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Institutional Personal Learning Environments – Paradise or Paradox?

A digital literacy perspective

(http://slidesha.re/ISgkNs)

Hugh Davis (@HughDavis) (and Su White(@suukii))
CSEDU
April 2012

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Context

UNIVERSITY OF
Southampton
School of Electronics
and Computer Science

Founded 1862,
Charter 1952
25,000 Students
Russell Group
Top 20 UK
WUN
Excellence in:
(Opto) Electronics
Computer Science
Oceanography
Engineering (esp.
Nautical and Aero)
Acoustics

CITE

THE UNIVERSITY
Faculties
Academics and Teaching Staff
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Technology Enhanced Living and Learning (TELL)
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The thesis of this talk:

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The world is changing

Digital literacies are a central and essential skills for the modern graduate

The curriculum and the tools we use must change to meet this challenge

This talk will examine some of these changes (mostly) from the tools perspective.

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How we got here

- Web 1.0
- The VLE
- Technological Timeline
- Learning Timeline
- The world is changing

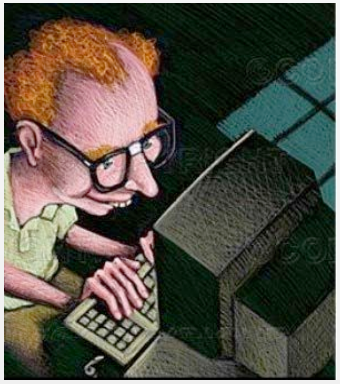
What are the digital literacies we need now?

What tools do people use to learn and organise their lives?

What is the role of the institution in this learner centred world?

Web 1.0 (mid 1990s)

Webmaster



+ Teacher

ftp

html Static Web Pages

http

What model of learning does this assume?

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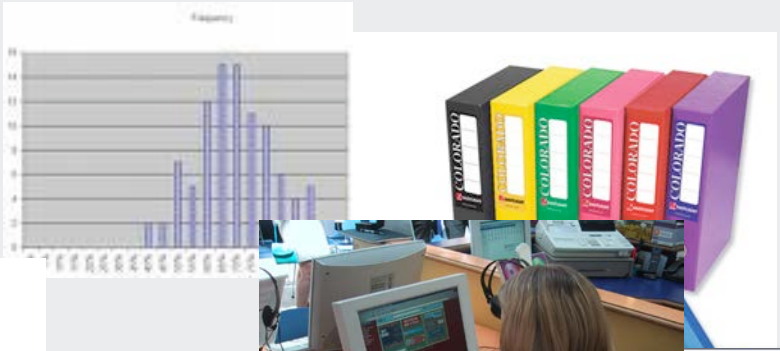
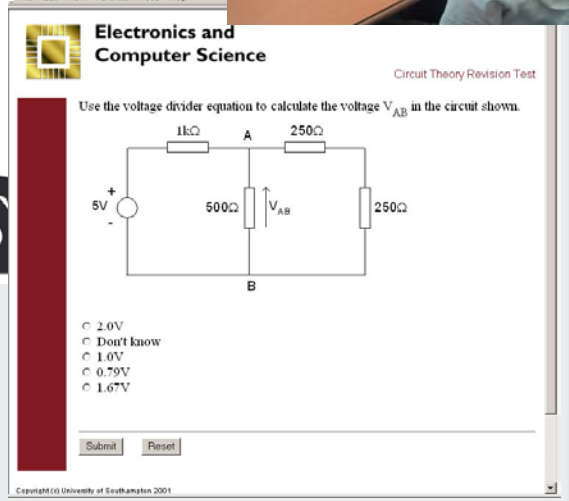
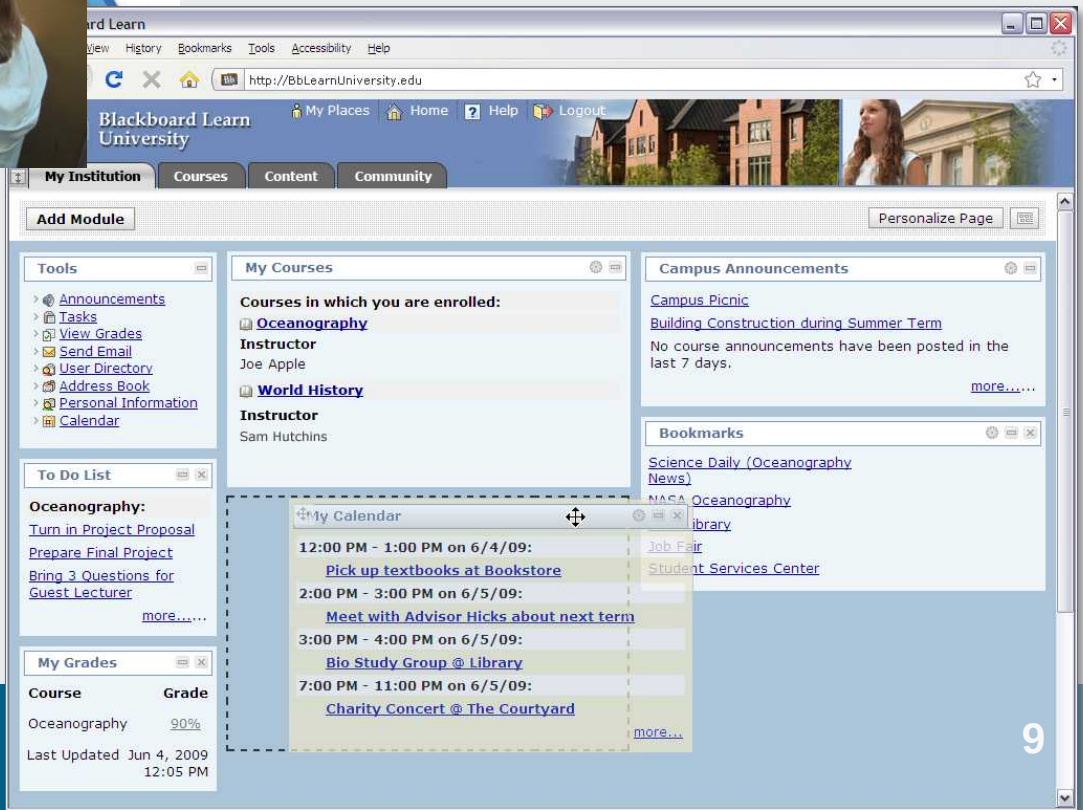
Virtual Learning Environments (VLE)





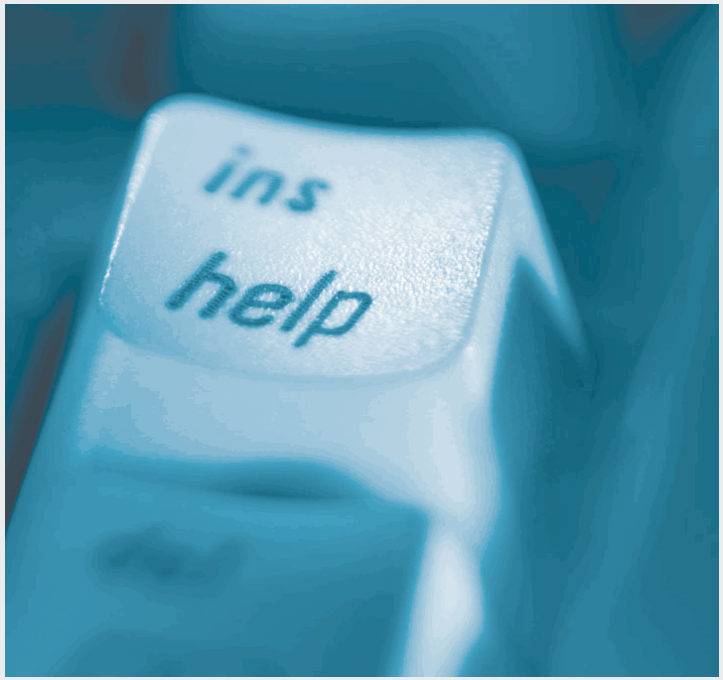
VLEs replicated (a perception of) traditional teaching by providing content delivery on-line



But Why VLEs?

- Historically most teachers did not do (or even understand) html or FTP
- Many teachers and students did not have email (or other communication tools)
- IT literacy was not high
- Teachers were reluctant to allow their online work to be widely seen - Or they had licences which control the distribution of resources

Why VLEs? (2)



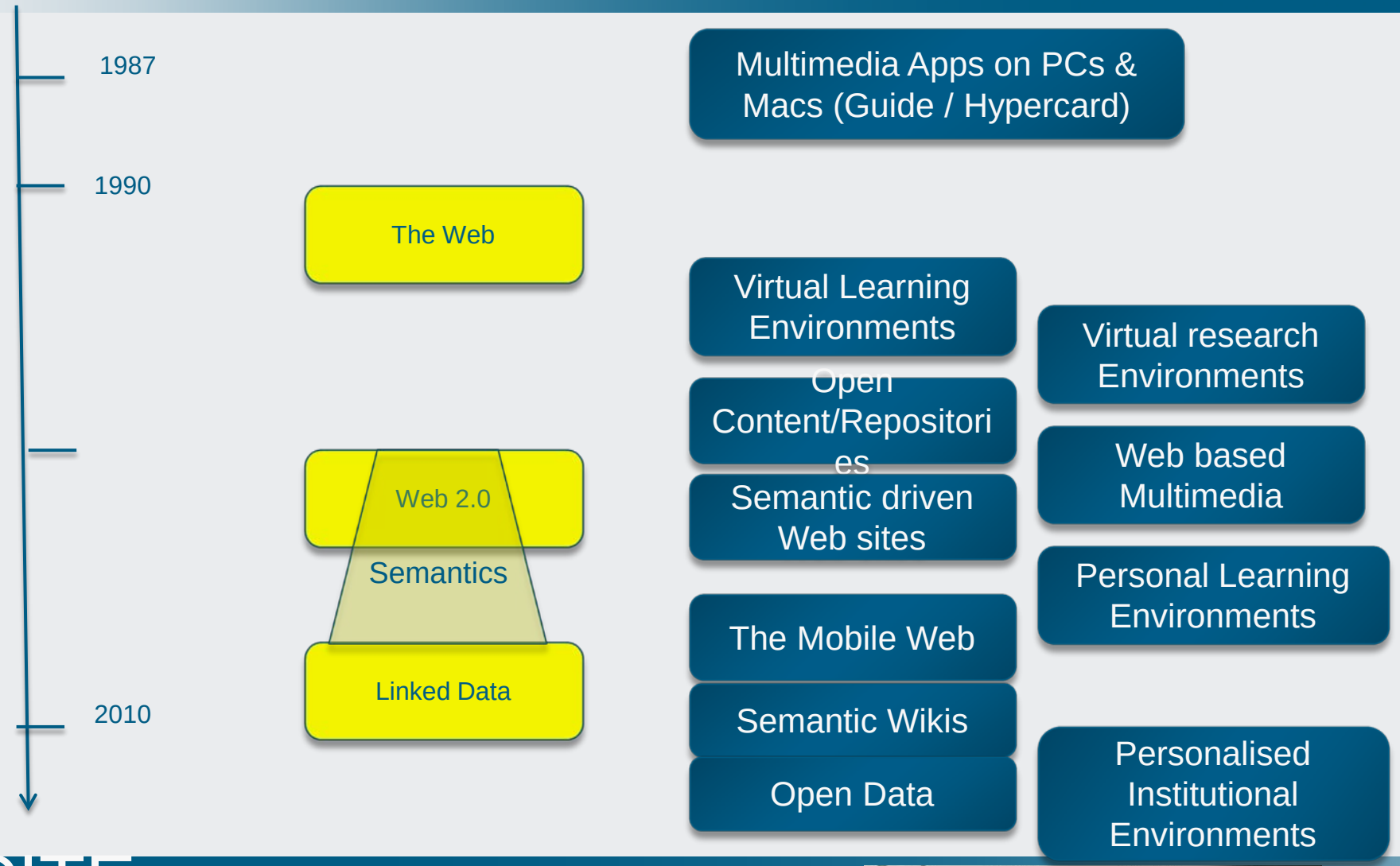
VLEs are ultimately suppo

In summary:
VLEs provided a toolkit to enable teachers to do:

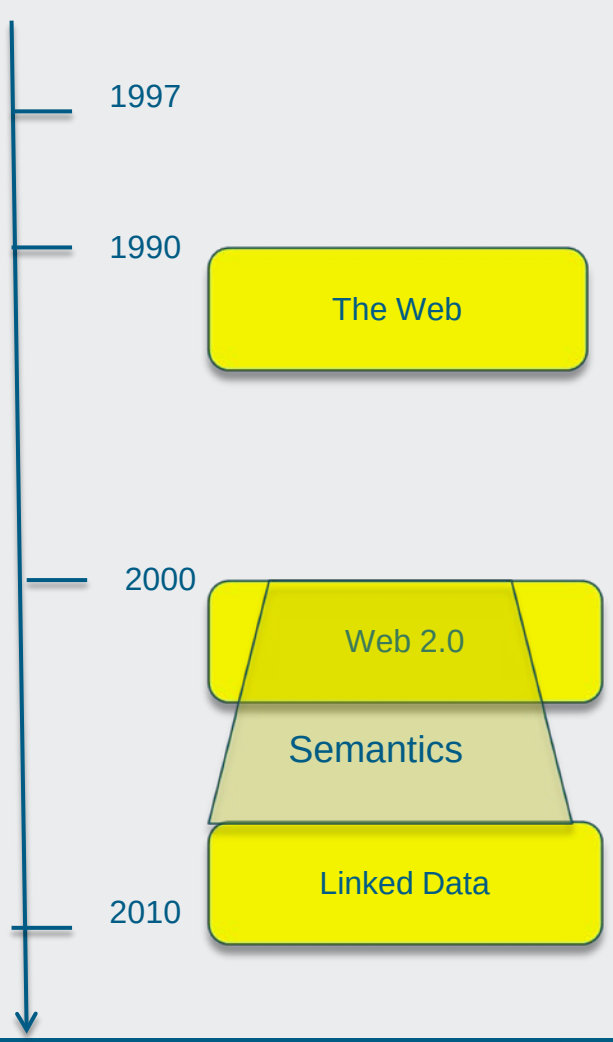
- file creation and distribution,
- email and announcements,
- chats and forums,

