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School of Electronics and Computer Science

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

**Hugh Davis & Su White**
Learning Societies Lab
Web and Internet Science,ECS
University of Southampton, UK

# Technology timeline

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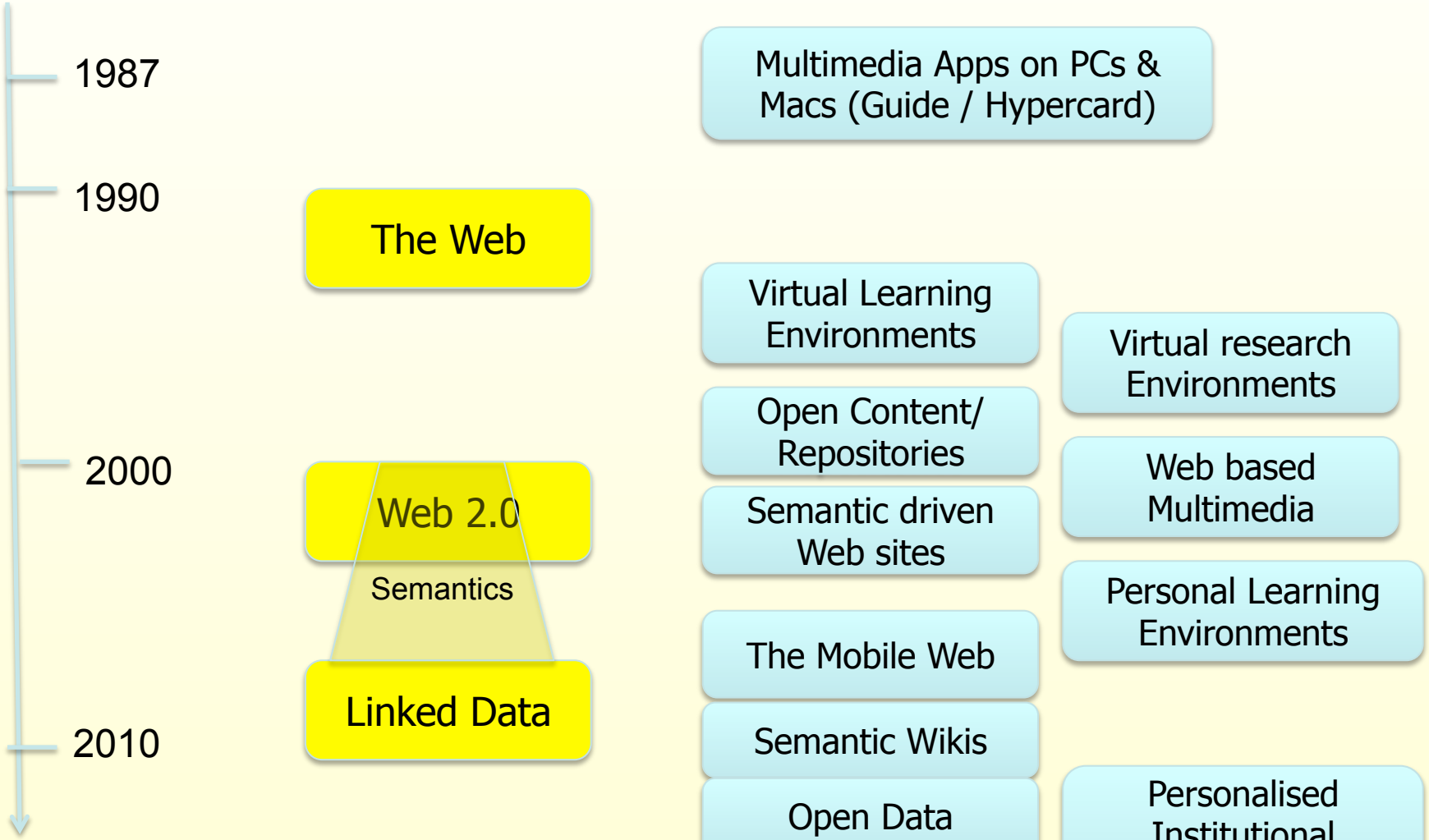

# Web 1.0 (mid 1990s)

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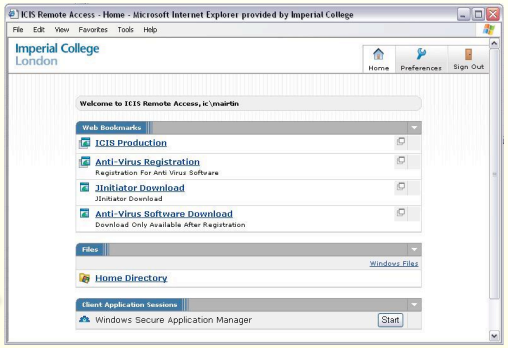
+ Teacher

ftp

Html static web pages




http

But
what model of
learning
does this assume?

# Enter the VLE
# Virtual Learning Environment

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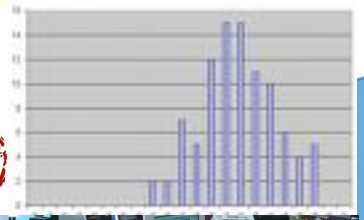
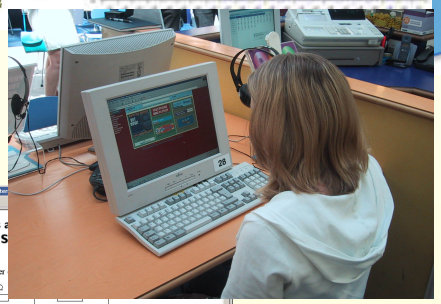
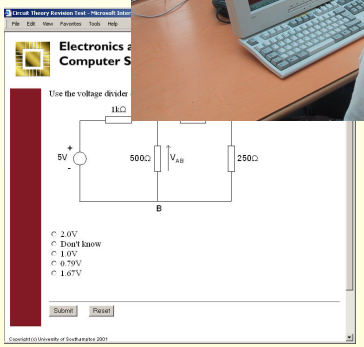
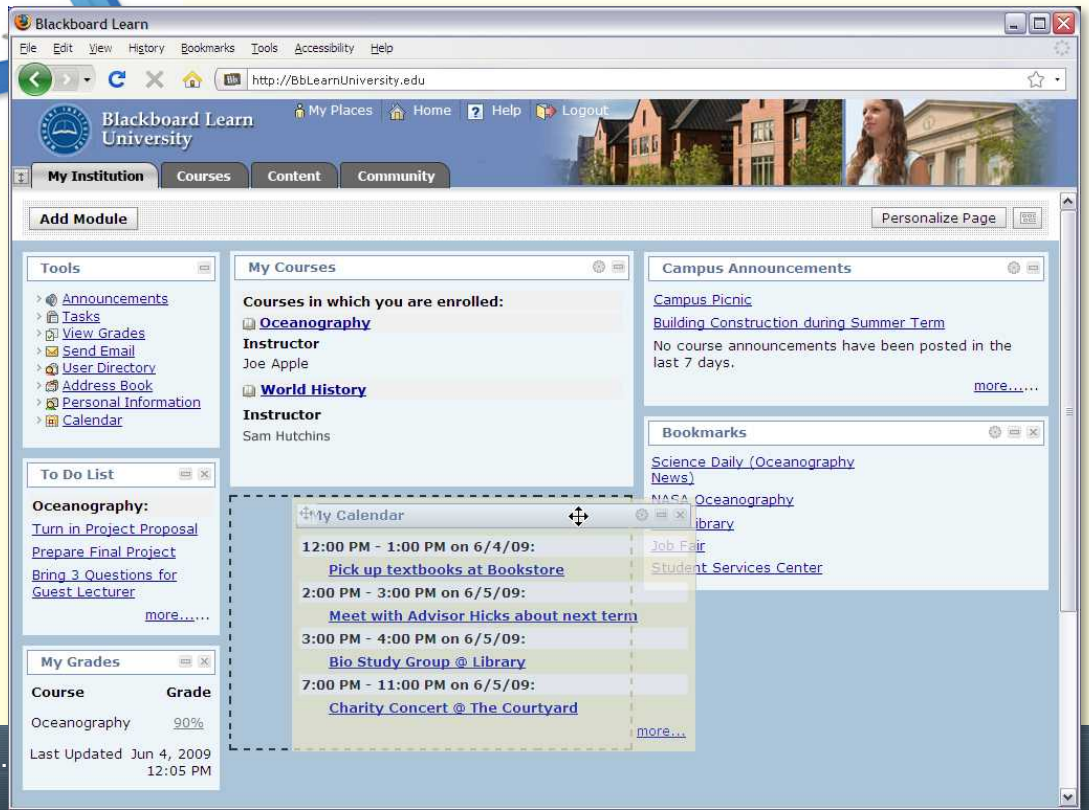






VLEs replicated
(a perception of) traditional teaching
by enabling 'content delivery' on-line





saw@ecs.soton.ac.

