Discussion: The Personalisation of a Learning Environment: Student-led connections online and offline

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Technology timeline

1987
- Multimedia Apps on PCs & Macs (Guide / Hypercard)

1990
- The Web

2000
- Web 2.0
- Virtual Learning Environments
- Open Content/Repositories
- Semantic driven Web sites

2010
- Linked Data
- Virtual research Environments
- Web based Multimedia
- Personal Learning Environments
- The Mobile Web
- Personalised Institutional Environments
- Semantic Wikis
- Open Data
Web 1.0 (mid 1990s)

Webmaster

+ Teacher

Http static web pages

But what model of learning does this assume?

ftp

http
Enter the VLE
Virtual Learning Environment

VLEs replicated
(a perception of) traditional teaching
by enabling ‘content delivery’ on-line
But why VLEs?

- **Historical artefact**
  - **Most** teachers did not do (or even understand) html or FTP
  - **Many** teachers and students did not do email (or other communication tools)
  - Information literacy was not high
  - **Some** teachers were reluctant to allow their online work to be widely seen
    - Or were constrained by licences which controlled the distribution of resources
why VLEs? (2)

VLEs are ultimately supportable

In summary:

VLEs = toolkit
VLEs enable teachers to:

• create and distribute
• files, email and announcements
• run chats and forums

…all in a safe controlled environment
The Read/Write Web and the (Social) Network – early 2000’s
Timeline - Learning

1997

1990

The Web

1990

Web 2.0

Semantics

2000

2010

Linked Data

teacher directed (Instructivist?)

knowledge exists independently of the learner, and is ‘transferred’ to the student by the teacher. A teacher-centered model epitomized by the lecture.

The learner constructs new knowledge through a process of analyzing new information and comparing it to previous knowledge. Student responsible for their own learning

Student centred Constructivist?

Vicarious Learning

Social Constructivism

Communities of practice

Informal Learning

Connectivism

1990

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Connectivism
In formalising our understanding of learning in a digital world there is increasing recognition of informal learning.
Digital Literacies

Is part of the network
- Contributes stuff
- Creates an ontology

finds stuff
- on the network
- from the network (of people)

is given the stuff
- via the network

The learner

Stuff!
Call that learning?

Increasing (digital) literacies
Digital literacies

Are a part of literacies in a digital world

Essential skillset for the thought leaders and decision makers of tomorrow

• Master use and shape
  – new business models
  – emerging practices -> leading change

To influence people in a digital world
Some failures of VLEs

VLEs

- embody outdated (static) views of teaching as “push”
  - put the teacher and knowledge/content at the centre rather than the student/process or the network

- are fundamentally closed
  - lock you in

- Do not incorporate any understanding of network learning
  - do not integrate with the tools and environments students or lecturers use

- Do not enable or support learners to take responsibility for their own learning, tools or digital literacy
WE HAD A SYSTEM
THE SYSTEM DIDS'T WORK

Chalk and talk
User pay login
Learning management (LMS)
IP, copyright, DRM
Classrooms, filters, firewalls
Proprietary courseware
Computer labs

CC Leigh Blackall
The VLE is Dead
– long live the VLE

(above image is from a generator at http://generator.kitt.net/)
**What is a PLE?**

Facilities to personalise the desktop? **✗**

A personal toolkit

Learners choose

They are responsible for:

- the tools they use
- who they interact with
- the content they view
- sense making
Let’s study wine: scenario

The Institutional VLE
In the ‘wild’
RSS Feeds (and Email lists)
Forums – what the people say

Andrew Magnay, Stoke on Trent

German 2008s

So, I see with delight that the German 2008s are beginning to appear on the winemaker’s lists from some of the Mosel producers.

Does Mission Control have any plans to do the big tasting tour like previous years? Some of us are very interested in how things have turned out, after a season which seemed as if it could have been a re-run of 1996 or 1998 (ie destined for a long wait to come into balance), vs more like 2001 or 2004, which never really shut down at all, but seem to be continuing to improve steadily and smoothly and have been classic delicious drinking.

Have any PPers any experience of the 1990s to share yet?

Jancis Robinson, Mission Control 2

This is already well underway with pretty deep tastings in Germany in late April to be supplemented early next month. Too early to generalise but there are definitely some really nice buys to consider and winemaking skills continue to soar.

Jamie Goode, London

Just been in Germany visiting Bernkott, Loper, Gwengeun, Ernst and Lutz, and reckon the 2008 vintage is great for the sort of wines like (Kabinett and Spatlese) from the top AVAs.
Search: #wine

Which reds would you cellar beyond Bordeaux? #wine #clt http://dlr.bz/YygF

@alawine: There's white wine, red wine, & now, 'green' wine http://t.co/JpxX2rF
Tomorrow's Earth Day ... focus on organic practices in #wine industry

@McFaddenWine: Thu 21 Apr 23:01 via Buffer

@McFaddenWine re: What is bottle shock? http://awe.sm/5IQyn #wine <<<The price tag of a Napa Cab?