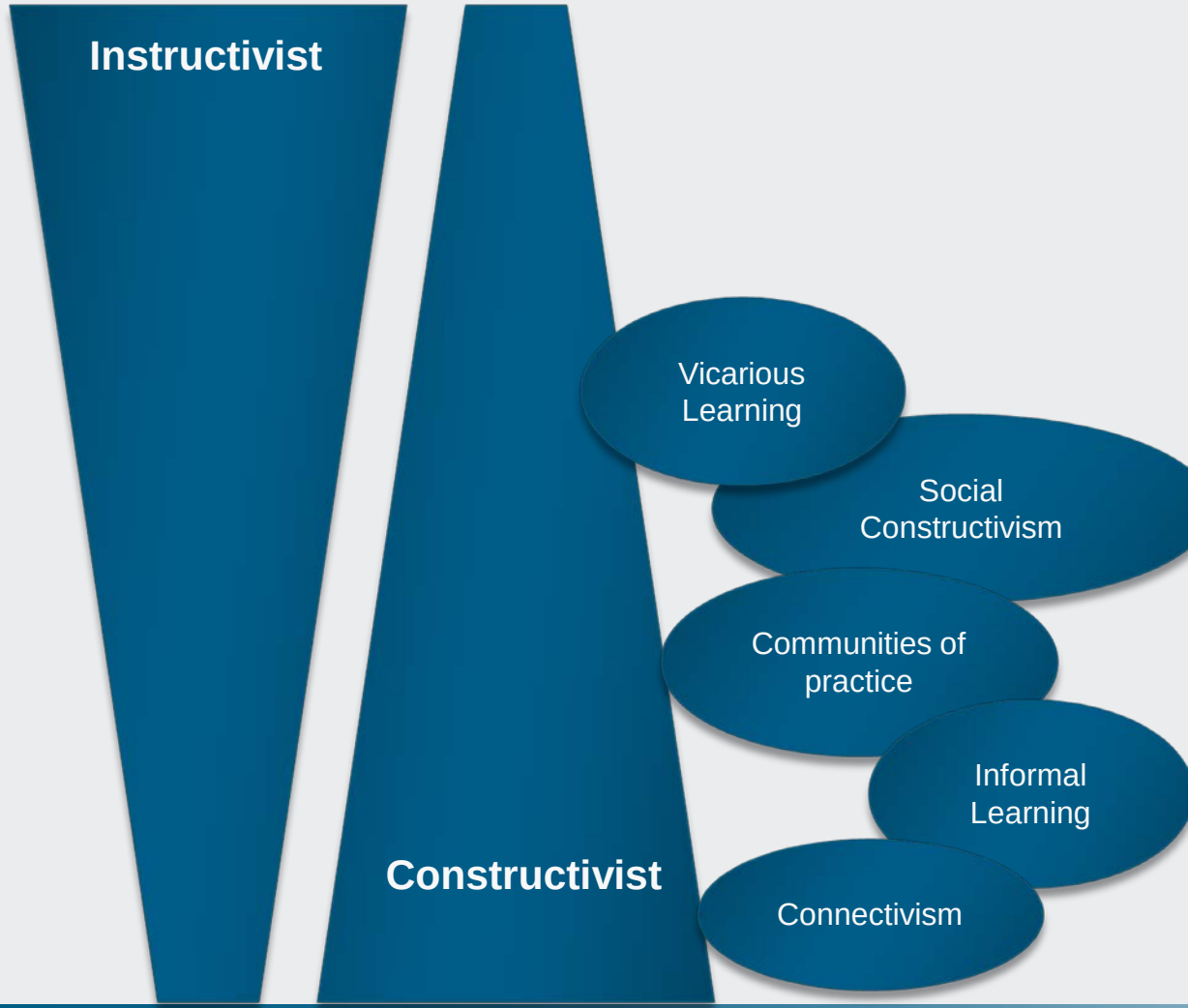
all in a safe controlled environment

Timeline - technological



Timeline - Learning





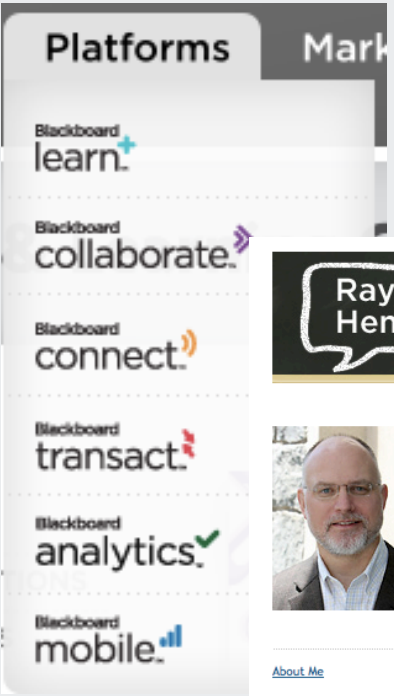
What's Wrong with VLEs

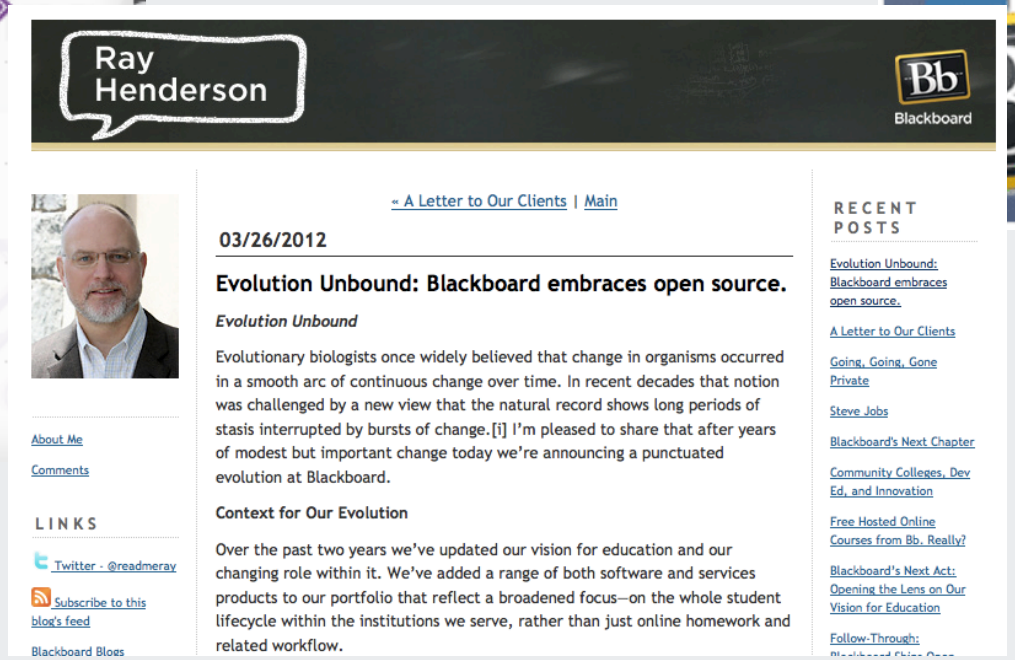
VLEs

- embody outdated views of teaching as "push"
- put the teacher at the centre rather than the student or the network
- do not integrate with the tools and environments students or lecturers use.
- are fundamentally closed - they do not have any understanding of networked learning
- lock you in
- don't encourage learners to take responsibility for their own learning, tools or digital literacy

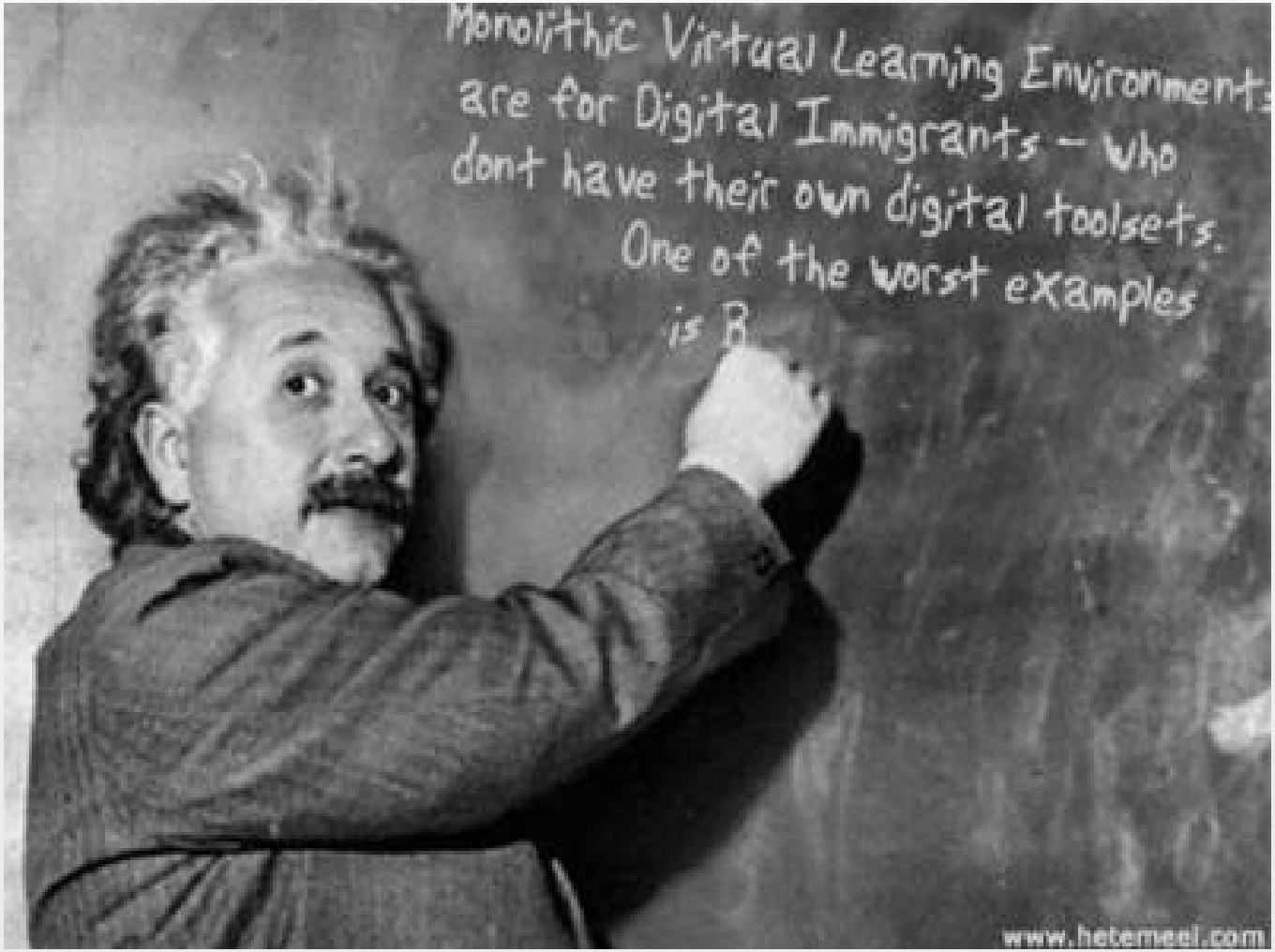
Are VLEs dead?

Not according to the market leaders





The VLE is Dead – long live the VLE



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

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How we got here

What are the digital literacies we need now?

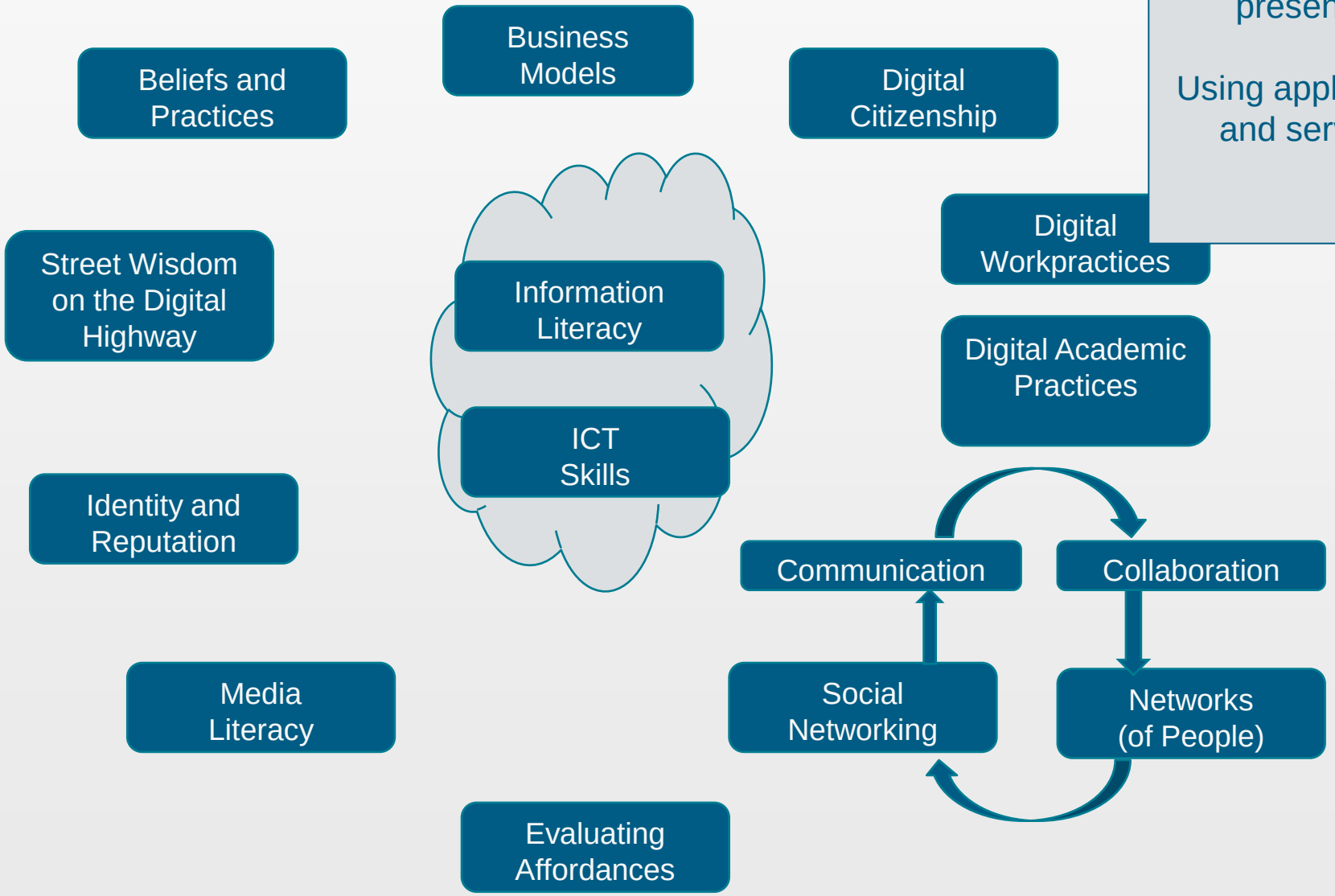
- Defining Digital Literacies
- The digital native myth
- The Facebook problem

What tools do people use to learn and organise their lives?

