From distance learning courses to knowledge collaboration in distributed communities

USEM workshop: Heerlen, LEX 3rd of June 2009

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Topics

- USEM needs
- Distributed knowledge and users
- Distance learning
- Defining the needs & setting the scene.
- Agenda of workshop.

Workshop orientation

- Investigation of the possibilities of “distance learning” and learning communities for USEM:
- Exploration and getting acquainted with relevant tools available and relevant for USEM.
- Setting agenda for further actions especially, sharing Bonn standardization course knowledge and experiences with the target user groups
- Knowledge sharing and community building for the empowerment of USEM, EDEAN users.

Universal Design

The power of the web is in its universality. Access by everyone regardless of disability is an essential aspect. Tim Berners Lee

Inclusive design and universal accesibility are key

“If anybody asks me what the Internet means to me, I will tell him without hesitation: To me (a quadriplegic) the Internet occupies the most important part in my life. It is my feet that can take me to any part of the world; it is my hands which help me to accomplish my work; it is my best friend - it gives my life meaning”.

Dr. ZhangXu (2001) (http://www.zhangxu.org/)

USEM: distributed knowledge and users

Support fitting the needs of
- distributed users
- with distributed – different knowledge
- in different contexts, with different support needs

To be ready for effective participation in-time!
Distance learning & distributed collaboration

- Learning support at a distance requires different strategies than those in face-to-face settings.
- Knowledge support in traditional teaching environments differs from support for non-formal learning in expert communities or communities of practice.
- Enable competence development is (expertise) one issue.
- Prevention of breakdowns in interaction, isolation of learners another. Therefore: Enabling effective interaction is crucial for distance learning.

Education intransition

<table>
<thead>
<tr>
<th>Initial learning</th>
<th>Post initial Life Long learning</th>
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<tbody>
<tr>
<td>Supply driven</td>
<td>Demand driven</td>
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<tr>
<td>Teacher-controlled</td>
<td>Learner-empowered</td>
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<td>Formal</td>
<td>Non-formal &amp; informal</td>
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<td>School</td>
<td>Workplace ,uniquitous</td>
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<td>Face to face</td>
<td>Any device</td>
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<td>School</td>
<td>Anywhere</td>
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<td>Uniform schedule</td>
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<td>Uniform schedule</td>
<td>Any tempo</td>
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<td>Content</td>
<td>Support</td>
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<td>Uniform product</td>
<td>Personalization and co creation</td>
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From web standards to a wiki worlds

- The world of connectivity.
- Transformation of the web of surfing and passively reading, listening or watching.
- It becomes the space of sharing, socializing, collaborating creating of people in loosely connected communities.

Ongoing shifts

- From page and information based web to social interaction spaces.
- From content oriented courses to knowledge collaborations in learning networks, communities.

From available knowledge resources to distance learning

- Distance learning has to be highly interactive: Interaction is crucial for learning knowledge communication in distance learning.
- Learning has to lead technology and not the other way around.
- Don’t confound learning with learning the tools and technology.
- Be aware of page turning and talking heads.
- Build an “real” team to design distance learning.
- Act and reflect: keep learning as you go.
- Both learner and designer are accountable.
Define starting points for design of distance learning for USEM.

- Defining prime objectives
- Define requirements per example of chapter 1:
  - What do the target users need?
  - Who are the users? Different roles?
  - When do they want what (information, knowledge exchange, discussion)?
  - How to support?
- Group 1: situation of use.
- Group 2: possible scenario of support.

Lunchtime