Making it Rich and Personal
meeting institutional challenges from next generation learning environments

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This presentation and the paper
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Links and tags and badge

Basic details and links to publications
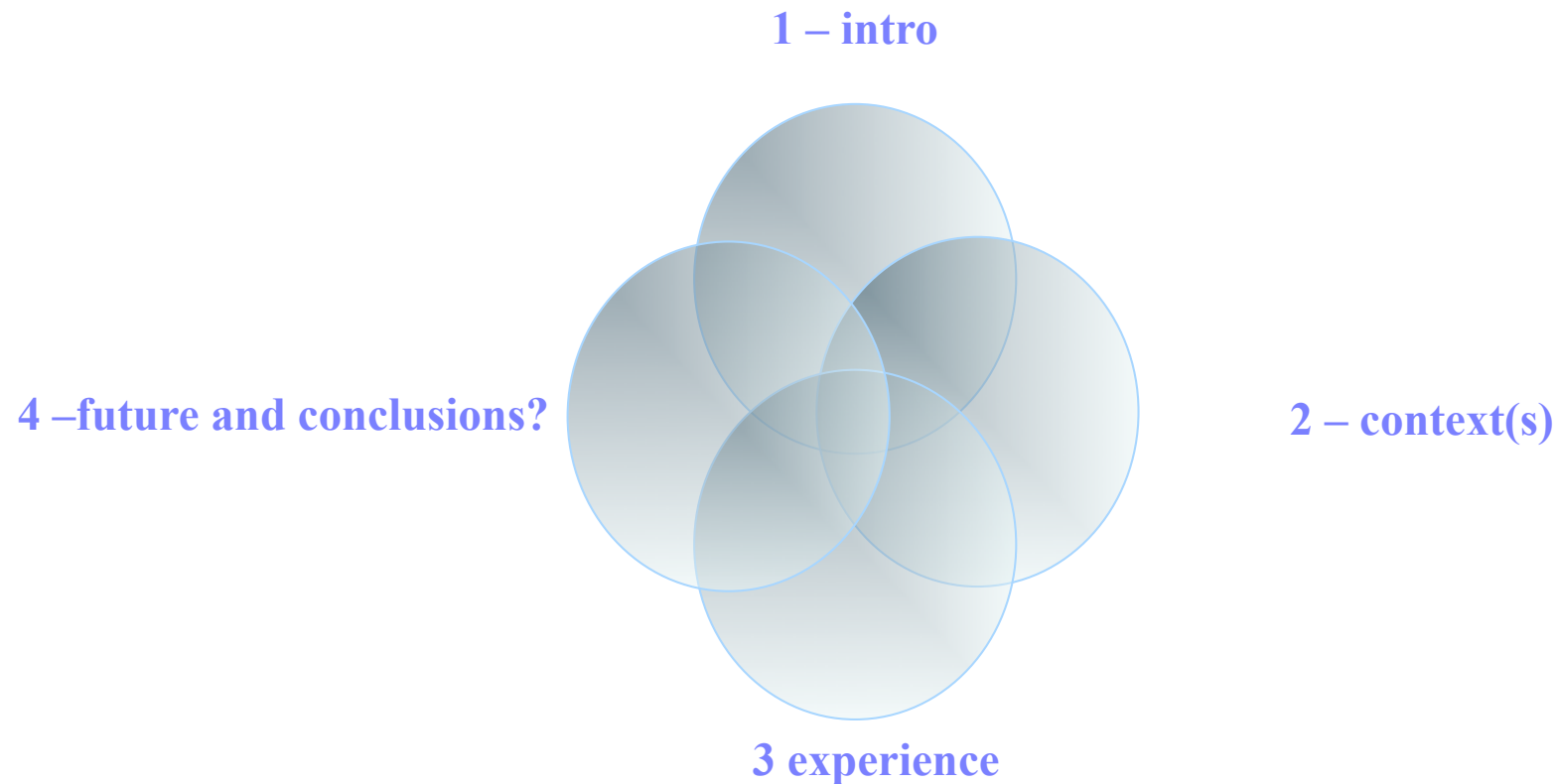http://www.ecs.soton.ac.uk/research/projects/749
Curriculum innovation programme
http://www.soton.ac.uk/cip/environment/index.html
Project Blog
http://blogs.ecs.soton.ac.uk/sle/
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The shape of this talk

1 – intro

4 –future and conclusions?

2 – context(s)

3 experience

Who we are

Hugh Davis
Head of
technology enhanced learning

Pete Hancock:
Director of 'IT services',

Debra Morris
Librarian
leads on e-learning

Su White
Academic
researches institutional change

And a host of others….
Kenji Takeda, Heidi Solheim, Janice Rippon, Pat Usher,
Mark Brown, Fiona Grindey, Marcus Grace, Trevor
Bryant, Alex Furr, Vicky Wright, Dave Martin, Jamie
Ings , Ash Browning, John Isger

Patron/Sponsor PVC Humphris

Its been a long while in the making

A journey and some observations…

- Microcosm (1990s)
- Campus Wide Structure for Multimedia Learning (TLTP Scholar)
- WWW, Blackboard, QuestionMark, SUSSED (portal)
- Staff Use and Attitude Surveys
- Audits
- Benchmarking (EMM carpet)
- Student Survey
- Enhancement Academy