# 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)

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VLEs are ultimately supportable

In summary:

VLEs = toolkit
VLEs enable teachers to:

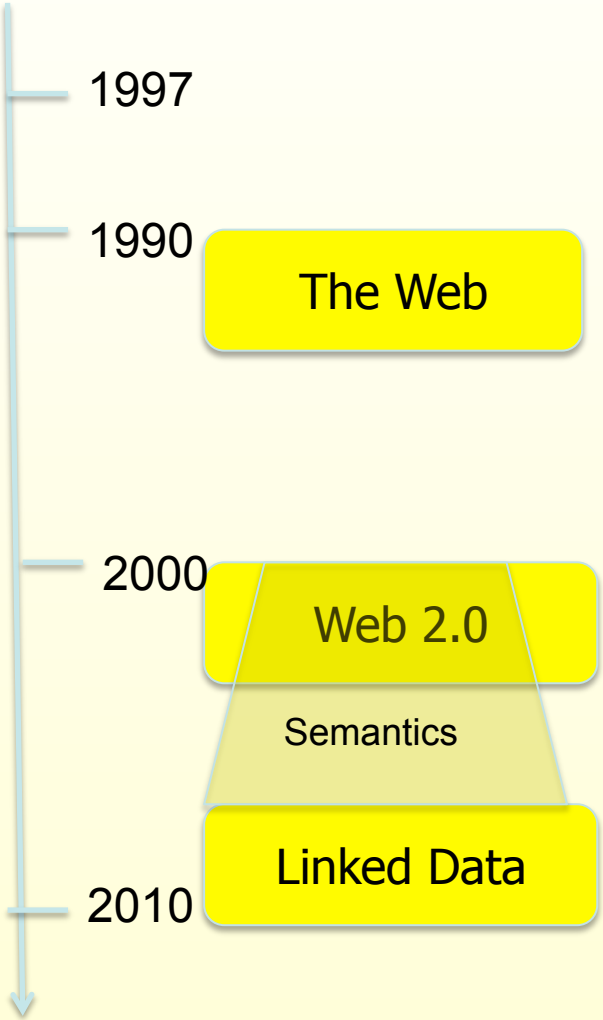
- create and distribute
- files, email and announcements
- run chats and forums

…all in a safe controlled environment

# The Read/Write Web and the (Social) Network – early 2000's

O'Reilly 2005, 2007

# Timeline - Learning




**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

# Changes
# Understanding Learning

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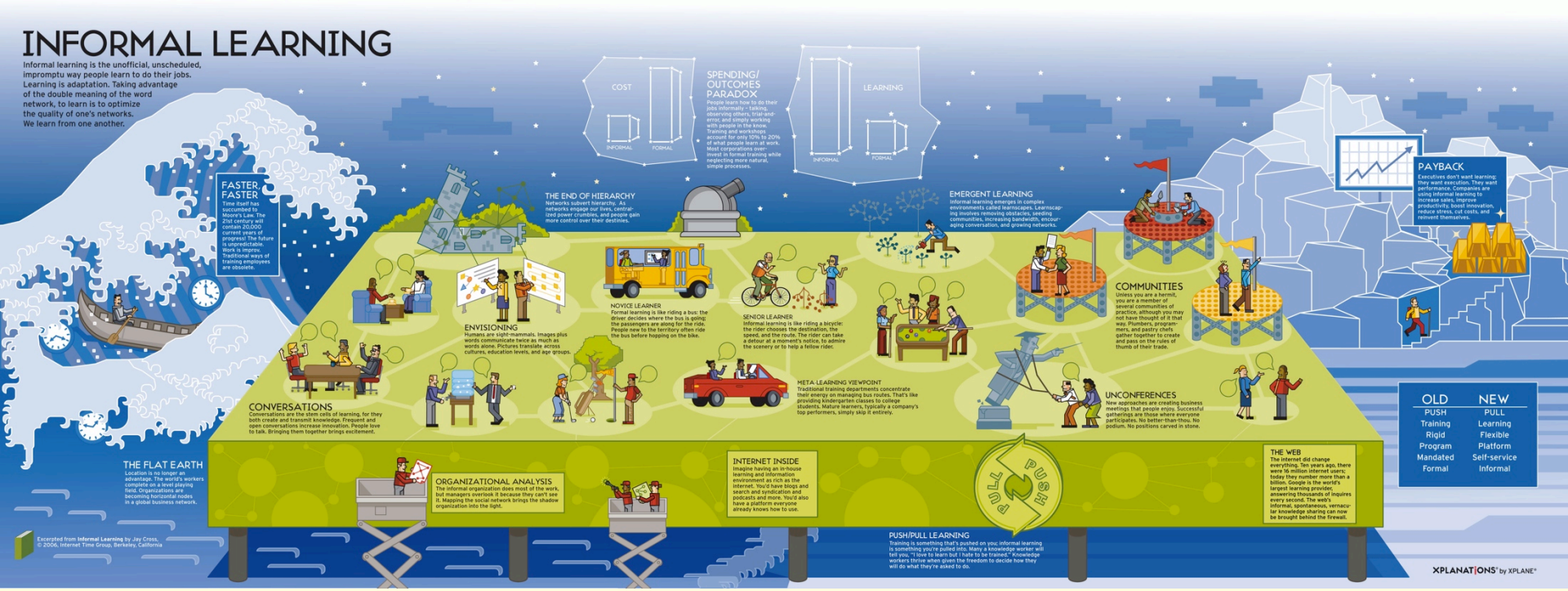



In formalising our understanding of learning in a digital world there is increasing recognition of informal learning


saw@ecs.soton.ac.uk hcd@ecs.soton.ac.uk

# Digital Literacies

Stuff!
Call that learning?

