Results
Emergent theory corresponded to Schwab’s (1973) four commonplaces of curriculum. Schwab’s milieu occurred in exactly the same way. However, the online course had its own milieu: the networked community replaced the classroom while the instructor was both teacher and learner. Schwab’s argument that none of the four commonplaces are the proper “centre” of education appears to have been embodied.

Application
The application of connectivist principles transformed the curriculum. Each student’s choice of subject matter to teach to the class created an overall course curriculum but each student’s choice of which 10 modules to study created that student’s personal learning experience. The teacher’s experience was one of loss of control over the curriculum as well as one of intense work effort.

Conclusions
Relative diversity of the group was a source of growth, enrichment and cognitive dissonance — in short, each person was important to the learning environment. The idea that learning occurred as a result of this diversity is in line with network theory and specifically the theory of interpersonal ties, which postulates that “weak ties” between individuals are more likely to facilitate the flow of new information than “strong ties.”