

Future Learning Resources

A white swan is the central focus, swimming in a calm body of water. Its long neck is elegantly curved, and its bright orange beak is pointed towards the right. The swan's white feathers are smooth and well-defined. In the foreground, dark, thin branches with small, vibrant green leaves and clusters of tiny black berries frame the scene, adding a sense of depth and natural setting. The water's surface is slightly rippled, reflecting the swan and the surrounding foliage.

Stephen Downes
September 12, 2006

The Future of Learning Objects?



What Doesn't Work

- David Wiley: the idea of LEGO-like assembly of resources simply will not work from a learning perspective. The role of context is simply too great in learning, and the expectation that any educational resource could be reused without some contextual tweaking was either naive or stupid.

<http://opencontent.org/blog/archives/230>

You Can't

- Daniel Lemire: People who create objects on the fly for one project will simply not create highly reusable content, even if you add supposedly smart software to support them. You cannot easily package the work of teachers as lego-like objects. You can't.

<http://www.daniel-lemire.com/blog/archives/2006/01/09/death-of-learning-objects/>

Refocus on the Problem

- Scott Leslie: Address “the problems they were supposed to be trying to solve - namely enabling learning content to be shared and found through means that were otherwise unavailable”
- Scott Leslie <http://www.edtechpost.ca/mt/archive/000681.html>

Friesen: What Works

- The rate of adoption increases significantly when innovations possess some of the following characteristics:
 - Simplicity
 - Compatibility with existing methods and techniques
 - Relative advantage in comparison

<http://www.learningspaces.org/n/papers/objections.html>
- See Also: [Nine Rules for Good Technology](#)

What Is Needed

- Friesen: In order for the positive potential of learning objects to be realized, they need to be labelled, described, investigated and understood in ways that make the simplicity, compatibility and advantages claimed for them readily apparent to teachers, trainers and other practitioners.

Syndicating Learning Objects



<http://www.mcli.dist.maricopa.edu/show/merlot03/>

RSS - Simplest of Meta-Data

http://static.userland.com/...kend/sampleRss.xml

```
<?xml version="1.0" encoding="ISO-8859-1" ?>
- <rss version="0.91">
- <channel>
  <title>WriteTheWeb</title>
  <link>http://writetheweb.com</link>
  <description>News for web users that write back</description>
  <language>en-us</language>
  <copyright>Copyright 2000, WriteTheWeb team.</copyright>
  <managingEditor>editor@writetheweb.com</managingEditor>
  <webMaster>webmaster@writetheweb.com</webMaster>
- <image>
  <title>WriteTheWeb</title>
  <url>http://writetheweb.com/images/mynetscape88.gif</url>
  <link>http://writetheweb.com</link>
  <width>88</width>
  <height>31</height>
  <description>News for web users that write back</description>
</image>
- <item>
  <title>Giving the world a pluggable Gnutella</title>
  <link>http://writetheweb.com/read.php?item=24</link>
  <description>WorldOS is a framework on which to build programs that work like
    Freenet or Gnutella -allowing distributed applications using peer-to-peer routing.
  </description>
</item>
- <item>
  <title>Syndication discussions hot up</title>
  <link>http://writetheweb.com/read.php?item=23</link>
  <description>After a period of dormancy, the Syndication mailing list has become
    active again, with contributions from leaders in traditional media and Web
    syndication.</description>
```

Channel Info

information about the source of the content

Item 1

Item 2

title url blurb



What is RSS?