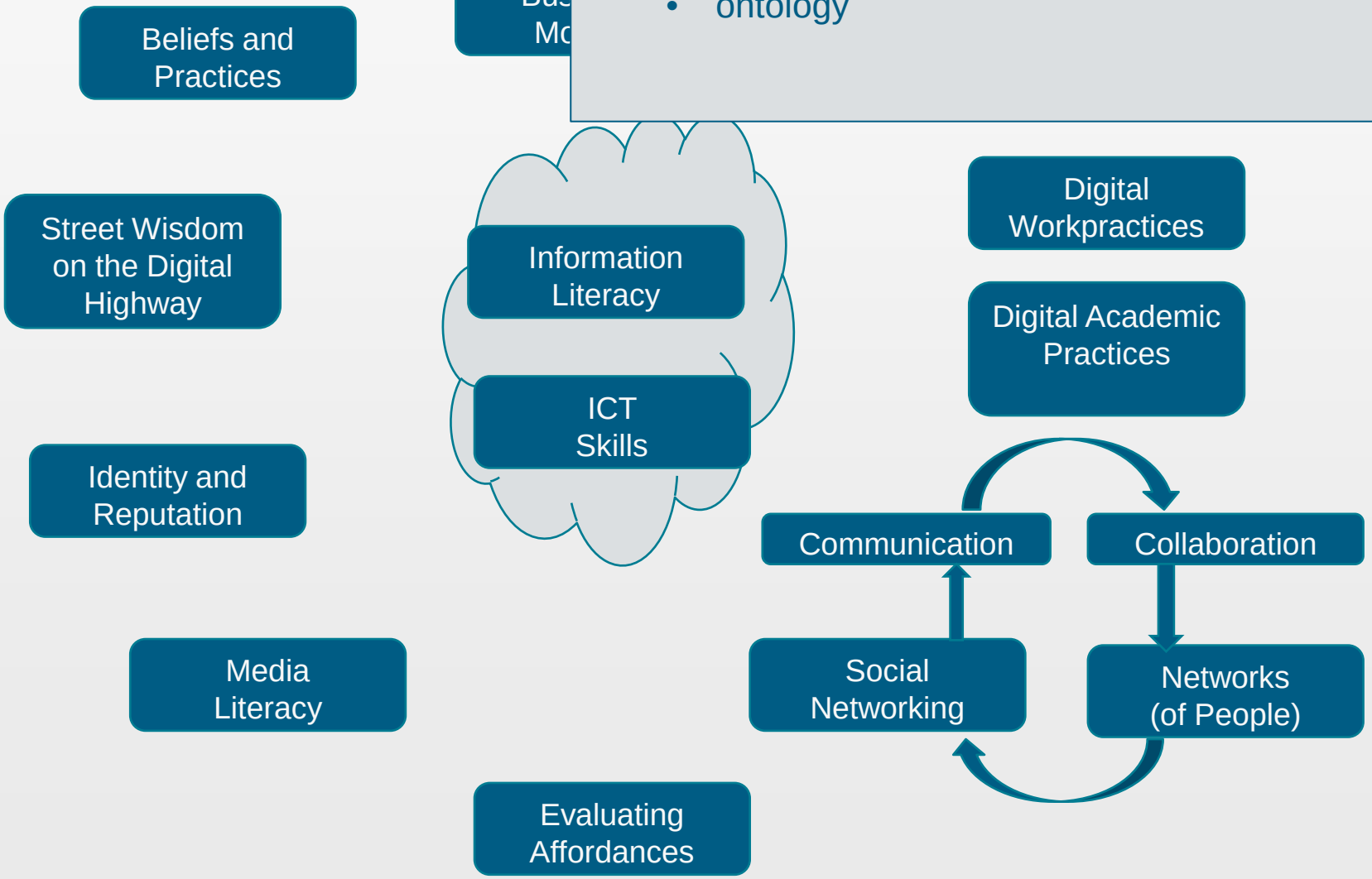
What is the role of the institution in this learner centred world?

Finding, evaluating, processing, organising, analysing, presenting

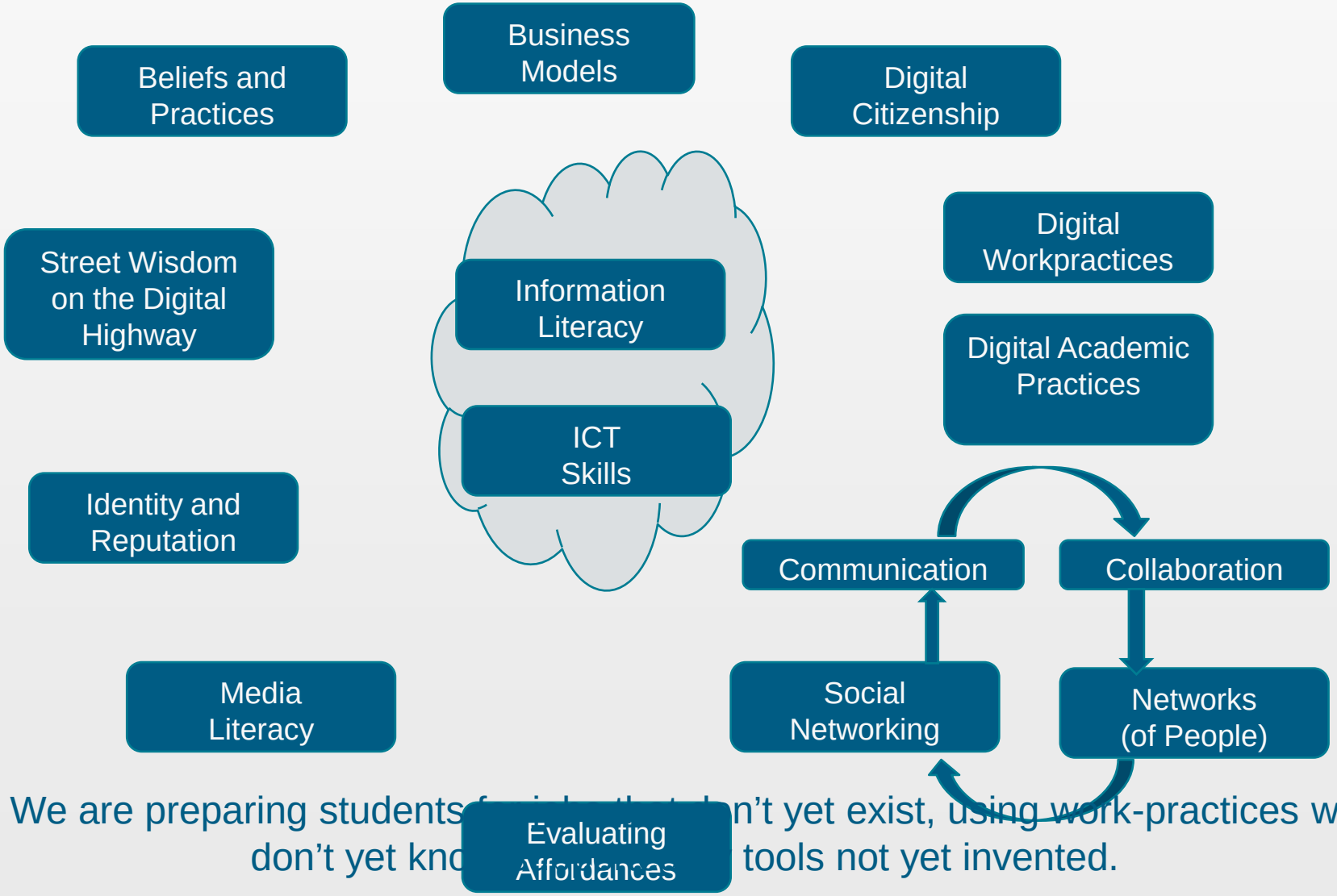
Using applications and services



- The learner is given the stuff via the network
- The learner finds stuff on the network
- The learner finds stuff from the network (of people)
- The learner is part of the network and contributes
  - Stuff
  - ontology



Digital Literacies are the skills needed to live, learn, work, collaborate, influence and lead in the virtual and digital world



We are preparing students for jobs that don't yet exist, using work-practices we don't yet know, to tools not yet invented.

An aside on “Digital Natives” argument

Learning has not changed

but expectations of how its done may have

Recent research shows that although students may not be scared of technology and may live in Facebook, they have increasingly naïve understandings of finding and evaluating information

White and Le Cornu suggest a better distinction might be Digital Visitors and Residents

White, D.S. and Le Cornu, A., ‘Visitors and Residents: A New Typology for Online Engagement’, *First Monday*, Vol 16 No 9, 5th Sept 2011

Southampton Survey (2008) n~1000

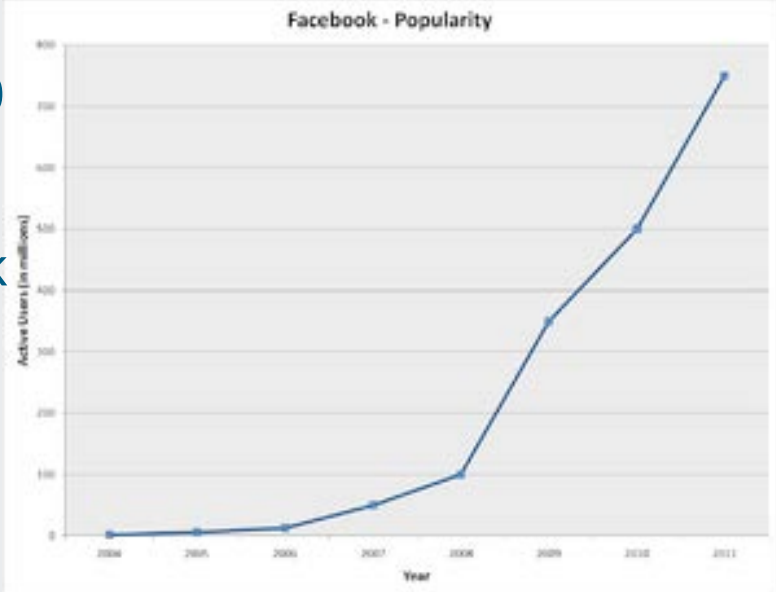
		More than once a day	*Daily*	*More than once a week*	*Weekly*	*Monthly*	*Have used*	*Never*
	Blackboard	143	218	215	122	65	72	82
	Online assessments	15	20	51	100	164	342	190
	SUSSED Portal	312	252	102	77	54	59	30
	Facebook	422	189	101	50	29	36	84
	Text Messaging	571	195	71	28	11	17	19
	Instant Messaging	215	128	139	75	74	142	126
	Skype/VoIP etc	99	68	82	68	69	194	320
	Google	566	204	99	23	6	4	13
	Google Scholar	66	57	130	91	104	176	268
	Wikipedia	103	103	242	159	123	141	35
	YouTube etc	120	131	216	154	116	119	57
	Flickr (or similar)	14	12	30	46	49	201	548
	Del.ic.ous / DIgg or other Bookmarking sites	18	15	19	23	17	70	742
	Twitter	27	18	22	16	11	70	737

An aside on The Facebook Problem

Everyone is on Facebook (actually our 2010 survey said 95%)

Good examples of teachers using Facebook (but mostly with mature classes)

Generally students very unhappy to have teachers in their groups.



- Typically a group is formed for the class/yr (eg CS Yr2)
  - Groups are self defined – other students missing out? E.g. joint honours
  - No continuation from year to year.
  - Lack of class awareness for teachers.
- On-line bullying
- Time management

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How we got here

What are the digital literacies we need now?

What tools do people use to learn and organise their lives?

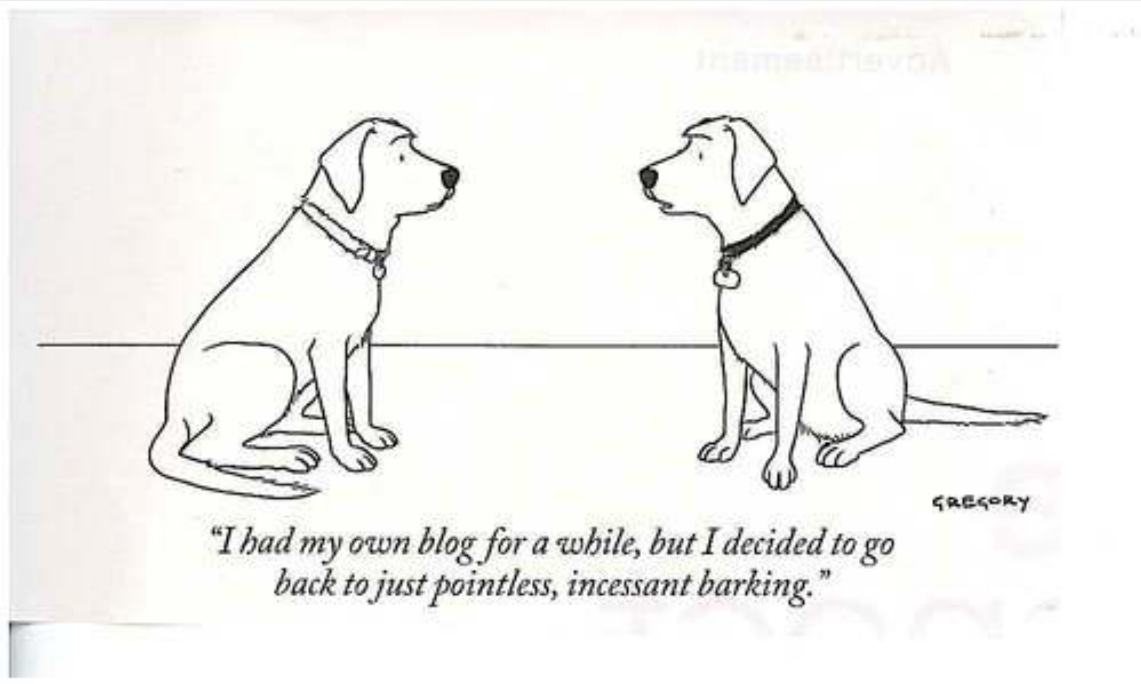
- The PLE
- The Wine example

What is the role of the institution in this learner centred world?

