

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



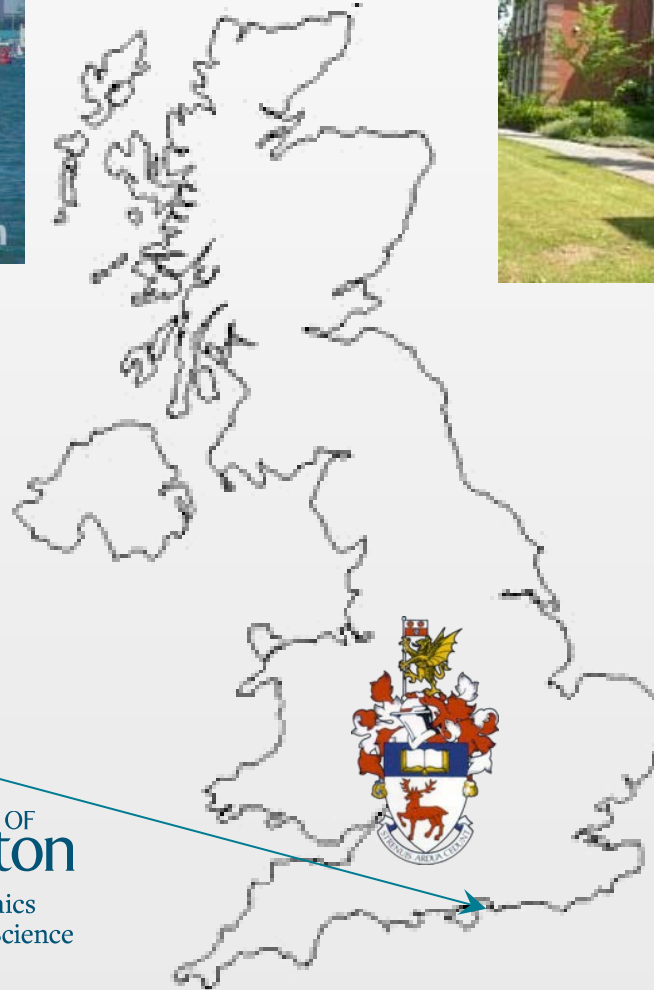
Context



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and Computer Science



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Charter 1952
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Russell Group
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The thesis of this talk:

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.



How we got here

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

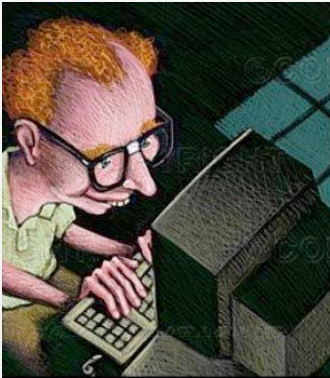
What are the digital literacies we need now?

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)

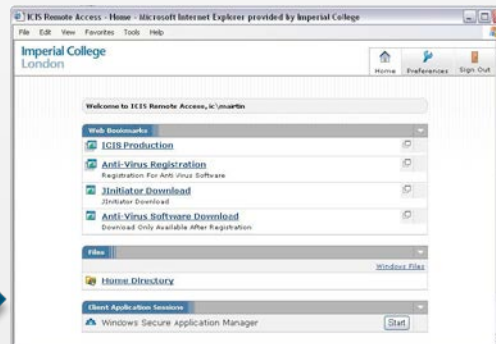
Webmaster



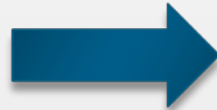
+ Teacher



html Static Web Pages



ftp



http

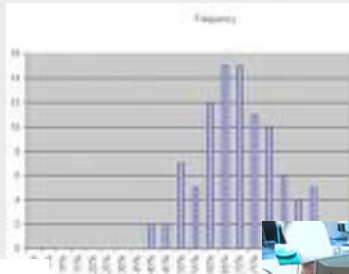


What model of learning
does this assume?



Virtual Learning Environments (VLE)

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



Electronics and Computer Science

Circuit Theory Revision Test

Use the voltage divider equation to calculate the voltage V_{AB} in the circuit shown.

Options:

- ☐ 2.0V
- ☐ Don't know
- ☐ 1.0V
- ☐ 0.79V
- ☐ 1.67V

Submit Reset

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Blackboard Learn University

My Institution Courses Content Community

Add Module Personalize Page

Tools

- Announcements
- Tasks
- View Grades
- Send Email
- User Directory
- Address Book
- Personal Information
- Calendar

My Courses

Courses in which you are enrolled:

Oceanography

Instructor: Joe Apple

World History

Instructor: Sam Hutchins

Campus Announcements

[Campus Picnic](#)

[Building Construction during Summer Term](#)

No course announcements have been posted in the last 7 days. [more....](#)

Bookmarks

- [Science Daily \(Oceanography News\)](#)
- [NASA Oceanography Library](#)
- [Job Fair](#)
- [Student Services Center](#)

My Calendar

- 12:00 PM - 1:00 PM on 6/4/09: [Pick up textbooks at Bookstore](#)
- 2:00 PM - 3:00 PM on 6/5/09: [Meet with Advisor Hicks about next term](#)
- 3:00 PM - 4:00 PM on 6/5/09: [Bio Study Group @ Library](#)
- 7:00 PM - 11:00 PM on 6/5/09: [Charity Concert @ The Courtyard](#)

My Grades

Course	Grade
Oceanography	90%

Last Updated Jun 4, 2009 12:05 PM

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 support

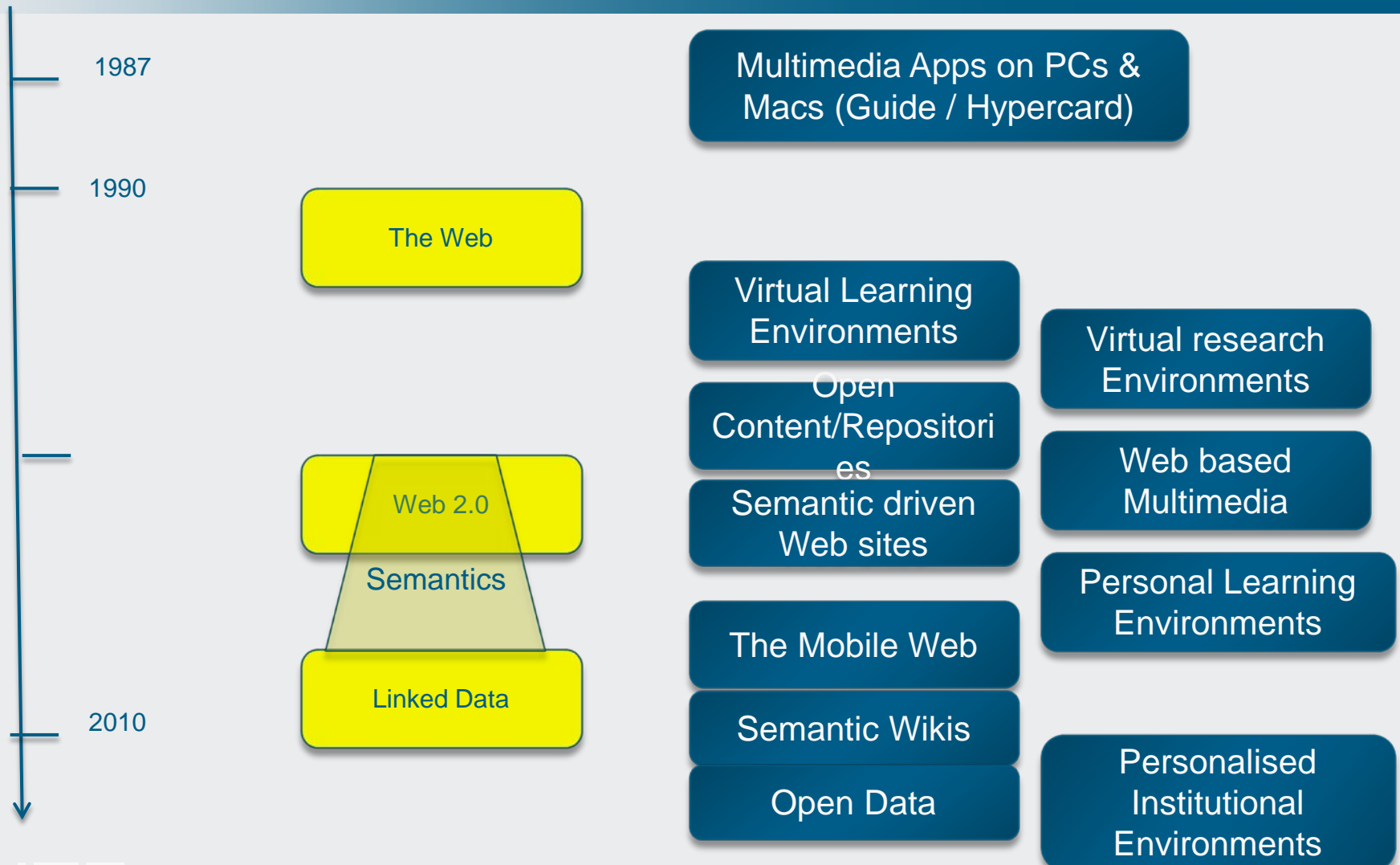
In summary:

VLEs provided a toolkit to enable teachers to do:

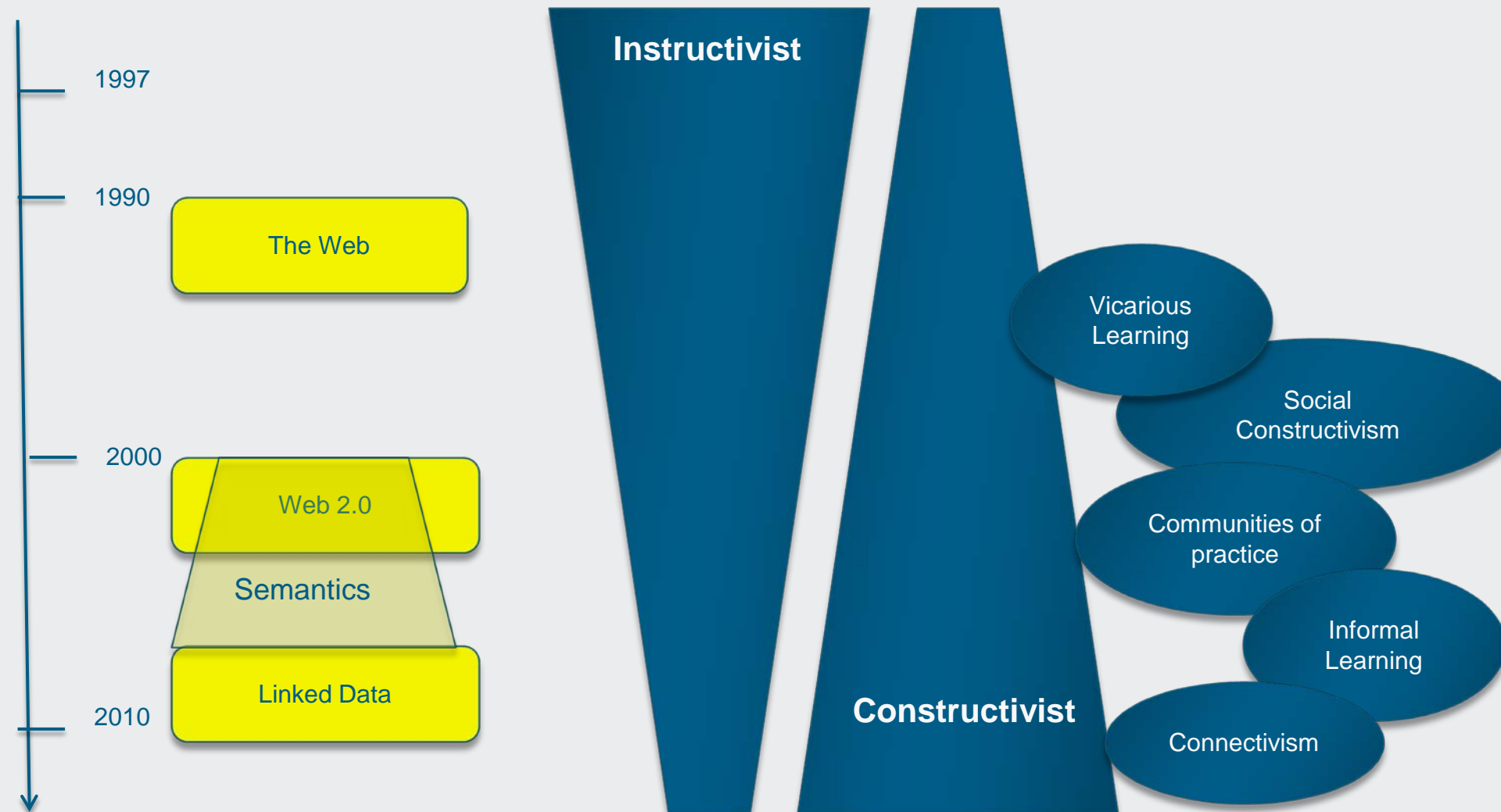
- file creation and distribution,
- email and announcements,
- chats and forums,

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

Platforms

Blackboard
learn.

Blackboard
collaborate.

Blackboard
connect.

Blackboard
transact.

Blackboard
analytics.

Blackboard
mobile.

Ray Henderson

Bb Blackboard

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03/26/2012

Evolution Unbound: Blackboard embraces open source.

Evolution Unbound

Evolutionary biologists once widely believed that change in organisms occurred in a smooth arc of continuous change over time. In recent decades that notion was challenged by a new view that the natural record shows long periods of stasis interrupted by bursts of change.[1] I'm pleased to share that after years of modest but important change today we're announcing a punctuated evolution at Blackboard.

Context for Our Evolution

Over the past two years we've updated our vision for education and our changing role within it. We've added a range of both software and services products to our portfolio that reflect a broadened focus—on the whole student lifecycle within the institutions we serve, rather than just online homework and related workflow.

RECENT POSTS

[Evolution Unbound: Blackboard embraces open source.](#)

[A Letter to Our Clients](#)

[Going, Going, Gone Private](#)

[Steve Jobs](#)

[Blackboard's Next Chapter](#)

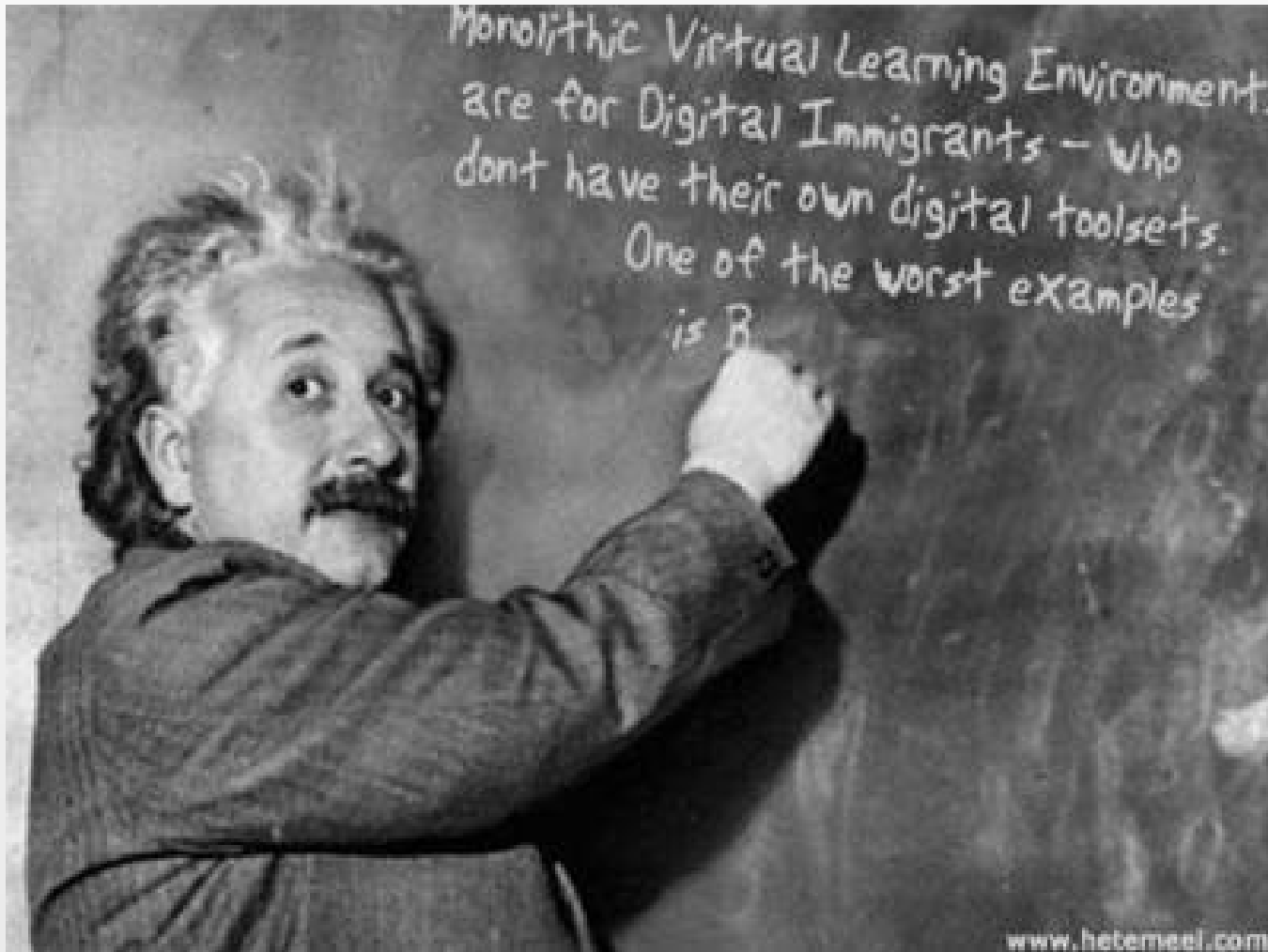
[Community Colleges, Dev Ed, and Innovation](#)

