

Colaboração e Cooperação na Educação Online

Cooperative Freedom and Transparency in Online Education



Morten Flate Paulsen

The presentation is available via my homepage at:
<http://home.nki.no/morten/>

A 30-minutes presentation,
12.03.2010, Futurália, Lisboa, Portugal

Presentation Abstract

The presentation explains the **Theory of Cooperative Freedom** with examples from NKI Distance Education and Universidade Aberta.

The theory claims that adult students often seek **individual flexibility** and freedom. At the same time, many need or prefer **cooperation and social unity**.

These aims are difficult to combine. There is a tension between the urge for individual independence and the necessity to contribute in a collective learning community.

Thus, cooperative learning seeks to develop virtual learning environments that allow students to have optimal individual freedom within online learning communities.

Transparency improves quality and promotes cooperation, but students should be free to choose their individual privacy level.



The most interesting pedagogical challenge in our lifetime is to provide online education that combines individual freedom with meaningful cooperation.

I have struggled with this challenge since I first introduced my Theory of Cooperative Freedom in 1992.

www.ednews.org/articles/10626/1/An-Interview-with-Morten-Flate-Paulsen-Focusing-on-His-Theory-of-Cooperative-Freedom-in-Online-Education/Page1.html

The theory is described in my book, which you can download from the Internet.

*Cooperative Freedom:
An Online Education Theory.*

Page 39 in the book:
*Online Education and Learning
Management Systems: Global
E-learning in a Scandinavian
Perspective..*



The book's website:
www.studymontor.com

Similarities and differences between NKI and UA

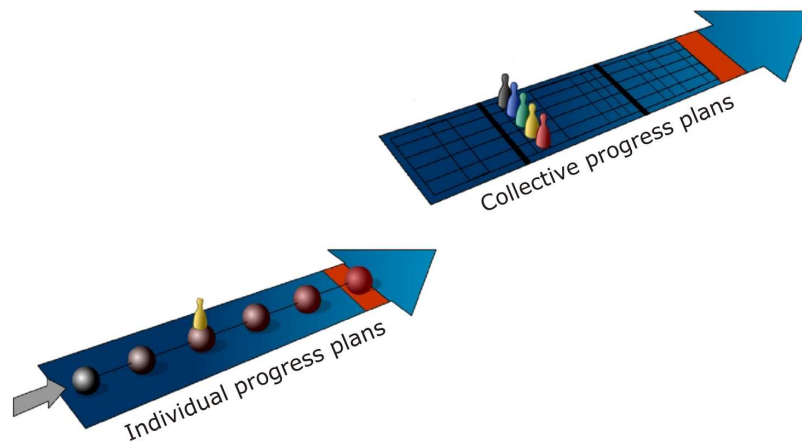


- | | |
|---|---|
| 1. I have worked with e-learning since 1986 at NKI Distance Education | 1. I have taught one course: <i>Processos Pedagógicos em E-Learning</i> in the <i>Mestrado em Pedagogia do E-learning</i> |
| 2. 400 online courses | 2. About 500 online courses |
| 3. 12.000 online students | 3. About 10.000 online students |
| 4. Self developed LMS | 4. Moodle LMS and PLEs |
| 5. Secondary, vocational and university courses | 5. University courses |
| 6. Individual start up and progression | 6. Group based start up and progression |



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NKI students have individual progress plans
UA students have collective progress plans



Copyright Atle Løkken 6

NKI introduced the individual planning system in 2004

Mine kurs Mine resultater Om kursplanlegging Om innsending

Forkurs for Bachelor ingeniør vis/skjul

[Lær å lære](#)

1: levert 08.09.09									
1: levert 20.10.09	2: levert 01.11.09	3: levert 01.12.09	4: levert 13.01.10	5: levert 25.01.10	6 03.02.1	7 24.02.1	8 17.03.1	9 07.04.1	10 28.04.1
1 30.09.10	2 31.10.10	3 30.11.10	4 31.01.11	5 28.02.11	6 31.03.11	7 30.04.11			

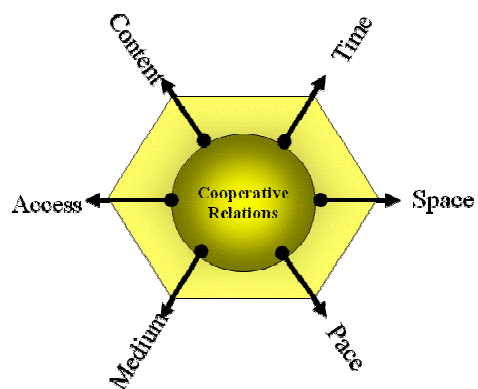
[Matematikk forkurs for Bachelor ingeniør](#)

[Fysikk forkurs for Bachelor ingeniør](#)

- assignments that are completed
- assignments that are delayed according to the plan
- assignments that are planned