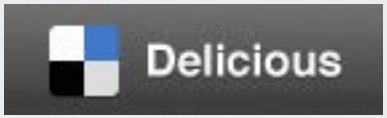
The Personal Learning Environment

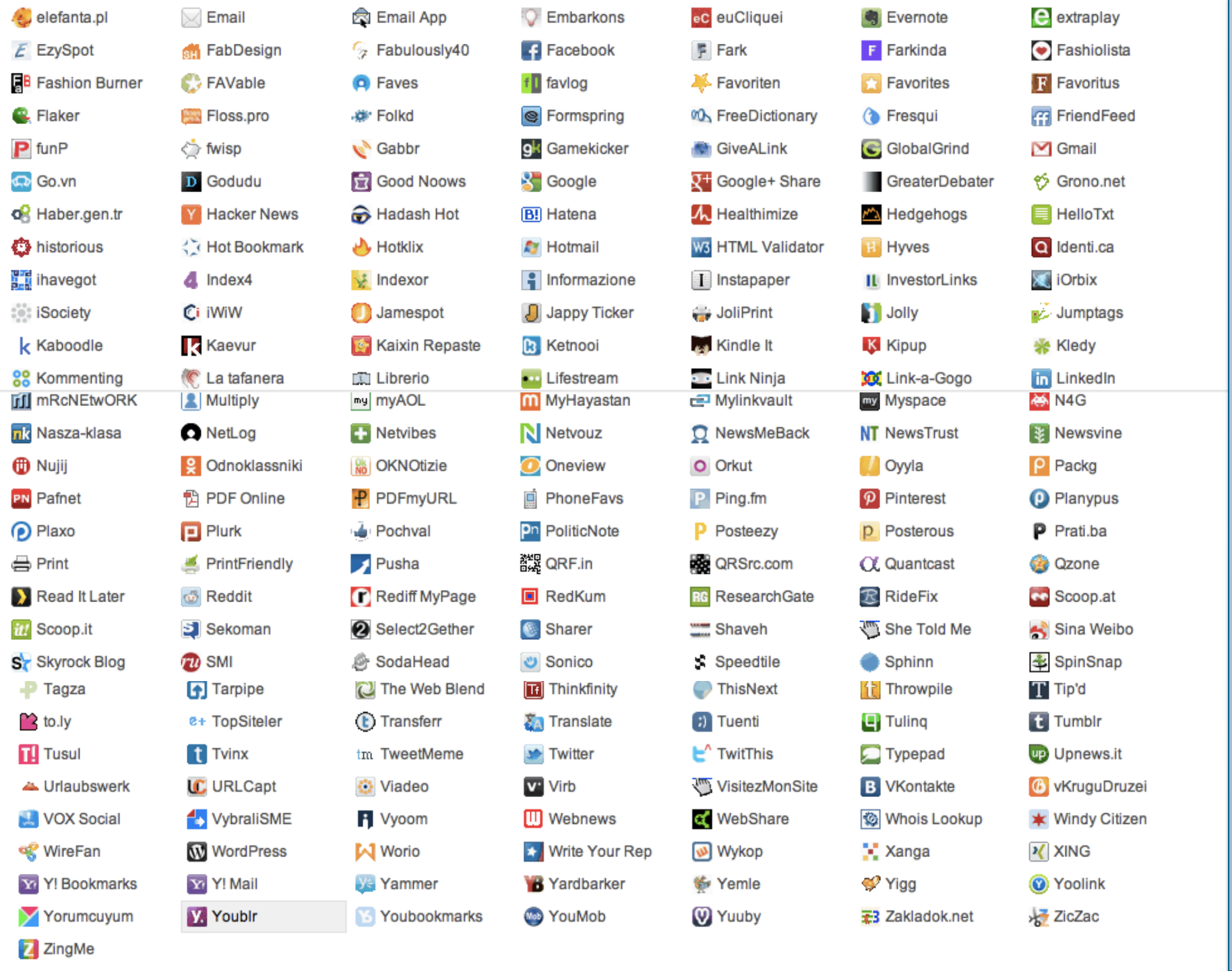
Digital “residents” create their own toolsets

- Manage their learning
- Set their own goals
- Manage content
- Communicate and collaborate with other learners and (micro)tutors



My (cloud) Tools

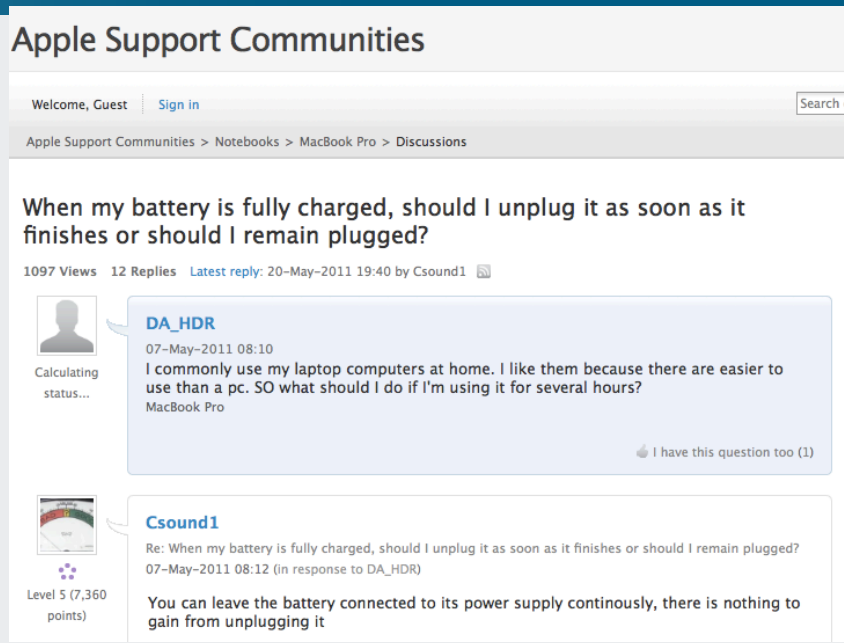




http://elearnmag.acm.org/

We build On-line Identity and Reputation

- Profile
- Blogs
- Tweets
- Web site
- Search Engine Recognition
- Contributions (e.g SlideShare)
- What does the web think of you (pipl.com, zoominfo.com)
- Badges and Stars



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Hugh Davis

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- Messages
- Events 1
- Find Friends 6

FRIENDS
- Close Friends
- Family
- University of Southampton
- City University London
- Stowe
- University of Sout... 20+
- Southampton Area 20+

GROUPS
- Digital Literacy Sp... 19
- Hypertext 2011
- Create Group...

APPS
- Apps and Games
- Photos

Update Status | Add Photo / Video | Ask Question

What's on your mind?

SORT

Joel Parker
Finally, the main paperwork is done.
It is official, I am leaving Southampton and returning to the US to take a post at SUNY Plattsburgh in Northern New York!!!

The house sold in a day (what housing crisis?), the moving chaos has started, and Karen and I are very excited about moving back to the states and I can hardly wait to start in Plattsburgh. A VERY busy summer for us this year.

Like · Comment · Share · 5 hours ago near Southampton ·

8 people like this.

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Steven Allison-Bunnell Wow big changes. Welcome back!
about an hour ago · Like

Stephen Roberts You'll be seeing more of Sara – right across the lake. Congratulations Joel!!!!
46 minutes ago · Like

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finished Escape the Diet Trap by Dr. John Briffa http://t.co/uhFnspnA #Kindle
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Professor Hugh C. Davis

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Professor Hugh C. Davis

School of Electronics and Computer Science
University of Southampton
Southampton
SO17 1BJ
United Kingdom

Position: Academic staff in Web and Internet Science
Extension: 23669
Telephone: +44 (0)23 8059 3669
Email: hcd@ecs.soton.ac.uk
URI: http://id.ecs.soton.ac.uk/person/46 [browse]

Interests: computer assisted assessment, e-learning, educational repositories, hypertext, institutional research, learning analytics, linked data, open data, open hypermedia, personal learning environments, personalistion, social hypertext, technology enhanced learning, virtual learning environments

Professor Hugh C. Davis

Biography

Hugh Davis is Professor of Learning Technology and a member of Web and Internet Science Research Group within the 5* research School of Electronics and Computer Science (ECS) at the University of Southampton. He is also the University Director of Education with responsibility for Technology Enhanced Learning. He has been involved in hypertext research since the late 1980's and has interests in the applications of hypertext for learning, open hypertext systems and architectures for adaptation and personalisation. He has extensive publications in these fields, and experience of starting a spin-off company with a hypertext

Hugh works with:

- Dr David Millard (explain)
- Professor Dame Wendy Hall (explain)
- Dr Su White (explain)
- Dr Gary B Wills (explain)
- Lester Gilbert (explain)
- Leslie Carr (explain)
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- Dr. Yvonne Howard (explain)

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Background

Employment History

Director of Education (eLearning)
University of Southampton

Board Memberships and Affiliations

Registered Practitioner (lltm)
The Higher Education Academy

Member (MBCS)
British Computer Society

Education

Ph.D. , Computer Science (Hypertext)
University of Southampton

BSc , Ship Science
University of Sothampton

Masters , Computer Science
City University

Certifications

Advanced Certificate in Wines and Spirits
Wine & Spirit Education Trust

Further Education Teachers Certificate
City and Guilds

Web References

84 Total References

CHERE - Community for Higher Education Resources Exchange
chere.ecs.soton.ac.uk, 4 Mar 2012 [cached]

Hugh Davis (EdShare - Southampton)

oneshare | ECS | University of Southampton
oneshare.ecs.soton.ac.uk, 30 Jan 2012 [cached]

Principle Investigator:**Hugh Davis** Learning Societies Lab, **The University of Southampton Email**: hcd@ecs.soton.ac.uk

semtech | ECS | University of Southampton
www.semtech.ecs.soton.ac.uk, 14 Dec 2011 [cached]

Hugh Davis University of Southampton - LSL
hcd@ecs.soton.ac.uk

Synote | ECS | University of Southampton
www.synote.ecs.soton.ac.uk, 4 Feb 2012 [cached]

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IAM - Technologies for On-line Interoperable Assessment
www.iam.ecs.soton.ac.uk, 20 Oct 2011 [cached]

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...

Bull, J., Danson, M., Conole, G., **Davis**, H., White, S. and Sclater, N. (2002) Rethinking Assessment Through Learning Technologies.

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Towards an integrated information environment with open hypermedia systems H Davis, W Hall, I Heath, G Hill, R Wilkins Proceedings of the ACM conference on Hypertext, 181-190	332	1993
MICROCOSM: An open model for hypermedia with dynamic linking AM Fountain, W Hall, I Heath, HC Davis Hypertext: Concepts, Systems and Applications (Proceedings of ECHT'90), 298-311	246	1990
Rethinking hypermedia: the Microcosm approach W Hall, H Davis, G Hutchings Kluwer Academic Publishers	165	1996

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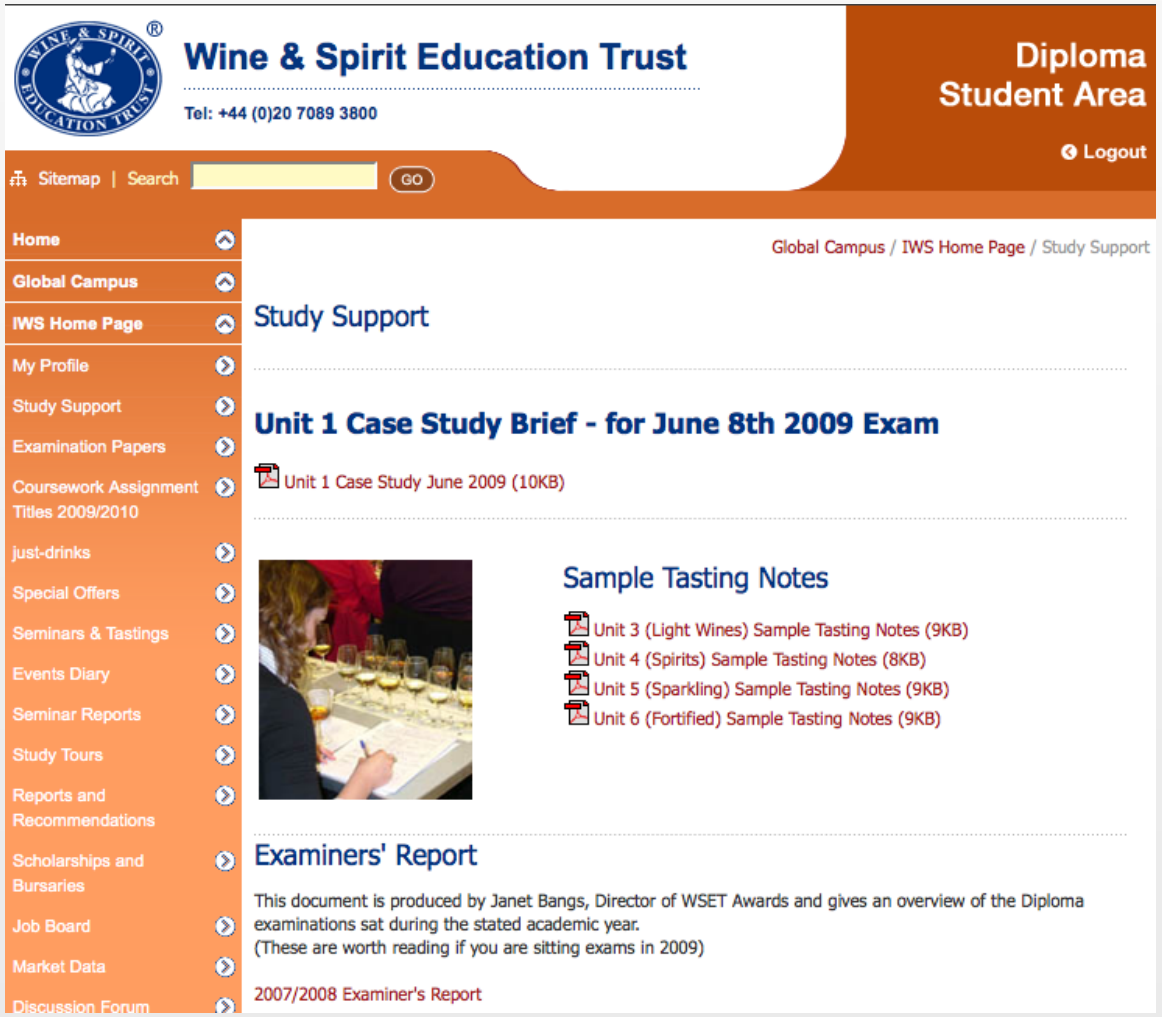
The Student of Wine Example