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

Increasing (digital) literacies

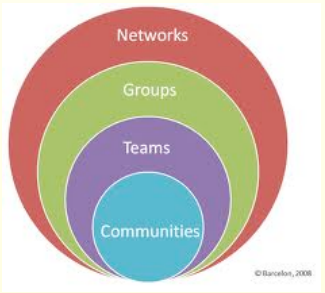
# Digital literacies

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




Google docs

skype

LinkedIn

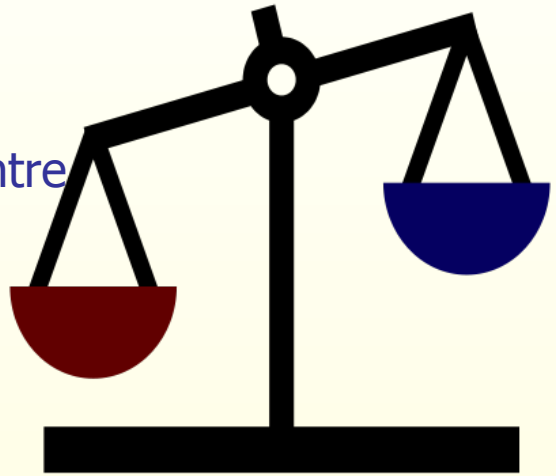
TED Ideas worth spreading

twitter

facebook

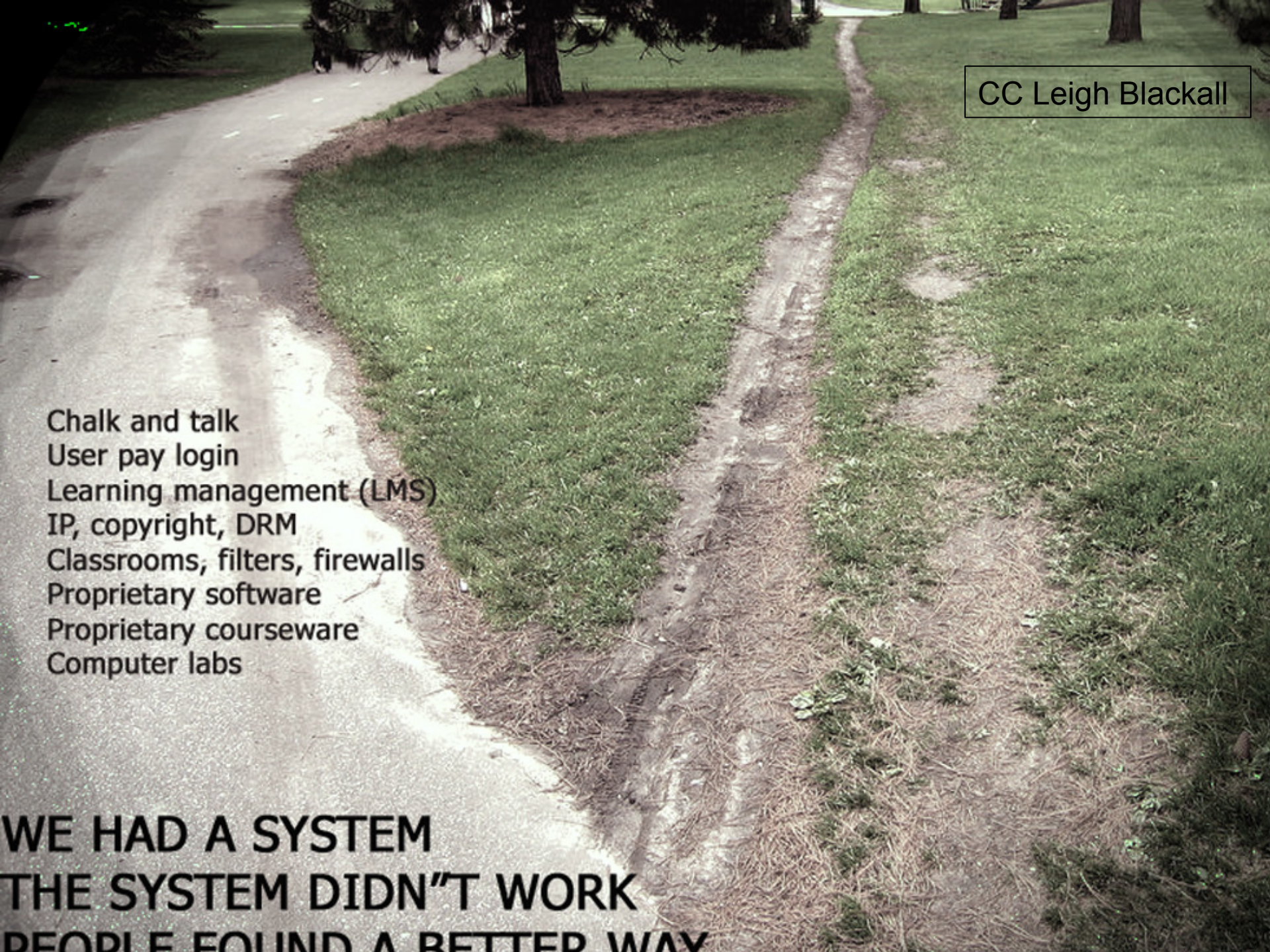
YouTube

# 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


CC Leigh Blackall
Chalk and talk
User pay login
Learning management (LMS)
IP, copyright, DRM
Classrooms, filters, firewalls
Proprietary software
Proprietary courseware
Computer labs
WE HAD A SYSTEM
THE SYSTEM DIDN'T WORK
PEOPLE FOUND A BETTER WAY

# The VLE is Dead – long live the VLE

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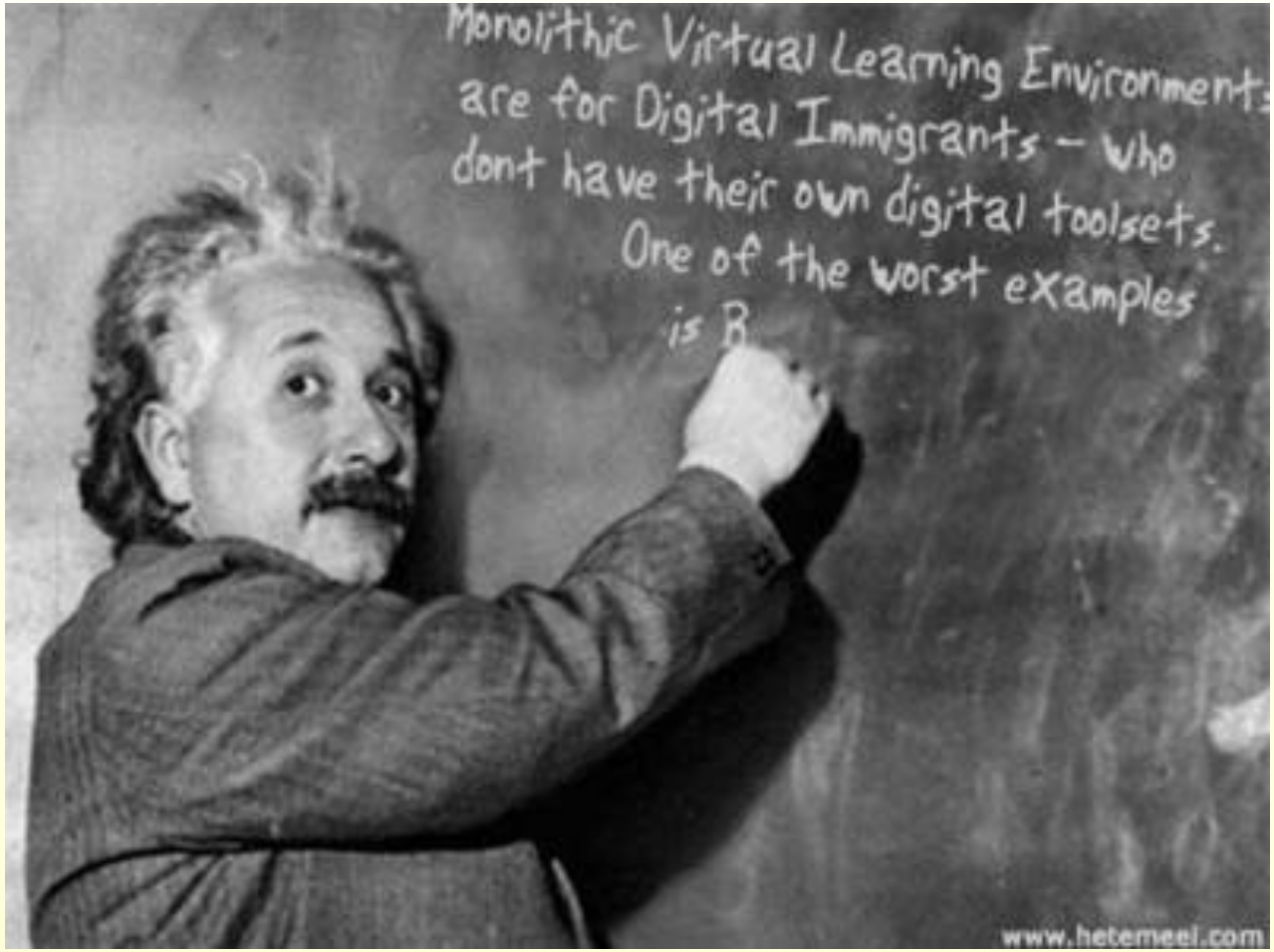



(above image is from a generator at http://generator.kitt.net/)

# What is a PLE?

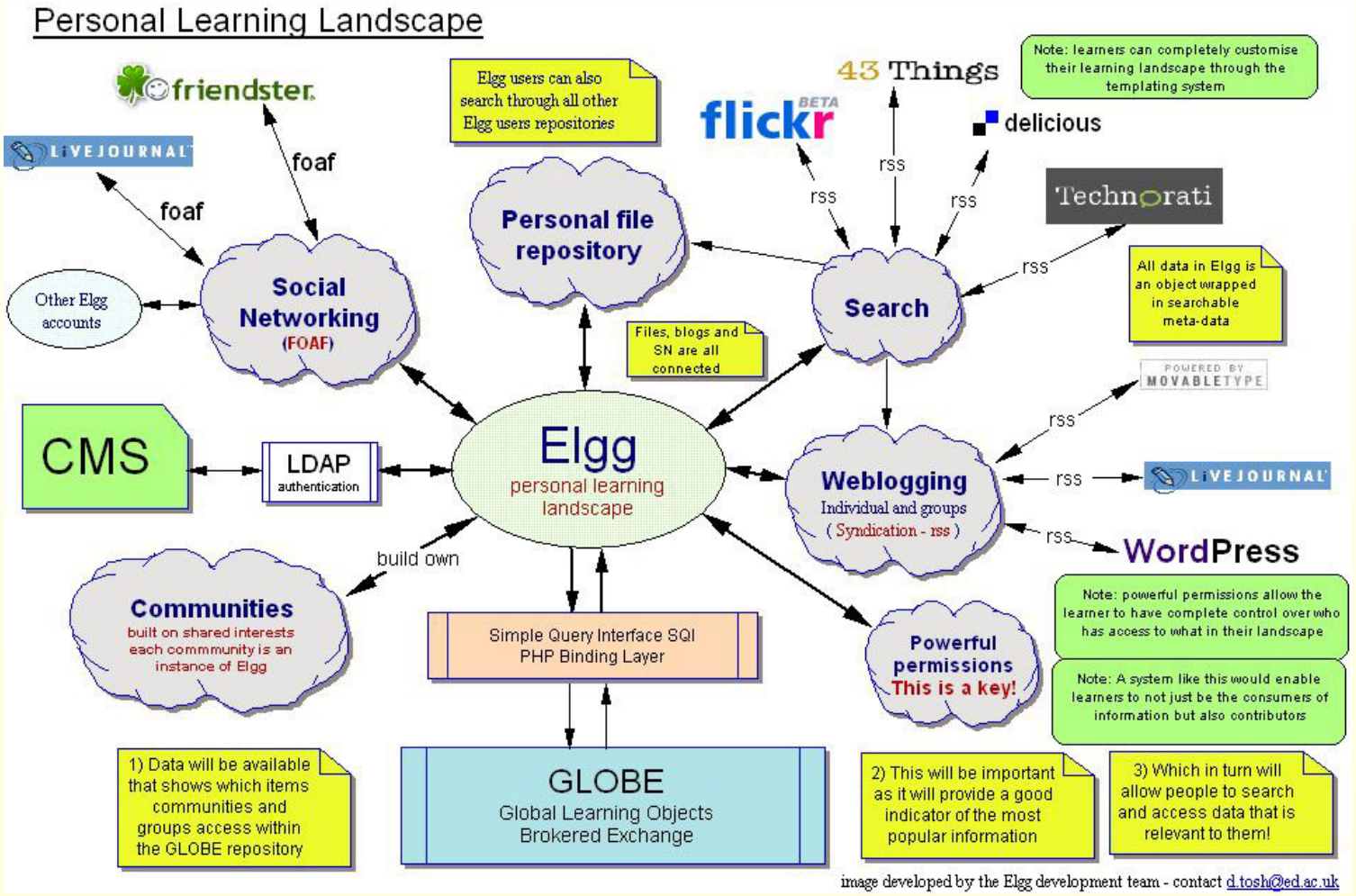
Facilities to personalise the desktop? ✗

A personal toolkit

Learners choose
They are responsible for:

- the tools they use
- who they interact with
- the content they view
- sense making

Tosh, D. & Werdmuller, B. (2004) The Learning Landscape: a conceptual framework for e-portfolios, Interact, 29, pp. 14-15.