[Free Hosted Online Courses from Bb, Really?](#)

[Blackboard's Next Act: Opening the Lens on Our Vision for Education](#)

[Follow-Through: Blackboard's Next Act](#)

The VLE is Dead – long live the VLE



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

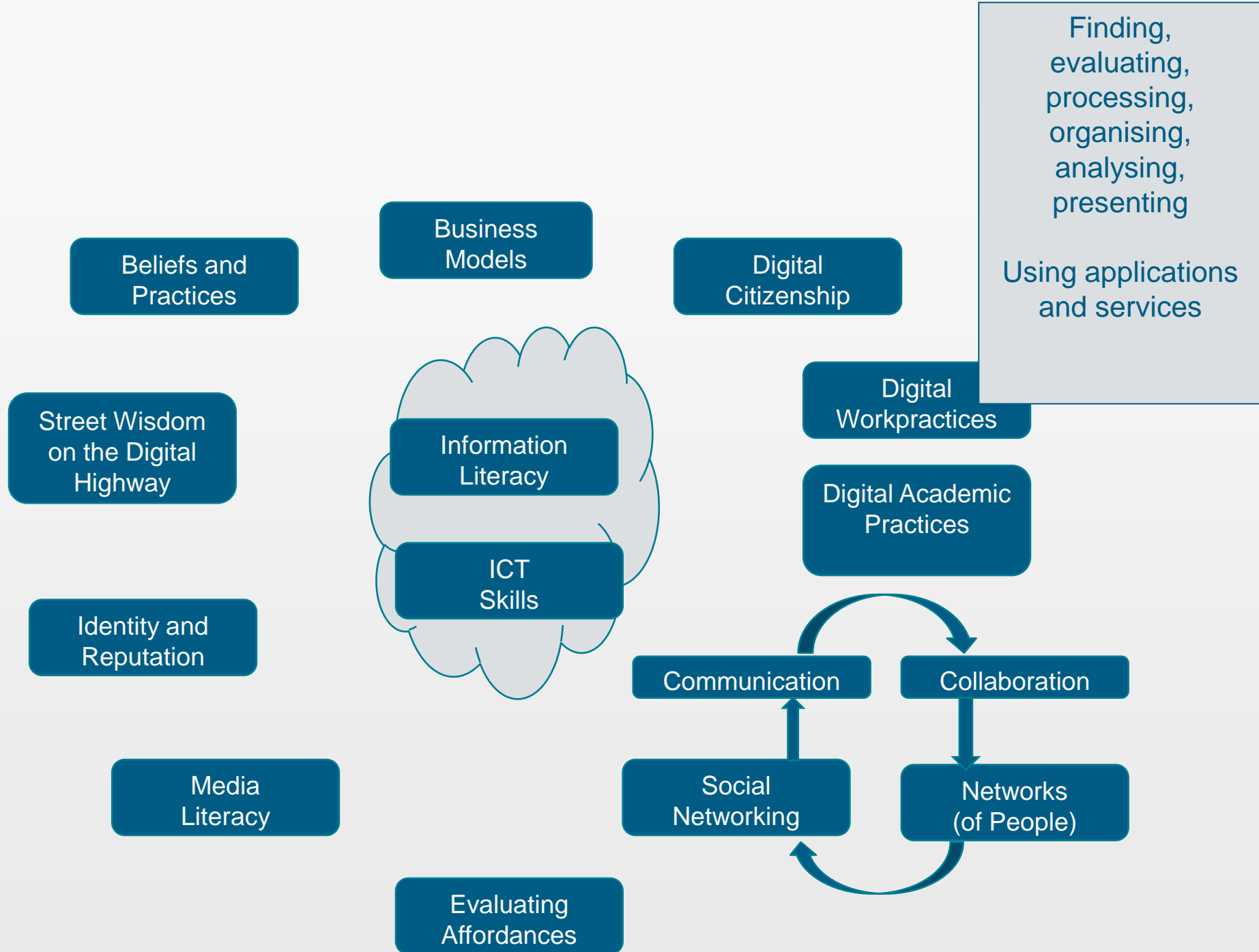
How we got here

What are the digital literacies we need now?

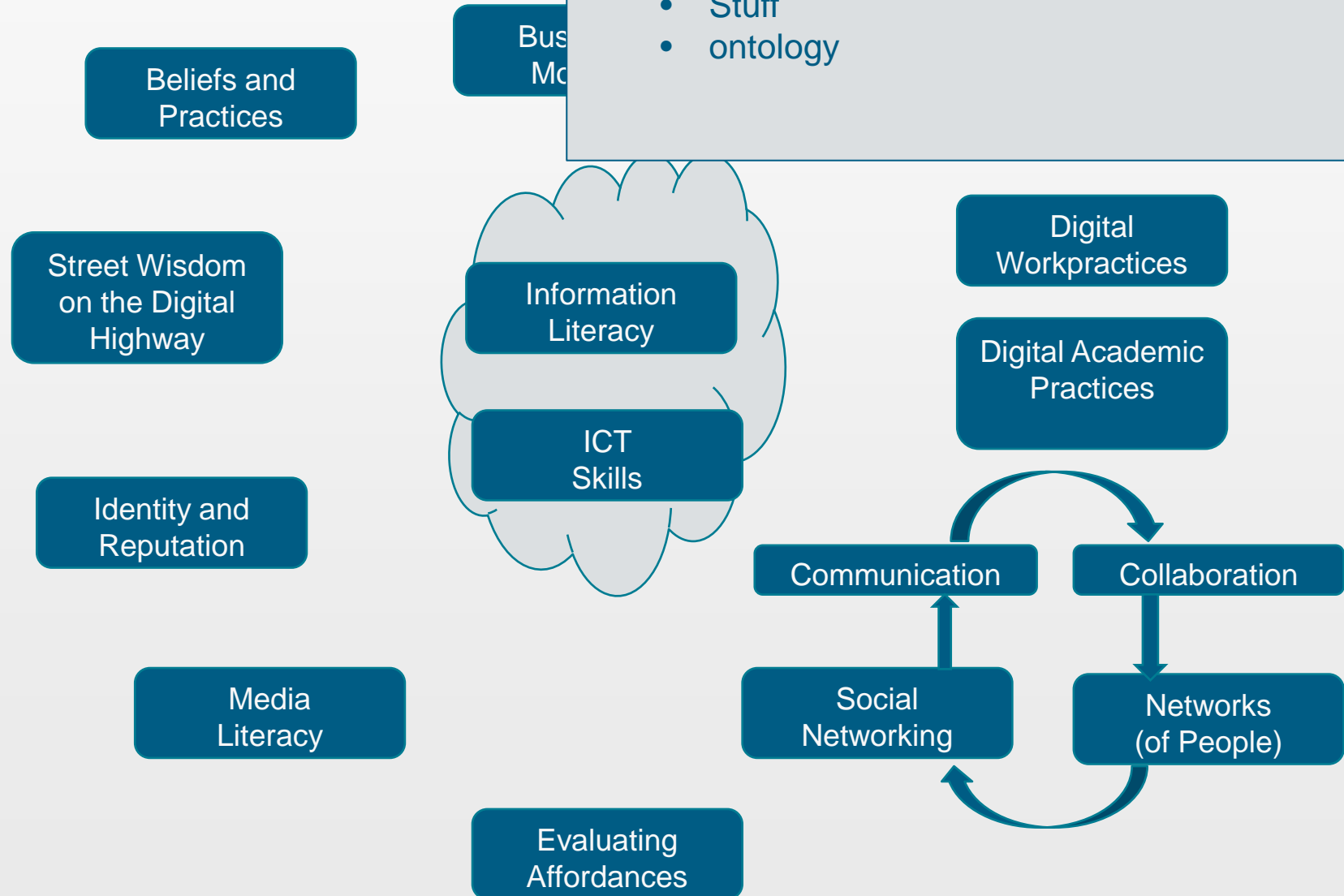
- Defining Digital Literacies
- The digital native myth
- The Facebook problem

