

# Personal Learning Environments



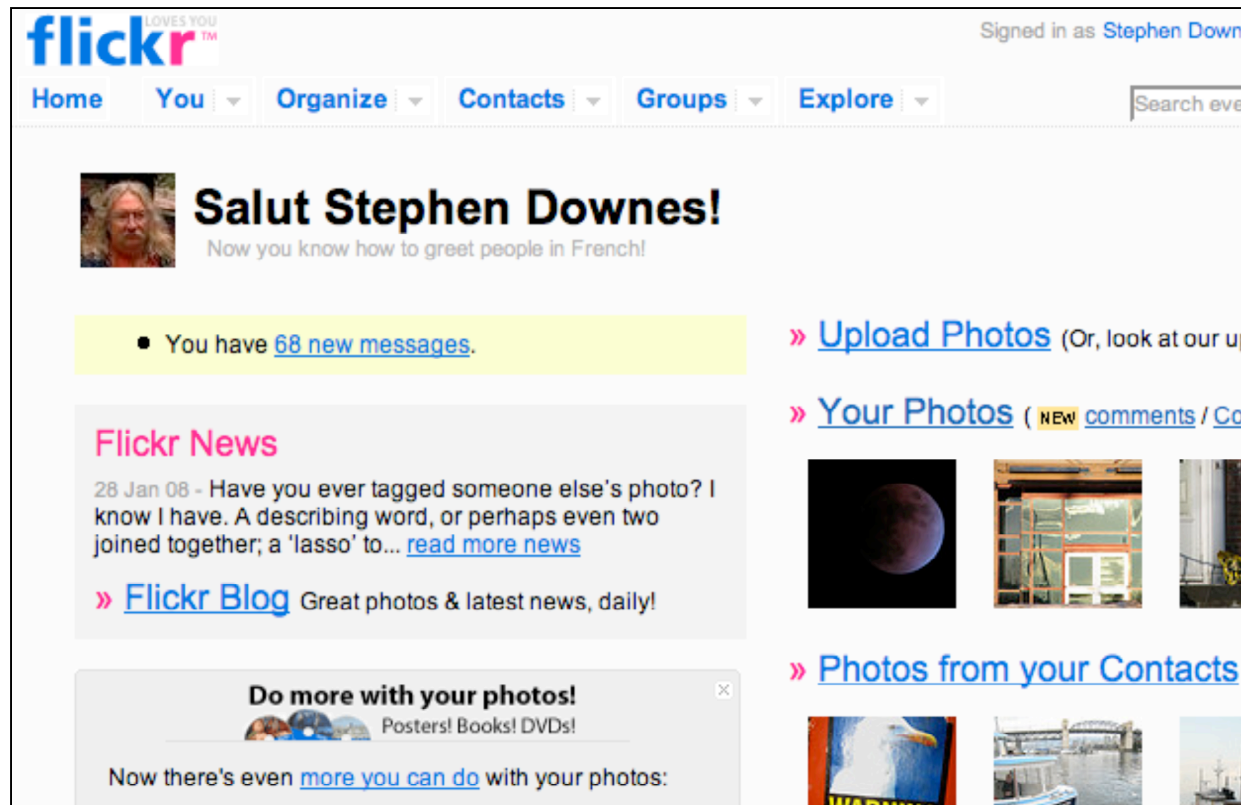
Stephen Downes  
September 25, 2008



# What is my personal learning environment?



- A place to store (and share) my photos



<http://www.flickr.com>

- A place to store (and share) my videos

The screenshot shows a web browser window displaying a Google Video player. The address bar shows the URL <http://video.google.com/videoplay?docid=-41262409>. The video player shows a man with glasses speaking in front of a whiteboard. The whiteboard has handwritten notes in red and black ink. The notes include the following words and phrases:

- DIVERSITY
- SAFETY
- PERSONAL LEARNING ENVIRONMENT
- AUTONOMY
- COOPERATION
- MUTUAL VALUE
- PORTFOLIO?
- SELF-DIRECTED LEARNING
- OPENNESS
- CONNECTION
- PERFORMANCE/CONTENT
- BRIDGES
- IDENTITY
- CONNECTIVE
- CONVERSATION
- DISTRIBUTED
- DEMOCRACY
- BLOGGING
- KNOWLEDGE
- EMERGES