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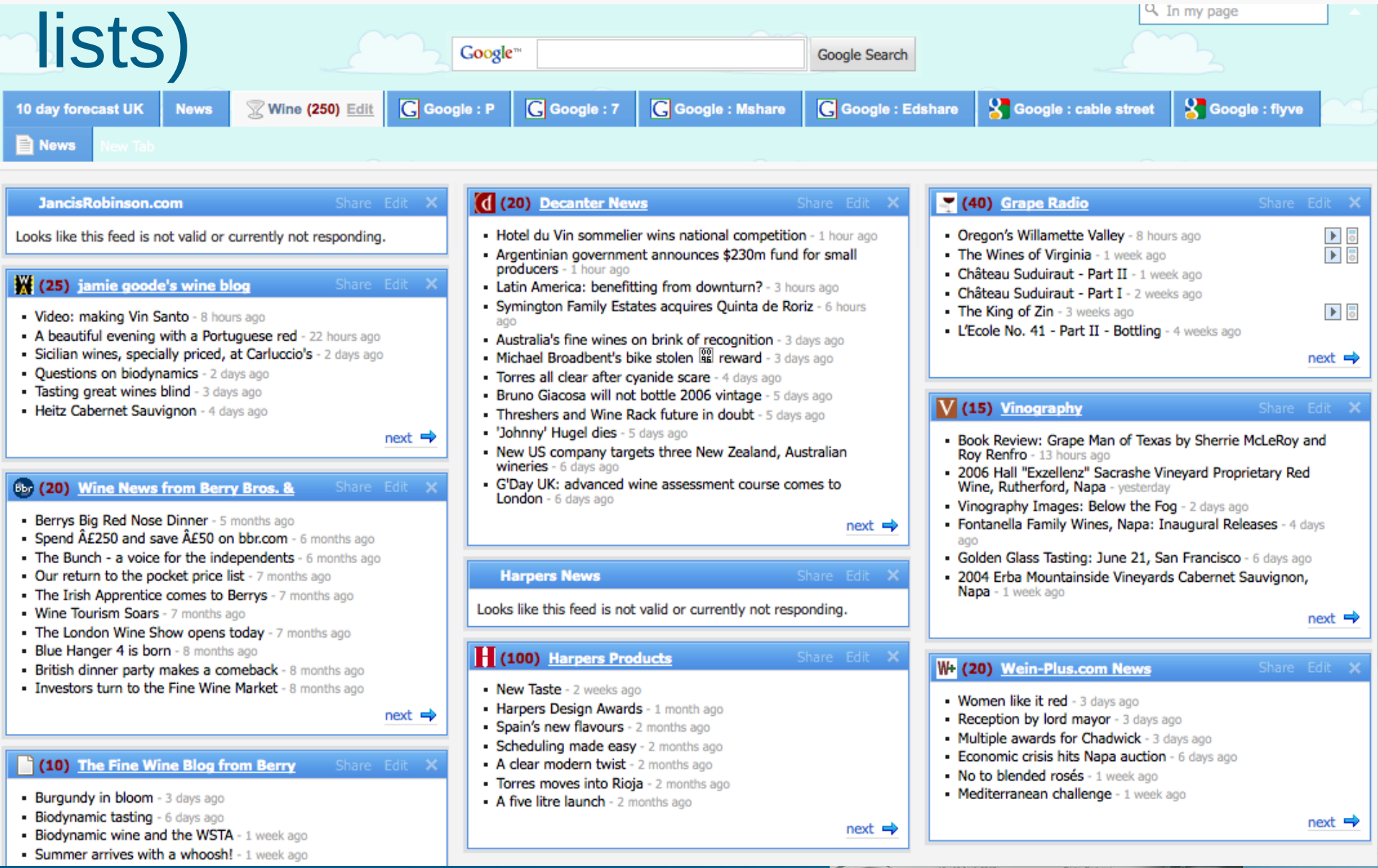
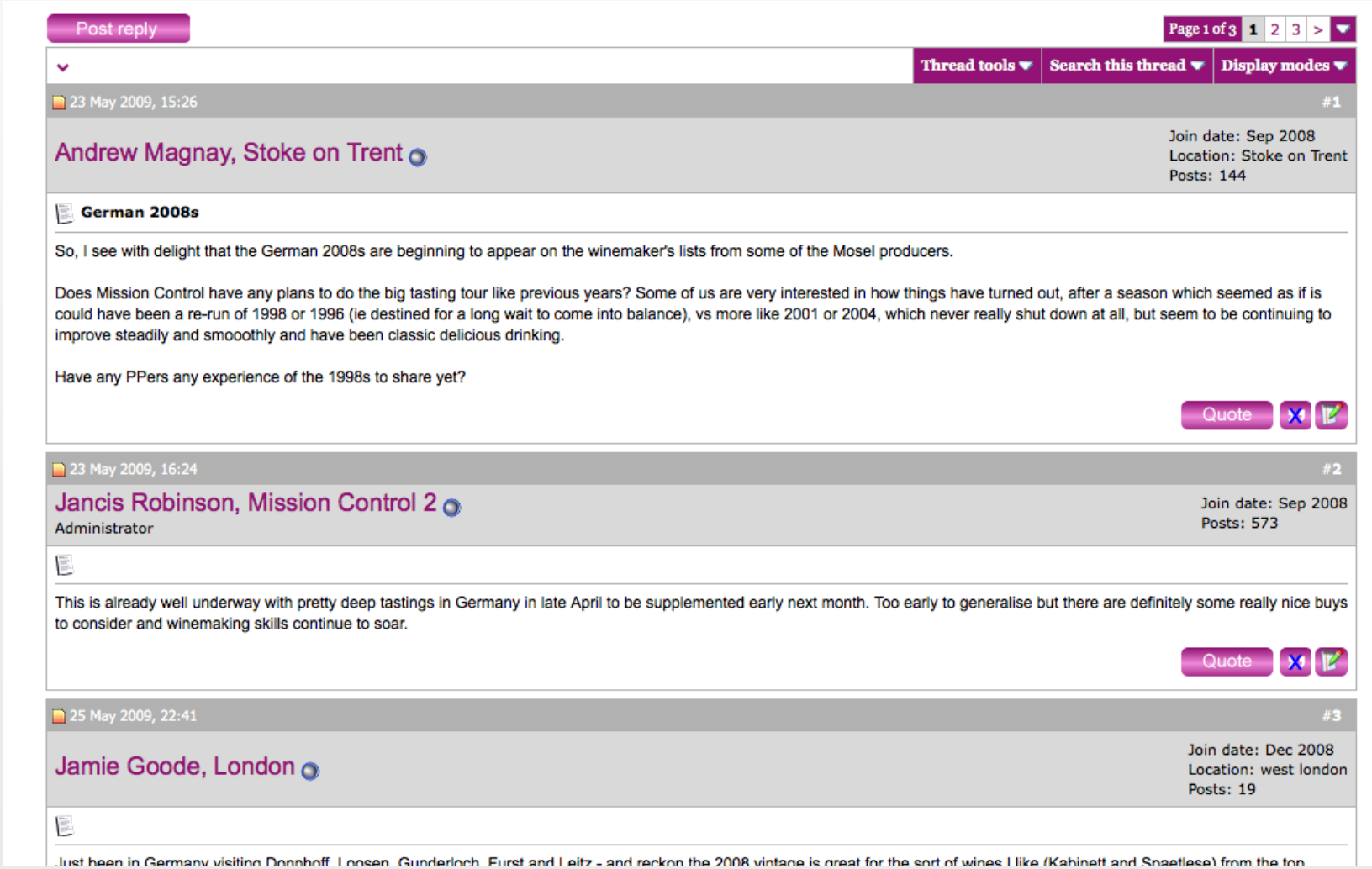


Forums



Post reply

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

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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.

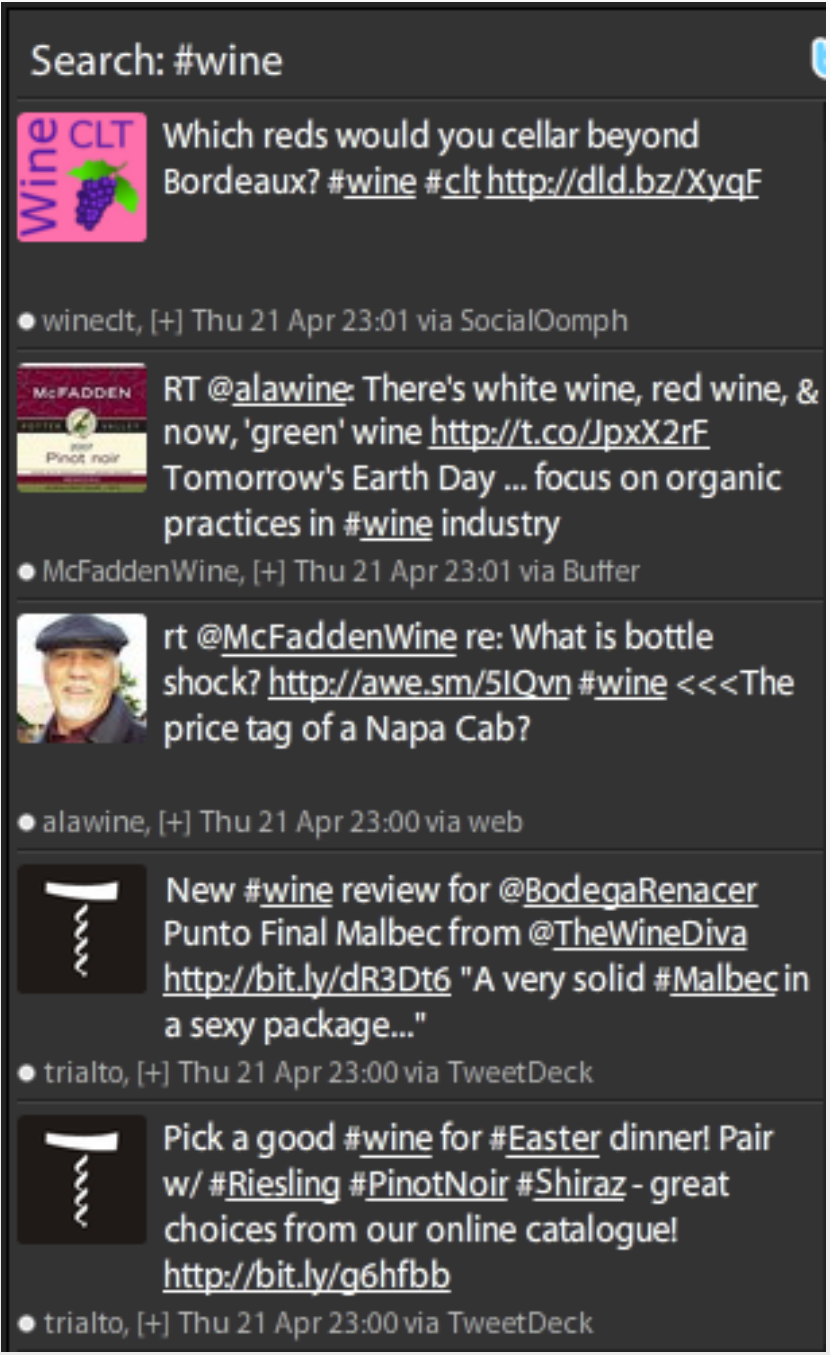
Quote

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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McFaddenWine, [+] Thu 21 Apr 23:01 via Buffer
rt @McFaddenWine re: What is bottle shock? http://awe.sm/5IQvn #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/dR3Dt6 "A very solid #Malbec in a sexy package..."
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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

Ontology

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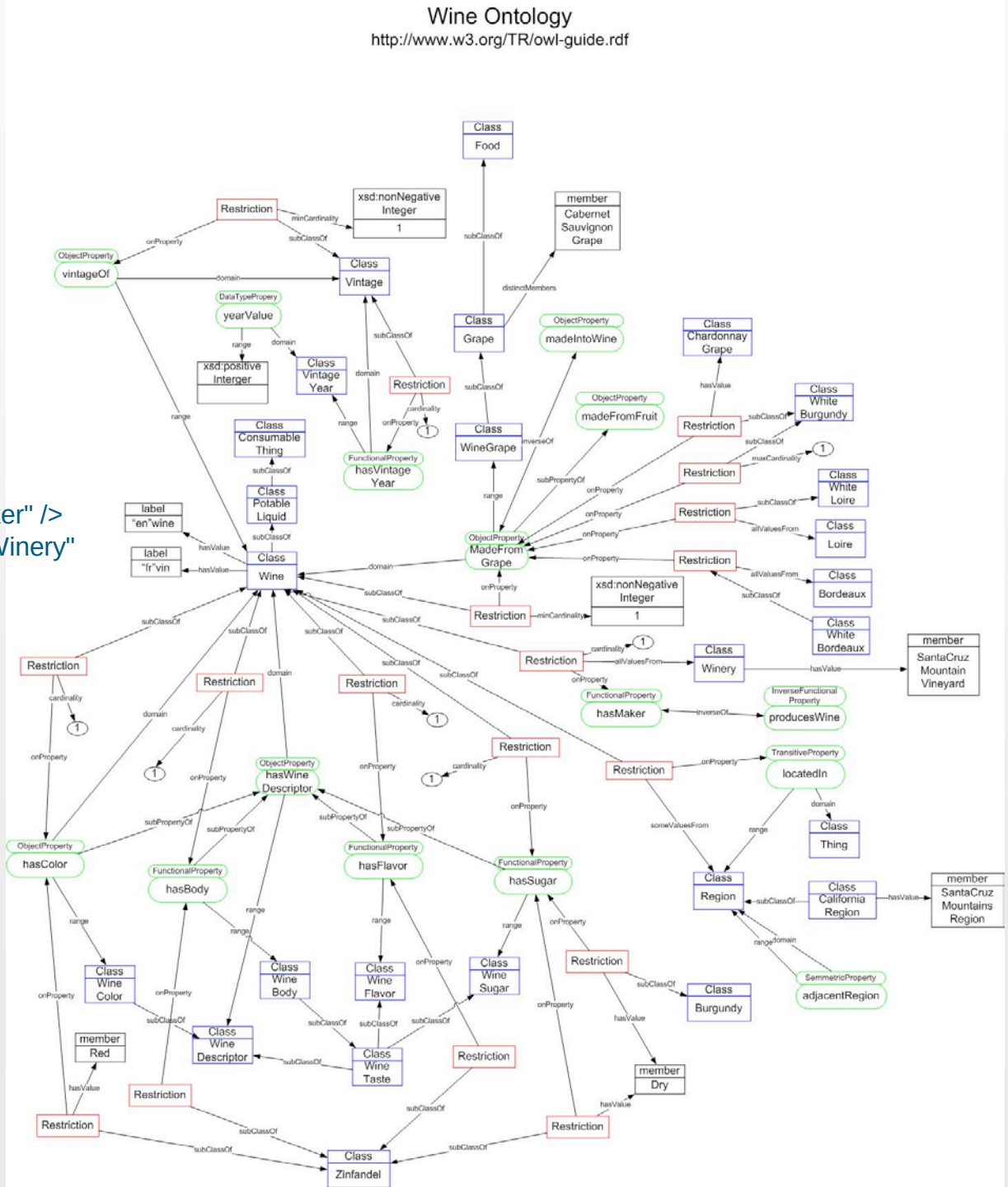

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Chris Scott's UK Wine Show

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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!

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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.

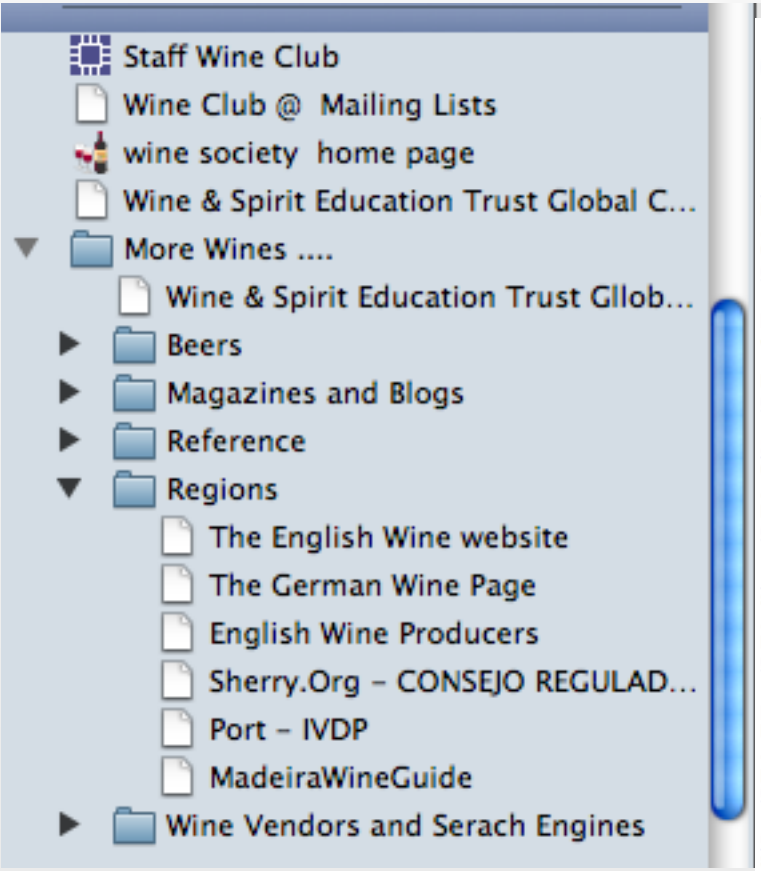
Above: Les Héritiers du Comte Lafon
Listen to Jasper & Dominique Lafon