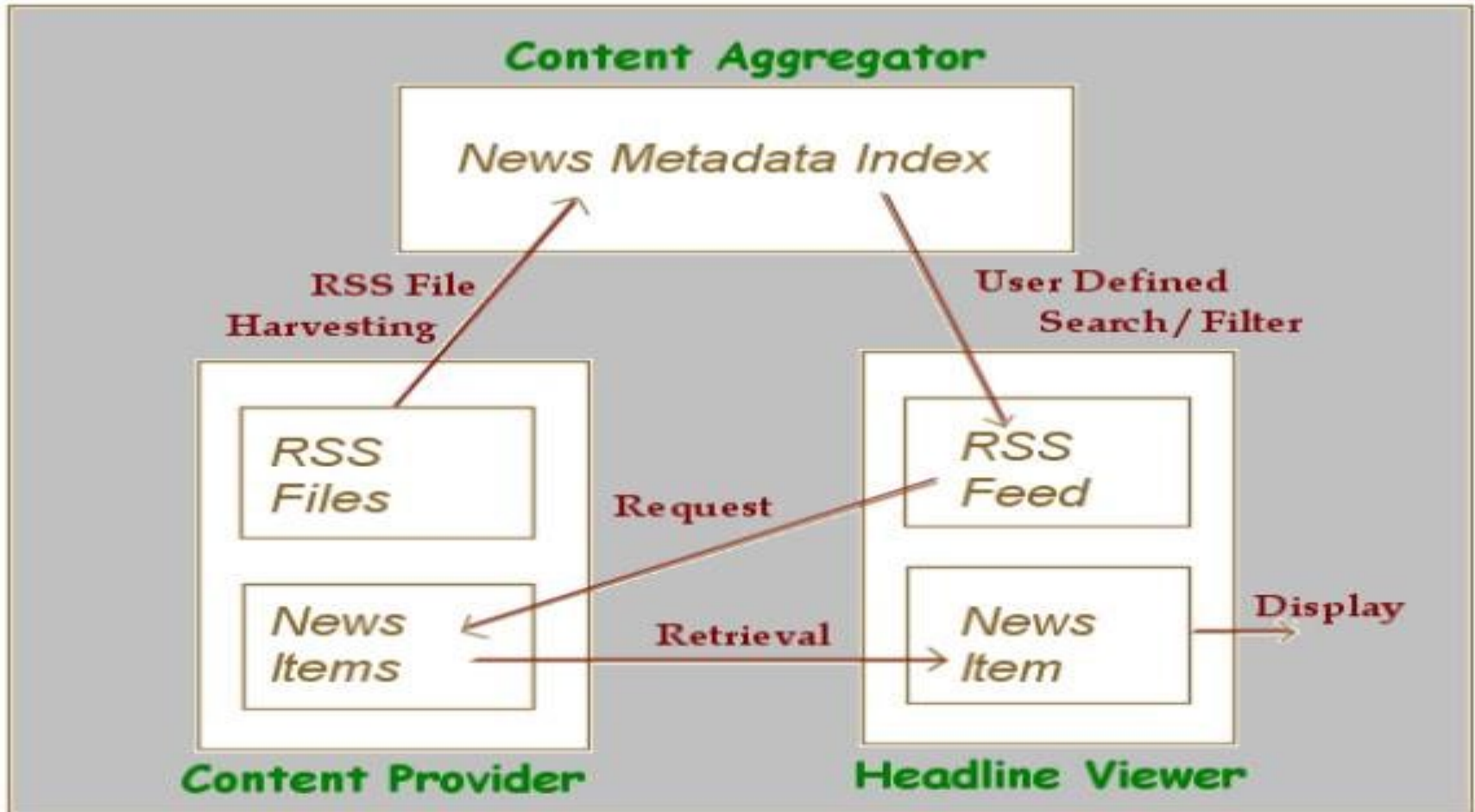


Pick an Acronym



Killer App for Education?

How RSS Works



RSS Network Examples

- Edu_RSS - <http://www.downes.ca/edurss02.htm>
 - [Threads Community](#) comment topic list
 - [Search Posts](#)
 - [Research](#) - lists of topics, publications and authors
 - [Most Popular Links](#)
 - [Conversation](#)
 - [Edu_RSS Most Recent](#) harvested links
 - [Most cited links](#)
 - [Feed List](#) and [Feed List - OPML](#)
- DLORN
 - <http://www.downes.ca/cgi-bin/dlorn/dlorn>

Context and Use

- Tarmo Toikkanen: “Learning for humans happens in context. Having complete reusability means having no context, and vice versa. Modularity and reusability is great when the material is to be used by a machine, but not when the user is a human brain - our brains need concrete, memorable, weird things that are anchored to our previous experiences and linked to our motivations and goals.” <http://flosse.dicole.org/?item=intentional-learning-reflecting-the-discussion-in-the-blogsphere>
- What does this mean? The learning is not in the object, but in the **use** of the object

Examples of Use

- Non-instructional performance interventions
 - Electronic Performance Support System (EPSS)
 - Workplace Design
 - Knowledge Management (KM)
 - Just-in-Time Support
 - Communities of Practice
 - Multimedia
 - Internet and Intranets
 - Corporate Culture changes
 - Process Re-engineering
 - Job Aids