@alawine, Thu 21 Apr 23:00 via web

New #wine review for @BodegaRenacer Punto Final Malbec from @TheWineDiva http://bit.ly/dR3D76 "A very solid #Malbec in a sexy package..."

@trialto, Thu 21 Apr 23:00 via TweetDeck

Pick a good #wine for #Easter dinner! Pair w/ #Riesling #PinotNoir #Shiraz - great choices from our online catalogue!
http://bit.ly/g6hfbb

@trialto, Thu 21 Apr 23:00 via TweetDeck

- people
- networks
- links
- questions
- # hashtags
Wiki – collaborative authoring

Welcome to EncycloWine, the wiki encyclopedia for wine enthusiasts!

Browse over 630 articles on EncycloWine
Want to add more?
Join the EncycloWine community.

Overview of wine  Grape varieties  Wine-producing regions  Wine terms  Wine tasting

Welcome to EncycloWine, the only open-source wine encyclopedia. Here you will find information on all aspects of wine, for everyone from the curious beginner to the seasoned connoisseur. Articles cover everything from the types of wine, the winemaking process, countries and regions, wine tasting, terms, culture, and history. The goal is to make EncycloWine the best, most comprehensive online source for

Featured Article

Food and wine pairing

Food and wine pairing is the process of pairing a food with complementary flavors, aromas, and textures found in wine. It
An example OWL ontology

Derived from the DAML Wine ontology at http://ontolingua.stanford.edu/doc/chimaera/ontologies/wines.daml Substantially changed, in particular the Region based relations.

class Wine

class PotableLiquid

class WineDescriptor

class WineColor

class Wine

class Zinfandel

class Elyse

class ElyseZinfandel

class Winery

class Red

instance Wine

instance Zinfandel

instance Elyse

instance ElyseZinfandel

instance Winery

instance Red

relationships:
- rdf:subClassOf
- rdf:subPropertyOf
- rdf:type
- rdfs:domain
- rdfs:range
- hasMaker
- hasColor
- hasWineDescriptor
- madeFromGrape
- hasCategories

in: class that is reachable from a start node of a property edge via rdf:type→rdfs:subClassOf

out: class that is reachable from a target node of a property edge via rdf:type→rdfs:subClassOf
Podcasts: current issues audio

Chris Scott's UK Wine Show

Subscribe using XML, iTunes

UK Wine Show, explores the wine scene in the UK.

Welcome to the UK’s first wine podcast. I’m Chris Scott and the UK Wine Show will be exploring the wine scene in the UK. During each show I’ll interview winemakers, consumers, critics, wine bar owners, you name it, if it’s about wine in the UK it will be covered. Almost all the good wine from around the world washes up on these shores so we’ll find out more about the people behind the wines that make a splash. Personally I think a bit of knowledge can significantly improve your enjoyment of wine, so I’ll be picking up and passing on some great wine tips & tricks throughout the shows.

UK Wine Show 160 Nicola Jenkins of WRAP on recycling

Show 160 Click here to listen to Show 160

WRAP helps individuals, businesses and local authorities to reduce waste and recycle more, making better use of resources and helping to tackle climate change. We interview Helen Jenkins to find out how WRAP relates to the wine industry. More Details >>

UK Wine Show 159 Recycling Wine Bottles with Paul McLavin of O-I

Show 159 Click here to listen to Show 159

Owen-Illinois (O-I) is the largest manufacturer of glass containers in the world. We find out how recycled glass is used in the production of new glass with sales manager Paul McLavin. More Details >>
And Podcasks!

Burgundy 2006 Virtual Tour

Take a tour of Burgundy by joining our Burgundy Buyer Jasper Morris MW on his recent visit.

Listen to Jasper’s exclusive producer interviews in which, in addition to retasting their 2006 wines, he also discovers how the wines acquire their own, individual personalities.

Meet the producers

Video
Bookmarks and Google: build your own reference book
As a one-stop-shop for all your vinous needs, Berrys not only offer an extensive collection of wine from all over the world, we also offer you the opportunity to fully appreciate every drop! Join our interactive journey from vine to wine, where you'll meet the people behind the wine and discover information on every aspect of the vinous cycle.

Wine Producers
Discover the personalities behind your wine, with regularly updated information on their techniques from vine to wine.

Wine Regions
Learn more about specific wine regions with our detailed profiles of all the world's major wine producing areas.