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Six Dimensions of Freedom



It is difficult to combine individual flexibility and cooperation

One may say that:



Individual learning is conducted alone

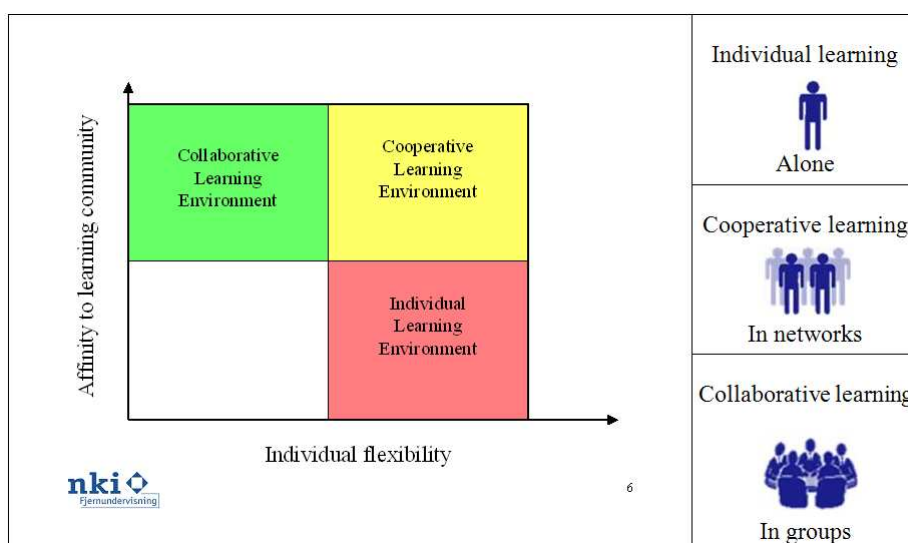


Cooperative learning takes place in networks



Collaborative learning depends on groups

NKI provides cooperative online education



NKI's Philosophy on Online Learning

**We facilitate individual freedom
within a learning community
in which online students serve as mutual resources
without being dependent on each other.**

We build on adult education principles and seek to foster benefits from both individual freedom and cooperation in online learning communities.

Cooperative learning is based on voluntary participation in a learning community



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NKI Innovations in Online Education

1986: First LMS
1987: First online distance education course
1996: First web-based courses
1998: First online journal for students (Nettskoleavisen)
2002: First m-learning courses
2003: Speech synthesis in all courses

2004: Continuous tracking of turn around time

2004: Individual planning system

2006: Learning partner system

2008: Global student profiles

2009: Individual progress reports



Rosing Competency Award 2003
Baldic Award 2006
Tisip E-learning Award 2007

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Celebrating 100 000 online course enrolments

During the first 20 years, NKI's online students enrolled in hundred thousand courses and spent many million hours of studying to reach their goals.

This was celebrated August 22, 2008 with 5 students as guests of honour.



Secondary school courses: [Tonje Kvalvik](#) 18 courses completed
Vocational courses: [Thor Steinsland](#) 24 and [Roger Skogberget](#) 27
College courses: [Trude Helen Flak](#) 13 and [Erma Bratic](#) 14

Hvem skal få vite hva om deg?

Det å være student ved NKI Pjermunderstasjon innebærer i utgangspunktet at medstudenter ser ditt navn og din e-postadresse. Dermed du ønsker å delta i et læringsfellesskap behøver vi din tillatelse for å kunne gi andre tilgang til informasjonen vi har registrert om deg. Du kan endre detaljene senere.

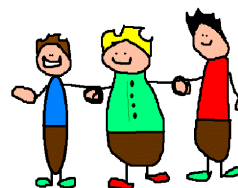
Først ønsker vi at du tar stilling til om du ønsker læringspartnere:

<input checked="" type="checkbox"/> Jeg vil gjerne ha læringspartnere	Jeg er åpen for samarbeid i studiene mine. Jeg tillater at NKI Pjermunderstasjon viser mine data til studenter jeg har akseptert som læringspartnere (fyll ut skjema).
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Felles du ønsker læringspartnere eller ikke, kan du anbefale angj hvilken informasjon som skal være tilgjengelig for andre studenter:

<input checked="" type="checkbox"/> Åpen	Jeg er åpen for tværfaglig fellesskap, alle studenter kan se min presentasjon (klar inn data).
<input type="checkbox"/> Faglig begrenset	Min presentasjon er kun synlig for medstudenter (klar inn data).
<input type="checkbox"/> Lukket	Jeg vil skjule mine data, og ønsker kun kontakt med lærer og administrasjon.

NKI's Learning Partner System



1. Make your personal presentation
2. Decide who may access it (Closed, Limited, Open or Global)
3. Search for potential learning partners
4. Invite somebody to become your learning partner

Personal presentations February 2010

All 12612 users of NKI's LMS have personal presentations which automatically list relevant information about them and their courses as shown below.