Web 2.0



O'Reilly: [What is Web 2.0?](#)

Content Creation

- Blogs
- E-Portfolios – [ELGG](#)
 - [ePortfolios](#) – Helen Barrett
 - [ELGG and blogging](#) – Miles Berry

(a good way of promoting learner autonomy and voice)
- Images - [Flickr](#)
- Audio – [Odeo](#), [Audacity](#)
- Video - [YouTube](#)

Collaborative Writing

- Wikis – [PB Wiki](#), [Media Wiki](#)
 - [RSS inside a Wiki](#) – Alan Levine
 - [South African Curriculum](#) on a wiki
- Collaborative Bookmarking – [del.icio.us](#), [Furl](#)
- Online Office Applications – [Writely](#), [Gliffy](#), [iRows](#)

Aggregators

- [Aggregate This](#), Scott McLemee
- [MetaxuCafe](#) is "a network of literary blogs with over 300 members."
- [Postgenomic](#), aggregates "posts from life science blogs."
- [Edu RSS](#)
- [Intute](#) - the new face of the Resource Discovery Network (RDN)

Webtops

- [30Boxes](#), [PageFlakes](#), [ProtoPage](#), [Goowy](#)
 - [Interfaces of the future](#) – Mark Oehlert
- The Personal Learning Environment
 - [PLE Blog](#)
- [Windows Live](#)

Enabling new forms of learning

Progress/Innovation



Linear, slow
Proprietary knowledge
Ideas as strategic advantage
Mentors
Learn by reverse-engineering
Progress by "Shoulders of Giants"
Wisdom of experts

Old (closed)



Exponential, networked, quick
Shared knowledge
Ideas "paid forward"
Micromentors
Lessons-learned benefit all
Progress by "The Mosh Pit"
Wisdom of crowds

New (open)