EMM carpet

We have organisational knowledge

And we have ECS and LSL

Feedback as driver

Q33: BLOCKAGES, IRRITATIONS
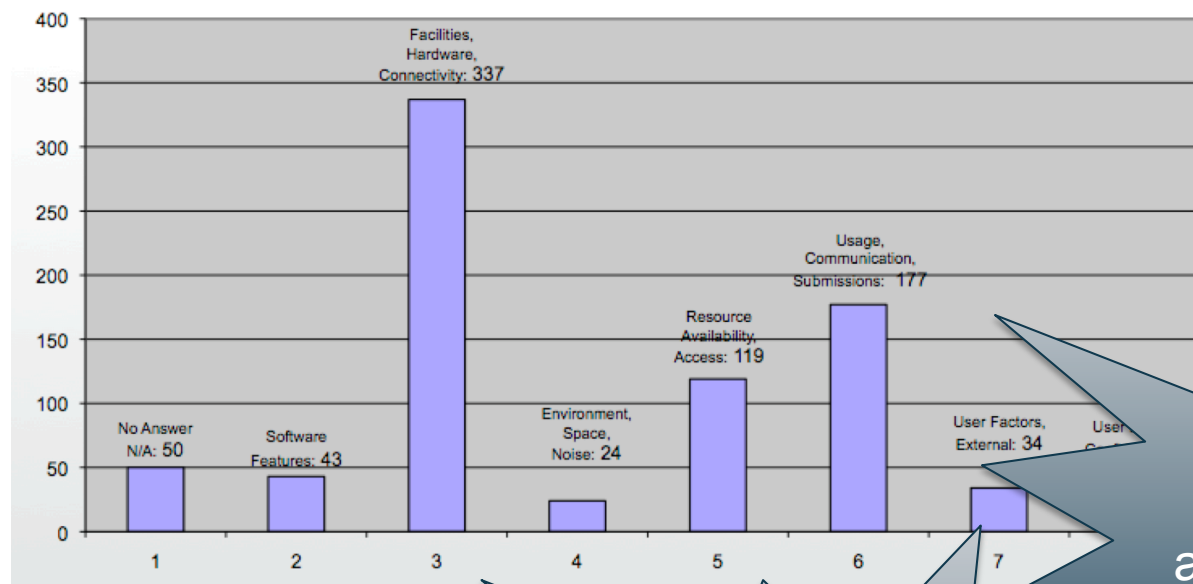
Almost 1000 responses, across institution

One example from many

use and understanding
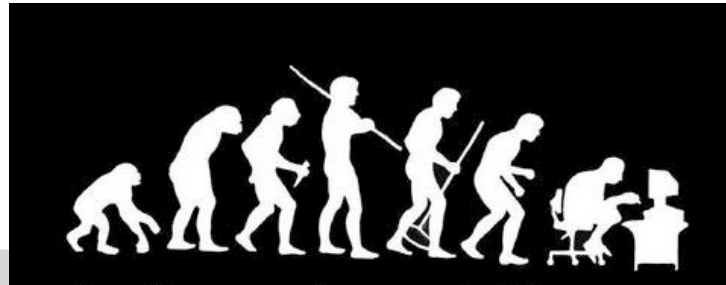
| There were no computers at the University | mainframes | Local networks | Microcosm | Web and 'learning' apps | The social web | Somewhat informed users |

Web 2.0 Meme Map

Flickr, del.icio.us: Tagging, not taxonomy

PageRank, eBay reputation, Amazon reviews: user as contributor

Blogs: Participation, Not publishing

BitTorrent: Radical Decentralization

Gmail, Google Maps and AJAX: Rich User Experiences

Google AdSense: customer self-service enabling the long tail

Wikipedia: Radical Trust

Strategic Positioning:
• The Web as Platform

User Positioning:
• You control your own data

Core Competencies:
• Services, not packaged software
• Architecture of Participation
• Cost-effective scalability
• Remixable data source and data transformations
• Software above the level of a single device
• Harnessing collective intelligence

"An attitude, not a technology"

Trust your users

The Long Tail

Small Pieces Loosely Joined (web as components)

Data as the "Intel Inside"

The perpetual beta

Software that gets better the more people use it

Play

Rich User Experience

Hackability

The Right to Remix "Some rights reserved"

Emergent: User behavior not predetermined

Granular Addressability of content

A computing service...

Pathologically risk averse

new ideas mean its time for some negotiation ☺

Innovative 'does not suck'