# Let's study wine: scenario

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The Institutional VLE

# In the 'wild'
# RSS Feeds (and Email lists)

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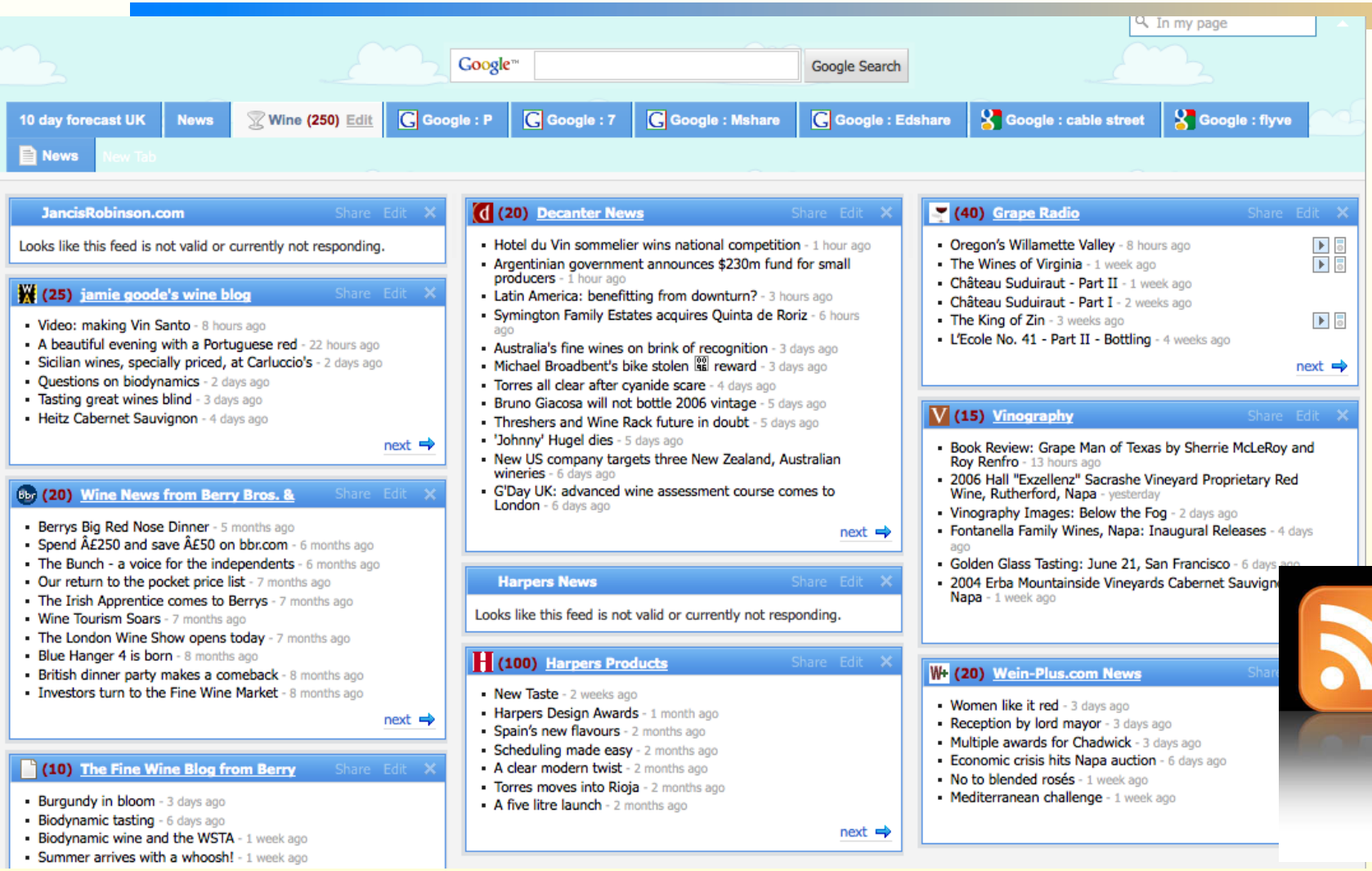
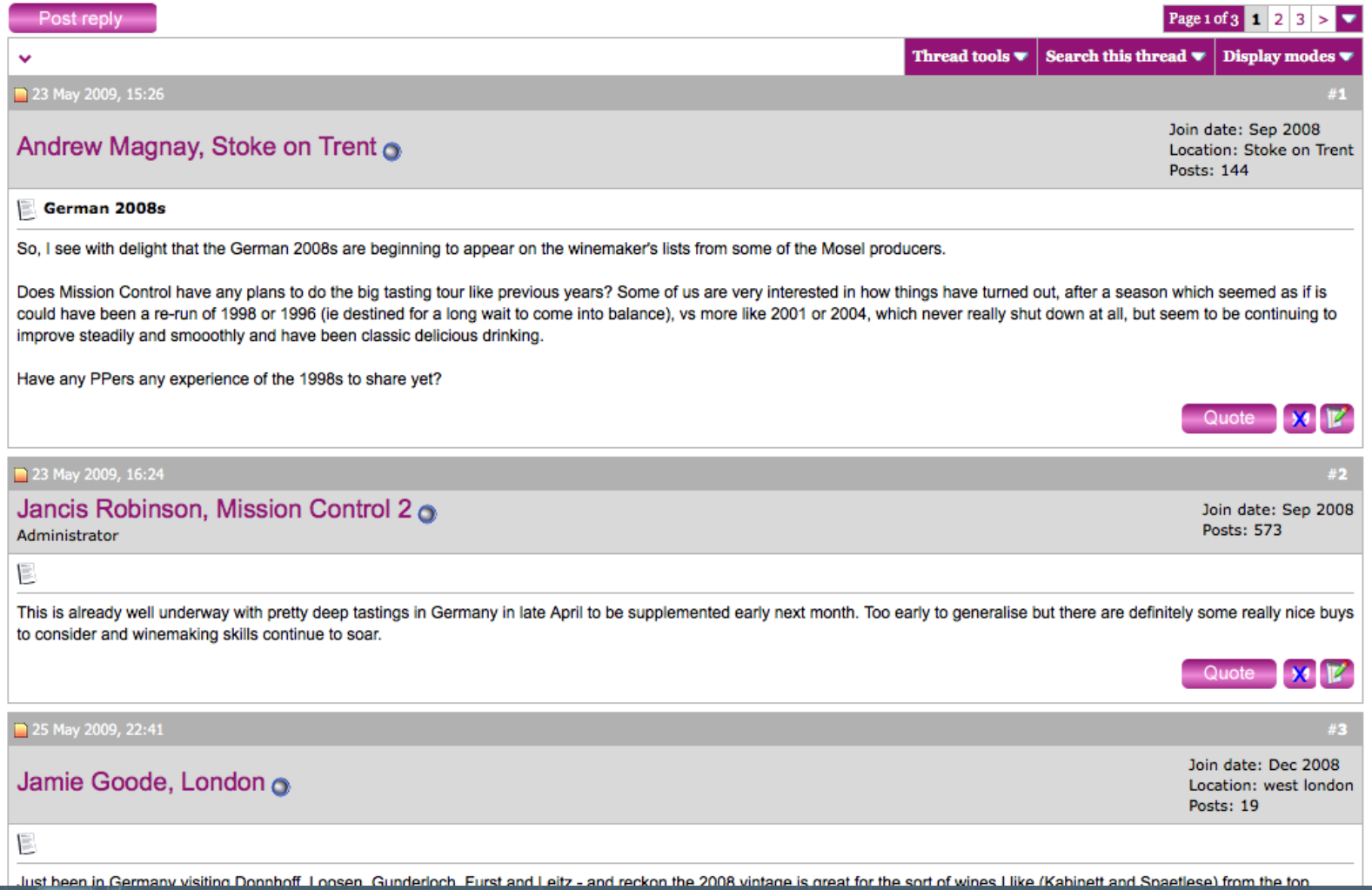


# Forums – what the people say



Post reply

Page 1 of 3 **1** 2 3 >

Thread tools | Search this thread | Display modes

23 May 2009, 15:26 #1

Andrew Magnay, Stoke on Trent

Join date: Sep 2008
Location: Stoke on Trent
Posts: 144

**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 is could have been a re-run of 1998 or 1996 (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 smooothly and have been classic delicious drinking.

Have any PPers any experience of the 1998s to share yet?

Quote

23 May 2009, 16:24 #2

Jancis Robinson, Mission Control 2
Administrator

Join date: Sep 2008
Posts: 573

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.