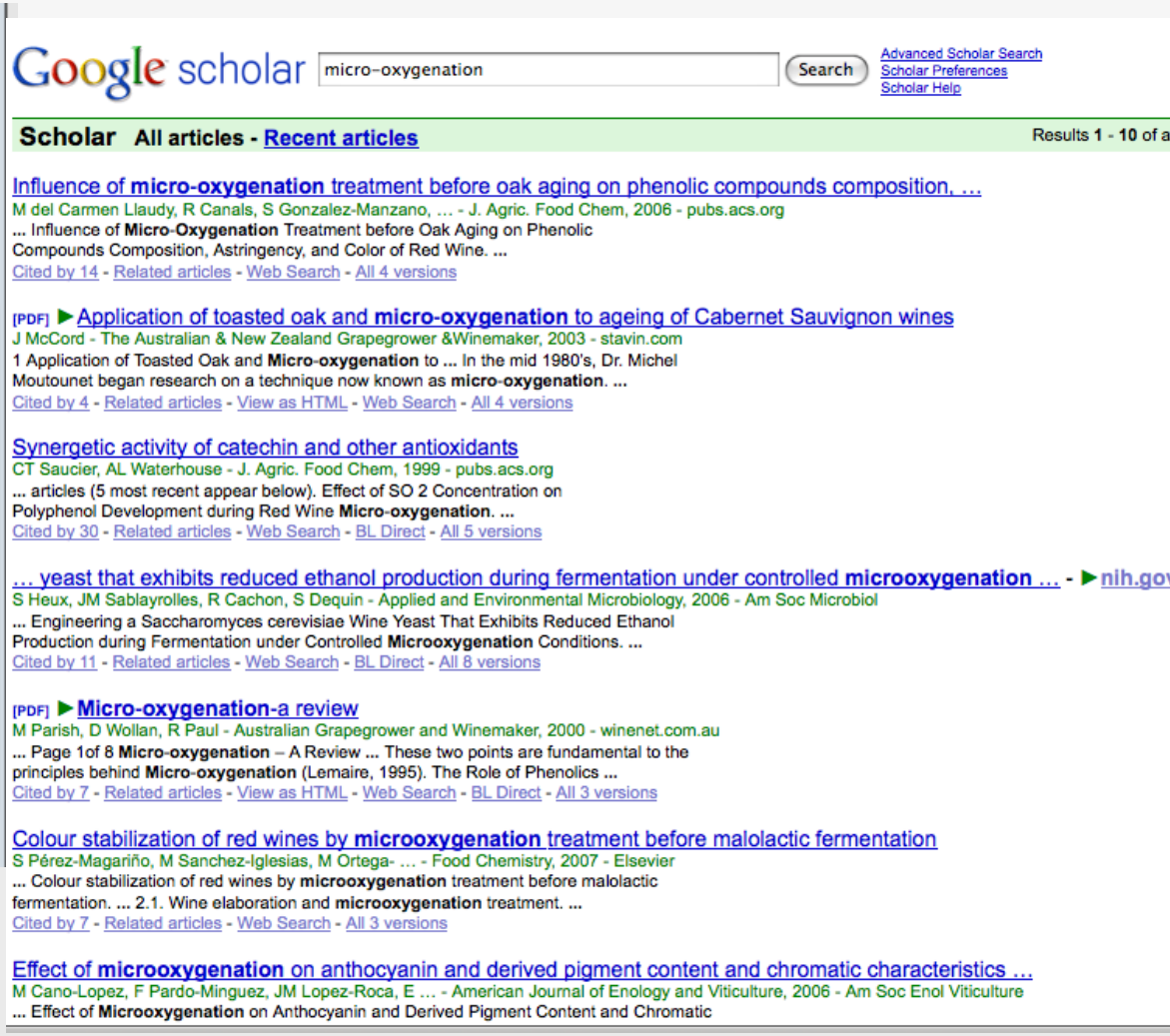
Above: Domaine du Comte Armand
Listen to Jasper & Benjamin Leroux

Above: Domaine Patrick Javillier
Listen to Jasper & Patrick Javillier

Above: Bret Brothers
Listen to Jasper & the Bret Brothers

Bookmarks and Google





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WINE KNOWLEDGE

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
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Wine Regions
→ MORE

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
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Wine Maps
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Port Wine

See Port Wine producers | See a list of Port Wine wines

According to an old saying in the Port trade, every wine would be a Port, if it could. Certainly these sweet, fortified wines demand centre stage whenever they appear. Rich, sweet, intensely-flavoured and, at their best, wonderfully majestic and harmonious, they are wines to be savoured on their own, or with a fine chunk of cheese, after a meal.

Port comes from the **Douro** region of **Portugal**, about 50 miles east of **Oporto** in the regions of the **Cima Corgo, Baixo Corgo and Douro Superior**. The **Cima (Higher) Corgo is the heart of the Port-producing region**, centred on the town of **Pinhão**, and is the source of **most high quality Ports**. The vineyards are steep, the granite and schist soil inhospitable, and the temperature very hot. Mechanisation is tricky to say the least. The landscape, with the Douro River at its heart, is stunning.

The British have played a vital part in Port's history, which continues to this day. Port started life as a full-bodied, dry, red wine, known in 17th century London as 'blackstrap'. Brandy was often added to the wine by British merchants to ensure it arrived in good condition. In 1678, however, two English wine merchants visiting the Douro region found the 'sweetish and extremely smooth' wines of the Abbot of Lamego, with whom they were staying, better than any others they had tasted. The Abbot admitted adding brandy to the wine during rather than after fermentation, and the two

Berrys' Gift Vouchers

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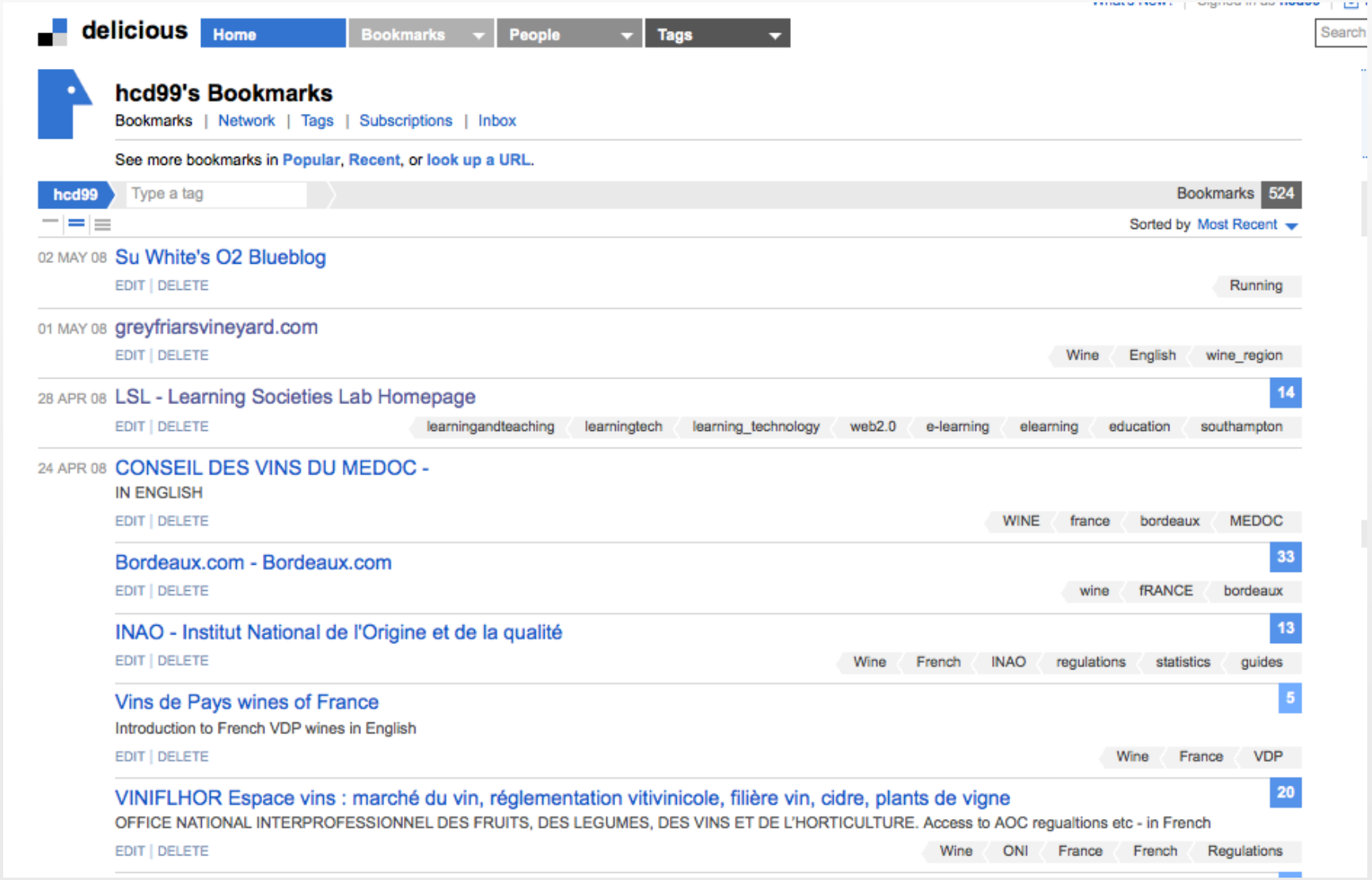
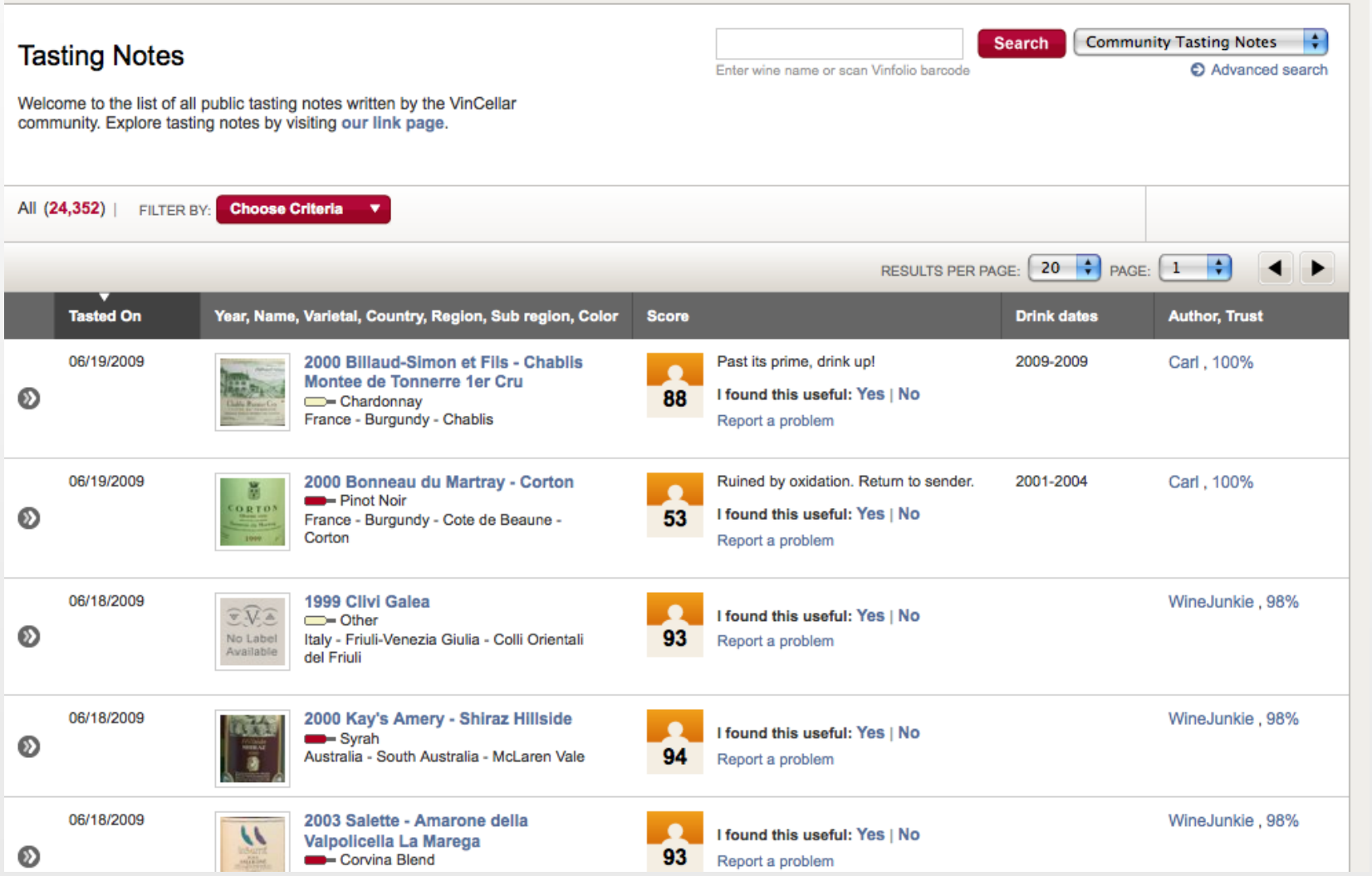


Contributing to knowledge



Tasting Notes

Search | Community Tasting Notes

Enter wine name or scan Vinfolio barcode

Advanced search

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

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 Chardonnay France - Burgundy - Chablis	88	Past its prime, drink up! I found this useful: Yes | No Report a problem	2009-2009	Carl , 100%
06/19/2009	2000 Bonneau du Martray - Corton Pinot Noir France - Burgundy - Cote de Beaune - Corton	53	Ruined by oxidation. Return to sender. I found this useful: Yes | No Report a problem	2001-2004	Carl , 100%
06/18/2009	1999 Clivi Galea Other Italy - Friuli-Venezia Giulia - Colli Orientali del Friuli	93	I found this useful: Yes | No Report a problem		WineJunkie , 98%
06/18/2009	2000 Kay's Amery - Shiraz Hillside Syrah Australia - South Australia - McLaren Vale	94	I found this useful: Yes | No Report a problem		WineJunkie , 98%
06/18/2009	2003 Salette - Amarone della Valpolicella La Marega Corvina Blend	93	I found this useful: Yes | No Report a problem		WineJunkie , 98%

Collaboration?

I tried to get the other students to collaborate on the assignments – but they didn't understand!

(So much for digital natives!)

UNIVERSITY OF Southampton

How we got here

What are the digital literacies we need now?

What tools do people use to learn and organise their lives?