Reliable Quality of Service

We are talking about major culture change

Monolithic Virtual Learning Environments are for Digital Immigrants — who don't have their own digital toolsets. One of the worst examples is B
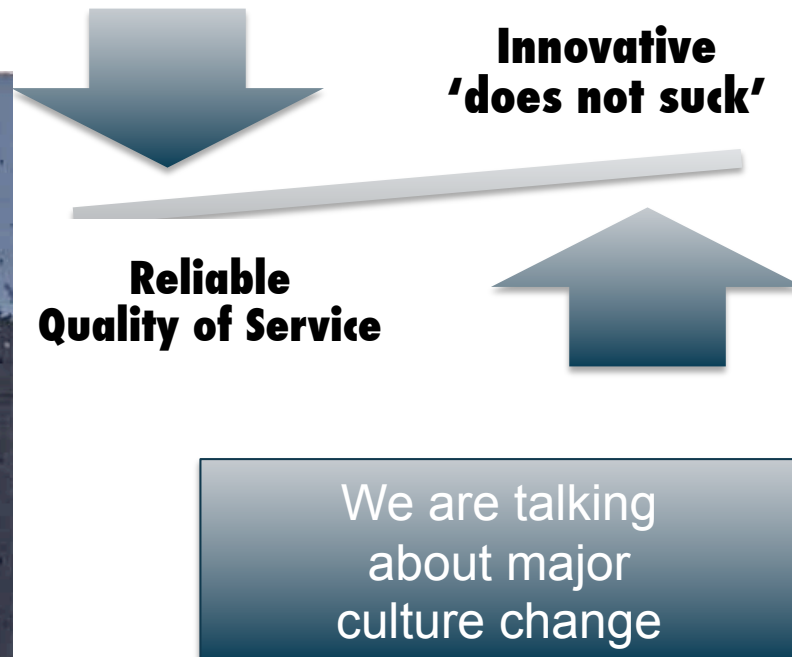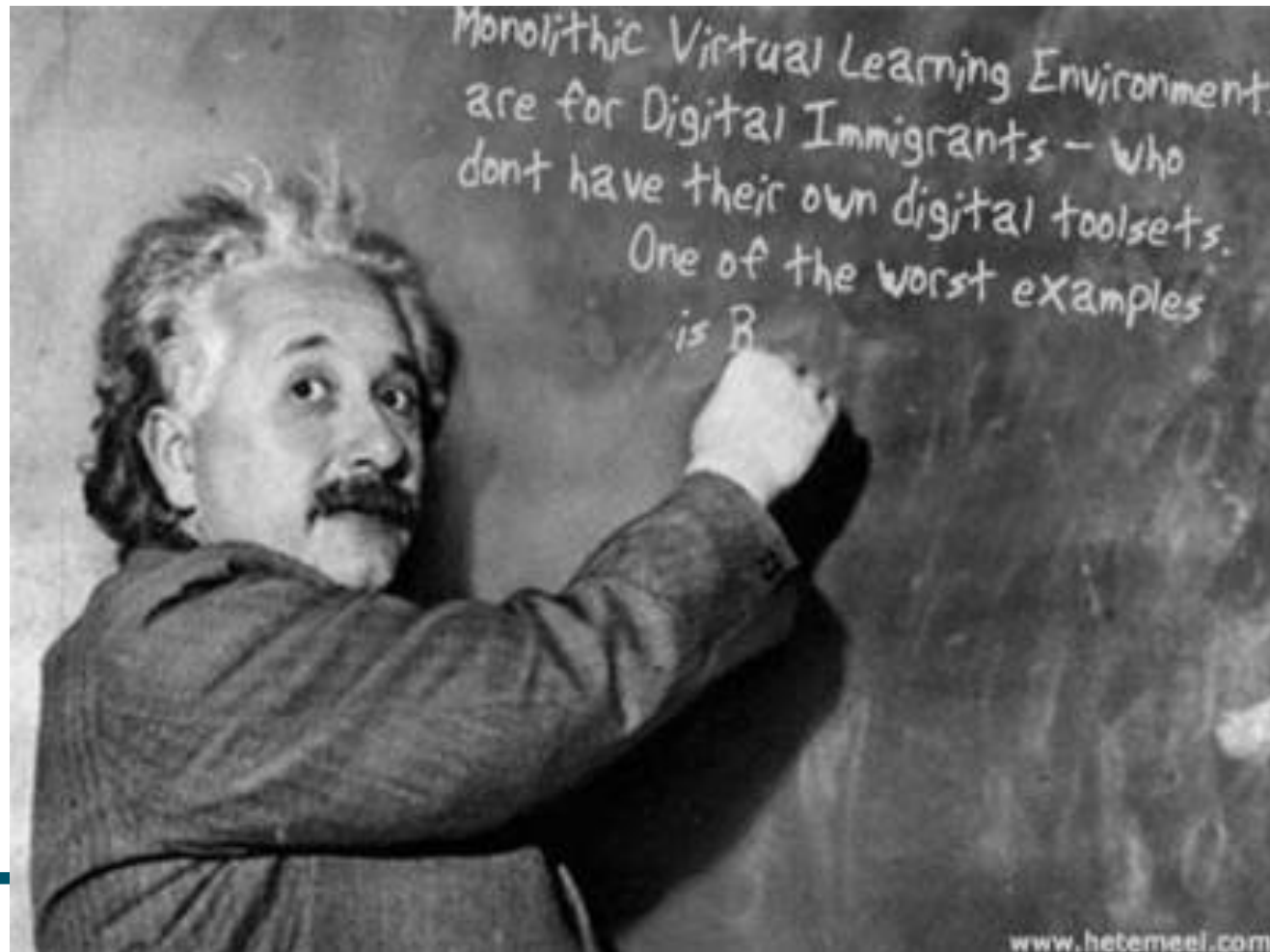
(above image thanks to Dave Millard from a generator at http://generator.kitt.net/)