Below the video player, there is a list of related videos:

- Reality** (10 min)
- Educamp Colombia Bogota** (1 hr 1 min)
- Learn Yourself** (10 min)
- Free Learning and** (10 min)

<http://video.google.com/videoplay?docid=-4126240905912531540>



- A place to write an essay with my colleague in Montreal



The screenshot shows a Google Docs interface. At the top, the Google Docs logo is visible with 'BETA' underneath. The document title is 'ECRA2008', and it was last edited on February 19, 2008, at 8:42 PM by 'Lemire'. Below the title bar, there are tabs for 'File', 'Edit', 'Insert', 'Revisions', and 'Edit HTML'. A toolbar with various editing icons (undo, redo, cut, copy, paste, bold, italic, underline, text color, background color, link, unlink, bulleted list, numbered list, decrease indent, increase indent, quote, unquote, indent, outdent, and a red 'X' icon) is present. The document content includes a dashed box containing the text: 'Deadline : April 15th 2008 (abstracts) -Lemire 28/01/08 15:42' and 'Don't worry about formatting the paper initially. See [http://www.elsevier.com/wps/find/journaldescription.cws\\_h](http://www.elsevier.com/wps/find/journaldescription.cws_h)'. Below this, the title 'Diversity in open social networks' is displayed in a large, bold font. The authors 'Stephen Downes<sup>a</sup> and Daniel Lemire<sup>b</sup>' are listed. Their affiliations are provided: <sup>a</sup> Institute for Information Technology, National Research Council of Canada, Moncton, Canada and <sup>b</sup> LICEF, Université du Québec à Montréal, Montréal, Canada. At the bottom, the word 'Abstract' is visible.

Google Docs  
BETA

**ECRA2008**  
edited on February 19, 2008 8:42 PM by Lemire

File Edit Insert Revisions Edit HTML

Undo Redo Cut Copy Paste Bold Italic Underline Text Color Background Color Link Unlink Bulleted List Numbered List Decrease Indent Increase Indent Quote Unquote Indent Outdent X Style

Deadline : April 15th 2008 (abstracts) -Lemire 28/01/08 15:42  
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## Diversity in open social networks

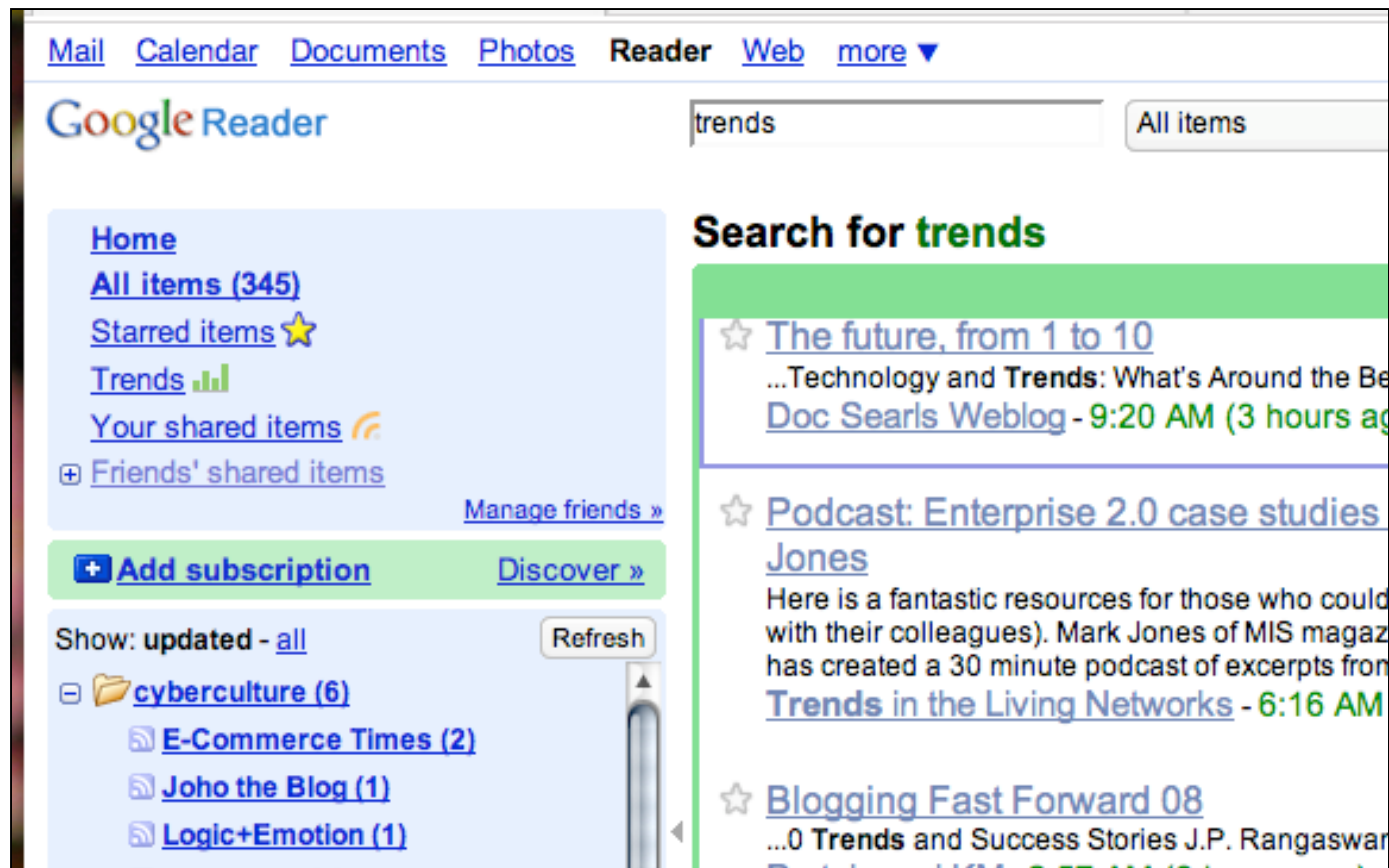
Stephen Downes<sup>a</sup> and Daniel Lemire<sup>b</sup>