Student: Tone Gunderson
 E-postadresse: tonogund@AT_start.no
 Postnummer og Poststed: 7025 TRONDHEIM
 Startet på Nettstudier: 27. feb 2009

Et bilde viser mer enn
 tusen ord.
 Laet oss bli bedre kjent
 med deg og deg selv.
 Din arbeidssituasjon
 er der du er
 i et øyeblikk

Jeg følger min progresjonsplan i NKIs
 planleggingssystem.
 Jeg har mottatt meg på følgende nettstudier og nettkurs og
 tilsvarende fullført 6 kurs ved NKI's fjernundervisning.

- Økonomikonsulent:**
- Økonomikonsulent 1 - Bedriftskonsulent - Fullført 19. apr 2009
 - Økonomikonsulent 2 - I tillegg
 - Økonomikonsulent 3 - Årsoppgave og verdiforandring
 - Økonomikonsulent 4 - Skattebetalings
- Revisjonskole:**
- Lær å lære - Fullført 07. mar 2009
 - Revisjon - Forelesningskurs - Fullført 14. apr 2008
 - Revisjon - Ydelsegjeldende kurs - Fullført 10. mai 2008
 - Revisjon - Ansvarlig og revisjonsregler - Fullført 24. nov 2008
 - Revisjon - Selskapsloven og HVA-systemet - Fullført 16. jan 2009

5874 of them have added some personal information, typically a photo and a description of previous education, work experience and personal interests as shown below.

Student: Truls Fagerberg
 E-postadresse: T_AT_pp@nki.no
 Hjemmeside: <http://www.nki.no/pp/truls/>
 Postnummer og Poststed: 1341 SLEISENEN
 Startet på Nettstudier: 03. sep 2009



Jeg har 2 læringspartnere.
 Jeg har mottatt meg på følgende nettstudier og nettkurs og
 tilsvarende fullført 8 kurs ved NKI's fjernundervisning.

- SPICE:**
- SPICE 601: Intro. to Int. Online Education - Fullført 13. des 2004
 - SPICE 602: Design and Dev. of Online Courses - Fullført 22. jul 2004
 - SPICE 603: FINAL REPORT - Fullført 30. aug 2004
 - SPICE 603: Online Teaching and Learning - Fullført 04. des 2003
 - SPICE 604: Adm. Systems and Support Services - Fullført 01. nov 2004
 - SPICE 604: FINAL REPORT - Fullført 06. jan 2005
 - SPICE 605: Int. and Comparative Online Edu. - Fullført 17. des 2004
 - SPICE 605: FINAL REPORT - Fullført 06. jan 2005

- Enkeltkurs:**
- KURS-buka
 - Lær å lære
 - NETTSKOLE UTVIKLING

My name is Truls Fagerberg and I work as a ICT course and system developer at NKI Distance Education in the Department of Research and Development. I'm responsible for the development and maintenance of NKI's portfolio of ICT courses.

I also work with issues related to NKI's Learning Management System (LMS), SESAM and I'm participating in national and international research projects. In my former job at NKI I was involved with the technical development of SESAM, which serves over 10000 active students. My job covered database development and maintenance, programming, course development and design, and technical support to our students and teachers and in-house support on our LMS. I have also worked as an online teacher at NKI and as an educational teacher supervisor.

I have a masters degree in ICT and Pedagogical Development from The Danish University of Education in Copenhagen and NKI Distance Education from 2005. My subjects were ICT and learning processes, scientific methods, Specialization Program in International Online Education (SPICE), and masters thesis in ICT and Pedagogical Development. I have a bachelors degree in Information Technology and diploma in IT management from The Polytechnical College in 2000.

www.nki.no/pp/fagerbergtr



Student preferences March 2010

Visibility	Want LP	Don't want LP	Sum	Percent
Closed	122	952	1074	9
Limited	1769	6133	7902	62
Open	663	1373	2036	16
Global	988	645	1633	13
Sum	3542	9103	12645	100
Percent	28	72	100	

The default values are:
 Limited visibility
 Don't want Learning Partner (LP)



NKI has 1600 global student presentations



www.youtube.com/MortenFP#p/a/u/0/gYQ1u977iwk

Why the presentations are important to NKI

- Better service since we see the human behind the e-mail addresses and student IDs
- More cooperation since students know more about each others
- Improved information to prospective students

Student: Aleksander Dyrø
E-postadresse: ad_07_nki.no
Hjemmeside: <http://www.dyrø.no>
Postnummer og Poststed: 1157 OSLO
Startet på Nettskolen: 03. sep 2001

Jeg har 4 lærlingspartnere.
 Jeg har medt meg på følgende nettsstudier og nettkurs og til sammen fullført 5 kurs ved NKI Fjernundervisning:

Prosjektlederskolen:

- **Lær å lære** - Fullført 01. mar 2008
- **Sammenheng** - Fullført 22. nov 2006
- **Sammenheng** - Fullført 22. des 2006
- **Sosialt nett** - Fullført 18. jan 2007
- **ProsjektUtsøkte**
- **ProsjektUtsøkt**
- **ProsjektUtsøkt**

SPICE:

- SPICE 601: Introd. to Int. Online E
- SPICE 601, Final report

Enkeltkurs:

- **KURS-buka**
- **Nettskriving**
- **NETTSKOLE UTVIKLING** - Fullført 1.