Rich Learning Environments

Personal space

Social space

Institutional space

Good for learning

Support space
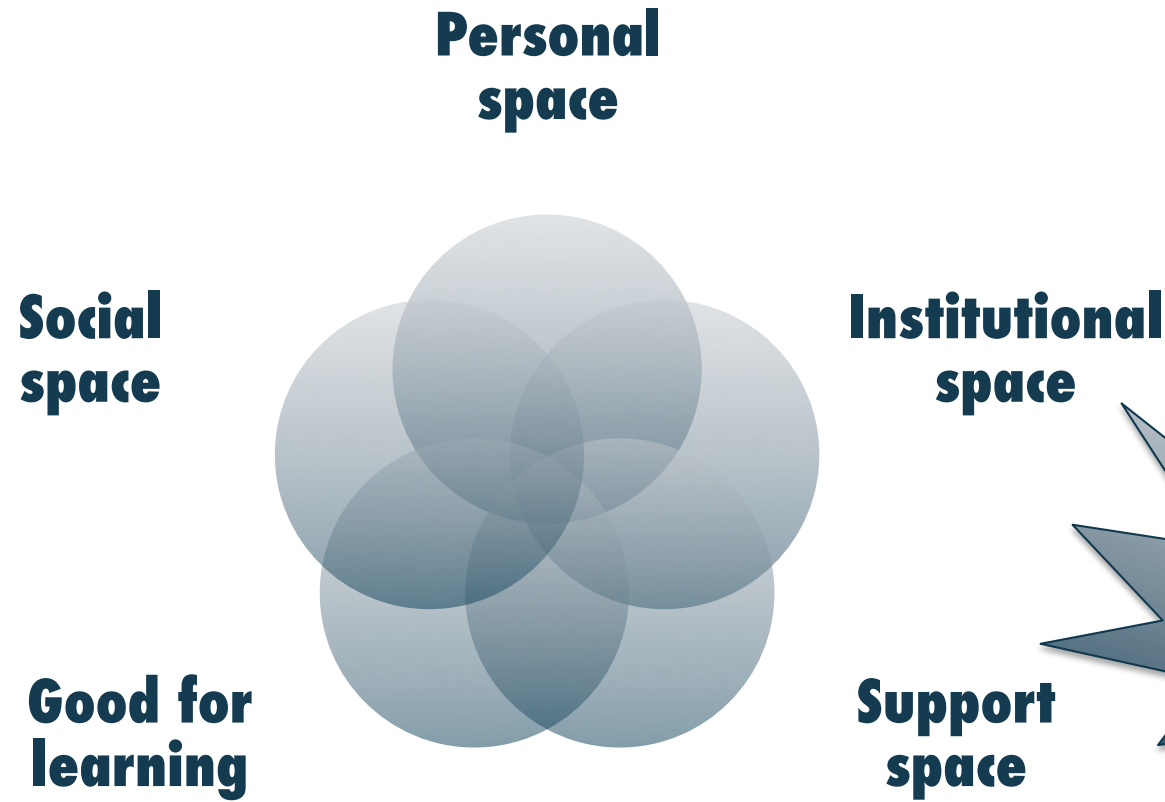
A model aligned to our situation

Rich Learning Environment

- External (authoritative) relevant to education

- I choose
- I use it

Good for learning

Personal space

Support space

Institutional space

- External but relevant to my everyday life

- Mainly admin and information
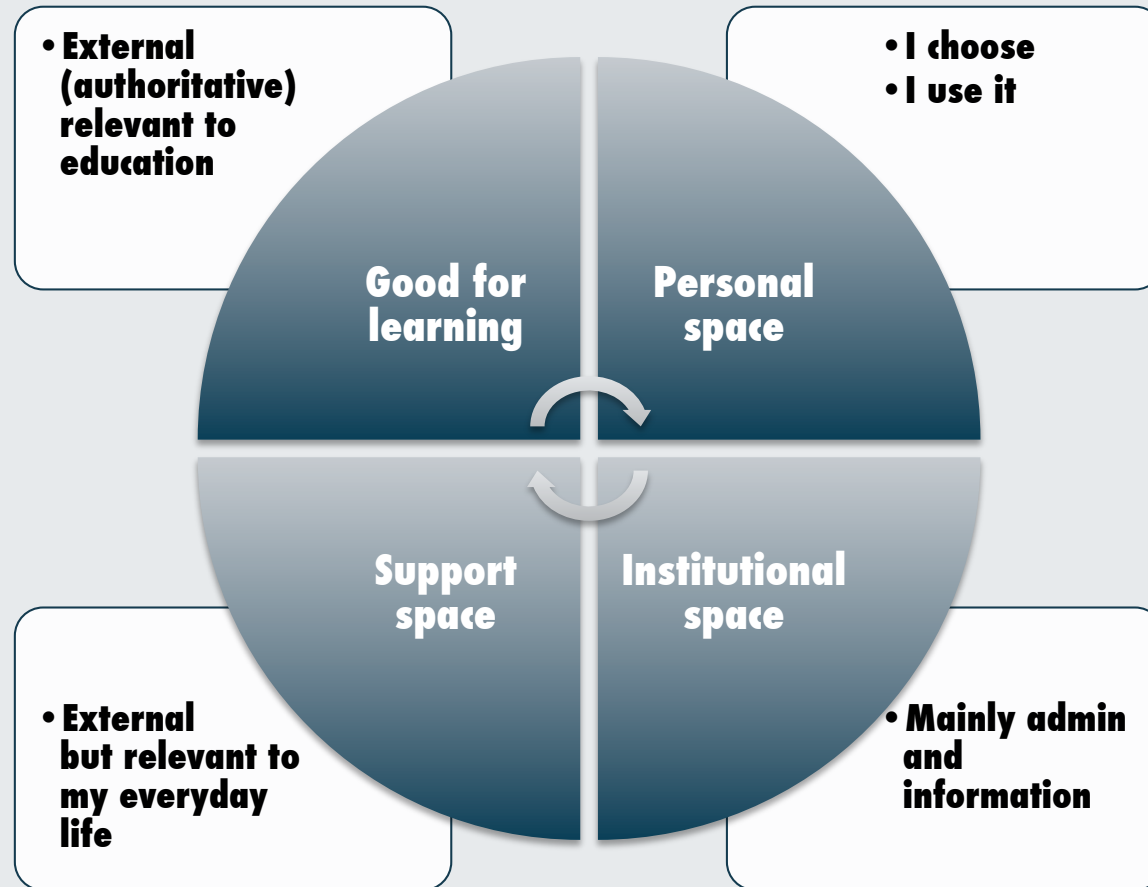
In a Rich Learning Environment social space is the underlying fabric
Social space incorporates communication and community
Social space intersects personal and institutional space