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

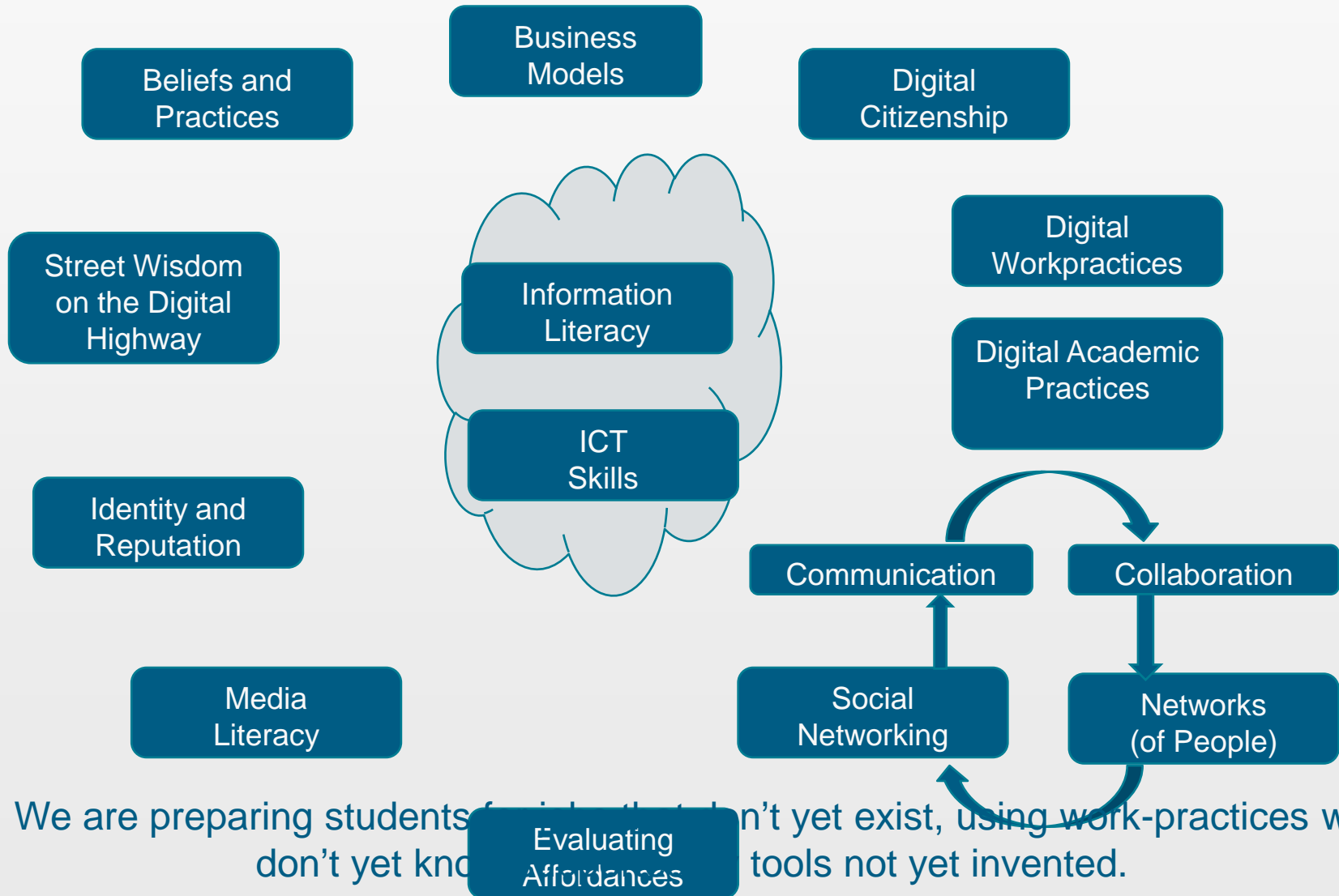
What is the role of the institution in this learner centred world?



- 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



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

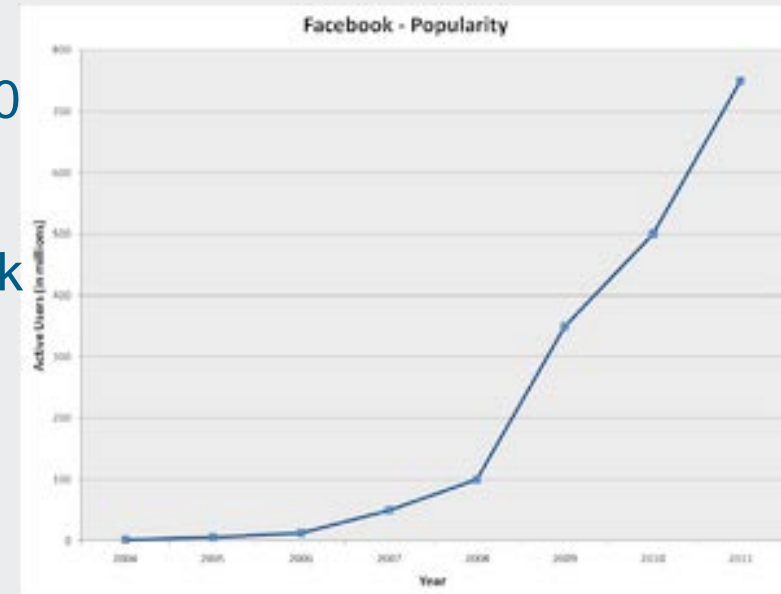
		<i>More than once a day</i>	<i>Daily</i>	<i>More than once a week</i>	<i>Weekly</i>	<i>Monthly</i>	<i>Have used</i>	<i>Never</i>
	Blackboard	143	218	215	122	65	72	82
	Online assessments	15	20	51	100	164	342	190
	SUSSED Portal	312	252	102	77	54	59	30
	Facebook	422	189	101	50	29	36	84
	Text Messaging	571	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.icio.us / 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



How we got here

What are the digital literacies we need now?

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

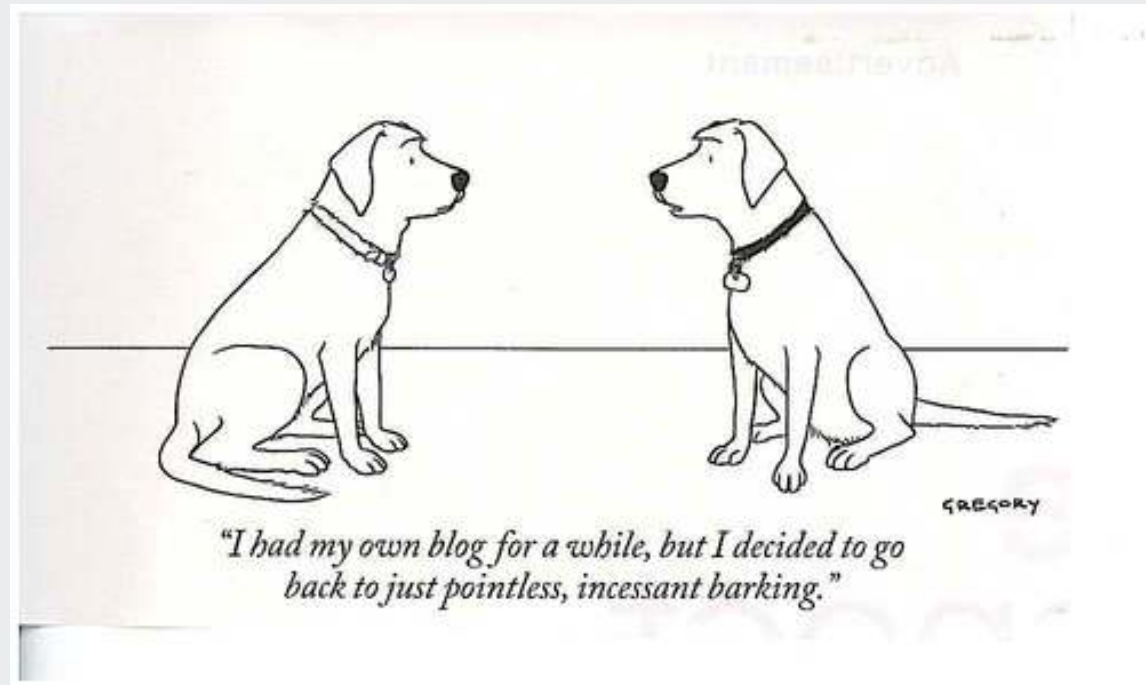
- The PLE
- The Wine example

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



elefanta.pl	Email	Email App	Embarkons	euCliquei	Evernote	extraplay
EzySpot	FabDesign	Fabulously40	Facebook	Fark	Farkinda	Fashiolista
Fashion Burner	FAVable	Faves	favlog	Favoriten	Favorites	Favoritus
Flaker	Floss.pro	Folkd	Formspring	FreeDictionary	Fresqui	FriendFeed
funP	fwisp	Gabbr	Gamekicker	GiveALink	GlobalGrind	Gmail
Go.vn	Godudu	Good Noows	Google	Google+ Share	GreaterDebater	Grono.net
Haber.gen.tr	Hacker News	Hadash Hot	Hatena	Healthimize	Hedgehogs	HelloTxt
historious	Hot Bookmark	Hotklx	Hotmail	HTML Validator	Hyves	Identi.ca
ihavegot	Index4	Indexor	Informazione	Instapaper	InvestorLinks	iOrbit
iSociety	iWiW	Jamespot	Jappy Ticker	JoliPrint	Jolly	Jumptags
Kaboodle	Kaezur	Kaixin Repaste	Ketnool	Kindle It	Kipup	Kledy
Kommenting	La tafanera	Librerio	Lifestream	Link Ninja	Link-a-Gogo	LinkedIn
mRcNETWORK	Multiply	myAOL	MyHayastan	Mylinkvault	Myspace	N4G
Nasza-klasa	NetLog	Netvibes	Netvouz	NewsMeBack	NewsTrust	Newsvine
Nujij	Odnoklassniki	OKNOTizie	Oneview	Orkut	Oyyla	Packg
Pafnet	PDF Online	PDFmyURL	PhoneFavs	Ping.fm	Pinterest	Planypus
Plaxo	Plurk	Pochval	PoliticNote	Posteezy	Posterous	Prati.ba
Print	PrintFriendly	Pusha	QRF.in	QRSrc.com	Quantcast	Qzone
Read It Later	Reddit	Rediff MyPage	RedKum	ResearchGate	RideFix	Scoop.at
Scoop.it	Sekoman	Select2Gether	Sharer	Shaveh	She Told Me	Sina Weibo
Skyrock Blog	SMI	SodaHead	Sonico	Speedtile	Sphinn	SpinSnap
Tagza	Tarpipe	The Web Blend	Thinkfinity	ThisNext	Throwpile	Tip'd
to.ly	TopSiteLer	Transferr	Translate	Tuenti	Tuling	Tumblr
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WireFan	WordPress	Worio	Write Your Rep	Wykop	Xanga	XING
Y! Bookmarks	Y! Mail	Yammer	Yardbarker	Yemle	Yigg	Yoolink
Yorumcuyum	Y. Youblr	Youbookmarks	YouMob	Yuuby	Zakladok.net	ZicZac
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We build On-line Identity and Reputation

