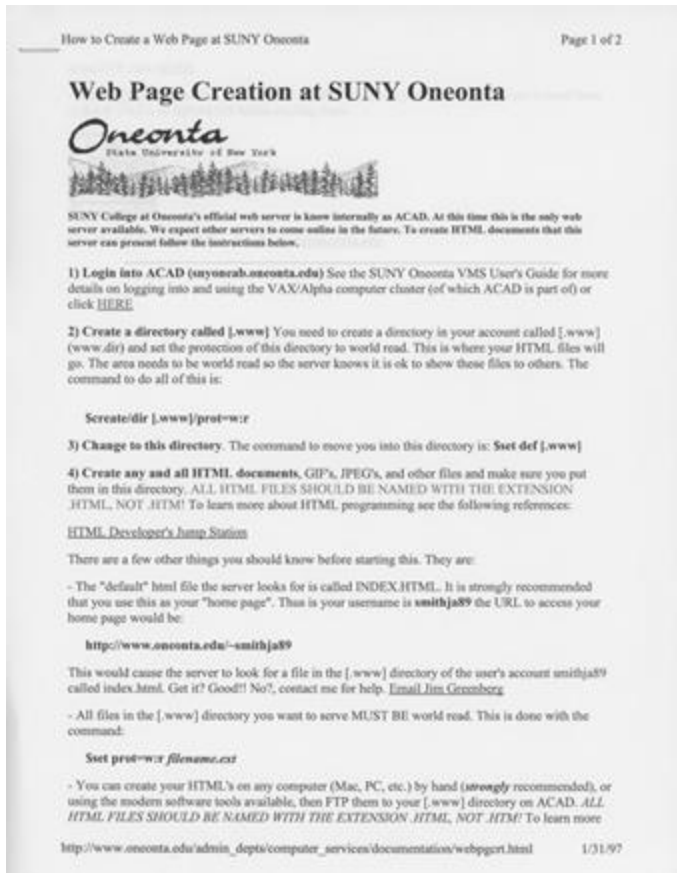
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Starting again...

Blog Hub

Syndicated

Jun 25, 2015

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--Originally published at *Taking the Risk...IS success!*

Connected Learning MOOC (CLMOOC)

#clmooc @clmooc

Has given me a bit of inspiration today. We're *Unmaking Introductions* today. Here's mine...



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