Learning Societies Lab,
University of Southampton
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Southampton Learning Environment

Personal space → Can be accessed from SLE and may be integrated → Enable interfaces

Institutional space → Is the body of SLE → Maximally exposed High functionality

Support space → Is external to SLE but clearly relevant to student journey → Is linked to from SLE, supports holistic view
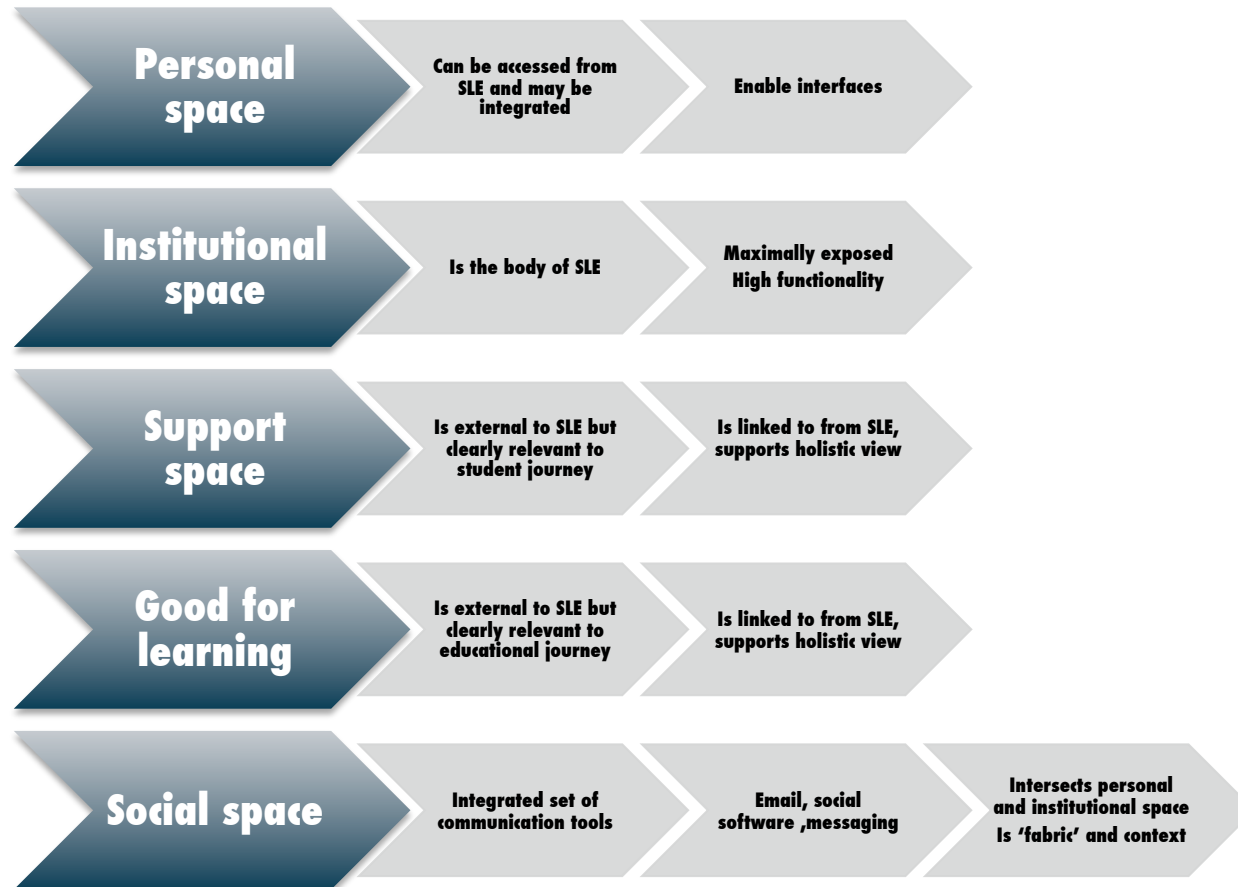
Good for learning → Is external to SLE but clearly relevant to educational journey → Is linked to from SLE, supports holistic view

Social space → Integrated set of communication tools → Email, social software ,messaging → Intersects personal and institutional space Is 'fabric' and context

How do you model complexity?