E-Learning 2.0

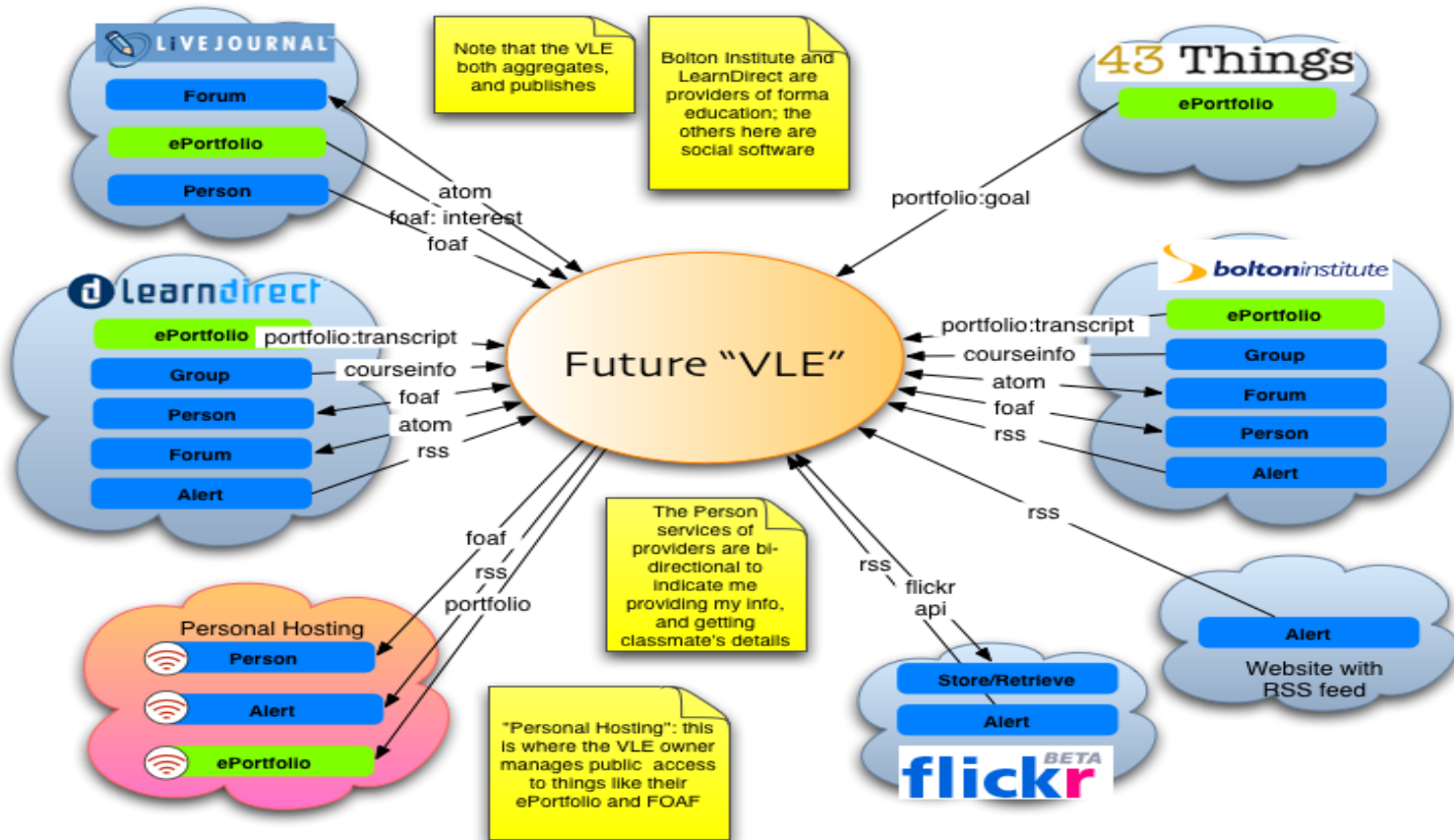
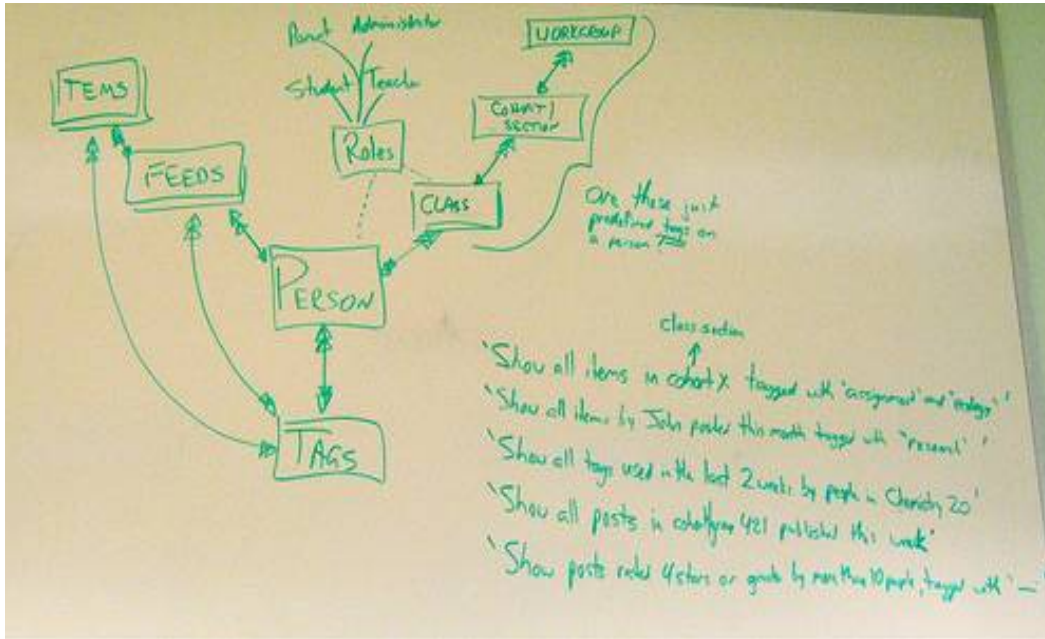


Diagram by Scott Wilson; Downes: [E-Learning 2.0](#)

Personal Learning Environments



<http://www.cetis.ac.uk/members/ple>

<http://www.flickr.com/photos/dnorman/100494256>

<http://www.darcynorman.net/2006/02/16/eduglu-early-whiteboard>

USB: Study Stick: <http://blogs.open.ac.uk/Maths/ajh59/005515.html>

Read/Write E-Learning

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**        

Shift+Enter for single line spacing

Hello

Content Sources

Select an Entry 

Thank You

- Stephen Downes
 - stephen@downes.ca
 - <http://www.downes.ca>