<sup>a</sup> Institute for Information Technology, National Research Council of Canada, Moncton, Canada  
<sup>b</sup> LICEF, Université du Québec à Montréal, Montréal, Canada

**Abstract**

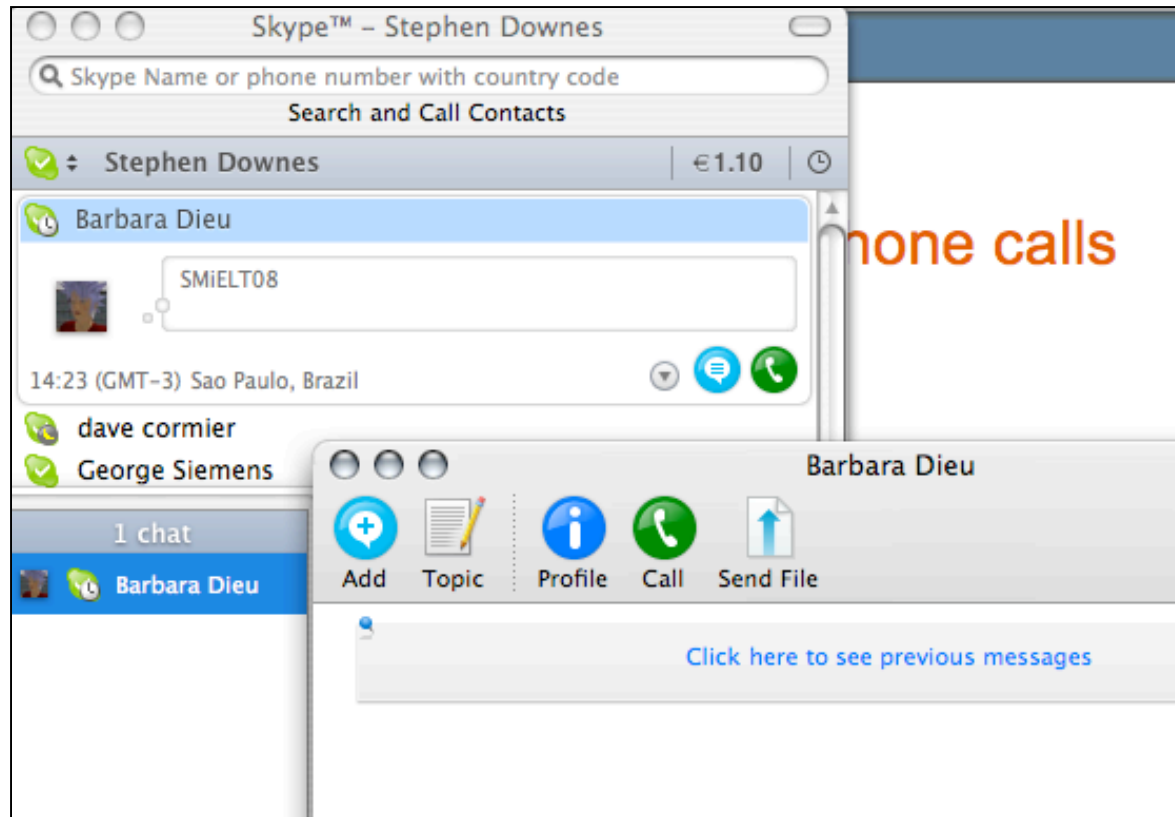