Profile

Blogs

Tweets

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Contributions (e.g SlideShare)

What does the web think of you (pipl.com, zoominfo.com)

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Apple Support Communities > Notebooks > MacBook Pro > Discussions

When my battery is fully charged, should I unplug it as soon as it finishes or should I remain plugged?

1097 Views 12 Replies Latest reply: 20-May-2011 19:40 by Csound1



Calculating status...

DA_HDR

07-May-2011 08:10

I commonly use my laptop computers at home. I like them because there are easier to use than a pc. SO what should I do if I'm using it for several hours?
MacBook Pro

I have this question too (1)



Level 5 (7,360 points)

Csound1

Re: When my battery is fully charged, should I unplug it as soon as it finishes or should I remain plugged?
07-May-2011 08:12 (in response to DA_HDR)

You can leave the battery connected to its power supply continuously, there is nothing to gain from unplugging it



Hugh Davis

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University of Southampton 20+

Southampton Area 20+

GROUPS

Digital Literacy Space 19

Hypertext 2011

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APPS

Apps and Games

Photos



Update Status



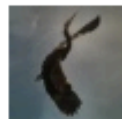
Add Photo / Video



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

Write a comment...



Su White

finished Escape the Diet Trap by Dr. John Briffa <http://t.co/uHfnsnA> #Kindle

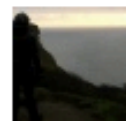
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Professor Hugh C. Davis

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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](#), [personalisation](#), [social hypertext](#), [technology enhanced learning](#), [virtual learning environments](#)

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



Professor Hugh C. Davis

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](#))
- [Dr Thanassis Tiropanis](#) ([explain](#))
- [Dr. Yvonne Howard](#) ([explain](#))

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Background

Employment History

Director of Education (eLearning)
[University of Southampton](#)

Board Memberships and Affiliations

Registered Practitioner (Iltm)
[The Higher Education Academy](#)

Member (MBCS)
[British Computer Society](#)

Education

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

BSc , Ship Science
[University of Southampton](#)

Masters , Computer Science
[City University](#)

Certifications

Advanced Certificate in Wines and Spirits
[Wine & Spirit Education Trust](#)

Further Education Teachers Certificate
[City and Guilds](#)

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person for **FREE**



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]

Hugh C Davis

[IAM - Technologies for On-line Interoperable Assessment](#)

[www.iam.ecs.soton.ac.uk](#), 20 Oct 2011 [cached]

Professor [Hugh C. Davis](#)

...

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

[View All Web References >>](#)



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Cited by

Year

☐ [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

The Student of Wine Example





















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Study Support


Unit 1 Case Study Brief - for June 8th 2009 Exam


 [Unit 1 Case Study June 2009 \(10KB\)](#)




Sample Tasting Notes

 [Unit 3 \(Light Wines\) Sample Tasting Notes \(9KB\)](#)

 [Unit 4 \(Spirits\) Sample Tasting Notes \(8KB\)](#)

 [Unit 5 \(Sparkling\) Sample Tasting Notes \(9KB\)](#)

 [Unit 6 \(Fortified\) Sample Tasting Notes \(9KB\)](#)

Examiners' Report

This document is produced by Janet Bangs, Director of WSET Awards and gives an overview of the Diploma examinations sat during the stated academic year.
(These are worth reading if you are sitting exams in 2009)

[2007/2008 Examiner's Report](#)

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Wine (250) Edit

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(20) Wine News from Berry Bros. &

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- Wine Tourism Soars - 7 months ago
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- British dinner party makes a comeback - 8 months ago
- Investors turn to the Fine Wine Market - 8 months ago

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(10) The Fine Wine Blog from Berry

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- Burgundy in bloom - 3 days ago
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- Summer arrives with a whoosh! - 1 week ago

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- Australia's fine wines on brink of recognition - 3 days ago
- Michael Broadbent's bike stolen ¹⁰⁰ reward - 3 days ago
- Torres all clear after cyanide scare - 4 days ago
- Bruno Giacosa will not bottle 2006 vintage - 5 days ago
- Threshers and Wine Rack future in doubt - 5 days ago
- 'Johnny' Hugel dies - 5 days ago
- New US company targets three New Zealand, Australian wineries - 6 days ago
- G'Day UK: advanced wine assessment course comes to London - 6 days ago

next →

Harpers News

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(100) Harpers Products

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- Harpers Design Awards - 1 month ago
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- A five litre launch - 2 months ago

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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 it 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 smoothly and have been classic delicious drinking.

Have any PPer's 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 Spätlese) from the top

Search: #wine



Which reds would you cellar beyond Bordeaux? #wine #clt <http://dld.bz/XyqF>

• winedt, [+] Thu 21 Apr 23:01 via SocialOomph



RT @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



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..."

• 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

Twitter



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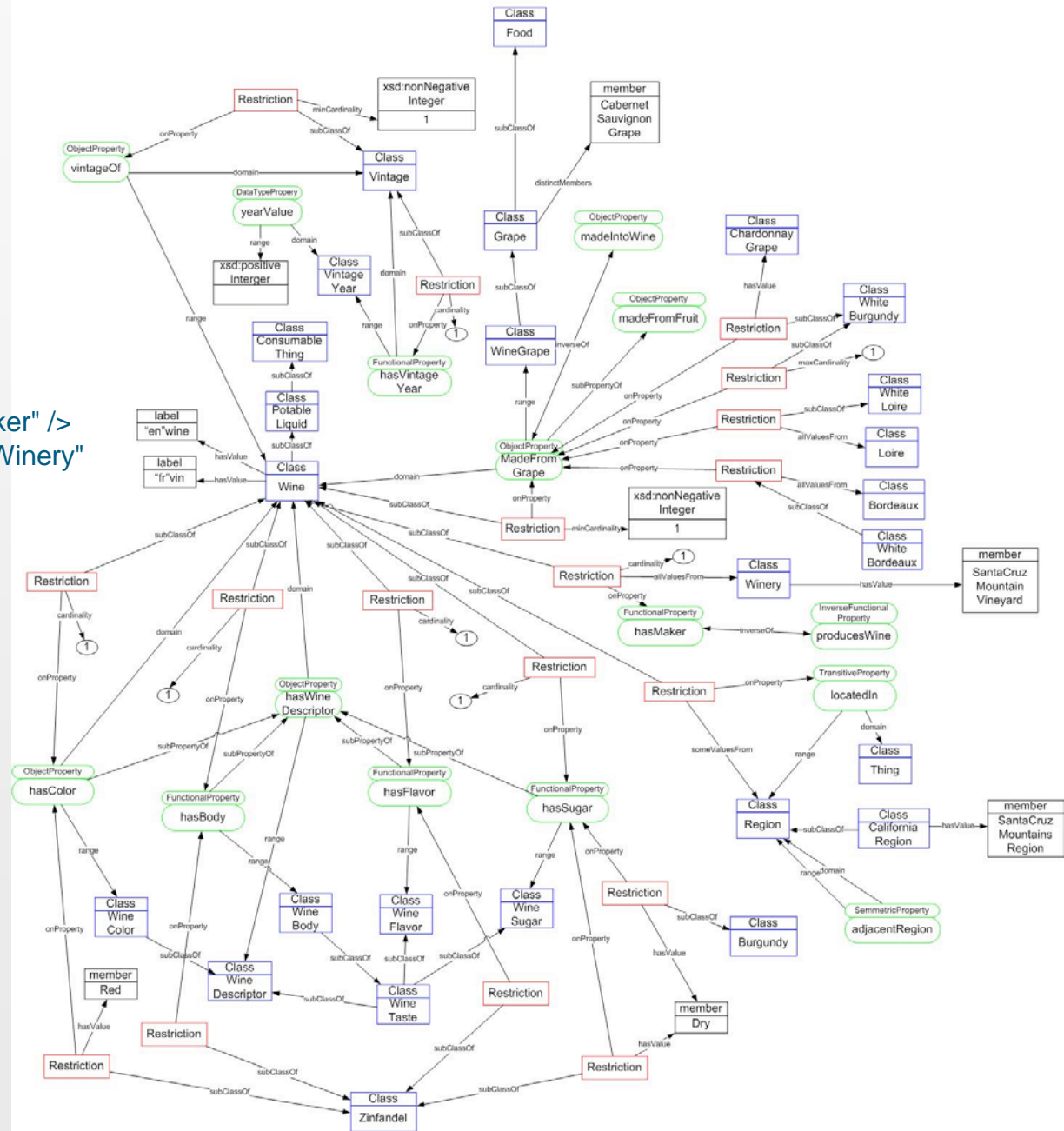
Featured Article

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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Top 30 wines	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.						
Wine Poll	UK Wine Show 160 Nicola Jenkins of WRAP on recycling						
Book Reviews		Show 160 Click here to listen to Show 160					
Hot Topics	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 >>						
Climate Change	UK Wine Show 159 Recycling Wine Bottles with Paul McLavin of O-I						
Wine and Health		Show 159 Click here to listen to Show 159					
Wine and the Environment	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 >>						
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Take a tour of Burgundy by joining our Burgundy Buyer **Jasper Morris MW** on his recent visit.