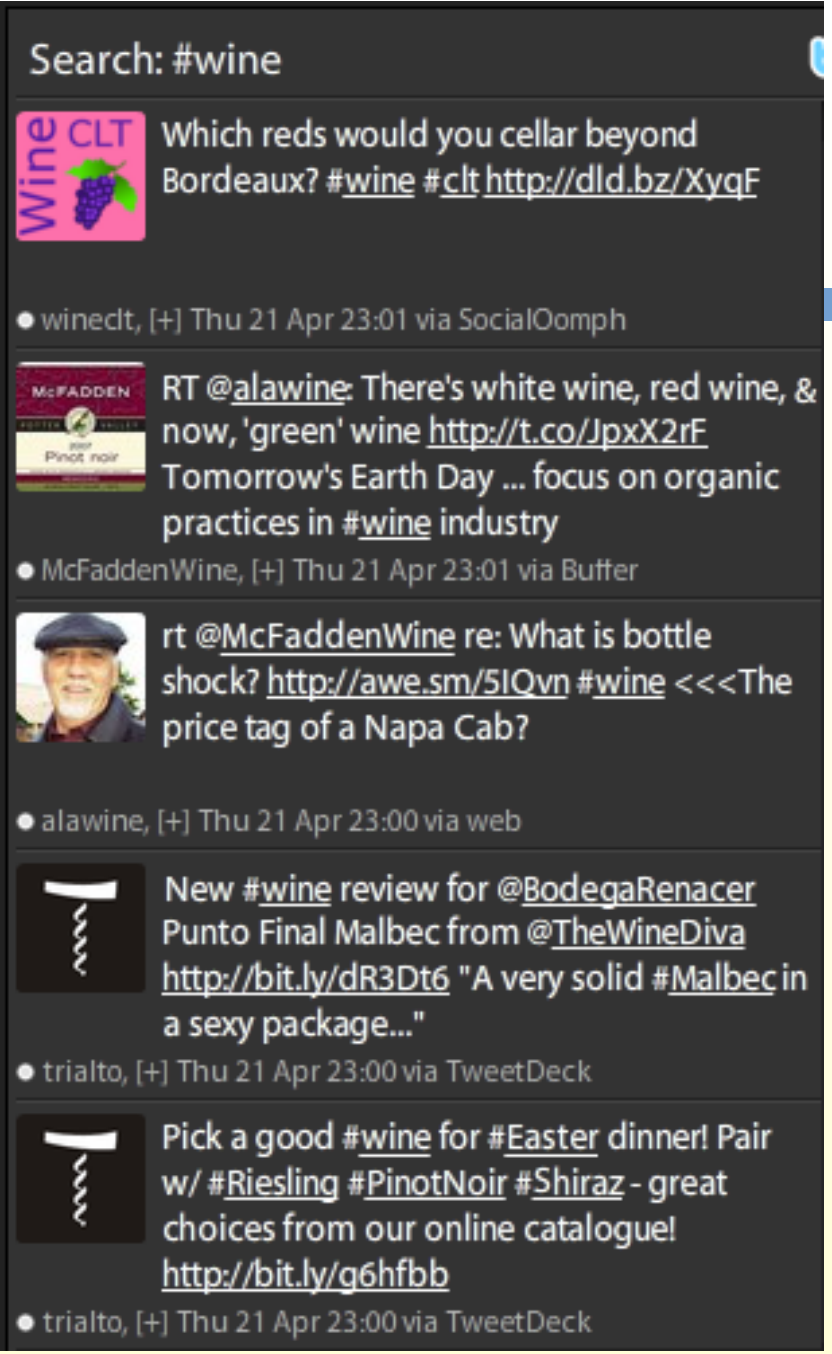
Quote

25 May 2009, 22:41 #3

Jamie Goode, London

Join date: Dec 2008
Location: west london
Posts: 19

Just been in Germany visiting Donnhoff, Loosen, Gunderloch, Furst and Leitz - and reckon the 2008 vintage is great for the sort of wines I like (Kabinett and Spaetlese) from the top




# Twitter

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- people
- networks
- links
- questions
- # hashtags
- ++

# Wiki – collaborative authoring

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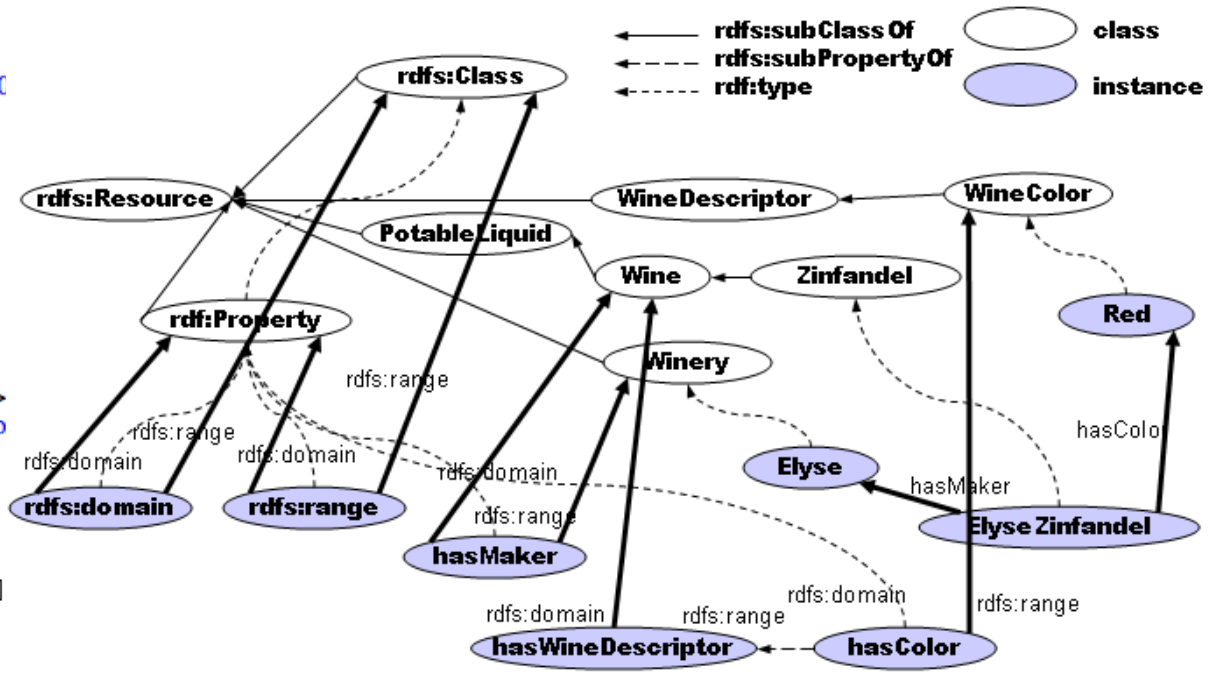
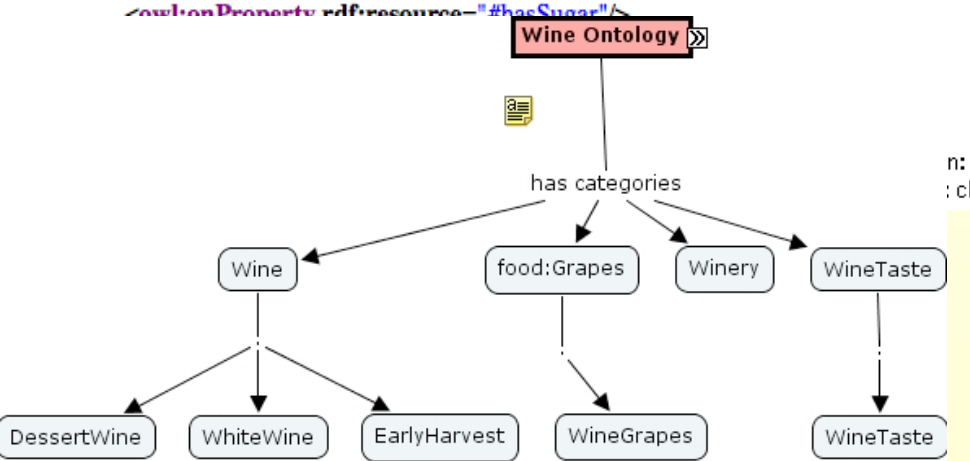
```
– <rdf:RDF xml:base="http://www.w3.org/TR/2003/PR-owl-guide-20031209/wine#">
  – <owl:Ontology rdf:about="">
      <rdfs:comment>An example OWL ontology</rdfs:comment>
    – <owl:priorVersion>
        <owl:Ontology rdf:about="http://www.w3.org/TR/2003/CR-owl-guide-20030818/wine"/>
      </owl:priorVersion>
      <owl:imports rdf:resource="http://www.w3.org/TR/2003/PR-owl-guide-20031209/food"/>
    – <rdfs:comment>
        Derived from the DAML Wine ontology at http://ontolingua.stanford.edu/doc/chimaera/ontologies/wines.daml Substantially changed, in particular the Region based relation
      </rdfs:comment>
      <rdfs:label>Wine Ontology</rdfs:label>
    </owl:Ontology>
  – <owl:Class rdf:ID="Wine">
      <rdfs:subClassOf rdf:resource="http://www.w3.org/TR/2003/PR-owl-guide-20031209/food#PotableLiquid"/>
    – <rdfs:subClassOf>
      – <owl:Restriction>
          <owl:onProperty rdf:resource="#hasMaker"/>
          <owl:cardinality rdf:datatype="http://www.w3.org/2(
        </owl:Restriction>
      </rdfs:subClassOf>
    – <rdfs:subClassOf>
      – <owl:Restriction>
          <owl:onProperty rdf:resource="#hasMaker"/>
          <owl:allValuesFrom rdf:resource="#Winery"/>
        </owl:Restriction>
      </rdfs:subClassOf>
    – <rdfs:subClassOf>
      – <owl:Restriction>
          <owl:onProperty rdf:resource="#madeFromGrape"/>
          <owl:minCardinality rdf:datatype="http://www.w3.o
        </owl:Restriction>
      </rdfs:subClassOf>
    – <rdfs:subClassOf>
      – <owl:Restriction>
          <owl:onProperty rdf:resource="#hasSugar"/>
```