<http://docs.google.com>

- A way to stay up to date - *right*  
up to date



<http://www.google.com/reader>

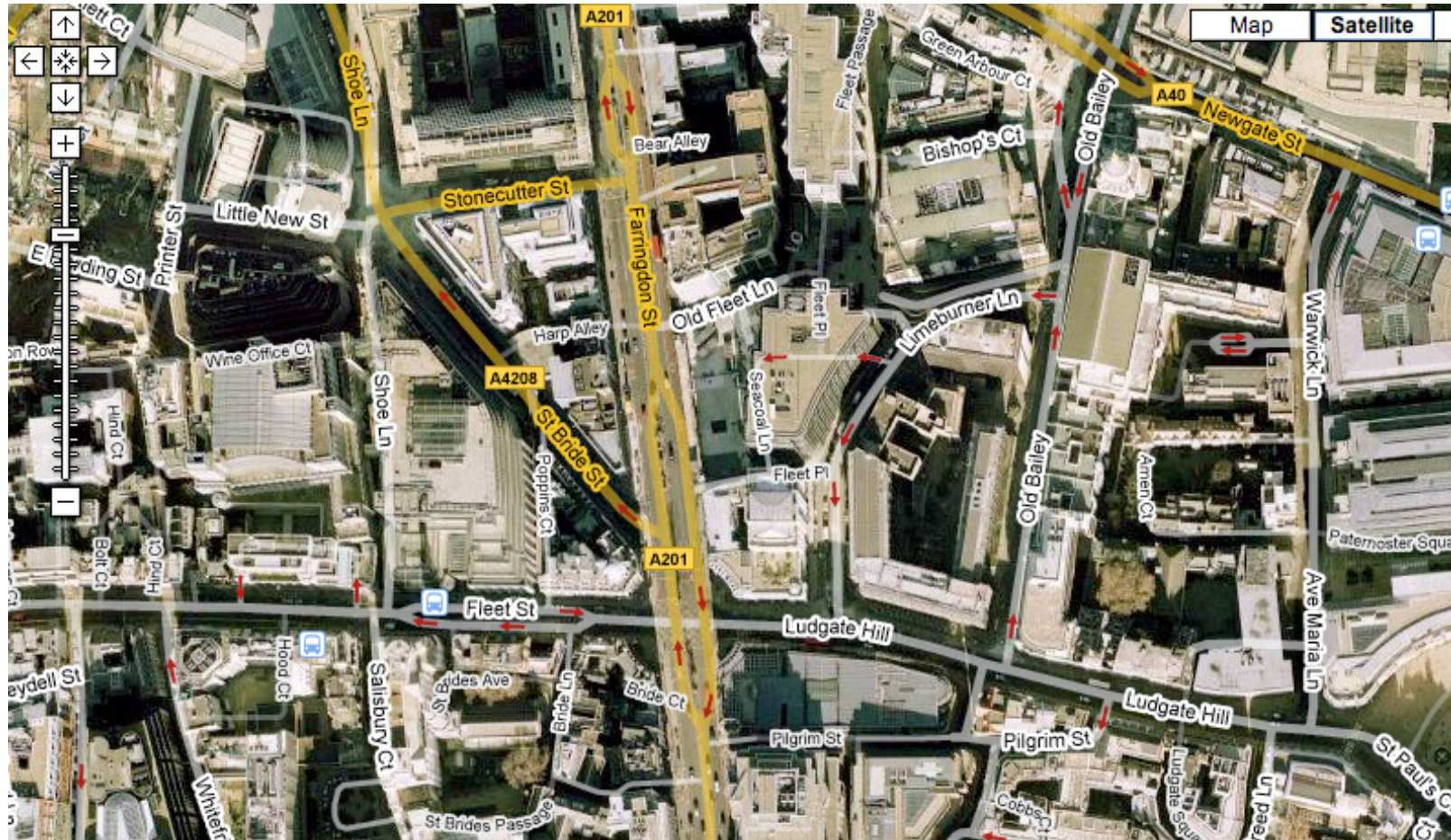
- A way to save on phone calls



<http://www.skype.com>