External Sources

HERO

UCAS

Elsevier

Blackwells

HESA

HEFCE

UUK

Russell Group

HEA

THES

Guardian

Open Courseware

Registry

Student loans company

Sustrans

Data.gov

IET

ACM

BCS

IEEE

GMC

GTC

Open Street Map

Ordnance Survey

Mimas

ePrints

EdShare

Indicative activities

Explore web site

Book open day

Investigate current admissions tariff

Compare five potential UCAS choices

Review league table performance

Change mind about study options at last minute

Examine HERO institutional profile

Find out who teaches in a department

Check out the dates of the next academic year

Consult the regulations regarding academic integrity

Download timetable

Make appointment with mentoring service

Make travel arrangements

Reserve a library book

Find journal articles and put into collection

Book a meeting room

Select options

Review transcript

Construct learning portfolio

Create online CV

Submit a mitigating circumstances request

Review current marks profile

Identify tutor for failing student

Check marks profile of potential project student

Review institutional software portfolio

Actors

Student

Part-time Student

Work-placement Student

Recent graduate

Retake student

Alumna

PSB

Prospective Student

Tutor

Graduate Teaching Assistant

Lab technician

Part time tutor

Teacher

Researcher

Administrator

Librarian

rning technologist

li ant

These lists are not in any way complete

We want to climb over the walls...
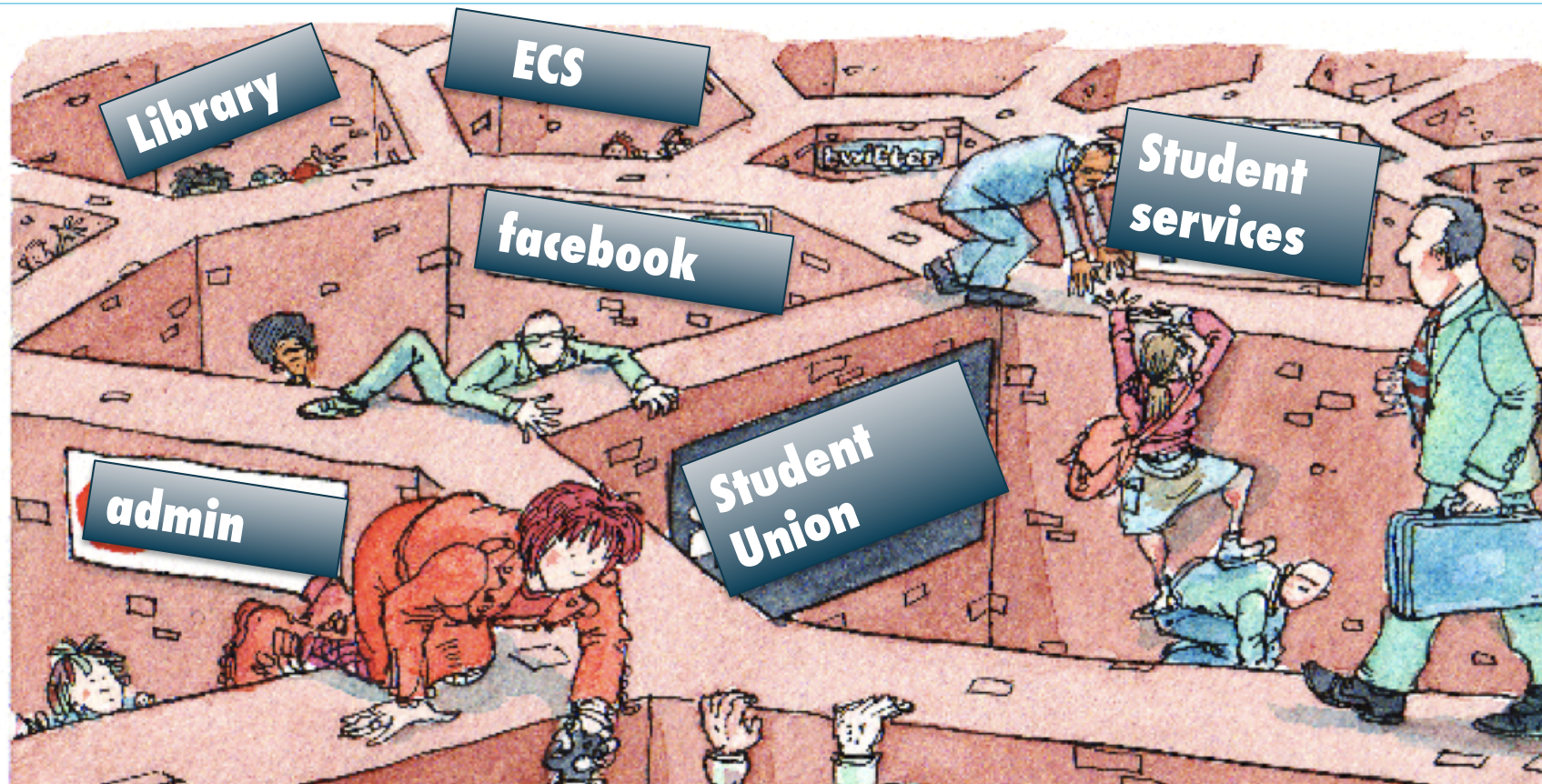
Adapted from one used by tbl, originally from the economist I think

Our educational position:
student-centred research-led learning

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and Computer Science

- Authentic learning
- Situated Learning

- 21st century world-ware

- Accommodating diversity caused by disciplinary differences

- Meeting the needs of our learners

- Acquiring/mastering
  Skills, knowledge and understanding

- Meeting the needs of our academics

- Making the administration work for the teachers, administrators and the students!!