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

# Podcasts: current issues audio

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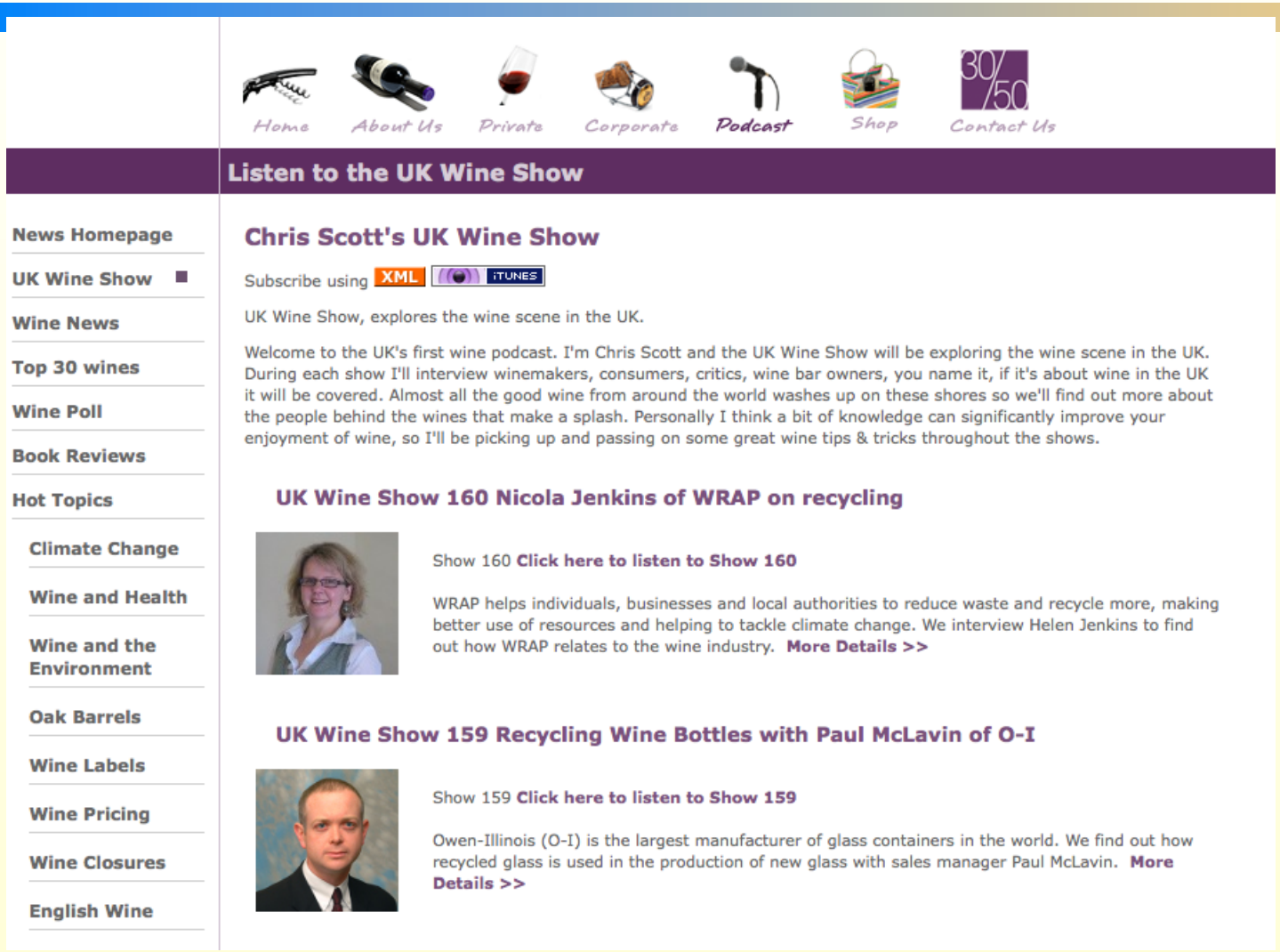

# And Podcasks!

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YOUR ACCOUNT login
New customer? Register

SEARCH
GO
Advanced Wine Search

WINE KNOWLEDGE
- Wine Regions
- Wine Producers
- Wine Maps
- Vintage Chart
- Wine Grapes
- Bordeaux Wine Guide
- Burgundy Wine Guide
- Wine Blog
- Newsletter
- Podcasks
- Wine School
- Wine FAQs
- Food & Wine Matching
- Wine Pronunciation
- Wine Game
- Wine Quiz
- Wine Links
- Masters of Wine

## 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.

**Above: Les Héritiers du Comte Lafon**
Listen to Jasper & Dominique Lafon

**Above: Domaine du Comte Armand**
Listen to Jasper & Benjamin Leroux

**Above: Domaine Patrick Javillier**
Listen to Jasper & Patrick Javillier

**Above: Bret Brothers**
Listen to Jasper & the Bret Brothers

Meet the producers Video

# Bookmarks and Google: build your own reference book

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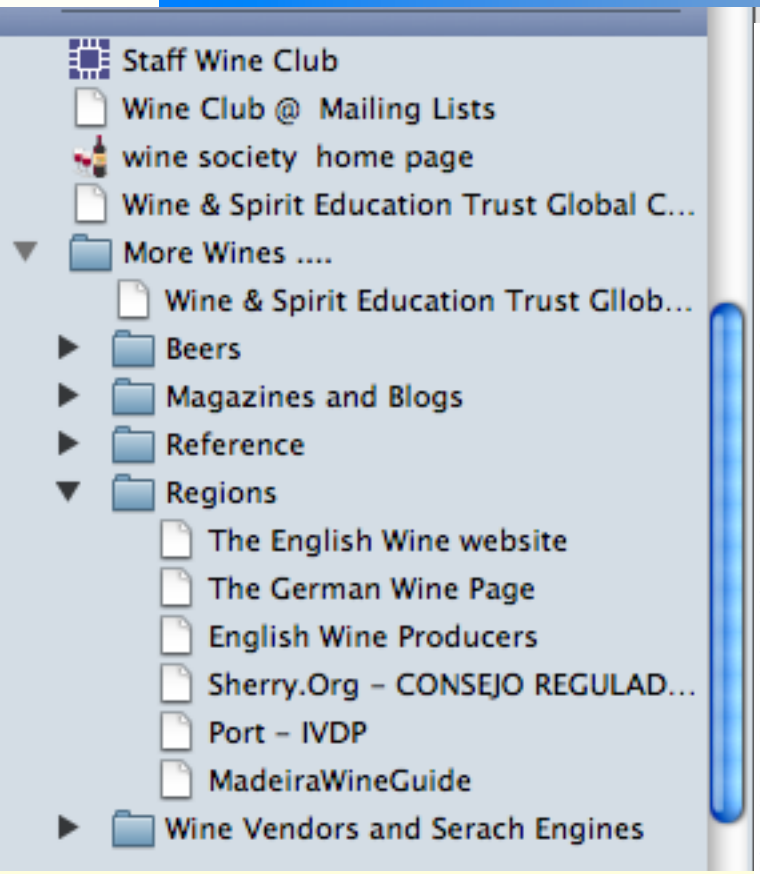