Wine School
→ MORE

→ MORE

→ MORE
Social Bookmarking / Tags

Su White's O2 Blueblog
02 MAY 08
EDIT | DELETE

greyfriarsvineyard.com
01 MAY 08
EDIT | DELETE

LSL - Learning Societies Lab Homepage
28 APR 08
EDIT | DELETE

CONSEIL DES VINS DU MEDOC - IN ENGLISH
24 APR 08
EDIT | DELETE

Bordeaux.com - Bordeaux.com

INAO - Institut National de l'Origine et de la qualité

Vins de Pays wines of France
Introduction to French VDP wines in English

VINIFLHOR Espace vins : marché du vin, réglementation vitivinicole, filière vin, cidre, plants de vigne
OFFICE NATIONAL INTERPROFESSIONNEL DES FRUITS, DES LEGUMES, DES VINS ET DE L'HORTICULTURE. Access to AOC regulations etc - in French
Finding apps: Software in the cloud
Some might suggest that an Institutional PLE is by definition an Oxymoron

Our rationale for creating an iPLE: there are features we want or things we must provide

**Educationally**: A virtual guide in the learning journey
- Supporting learners (and teachers) and providing scaffolding
- Introducing tools (and their affordances)

An infrastructure for student assessment
- traditional assessment
- online portfolios, blogs, artefacts
- assessing use of online tools
  - the World Wide Web is not always the right place

An intranet to host data and discussions

**Organisationally** we want/have to:
- Provide for and support living and learning
  - Ensure students find all things “Southampton” at one place (or with one search engine)
- Accommodate people who do not wish to be seen world-wide
- Preserve and curate educational resources
- protect some teaching materials (e.g. privacy, legal constraints)
- Meet legal responsibilities (e.g. accessibility)

**Technically** we want to
- be agile with our technology provision - to meet, match and exceed student expectations
- control the availability of services and information and perhaps the Cloud is not reliable enough
- develop services incrementally and use modern methods so we can manage costs through choice

Oxymoron” “union of two apparent contraries”
e.g. ‘Extremely Average’
‘Military Intelligence’
Why iPLE (institutionally “powered” PLE)?

✦ Because institutions should guide a part of the learning process
✦ Because institutions create an important social capital that must be combined with personal networks of its users
✦ Because institutions should gather individual knowledge and return them with added value to its members and to society
✦ Because it extends the relation between graduates and institutions
✦ Because many learners can not build their PLE from scratch
✦ … and because it is ethically secure!
✦ data and the use of the data are declared on public agencies for data protection
✦ autonomy and will of university members is considered
Some Issues for HEIs

In the virtual classroom

- New pedagogic approaches
  - making authentic use of technology
- How to assess online skills
  - and what to assess?

New skills and knowledge?

- Control suitability of content
- Guarantee accessibility
- Control availability of content
- Adhere to data protection laws
- Respect copyright
- Preserve and curate
The Southampton Learning Environment - Goals

- make it *possible* to undertake *every* aspect of learning, teaching, living, and online
- support a wide range of pedagogical approaches
- a single place where you can go for tools, communication, collaboration, information, resources appropriate to your role in the university
- *act as a vehicle for reviewing and aligning our educational processes across the University*
- provide much more flexible systems
- single login to all university tools and repositories (and search)
### Why are we doing this?

<table>
<thead>
<tr>
<th>Improve student experience</th>
<th>Students expect to be able to do things on-line, and find all the information they need on-line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve staff experience</td>
<td>The current systems are limiting, hard to use and inflexible.</td>
</tr>
<tr>
<td>Make our graduates more employable</td>
<td>Skilled to comfortably and competently participate, work and collaborate in globally distributed organisations</td>
</tr>
<tr>
<td>Introduce efficiencies</td>
<td>Standardising administrative processes associated with education</td>
</tr>
<tr>
<td>Scale up our numbers at little extra cost</td>
<td>by supporting/enabling other educational paradigms</td>
</tr>
<tr>
<td></td>
<td>• Remotely supported learning</td>
</tr>
<tr>
<td></td>
<td>• Blended learning</td>
</tr>
<tr>
<td></td>
<td>• Distance learning</td>
</tr>
<tr>
<td>Alleviate our teaching space problem</td>
<td>One possible solution: Explore alternative educational interactions</td>
</tr>
</tbody>
</table>
Organizational View: A Rich Learning Environment

The digital cognitive apprenticeship
Situated and authentic learning with a community of scholars in a digital world
Some applications we are leading on

• Let me
  – personalise my personal timetable
  – select my module options (fully informed)
  – book an un-used classroom near me for a SEG group meeting

• Tell me
  – what bus I need to leave home to get to my next lecture in time

• Remind me
  – of the name of my tutee who is standing in front of me now, and let me know their current progress.

• Create a workflow
  – to allow submission of papers and redistribute anonymously for peer review
Conclusions

Thank You. Questions?

- Collaboration
- Resources
- Learning Activities
- My Space
- DIGITAL LITERACIES
- Communication
- Mobility
- User generated
- Public Profiles
- On-line forms

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Thank you

Any questions?

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Thanks to Su White for her contributions to this talk
Discussion Points

- Do you buy the idea that the VLE (as manifested by BB etc.) is past its time?

- Given the increasingly importance of DLs are there other ways of doing something about it other than including “authentic” use of technology in the curriculum?

- What can and what cannot be personal in an iPLE? (Maybe there are disciplinary differences?)

• O'Reilly, T. (2007). *What is Web 2.0: Design Patterns and Business Models for the Next Generation of Software*, *Communications & Strategies, 1*(1), 17-37

• White S. (2009) Rich Learning Environments, University of Southampton

  http://eprints.ecs.soton.ac.uk/22030/

  http://eprints.ecs.soton.ac.uk/22140/