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Above: Domaine du Comte Armand
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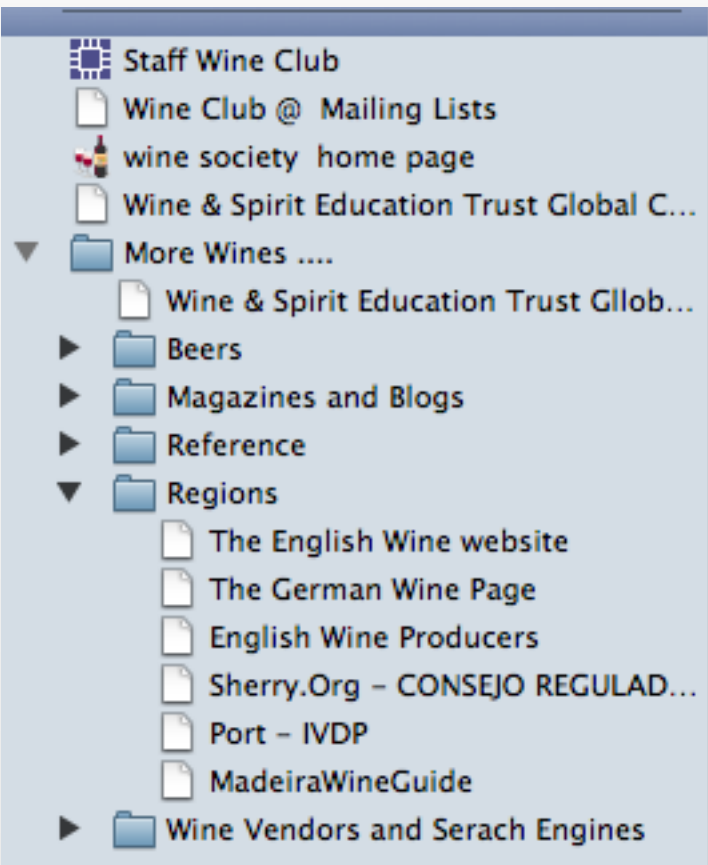


Above: Domaine Patrick Javillier
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Above: Bret Brothers
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M del Carmen Llaudy, R Canals, S Gonzalez-Manzano, ... - J. Agric. Food Chem, 2006 - pubs.acs.org
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J McCord - The Australian & New Zealand Grapegrower & Winemaker, 2003 - stavin.com
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CT Saucier, AL Waterhouse - J. Agric. Food Chem, 1999 - pubs.acs.org
... articles (5 most recent appear below). Effect of SO 2 Concentration on Polyphenol Development during Red Wine **Micro-oxygenation**. ...
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[... yeast that exhibits reduced ethanol production during fermentation under controlled microoxygenation ...](#) - [nih.gov](#)
S Heux, JM Sablayrolles, R Cachon, S Dequin - Applied and Environmental Microbiology, 2006 - Am Soc Microbiol
... Engineering a *Saccharomyces cerevisiae* Wine Yeast That Exhibits Reduced Ethanol Production during Fermentation under Controlled **Microoxygenation** Conditions. ...
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[PDF] [Micro-oxygenation-a review](#)
M Parish, D Wollan, R Paul - Australian Grapegrower and Winemaker, 2000 - winenet.com.au
... Page 1 of 8 **Micro-oxygenation** - A Review ... These two points are fundamental to the principles behind **Micro-oxygenation** (Lemaire, 1995). The Role of Phenolics ...
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[Colour stabilization of red wines by microoxygenation treatment before malolactic fermentation](#)
S Pérez-Magariño, M Sanchez-Iglesias, M Ortega- ... - Food Chemistry, 2007 - Elsevier
... Colour stabilization of red wines by **microoxygenation** treatment before malolactic fermentation. ... 2.1. Wine elaboration and **microoxygenation** treatment. ...
[Cited by 7](#) - [Related articles](#) - [Web Search](#) - [All 3 versions](#)

[Effect of microoxygenation on anthocyanin and derived pigment content and chromatic characteristics ...](#)
M Cano-Lopez, F Pardo-Minguez, JM Lopez-Roca, E ... - American Journal of Enology and Viticulture, 2006 - Am Soc Enol Viticulture
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Port Wine

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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





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OFFICE NATIONAL INTERPROFESSIONNEL DES FRUITS, DES LEGUMES, DES VINS ET DE L'HORTICULTURE. Access to AOC regulations etc - in French

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Wine ONI France French Regulations

20

Contributing to knowledge

Tasting Notes					
<p>Welcome to the list of all public tasting notes written by the VinCellar community. Explore tasting notes by visiting our link page.</p>					
<div> <input type="text"/> <input type="button" value="Search"/> <input type="button" value="Community Tasting Notes"/> <input type="button" value="Advanced search"/> </div> <p>Enter wine name or scan Vinfolio barcode</p>					
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Tasted On	Year, Name, Varietal, Country, Region, Sub region, Color	Score	Drink dates	Author, Trust	
06/19/2009	 2000 Billiaud-Simon et Fils - Chablis Montee de Tonnerre 1er Cru Chardonnay France - Burgundy - Chablis	 88	Past its prime, drink up! 2009-2009 I found this useful: Yes No Report a problem	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. 2001-2004 I found this useful: Yes No Report a problem	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!)

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

A photograph of a dirt path and a grassy area with trees in the background. The path is on the left, and the grassy area is on the right. There are trees in the background.

CC Leigh Blackall

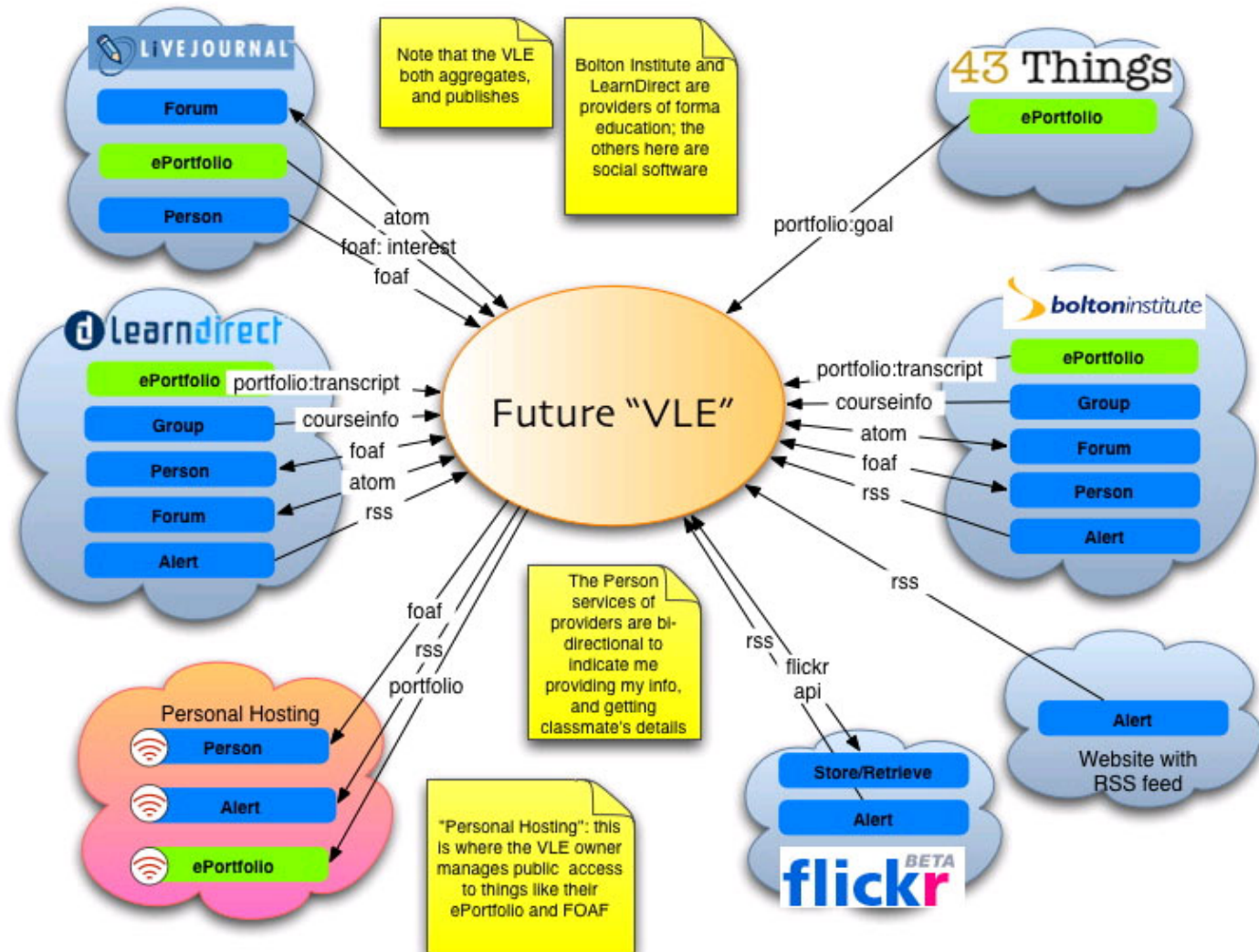
Chalk and talk
User pay login
Learning management (LMS)
IP, copyright, DRM
Classrooms, filters, firewalls
Proprietary software
Proprietary courseware
Computer labs