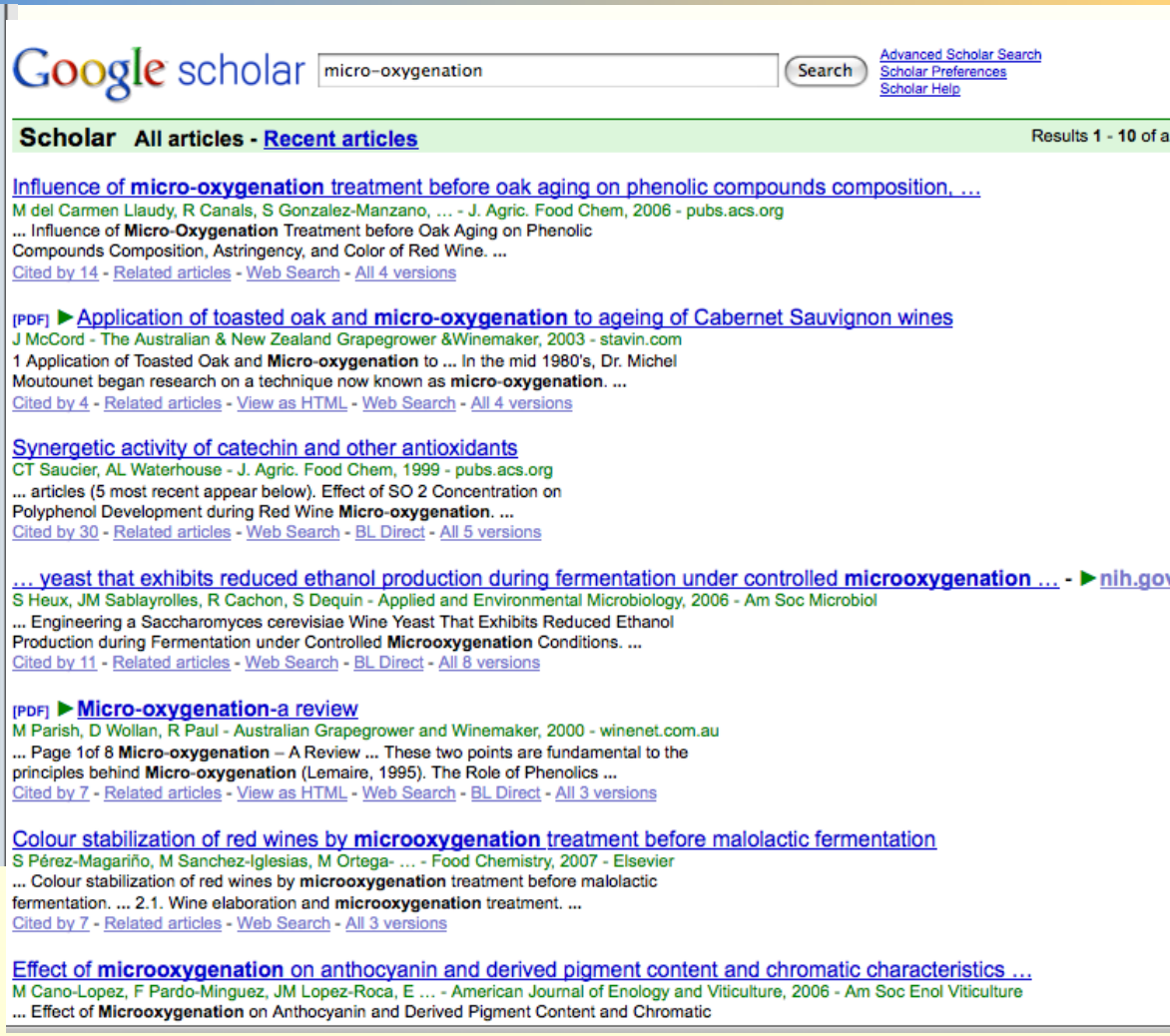

BERRY BROS & RUDD

HOME | BUY WINE | FINE WINE | WINE EVENTS | WINE KNOWLEDGE | WINE CLUB | CELLAR PLAN | SPIRITS | SERVICES | ABOUT US

YOUR ACCOUNT login

New customer? Register

SEARCH

GO

Advanced Wine Search

WINE KNOWLEDGE

- Wine Regions
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- Food & Wine Matching
- Wine Pronunciation
- Wine Game
- Wine Quiz
- Wine Links
- Masters of Wine

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.

# Social Bookmarking / Tags

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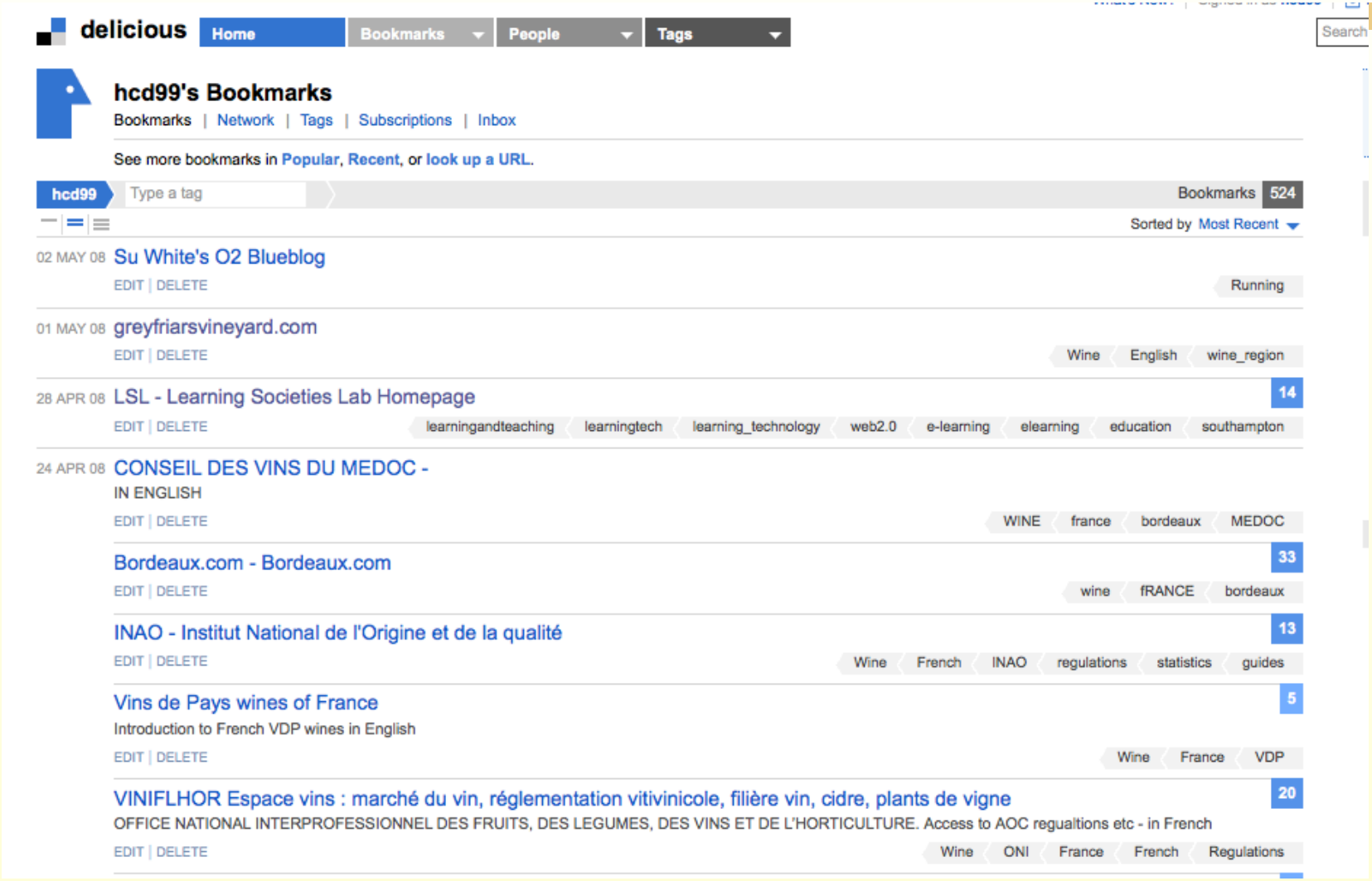

# Finding apps: Software in the cloud

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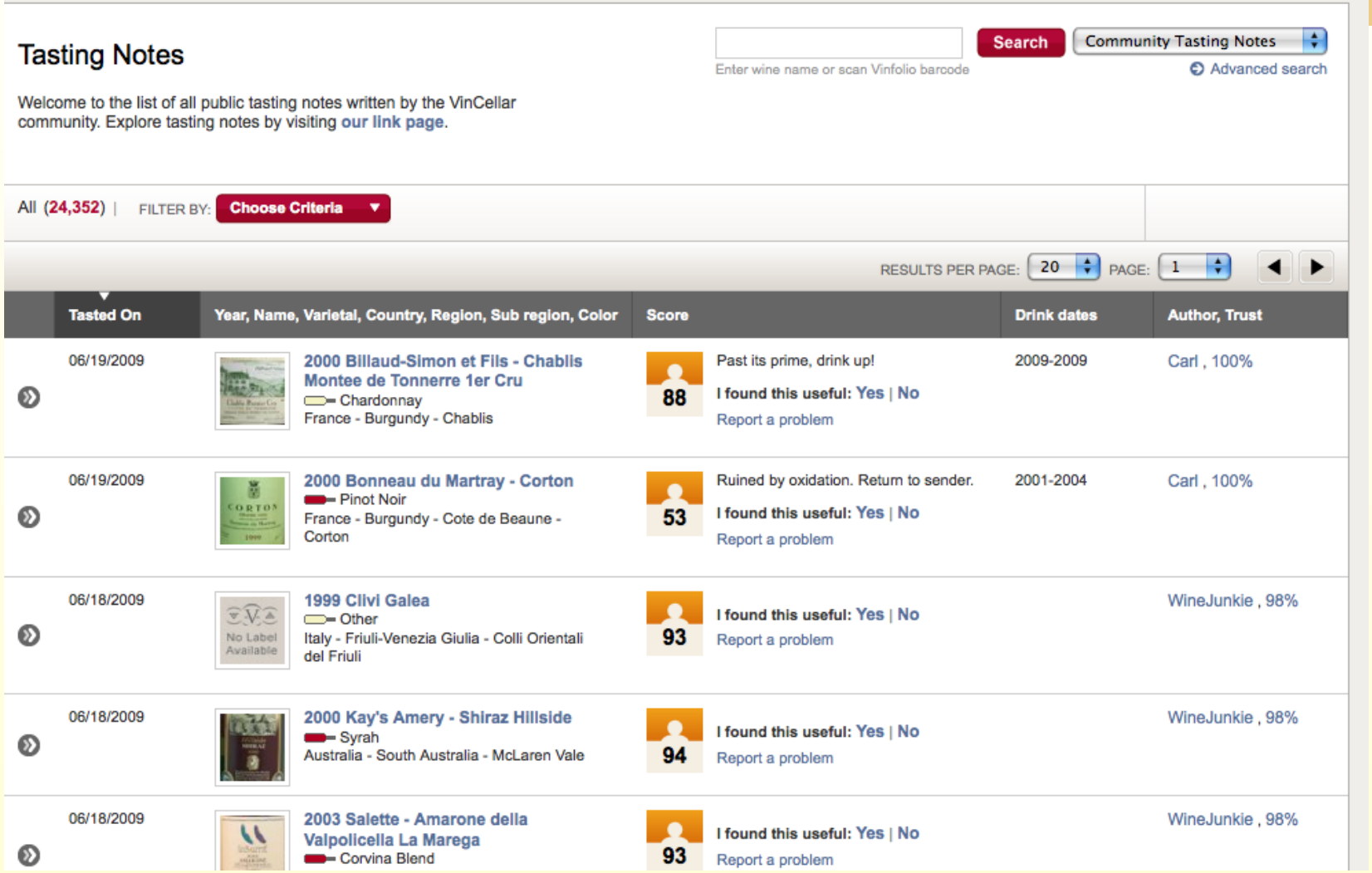