What is the role of the institution in this learner centred world

- The Digital Cognitive Apprenticeship
- The iPLE
- Living and Learning examples at Southampton

The Digital Cognitive Apprenticeship

Students do not “absorb” learning skills

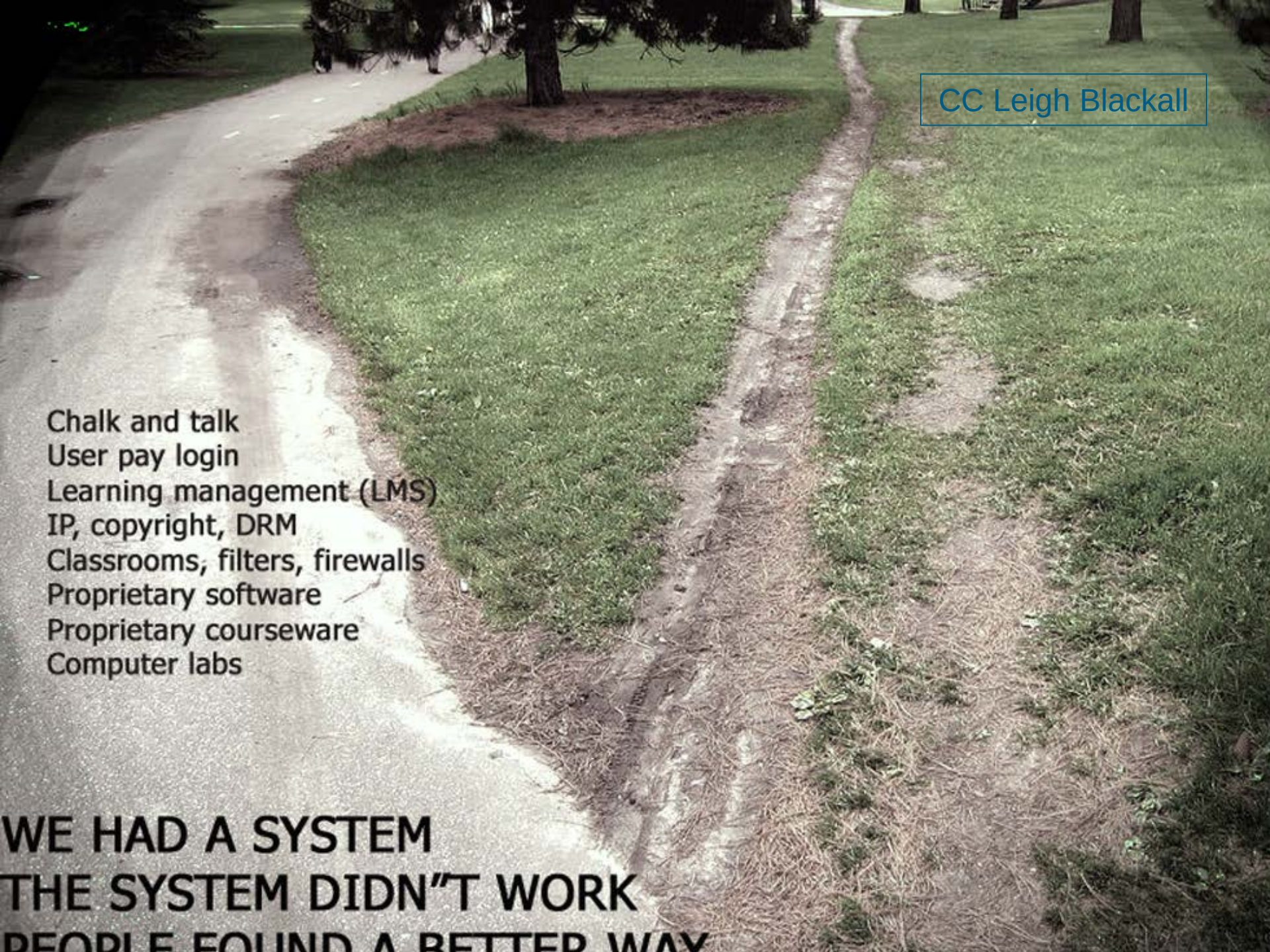
We must provide a curriculum that supports them to acquire the skills

Learners should use authentic tools and authentic data to solve authentic problems

They may need some scaffolding

Not all teachers have the skills needed to create such a curriculum

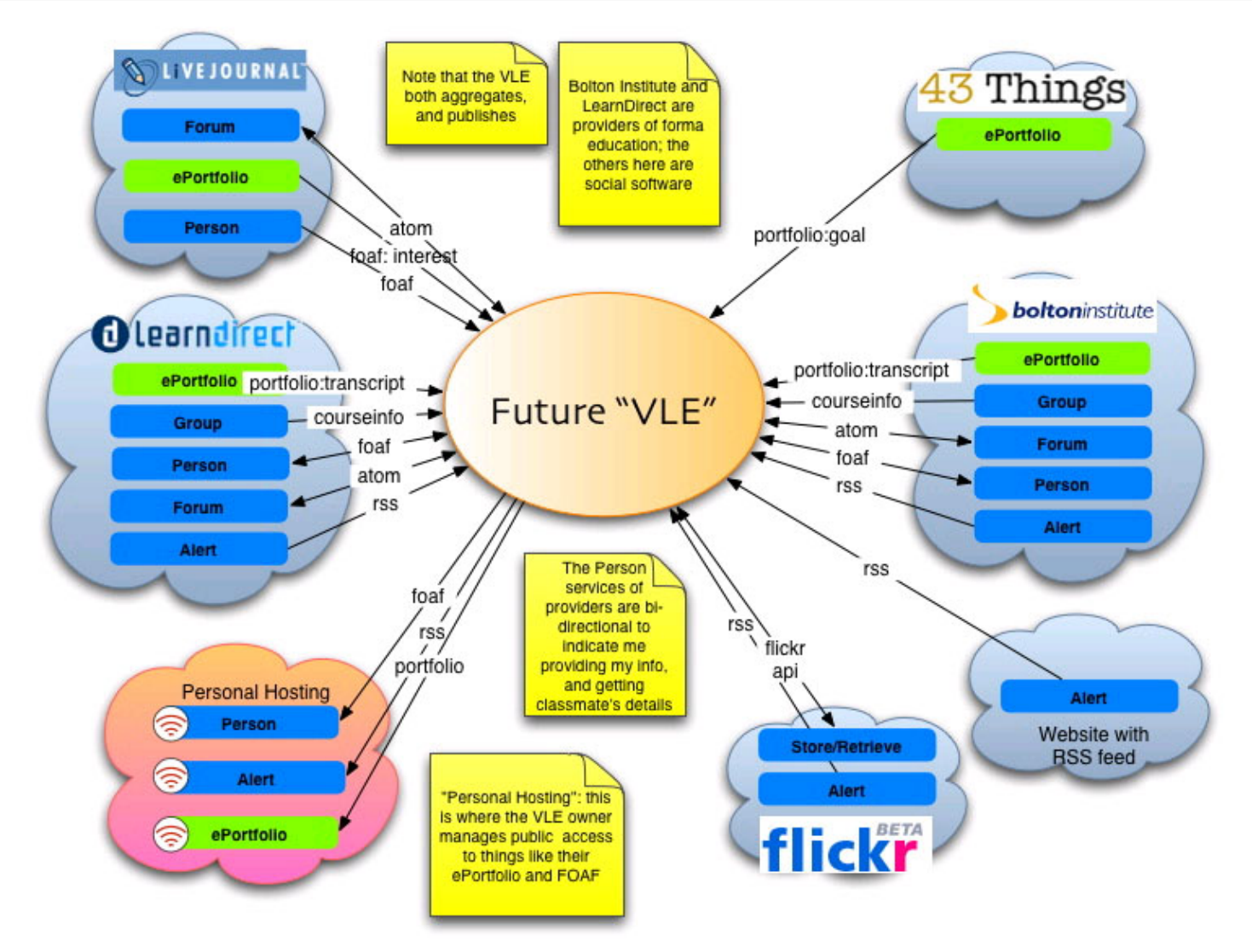
The Institution must support learners (and teachers) to achieve the skills


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 Institutional VLE

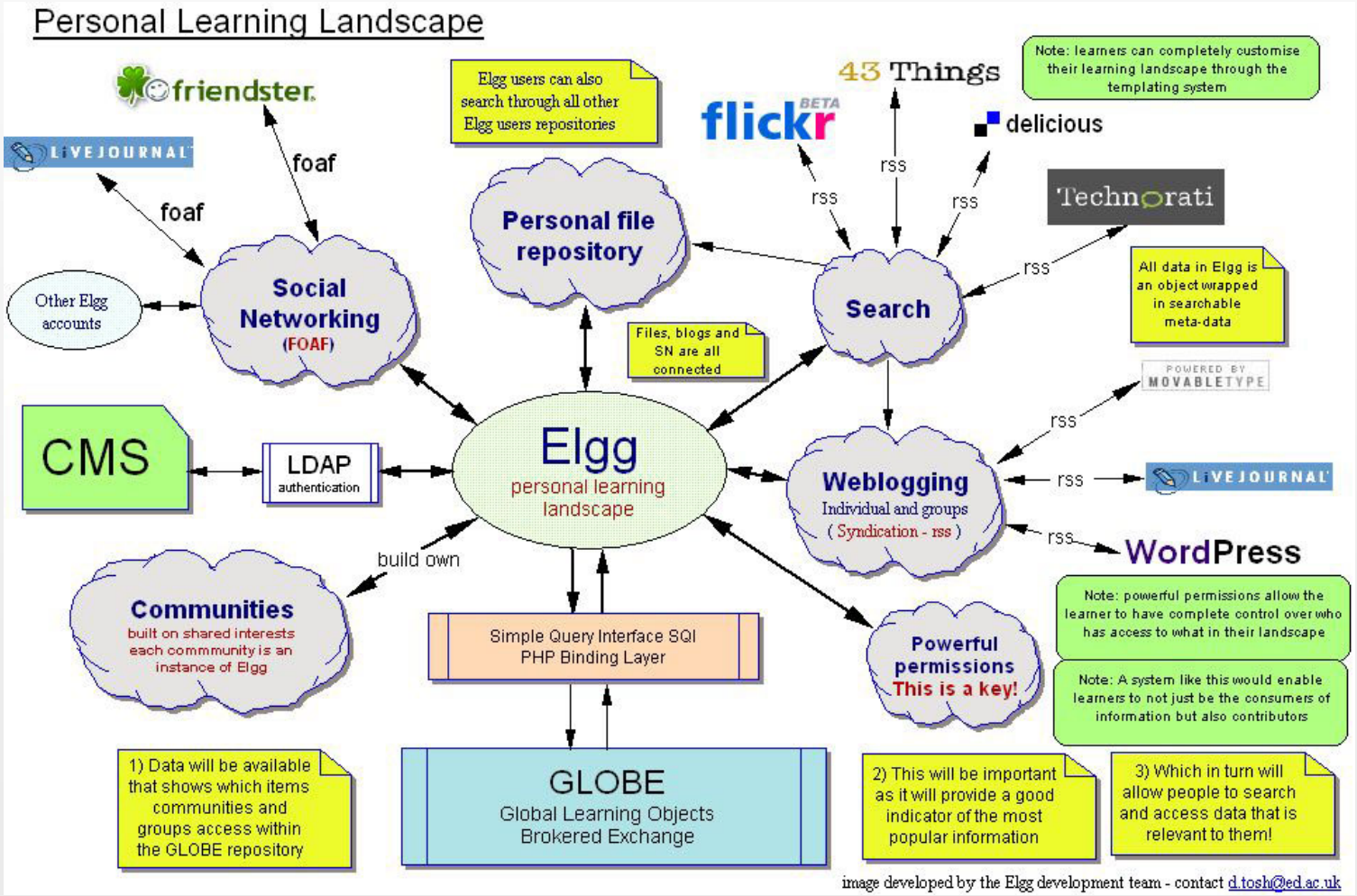
- Some might suggest that an Institutional VLE is by definition an Oxymoron
- The arguments for iPLEs include:
  - Need to scaffold learners (and teachers) in understanding the affordances of tools
  - There are some real requirements about finding all things “Southampton” at one place (or with one search engine)
  - Need to protect some teaching materials
  - Legal responsibilities (e.g. accessibility)
  - Need intranet for some discussions and data
  - People may wish not to be seen world-wide
  - Concern to have control of availability of info (is Cloud reliable enough?)
  - Preservation
  - Students may need to be assessed on their use of tools and the World Wide Web is probably not the right place for this

“The union of two apparent contraries”
e.g. ‘Extremely Average’
‘Military Intelligence’



S. Wilson, O. Liber, P. Beauvoir, C. MIlligan, M. Johnson, and P. Sharples, "Personal Learning Environments: Challenging the dominant design of educational systems," 2006. EC-TEL 2006

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



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 RIGHTS RESERVED

Mark Stubbs

JISC

Manchester Metropolitan University

Wrapping the institution around the learner

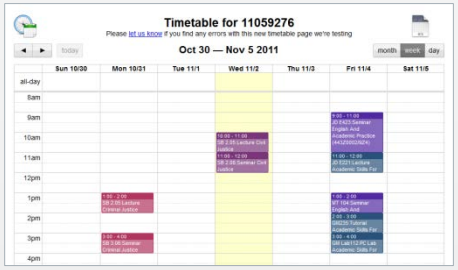
UNIT4 BUSINESS SOFTWARE

deadlines, enrolments

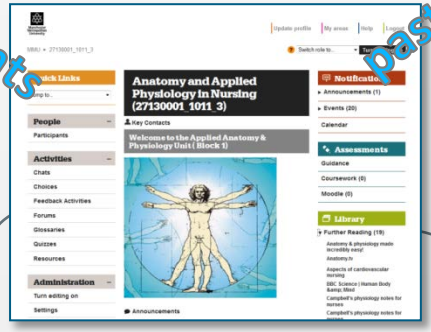
past exams, digitizations

EQUELLA DIGITAL LEARNING RESOURCES ENHANCE THE POWER

ulcc University of London Computer Centre



timetables



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Scientia.