**WE HAD A SYSTEM
THE SYSTEM DIDN'T WORK
PEOPLE FOUND A BETTER WAY**

The Institutional VLE

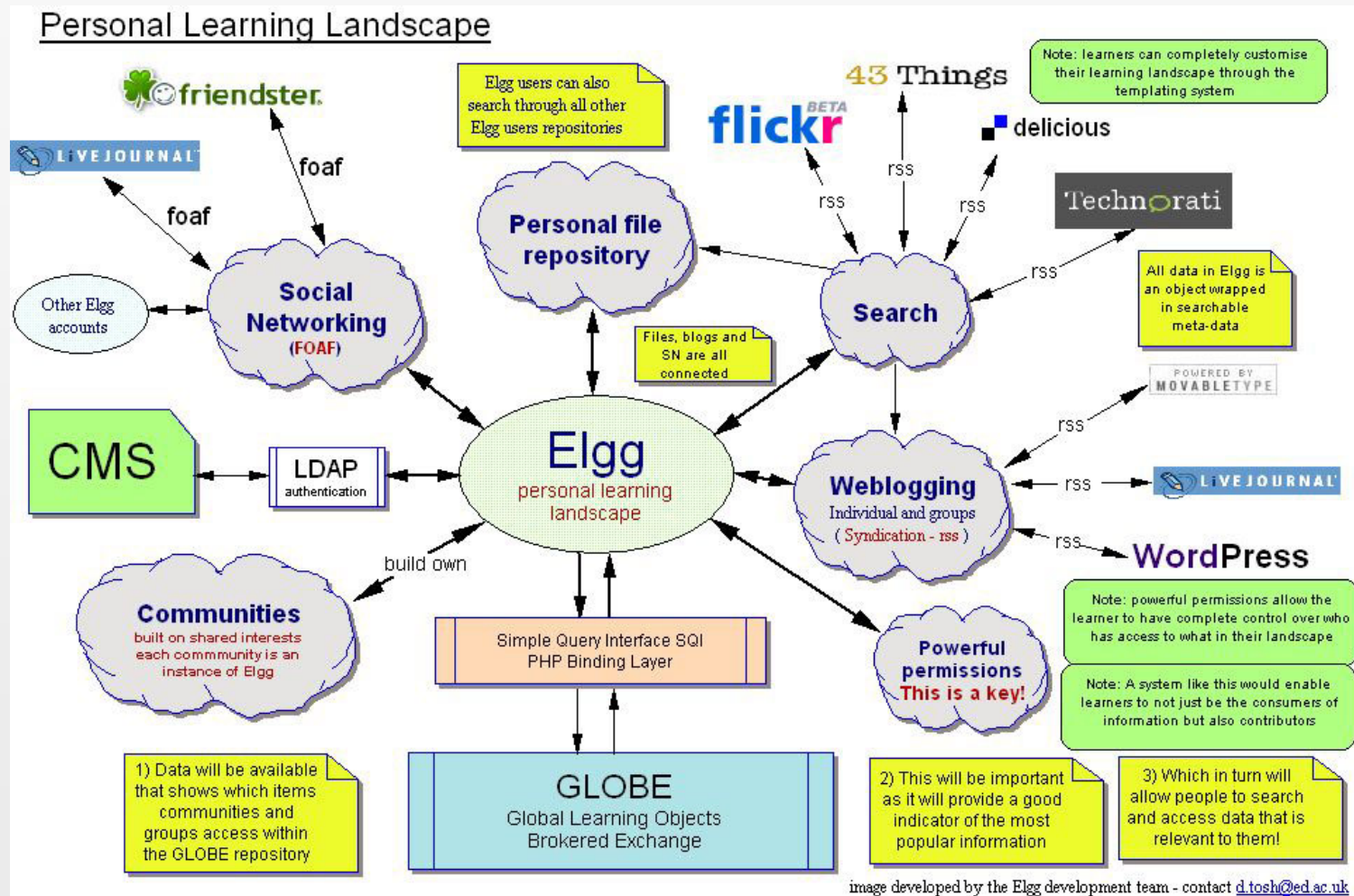
- Some might suggest that an Institutional VLE is by definition an Oxymoron
- The arguments for iPLEs include:
 - Need to scaffold learners (and teachers) in understanding the affordances of tools
 - There are some real requirements about finding all things “Southampton” at one place (or with one search 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) ?



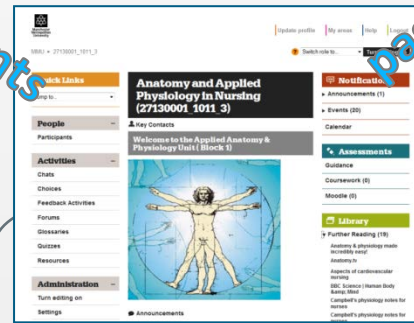
- ✦ Because institutions should guide a part of the learning process
- ✦ Because institutions create an important social capital that must be combined with personal networks of its users
- ✦ Because institutions should gather individual knowledge and return them with added value to its members and to 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

Wrapping the institution around the learner



deadlines, enrolments

past exams, digitizations



moodle.mmu.ac.uk



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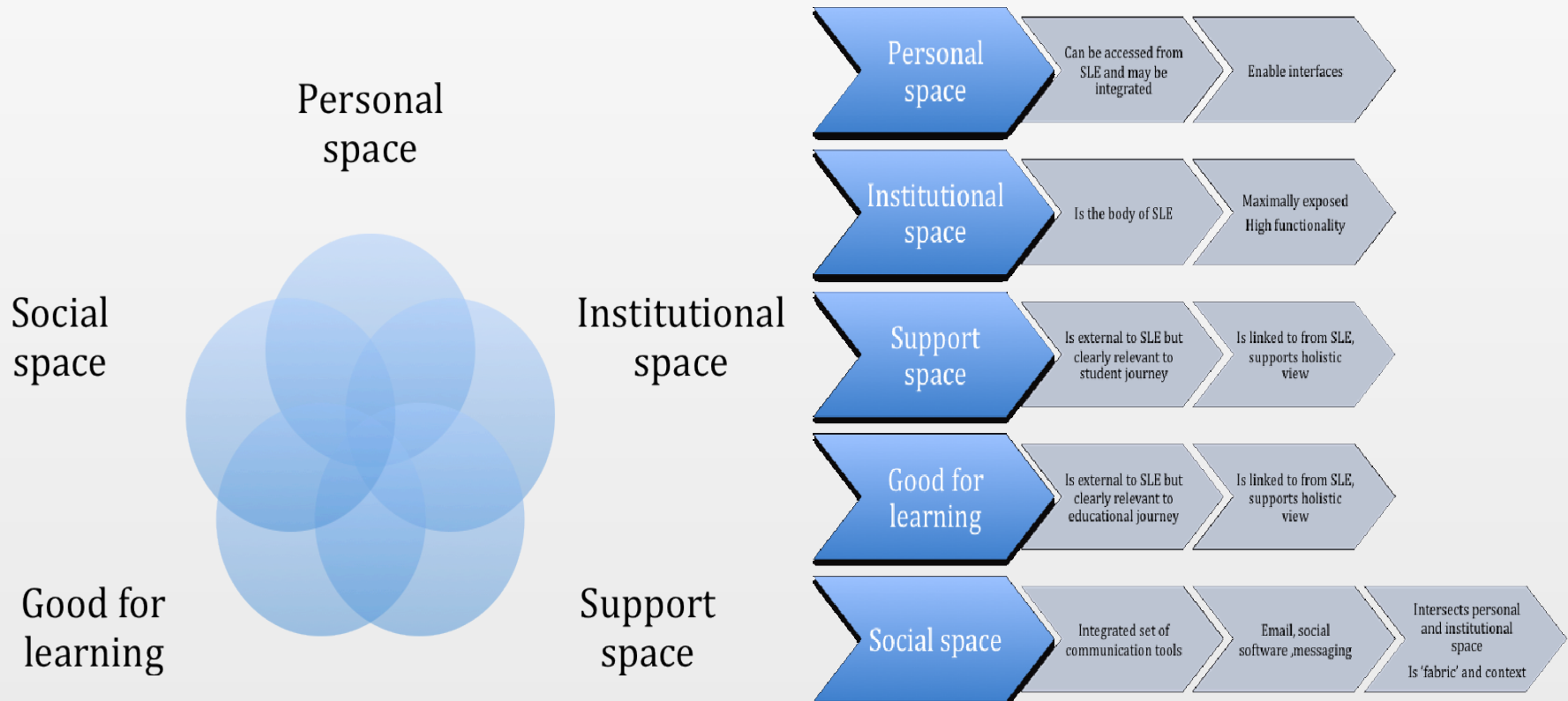
	Sun 10/10	Mon 10/11	Tue 11/11	Wed 11/12	Thu 11/13	Fri 11/14	Sat 11/15
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2pm							
3pm							
4pm							





