



**NRC-CNRC**

*Institute for  
Information  
Technology*

# **The Students Own Education**

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**National Research Council Canada**

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National Research  
Council Canada

Conseil national  
de recherches Canada

**Canada**

# Prelude- The Changing Nature of Identity

Before:

Identity as belonging, being a part of something

*I am English, I am a Freemason*

After:

Identity as creation, as a set of connections

*I wrote 'Future Ideas', I know Jay Cross*

## **Today at the Institution...**

The students belong to you...

*I am an Open University Student*

And the environment reflects that:

Log on to Atutor or Moodle

Navigation is course based, institution based

My content goes onto your server

# **It's A Question of Ownership**

Who owns the site, owns the process...

Students know this.

Brian Lamb, in a talk:

I set up a space where students could have their own wiki, and they said thanks, but we have our own space outside the institution, because we don't trust the institution to leave our content alone.

<http://weblogs.elearning.ubc.ca/brian/>

## It's a Question of Control

“So the ‘art of changing the brain’ comes down to some things that we have always known. Practice and meaning are the most important parts of this art, but of course the student will not practice in a meaningful way unless she cares. Ultimately it is the learner that is in control.”

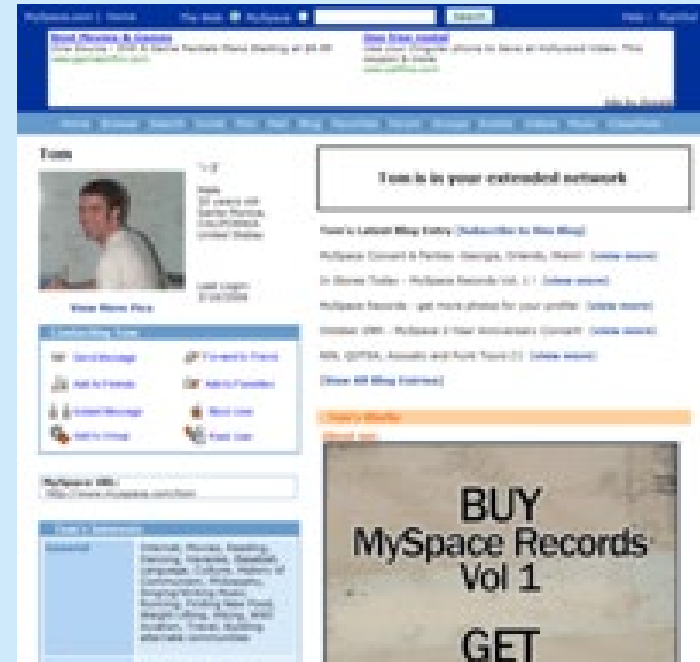
James E. Zull, What is ‘The Art of Changing the Brain?’

<http://www.newhorizons.org/neuro/zull.htm>

# The Net Generation creates its own media...

*Identity Production in a Networked Culture: Why Youth Heart MySpace ...* Danah Boyd <http://www.danah.org/papers/AAAS2006.html>

“The dynamics of identity production play out visibly on MySpace. Profiles are digital bodies, public displays of identity where people can explore impression management.”



## Blogs and Wikis

"Never have so many people written so much to be read by so few..."

-- Katie Hafner NY Times.



[Blogger](#) - [Live Journal](#) - [Movable Type](#) - [Wordpress](#)

[Educational Blogging](#) – article

[Educational Weblogs](#) - [Edublogs.org](#)

[Wikipedia](#) – as [compared to Britannica by Nature](#)

