Personal Learning Environments in Black and White

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Some words about LMS

Picture by wwarby@flickr
Some words about LMS

- Administrative Functions
- Controlled Cohorts
- Teacher with all rights
- Prepared courses
- Learners consume
- Limited communication
- No design freedom
- Instruction

Schneider, 2003

Figure 7: The status of documents - static in transmissive pedagogics and living in active pedagogics.
Early PLE concepts

Werdmuller 2004

Wilson 2005
“Learning environments and their construction as well as maintenance makes up the most crucial part of the learning process and the desired learning outcomes and theories should take this into account; instruction itself as the predominant paradigm has to step down”.

Wild et al. 2008
PLE Definition

“Personal Learning Environments are learning environments where learners can integrate distributed information, resources and contacts and reflect about learning progress and learning products based on standards and interfaces”.

Schaffert & Kalz 2009
PLE perspectives

Personal Learning Environment

Your identity: contact info, interests, values, reputation

Your network: contacts, collaborators, teams, teachers, mentors, colleagues, organizations, authors, friends, family, information, sources

Past

- What You've Done
  - e-portfolios, portfolios, resumes/CV, storage, annotated bookmarks, blog, artifacts (photos, media, descriptions)

- What You've Learned
  - credentials, PLA, student administration data, statements and demonstrations of learning, LMS data, blog

- What You're Doing
  - LMS, blogs, contact lists, memberships, project progress, job titles/tasks, activity feeds

- What You're Learning
  - online communities, LMS, blogs, booklist, subscriptions, who you're learning with

Future

- What You Want to Do
  - 43 Things, future pursuits, career plans, desired credentials, possible lifestyles, skill development

- What You Want to Learn
  - 43 Things, IEP, PDP, learning goals, desired credentials, skill development

Self-Directed Learning Tools

- ELG, e-portfolios, aggregators, blogs, wikis, e-mail/IM, feed splitting, bookmark/photo sharing, online communities, project management, to-do lists, authoring software

Collecting

- Aggregating, combining, storing (web/local), organizing, filtering and prioritizing artifacts/contacts/information

Reflecting

- Reviewing, connecting concepts, remembering, synthesizing, journaling/blogging, private/public/group permissions

Connecting

- People and information: group-forming, shared goals/concepts/visions/interests/values/tags/information

Publishing

- Select, modify, combine, attribute, target and publish: e-portfolio, blog, CMS, authoring software, print, burn, send

Jeremy Hieber 2006
PLE perspectives

- Administration of Artifacts, Documentation of learning
- Organisation von Wissensquellen und eigenem Content
- Communication and cooperation with other learners
- Communities of Practice
- Personal Knowledge Management
- E-Portfolio

Central: Self-Organization
PLE perspectives
Thanks for your attention!
Let’s start the discussion.

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
Discussion Points

- Which reasons for engaging in this type of learning would veterinary practitioners (VP) and veterinary students (VS) have?
- What benefits could be reached by connecting VP’s and VS’s?
- What subset of social software tools could enhance this specific pedagogy?
- What would be the strengths of these specific social software tools support this type of learning?
- What are specific issues involved in each country thinking about the support of a school for this type of learning in a professional context?