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

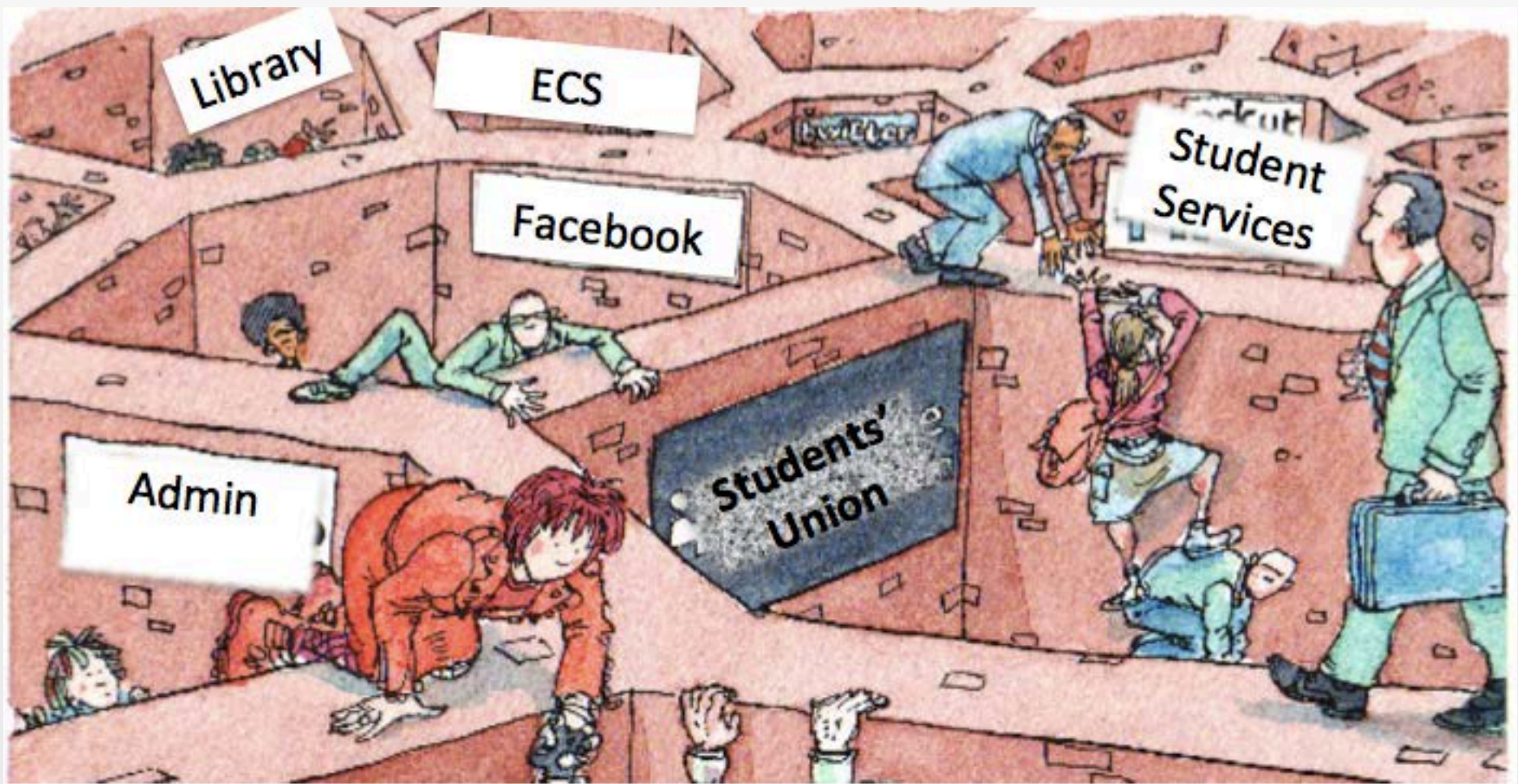
Location independence

Single (and essential) point of access

Platform independence

Meet all legal requirements and responsibilities

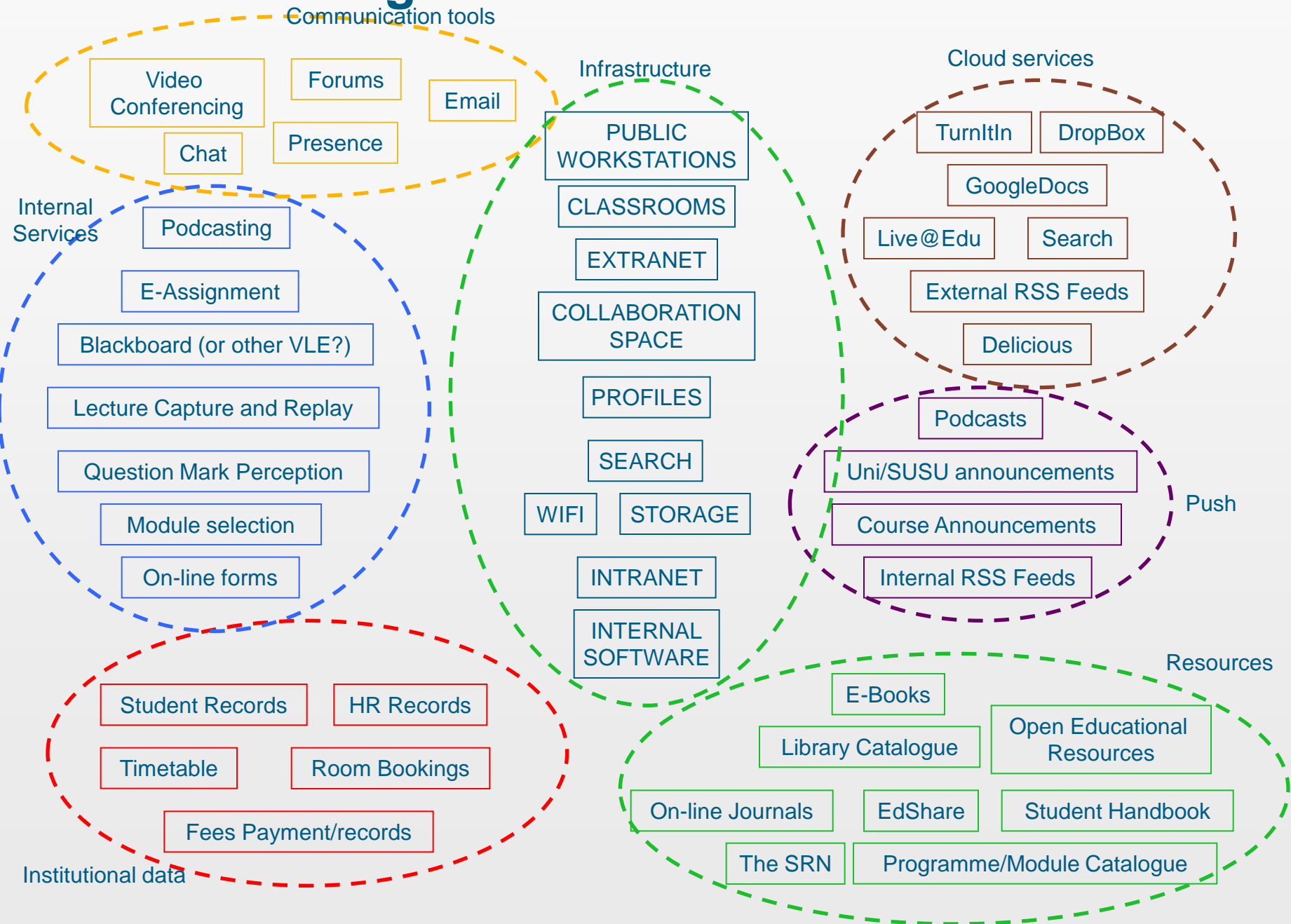
We want to climb over the walls...



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



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?

Hugh Davis

CITE

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



Thanks to Su White for
her contributions to this
talk



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