Research

administration
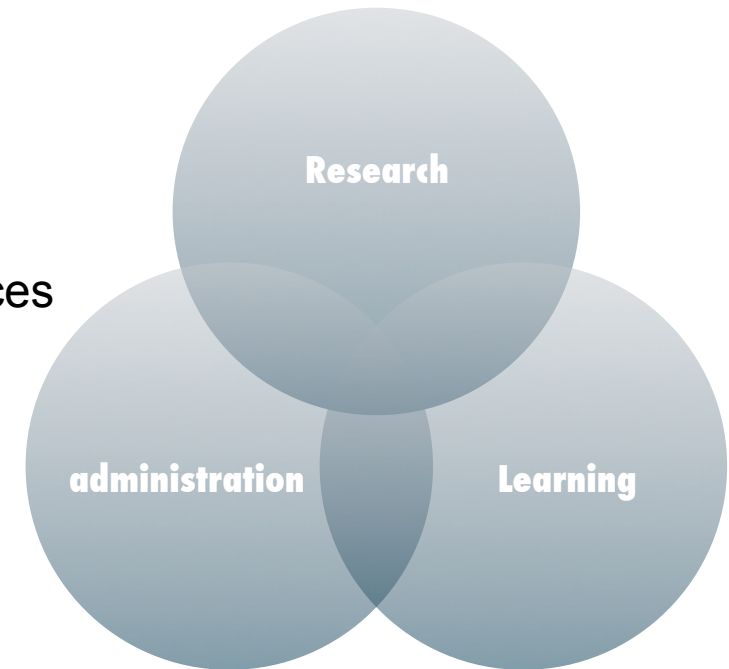
Learning

Learning experiences for the thought leaders
and decision makers of tomorrow

Ethical decision makers and global leaders

Example collected aspects

Incorporated principles
Aggregation
Personalisation
Customisation
Linked data
Open data
Web 2.0 world

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Data flow

Queries, snapshots, RSS etc

Selected/limited write only to central systems

BANNER
- Student, staff and course records

NORTHGATE
- Staff human resources system

More..

CORPORATE APPLICATIONS

Timetable

VLE

eAssessment

Library

CAA

More..

STUDENT FACING APPLICATIONS

Student Union Information

RDF layer

Widget-based student selected layer (personalised and personalisable)

WIDGET LIBRARY

Student data layer (dynamic/semantic and partly personalised)

Southampton Learning Environment GUI

Welcome, Jo Bloggs

CORPORATE INFO
- Service downtime
- New parking facilities

CORPORATE LINKS
- Timetable
- Resources

VLE INFO
- Courses
- Announcements

PERSONAL PUSH INFO
- Timetable change
- Course Submission
- Fees due for 10-11
- Room booked 2 Apr

STUDENT UNION
- Summer party
- 5 a side football

LIBRARY
- New engineering books

CAR SHARE
- London this w/e?
- Eden project
- Easter in France

ABOUT ME
- My details
  edit
- My profile
  edit

MY CONTACTS
- Personal tutor
- Supervisor
- Learning group
- Friends

STATUS
- current courses
- upcoming deadlines

MY PATTERNS
- quick links
- You might like...
- Possible modules

Core institutional base layer (Partly personalised)

Meeting, talking, making, talking
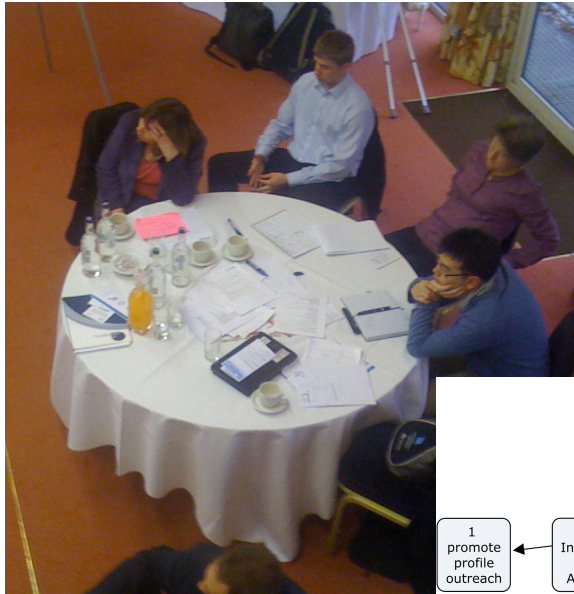
SLE group meetings
CIP boards
TEL-SIG
Coffee room discussions
Making and using our tools
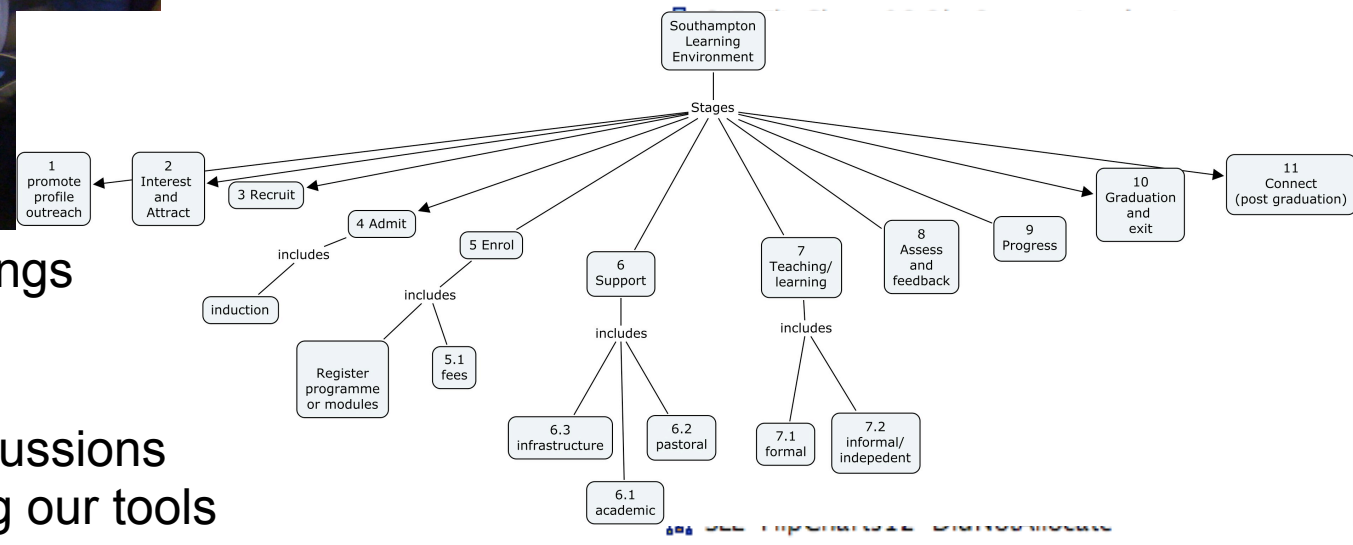
We found