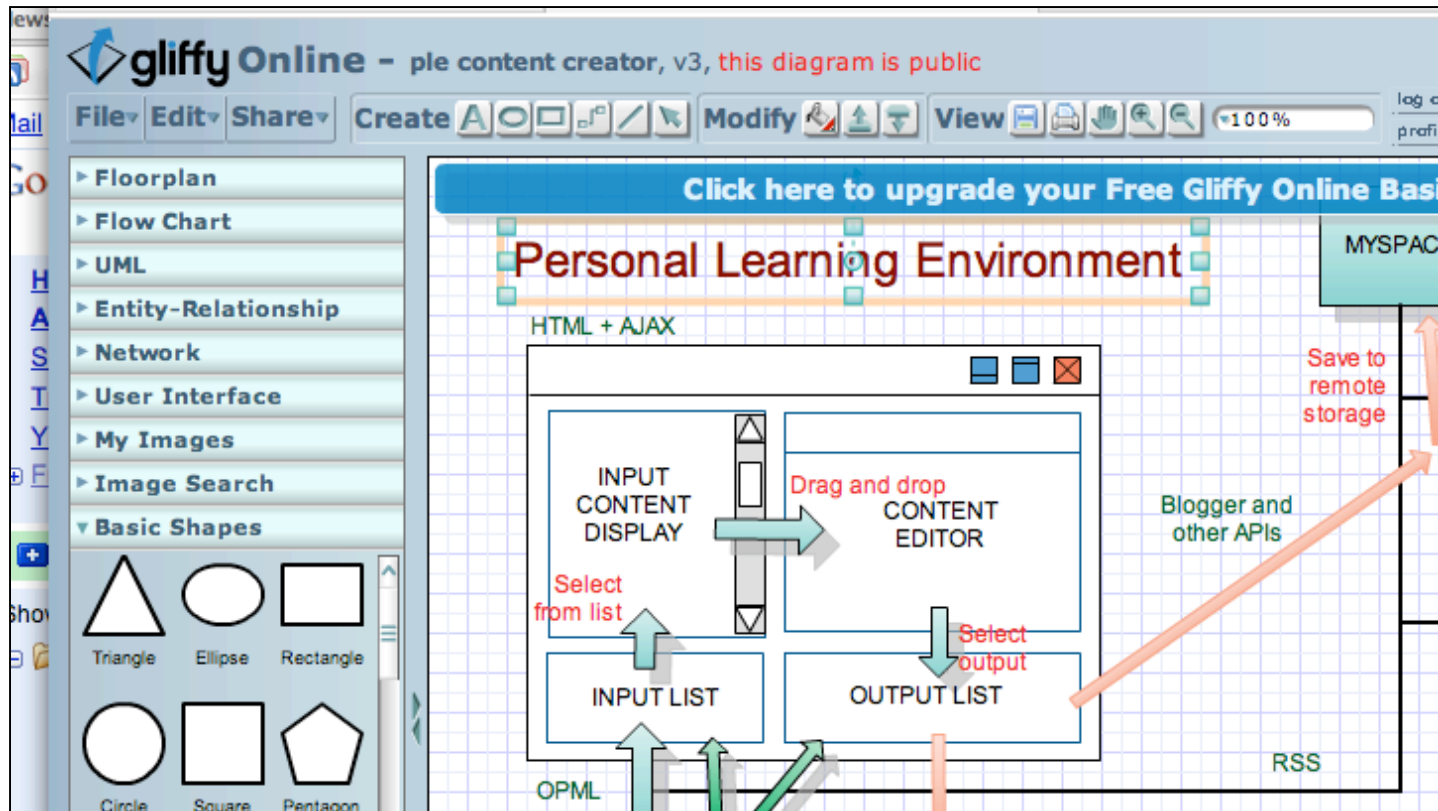


- Knowing where I'm staying before I get there



<http://maps.google.com>

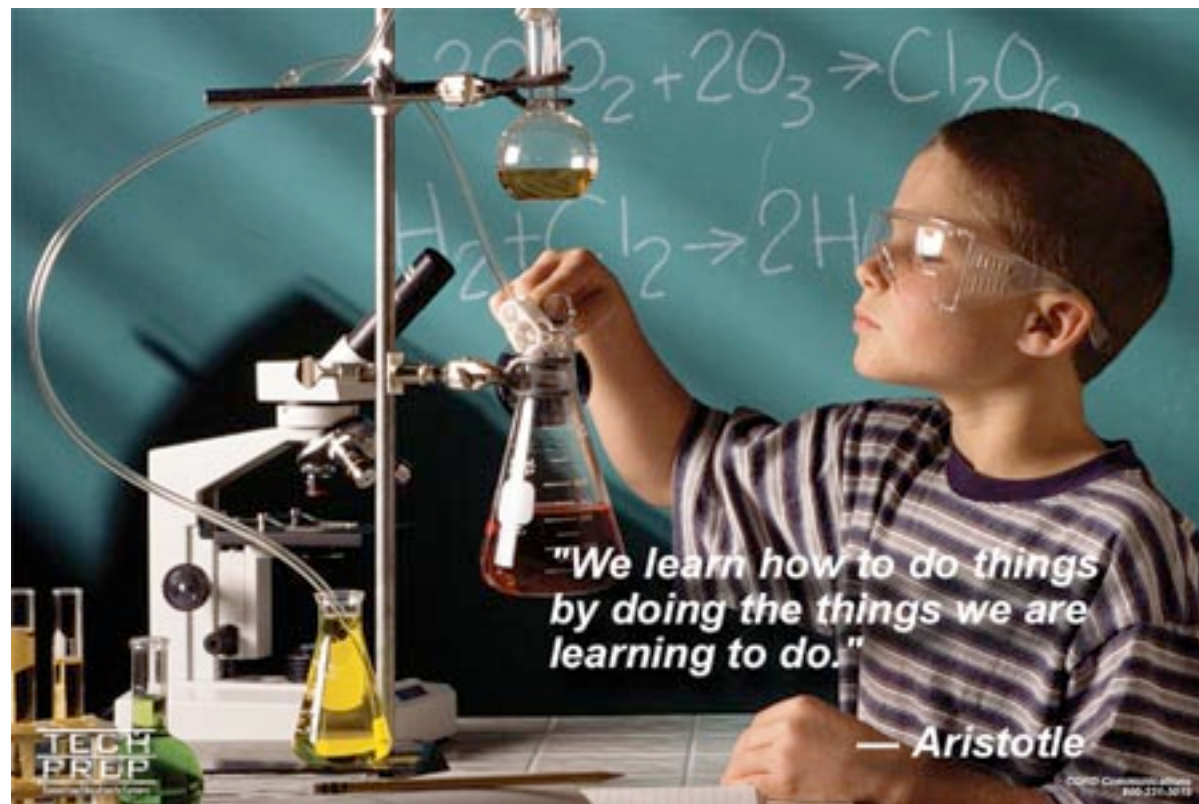
- An Easy Way To Draw Pictures



<http://www.gliffy.com>



# What do personal learning environments mean for learners?





- A world of free learning resources...



<http://educationvault.blogspot.com/2008/08/zaidlearn-ocw-oer-lists.html>

Don't like the word 'free'? Deal with it...