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news, events

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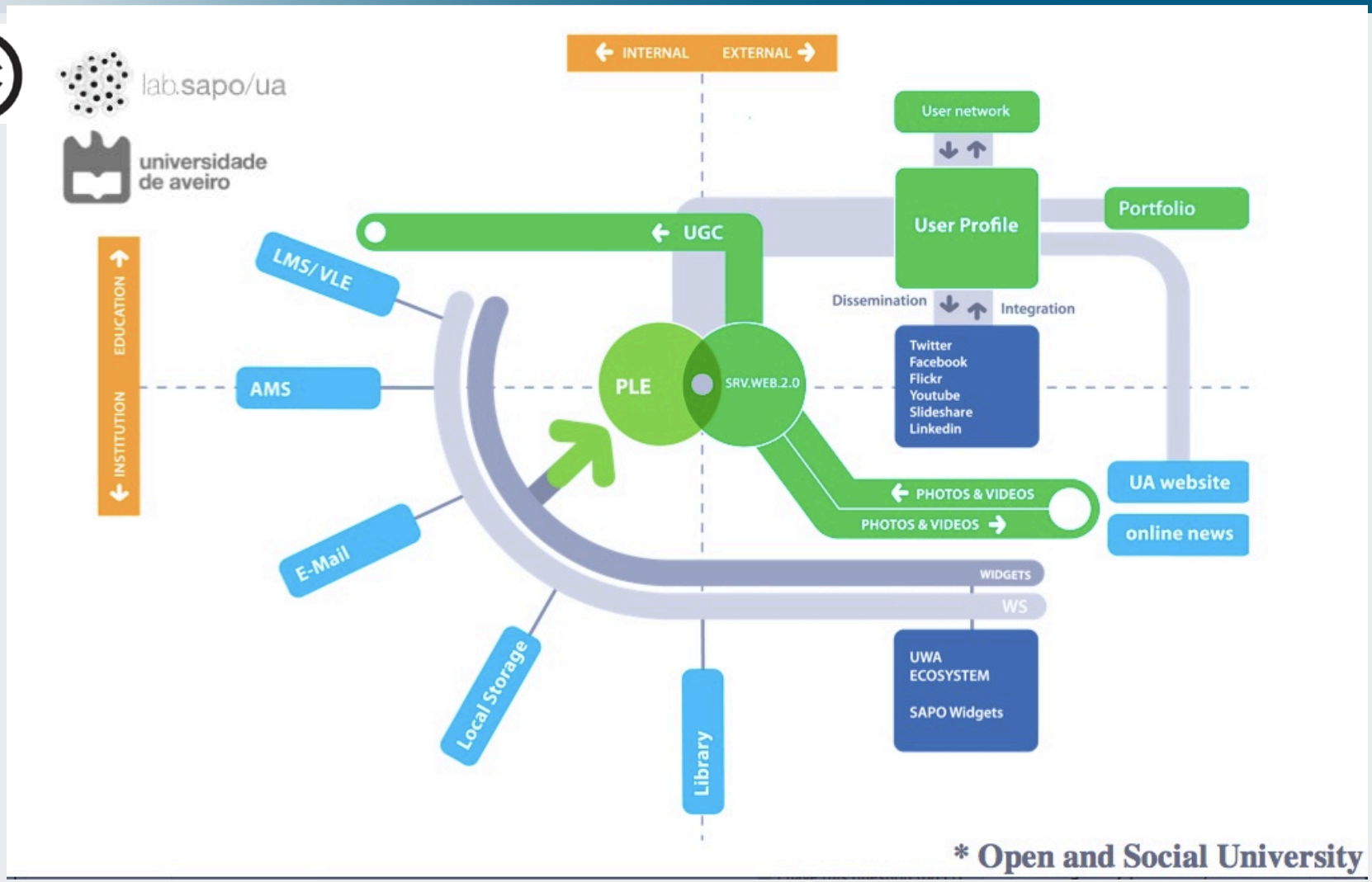
lab.sapo/ua
universidade de aveiro
INTERNAL
EXTERNAL
User network
User Profile
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INSTITUTION
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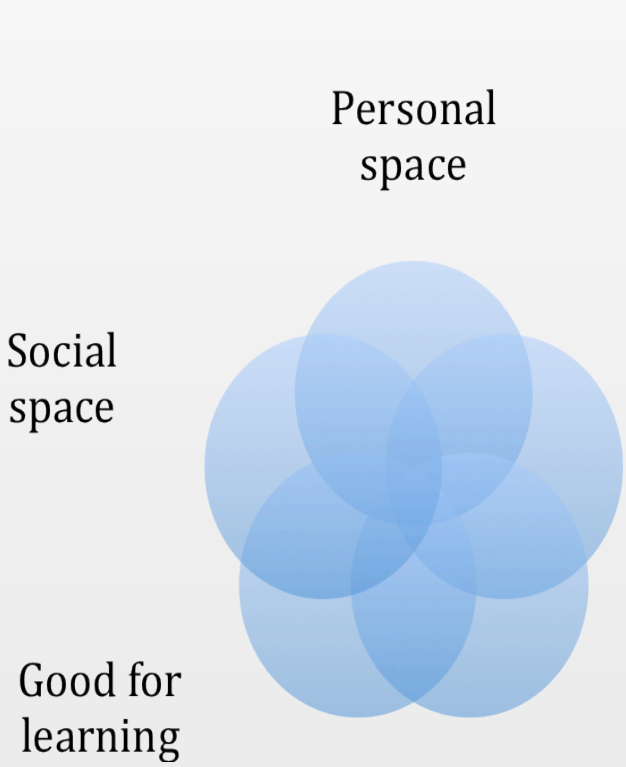
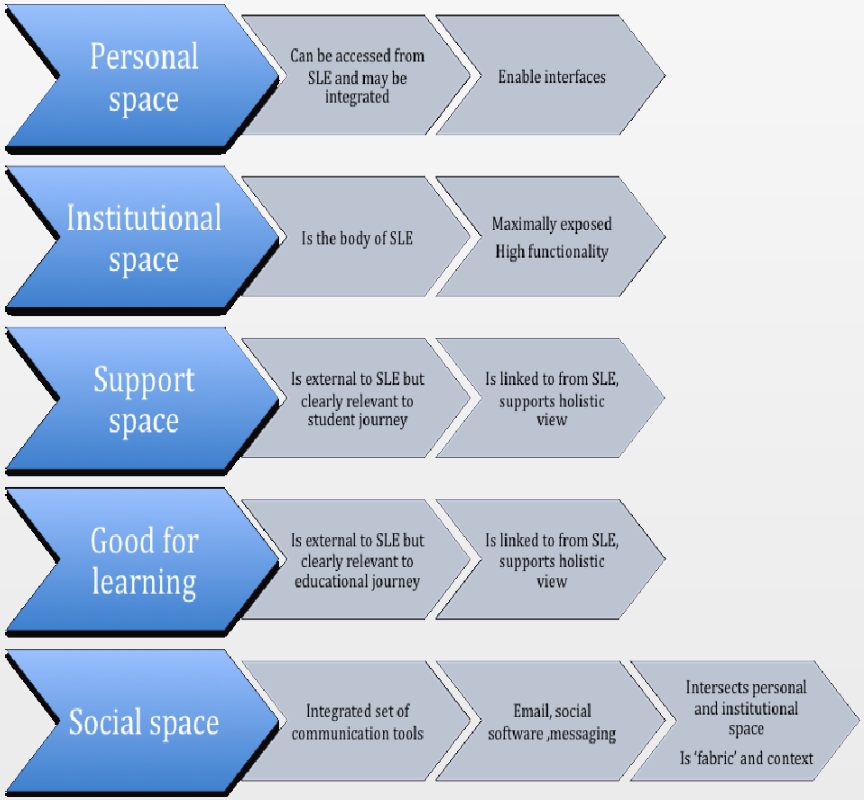
Slideshare
Linkedin
PHOTOS & VIDEOS
PHOTOS & VIDEOS
UA website
online news
E-Mail
WIDGETS
WS
UWA ECOSYSTEM
SAPO Widgets
Local Storage
Library
* Open and Social University

Southampton Learning Environment Organizational View:





The Southampton Learning Environment - Goals

- 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)

SLE Principles

Support full learner journey

Personalised and personalisable

Support collaboration

Intuitive to search, navigate and use

Flexible and agile development

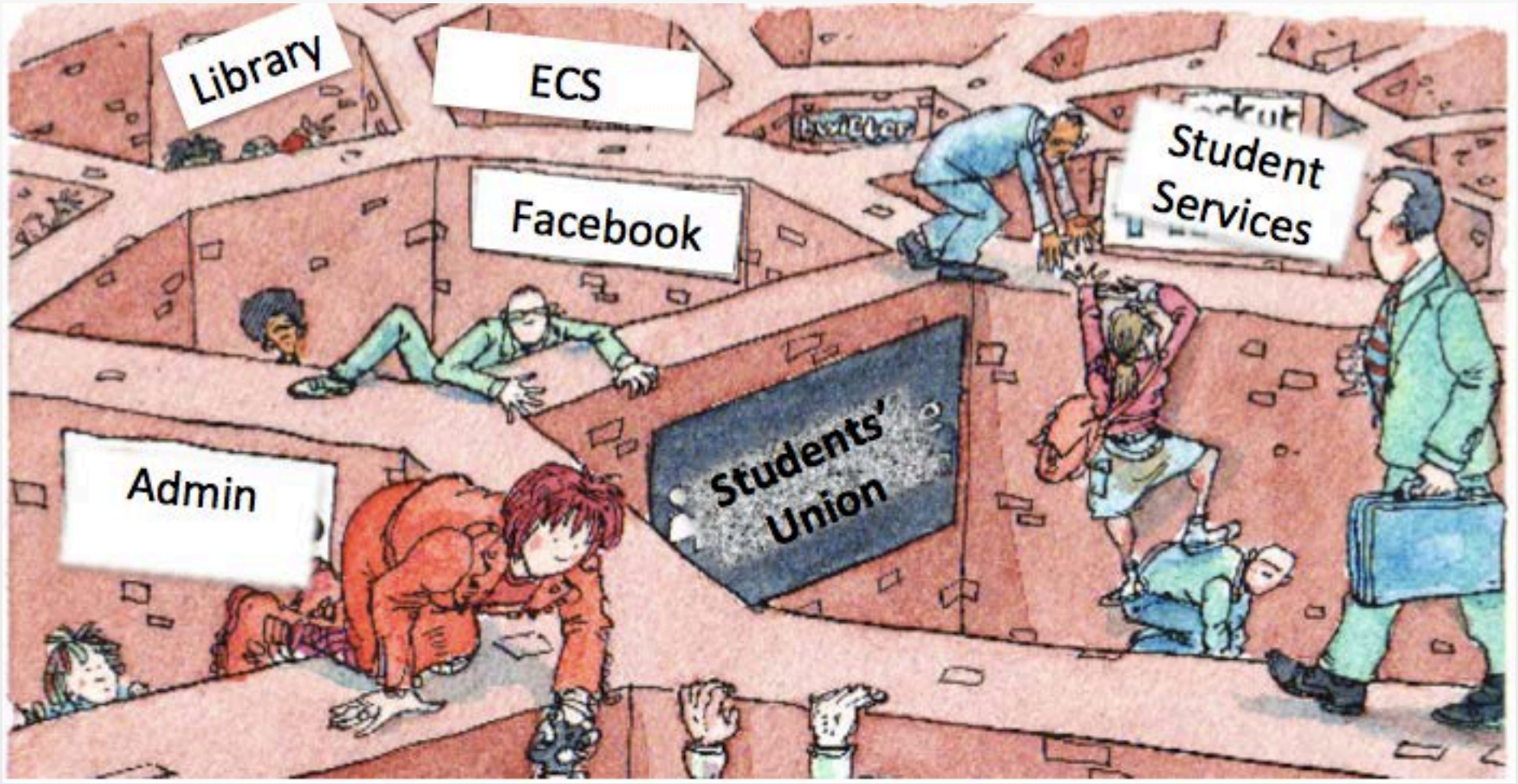
Location independence

Single (and essential) point of access

Platform independence

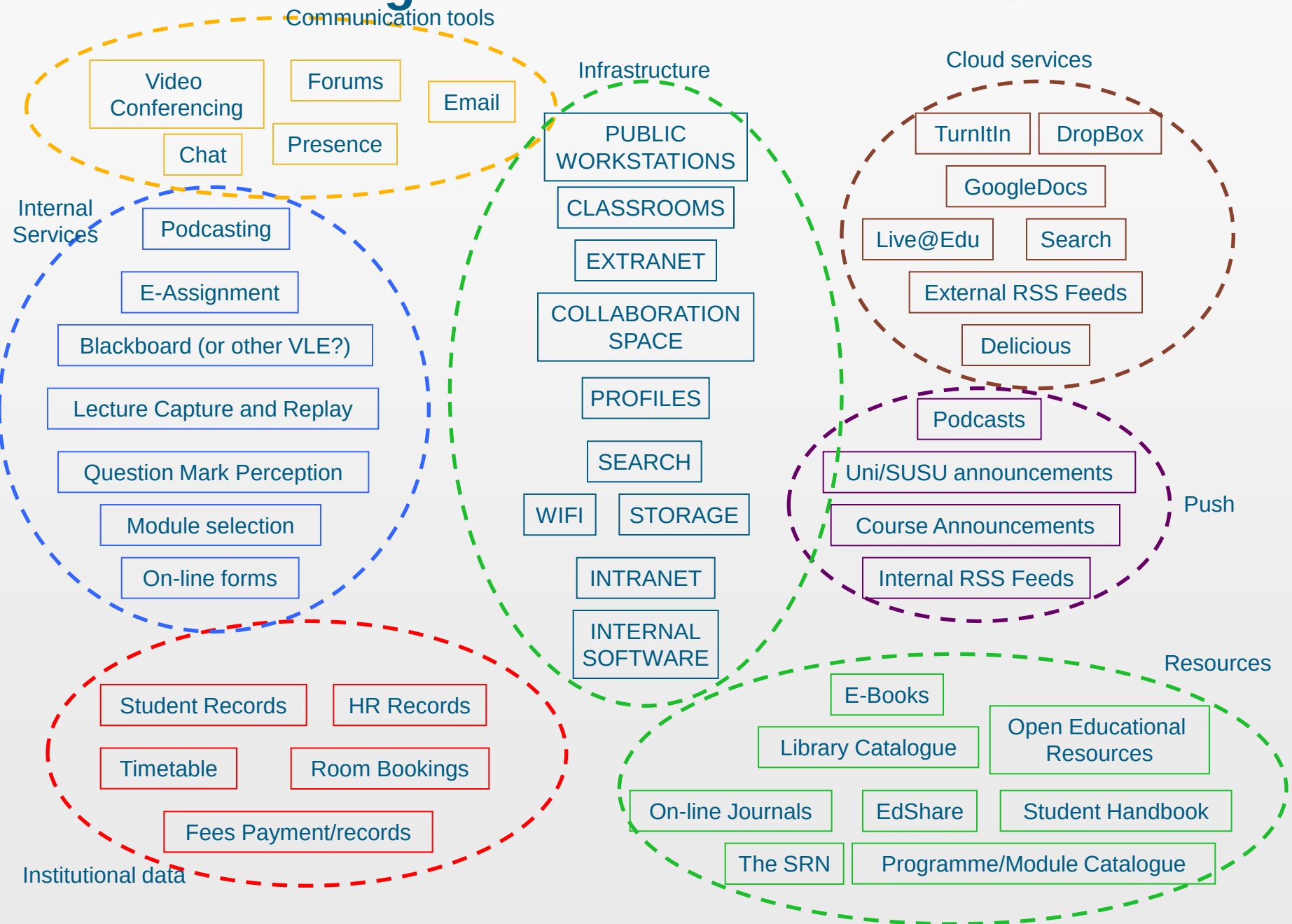
Meet all legal requirements and responsibilities

We want to climb over the walls…



With apologies….
Adapted from image used by tbl, originally from the economist I think

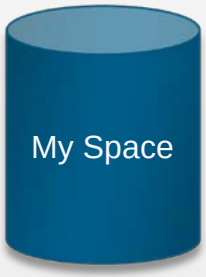
We want to integrate tools and information



Some applications we are leading on

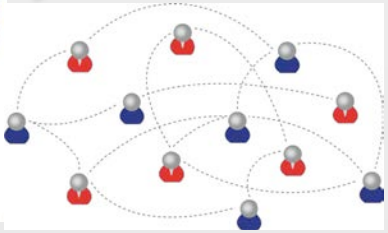
- Let me personalise my personal timetable
- Let me select my module options (fully informed)
- Let me book an un-used classroom near me for a SEG group meeting
- Tell me what bus I need to leave home to get to my next lecture in time
- Remind me of the name of my tutee who is standing in front of me now, and let me know their current progress.
- Create a workflow to allow submission of papers and redistribute anonymously for peer review

An iPLE needs to be a lightweight binding between authentic applications



Public Profiles

Communication



Mobility

User generated On-line forms

Take away messages

Digital literacies are essential attributes of our students;

The institution can play a role in this by providing a digital environment that scaffolds the development of these skills;

The iPLE must

- Be lightweight binding between services/applications;
- Add value by integrating institutional data;
- Be flexible and personalisable

Thank you

Any questions?

Thanks to Su White for her contributions to this talk

Hugh Davis
CITE
The University of Southampton, UK
users.ecs.soton.ac.uk/hcd (saw)

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