We said

- SLE group meetings
- CIP boards
- TEL-SIG
- Coffee room discussions
- Making and using our tools

> Successful negotiation requires
> compromise between
> formal approaches
> and the
> informal and personal
> Trust

- Led by colleagues with commitment, knowledge (and backup teams)
- **Massive** investment in term of time
- Technical vision which has been sold to the institution
- But we will still have to do a great deal of work

Our strongest card is the range of folk we have involved and high level commitment

Drip funding internal and external to help and develop

Proof of concept development

Thank You ☺

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http://twitter.com/suukii

http://delicious.com/suukii

http://shirleyknot.blogspot.com/

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Selected references

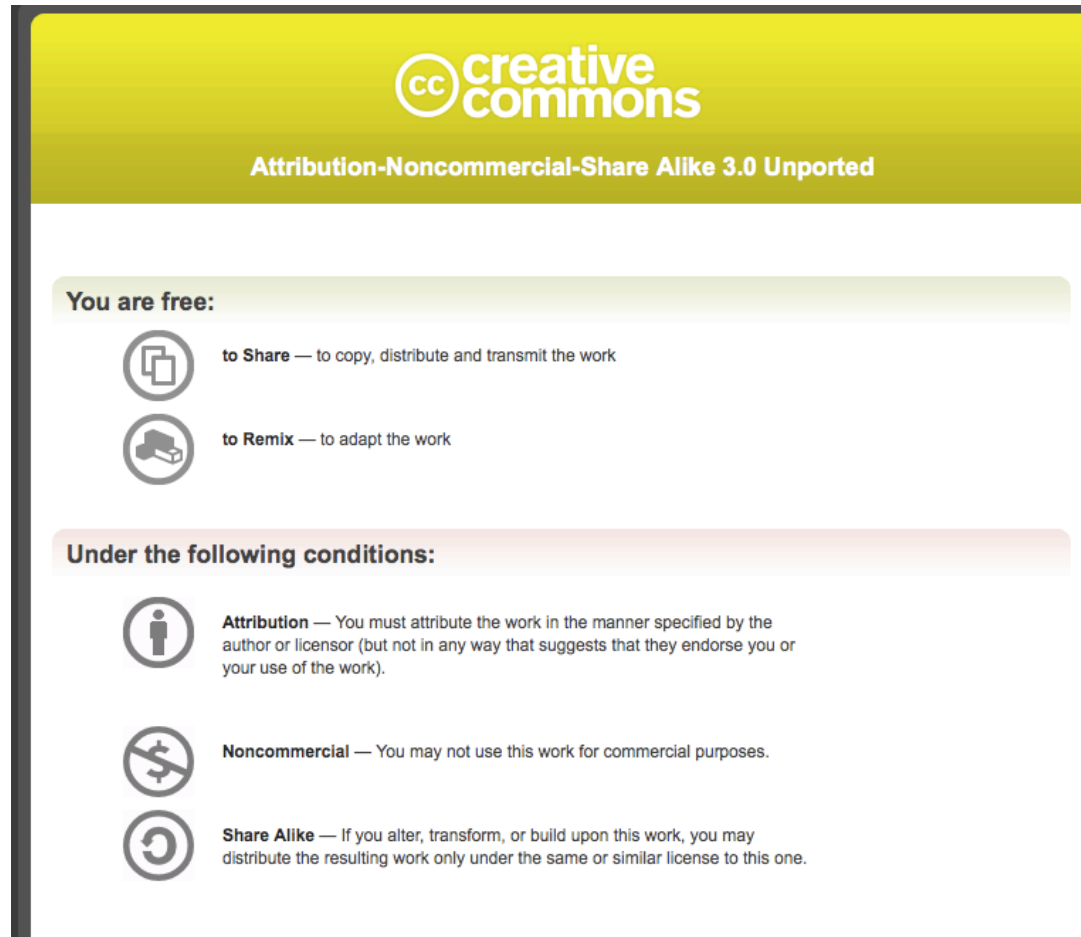Attwell, G. (2007). "Personal Learning Environments – the future of eLearning? eLearning papers Vol. 2, http://www.elearningpapers.eu/index.php? last accessed June 2010." E-Learning Papers 2(1).

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