Jeg har Bachelor Informasjonsteknologi i tittel fra OMH. Jeg jobber som systemutv. i FOU, vedlikehold og videreutvikling av ni med navn på MSc, doktor og SSI.

Min avsluttende oppgave ved MTH (2001) **A Glance at The Future** dersom det er **fortrinnskole** til nettskolen.

Jeg interesserer meg for usability, særlig innen web og kunne tenke meg å benytte dette samt min bakgrunn fra markedsføring i prosjekter.

Transparency
or
privacy?

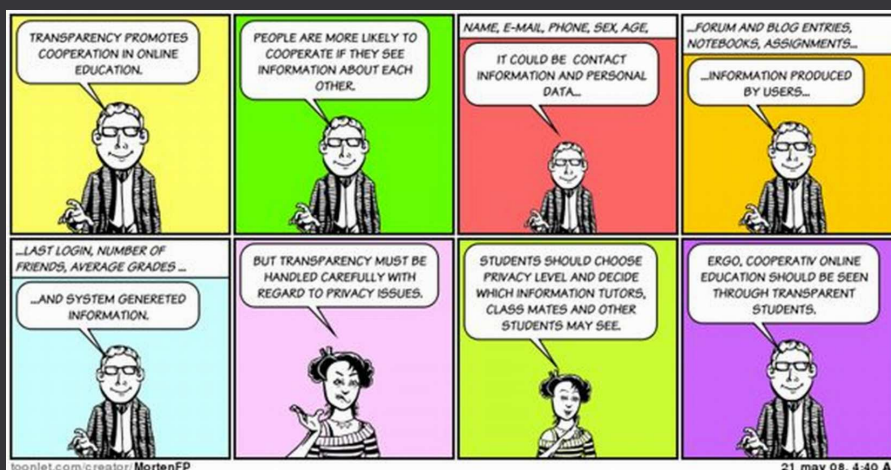


Transparency improves quality



...of system data, course content, course work etc....

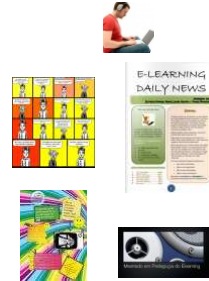
Transparency promotes cooperation



[Dalsgaard, C. and Paulsen, M.F. \(2009\) Transparency in Cooperative Online Education. IRRODL, Vol 10, No 3.](#)

Transparent coursework at UA

- My students publish their work in **blogs** (Blogspot, Wordpress etc.)
- They share it in Moodle, **Facebook** and **Diigo**
- They make learning objects in Toonlet, Glogster, Slideshare, Youtube, Issuu, Voicetread
- It's hard to overview this distributed learning environment
- The "entire world" can see our work and give us feedback
- Many tutors and students may not be comfortable with this extreme openness.



Cooperative Learning

How can microblog promote cooperative learning communities?

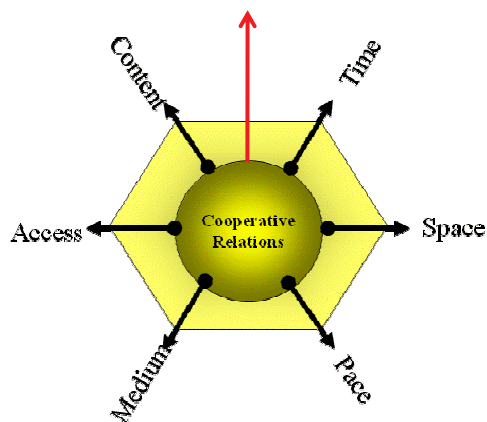
comment

<http://voicethread.com/#q.b700875.i3706651>

Trabalho realizado por Paulo Simões e José C. Figueiredo, no âmbito da Unidade Curricular de Processos Pedagógicos em E-learning, do Mestrado em Pedagogia do ...
Created October 29, 2009 - 822 views - 25 comments - 8 pages

Transparency improves quality and promotes cooperation, but students should be free to choose their individual privacy level

So, the Theory of Cooperative Freedom also promotes
freedom of transparency



Muito obrigado!



Algumas perguntas?

The presentation and contact information is available via:

<http://home.nki.no/morten>