# Photos, Podcasting and Vodcasting

Flickr

Podcasting - wikipedia

iPodder - Odeo —

Liberated Syndication

Youtube - video

Podcasting in Learning

Ed Tech Talk - Ed Tech Posse - FLOSSE Posse

Bob Sprankle - Education Podcast Network





## From LMS to PLE

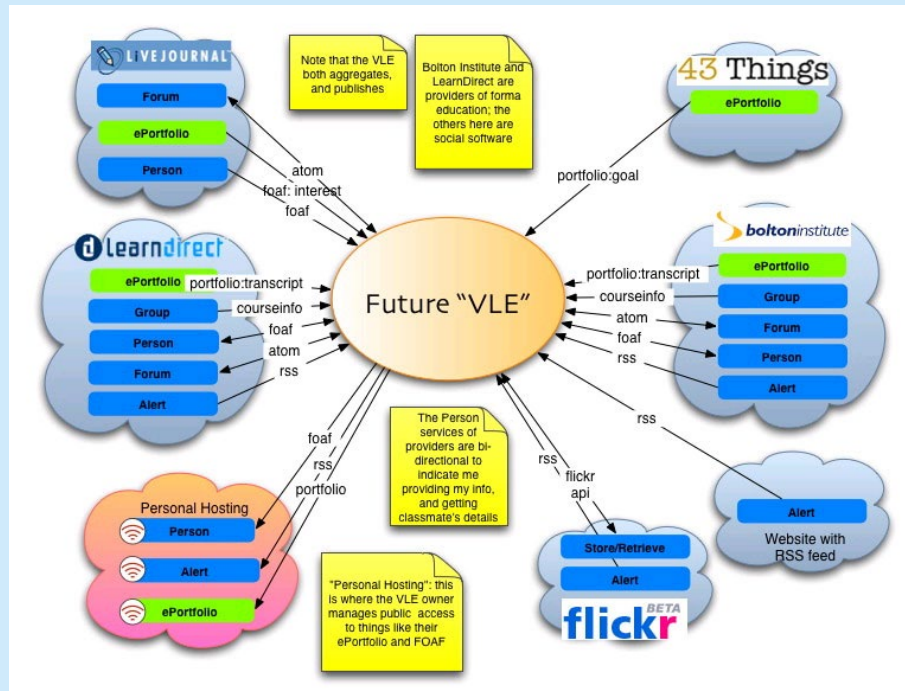
“Personal Learning Environments are systems that help learners take control of and manage their own learning. This includes providing support for learners to:

- \* set their own learning goals
  - \* manage their learning; managing both content and process
  - \* communicate with others in the process of learning
- and thereby achieve learning goals.”

From JITT.

[http://octette.cs.man.ac.uk/jitt/index.php/Personal\\_Learning\\_Environments](http://octette.cs.man.ac.uk/jitt/index.php/Personal_Learning_Environments)

# The Classic Diagram...



Scott Wilson.

[http://octette.cs.man.ac.uk/jitt/images/b/ba/Wilson\\_future\\_PLE.jpg](http://octette.cs.man.ac.uk/jitt/images/b/ba/Wilson_future_PLE.jpg)

# My Own Approach (1): MyGlu

## MyGlu

By Stephen Downes

[About](#)

1

Just doing some diagnostics -- ignore this top part of the output. -- Stephen

Harvesting <http://del.icio.us/rss/Downes>

Harvesting <http://www.downes.ca/news/OLDaily.xml>

Harvesting [http://www.flickr.com/services/feeds/photos\\_public.gne?id=35034352186@N01&format=rss\\_200](http://www.flickr.com/services/feeds/photos_public.gne?id=35034352186@N01&format=rss_200)

[www.google.com](http://www.google.com) - [Google Search](#)

Tags: search search From: <http://del.icio.us/rss/Downes>

[Stephen's Web ~ by Stephen Downes ~ MyGlu](#)

MyGlu joins RSS and Atom feeds, filters them for content or topics, and exports the results to your web page. Tags:

rss downes suprglu rss downes suprglu From: <http://del.icio.us/rss/Downes>

[Stephen's Web ~ by Stephen Downes ~ Stephen's Web](#)

Tags: learning learning From: <http://del.icio.us/rss/Downes>

<http://www.downes.ca/mygluframe.htm>

# My Own Approach (2): RSS Writr

Stephen's Web

Start Search

[Change Theme]

[\[OLDaily\]](#) [\[Archives\]](#) [\[Threads\]](#) [\[Best Of\]](#) [\[Search\]](#) [\[Options\]](#)




























### Welcome to RSS Writr

Select a content source from the list (see the panel at the lower right hand side of the page).

When you see an item that interests you, drag it into the editing area (at right). You can drag multiple items into the editor.

When you have finished editing, save your new post to your blog.

Title:

**B** **U** ***I***                              

## E-Learning 2.0

“The model of e-learning as being a type of content, produced by publishers, organized and structured into courses, and consumed by students, is turned on its head. Insofar as there is content, it is used rather than read—and is, in any case, more likely to be produced by students than courseware authors. And insofar as there is structure, it is more likely to resemble a language or a conversation rather than a book or a manual.”

Stephen Downes

<http://elearnmag.org/subpage.cfm?section=articles&article=29-1>

# Some Advantages of PLEs

## Persistence

“The reflective posting of a blog are a digital record of the learning process. They can be an integral part of the lifelong learning accomplishment and e-portfolio of the learner. They should not disappear at the end of a course.”