Tasting Notes

Welcome to the list of all public tasting notes written by the VinCellar community. Explore tasting notes by visiting our link page.

Search | Community Tasting Notes | Enter wine name or scan Vinfolio barcode | Advanced search

All (24,352) | FILTER BY: Choose Criteria

RESULTS PER PAGE: 20 PAGE: 1

| Tasted On | Year, Name, Varietal, Country, Region, Sub region, Color | Score | | Drink dates | Author, Trust |
|---|---|---|---|---|---|
| 06/19/2009 | 2000 Billaud-Simon et Fils - Chablis Montee de Tonnerre 1er Cru<br>Chardonnay<br>France - Burgundy - Chablis | 88 | Past its prime, drink up!<br>I found this useful: Yes \| No<br>Report a problem | 2009-2009 | Carl , 100% |
| 06/19/2009 | 2000 Bonneau du Martray - Corton<br>Pinot Noir<br>France - Burgundy - Cote de Beaune - Corton | 53 | Ruined by oxidation. Return to sender.<br>I found this useful: Yes \| No<br>Report a problem | 2001-2004 | Carl , 100% |
| 06/18/2009 | 1999 Clivi Galea<br>Other<br>Italy - Friuli-Venezia Giulia - Colli Orientali del Friuli | 93 | I found this useful: Yes \| No<br>Report a problem | | WineJunkie , 98% |
| 06/18/2009 | 2000 Kay's Amery - Shiraz Hillside<br>Syrah<br>Australia - South Australia - McLaren Vale | 94 | I found this useful: Yes \| No<br>Report a problem | | WineJunkie , 98% |
| 06/18/2009 | 2003 Salette - Amarone della Valpolicella La Marega<br>Corvina Blend | 93 | I found this useful: Yes \| No<br>Report a problem | | WineJunkie , 98% |

# Southampton
# The Institutional PLE (iPLE)

Oxymoron"
"union of two apparent contraries"
e.g. 'Extremely Average'
'Military Intelligence'

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

# 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

Towards an eLearning 2.0 provisioning strategy for universities, Oskar Casquero (oskar.casquero@ehu.es) University of the Basque Country, PLE conference 2010

# Some Issues for HEIs

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New skills and knowledge?

- Control suitability of content
- Guarantee accessibility
- Control availability of content
- Adhere to data protection laws
- Respect copyright
- Preserve and curate

In the virtual classroom

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

# The Southampton Learning Environment - Goals

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- make it ***possible*** to undertake ***every*** aspect of

  living
  learning
  teaching
  } 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?

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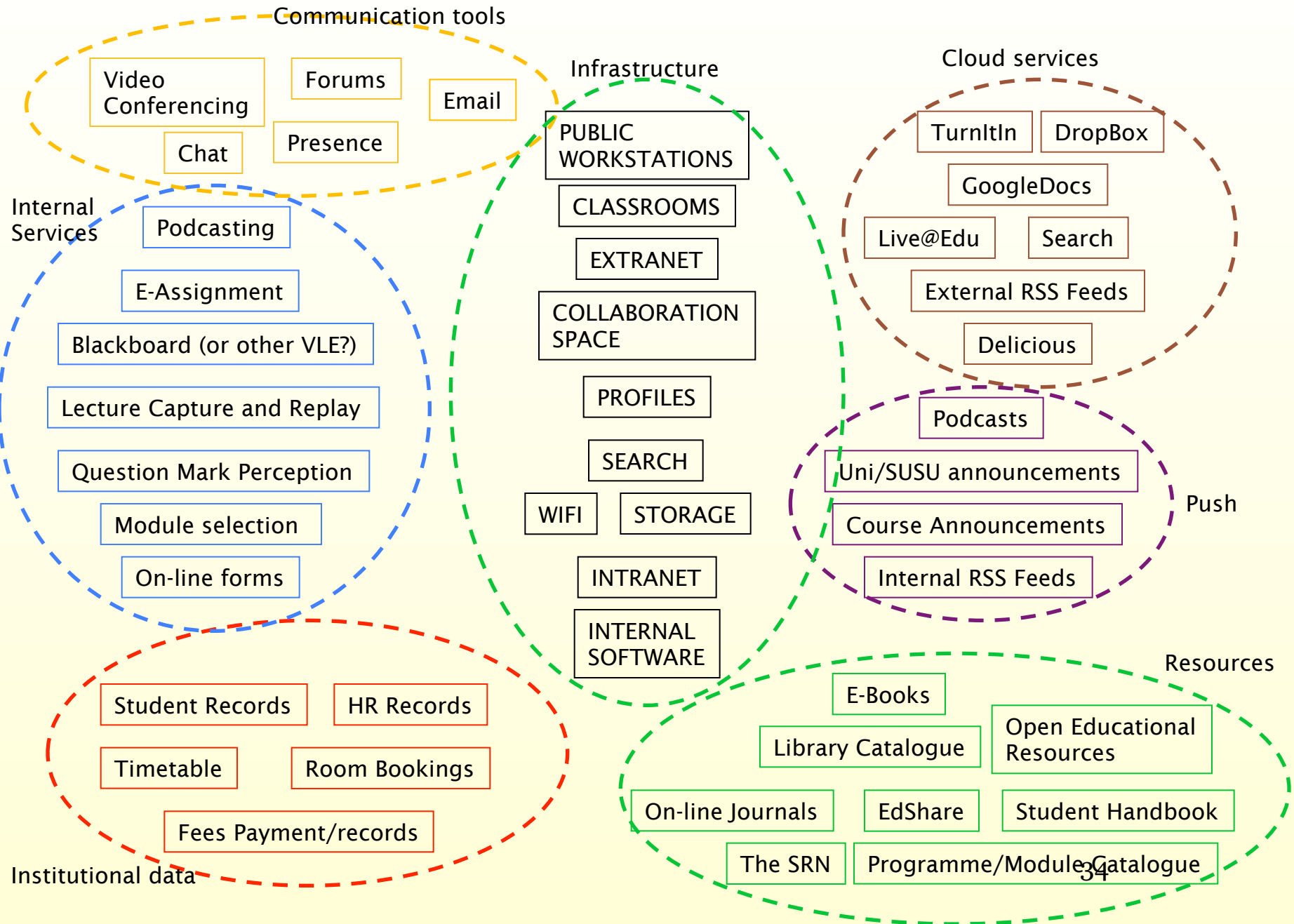
| | |
|---|---|
| Improve student experience | Students expect to be able to be able to do things on-line, and find all the information they need on-line |
| Improve staff experience | The current systems are limiting, hard to use and inflexible. |
| Make our graduates more employable | Skilled to comfortably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

# Tools, Services and Data View



# Organizational View: A Rich Learning Environment

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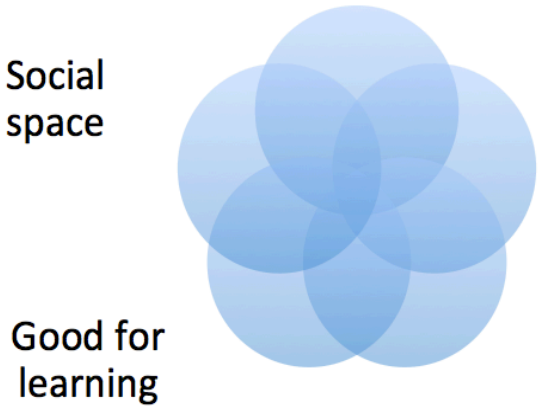


| | | |
|---|---|---|
| Personal space | Can be accessed from SLE and may be integrated | Enable interfaces |
| Institutional space | Is the body of SLE | Maximally expose High functionality |
| Support space | Is external to SLE but relevant to student journey | link to + from SLE, supports holistic view |
| Good for learning | external to SLE but relevant to educational journey | link to + from SLE, supports holistic view |
| Social space | Integrated set of communication tools | Email, social software ,messaging |

Intersect personal and institutional space

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?**

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# Thank you

Any questions?

Thanks to Su White for her contributions to this talk

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# Discussion Points

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- 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?)

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