Terry Anderson <http://terrya.edublogs.org/2006/01/09/ples-versus-lms-are-ples-ready-for-prime-time/>

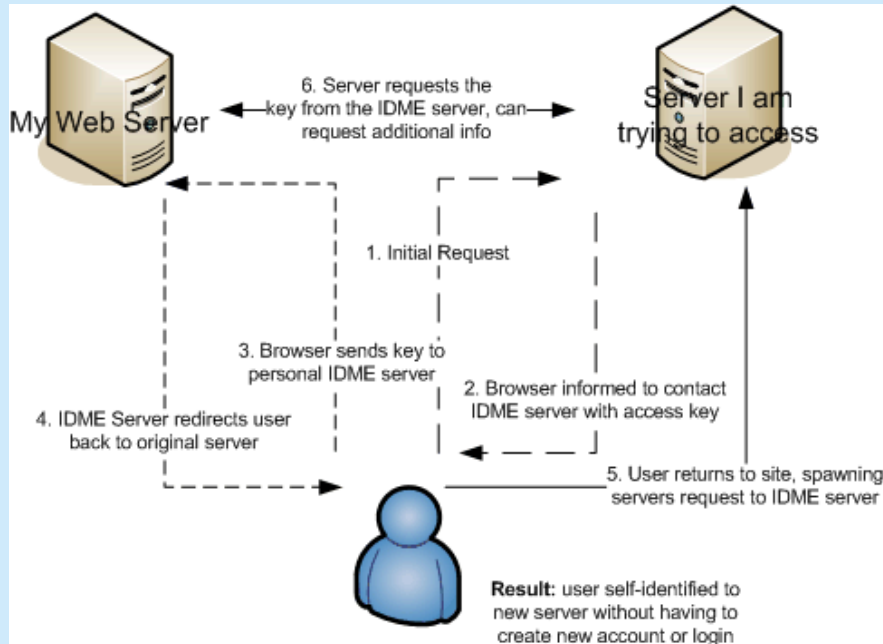
## Some Advantages of PLEs (cont)...

### Identity

“Learners have existences beyond formal school, that can be used to both help learners contextualize their own understanding and for others to understand their epistemological legacy. The PLE tools integrate this outside life with formal study.”

Terry Anderson <http://terrya.edublogs.org/2006/01/09/ples-versus-lms-are-ples-ready-for-prime-time/>

## My Own Approach (3): mIDm



License plates

Telephone

ATM

<http://www.downes.ca/midm.htm>




## **Some Advantages of PLEs (cont)...**

“Copyright and re-use: Contributions to a PLE are very definitely owned by the learner and thus can be used and re-used as that owner sees fit.” - Terry Anderson.

More and more, we will see students – and not instructors or publishers – authoring learning resources.

## My Own Approach (3): DDRM

 eduSource LOM Tagger

### Rights

Cost:	<input type="text"/>
Copyright and Other Restrictions	<input type="text"/>
Description	Free Giveaway <input type="text"/>
Select ODRL P or Create New OD	<div>Free Giveaway Demo 10 Views Ten Dollar Special Full Reuse CC Attribute Share Alike</div>

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<http://www.downes.ca/dwiki/?id=DDRM>

## Whence the PLE?

“Why do we need a PLE when we already have the Internet? The Internet is my PLE, ePortfolio, VLE what ever. Thanks to blogger, bloglines, flickr, delicious, wikispaces, ourmedia, creative commons, and what ever comes next in this new Internet age, I have a strong online ID and very extensive and personalised learning environment.”

Leigh Blackall

<http://teachandlearnonline.blogspot.com/2005/11/die-lms-die-you-too-ple.html>

# **The PLE: An approach, not an application**

Watch for the evolution of read/write applications

Similar to Web 2.0 <sup>TM</sup> applications

Similar also to Windows Vista

The students' application need not be a learning application

Eg. More like an email client than a learning client

# Attending to the ‘Read’ Part...

## Resource Profiles

[http://www.downes.ca/files/resource\\_profiles.htm](http://www.downes.ca/files/resource_profiles.htm)

1<sup>st</sup> Party Metadata: Bibliographical

2<sup>nd</sup> Party Metadata: Usage

3<sup>rd</sup> Party Metadata: Commentary

Also: microformats

<http://microformats.org/>

# The Semantic Social Network

Learning = Participation in a Community

The Learning Environment is the work environment (or the community environment)

Resource production, selection and referral via more experienced members of the community

‘Schoolwork’ = Work in real life

Stephen Downes: <http://www.downes.ca/cgi-bin/page.cgi?post=46>



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