# Three Views of Learning Resources:



# 1. Learning Resources as a *thing*

- Book, content object, etc



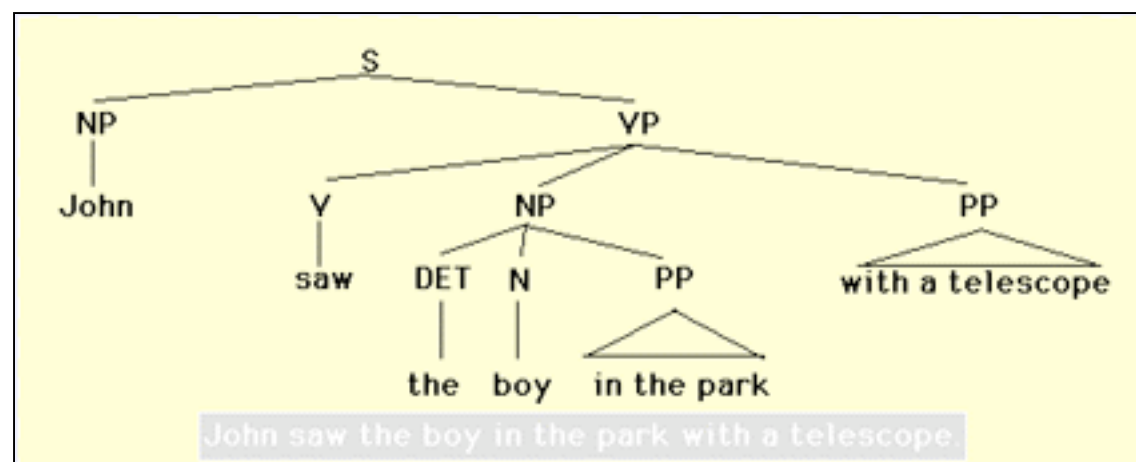


## 2. Learning Resources as *events*

- *Class, lecture, seminar, meeting*



- The first two models are *information-theoretic* and *medium-based* models
  - They stress *content*
  - They stress *rules*



### 3. Learning Resources as *flow*

- Stresses experience
- Stresses pattern recognition





What does this look like?



- User generated Content
  - Personal, opinionated



- Network of interactions

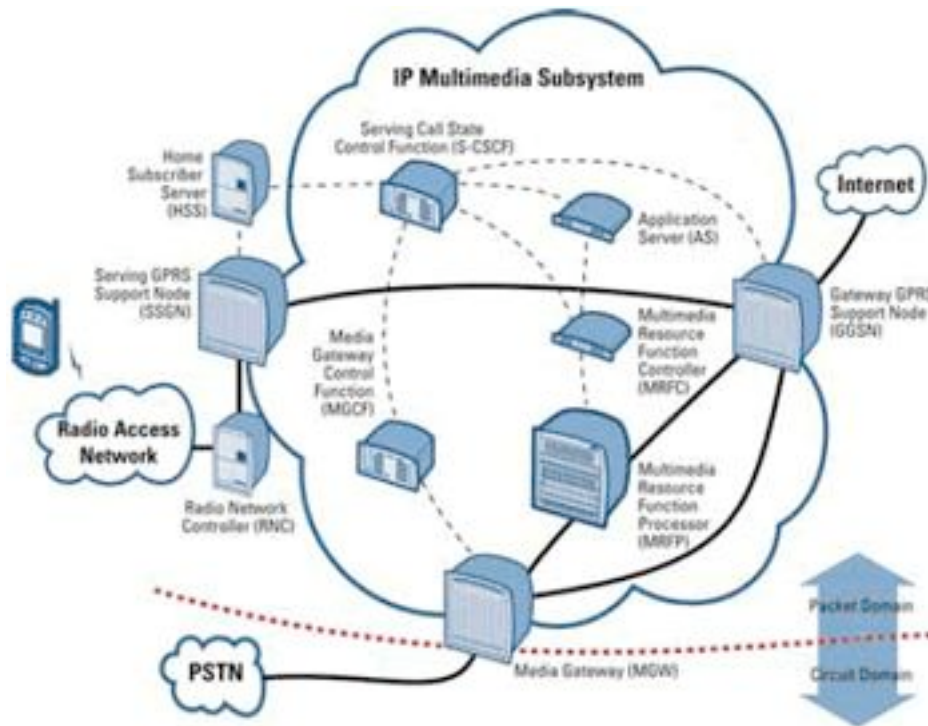
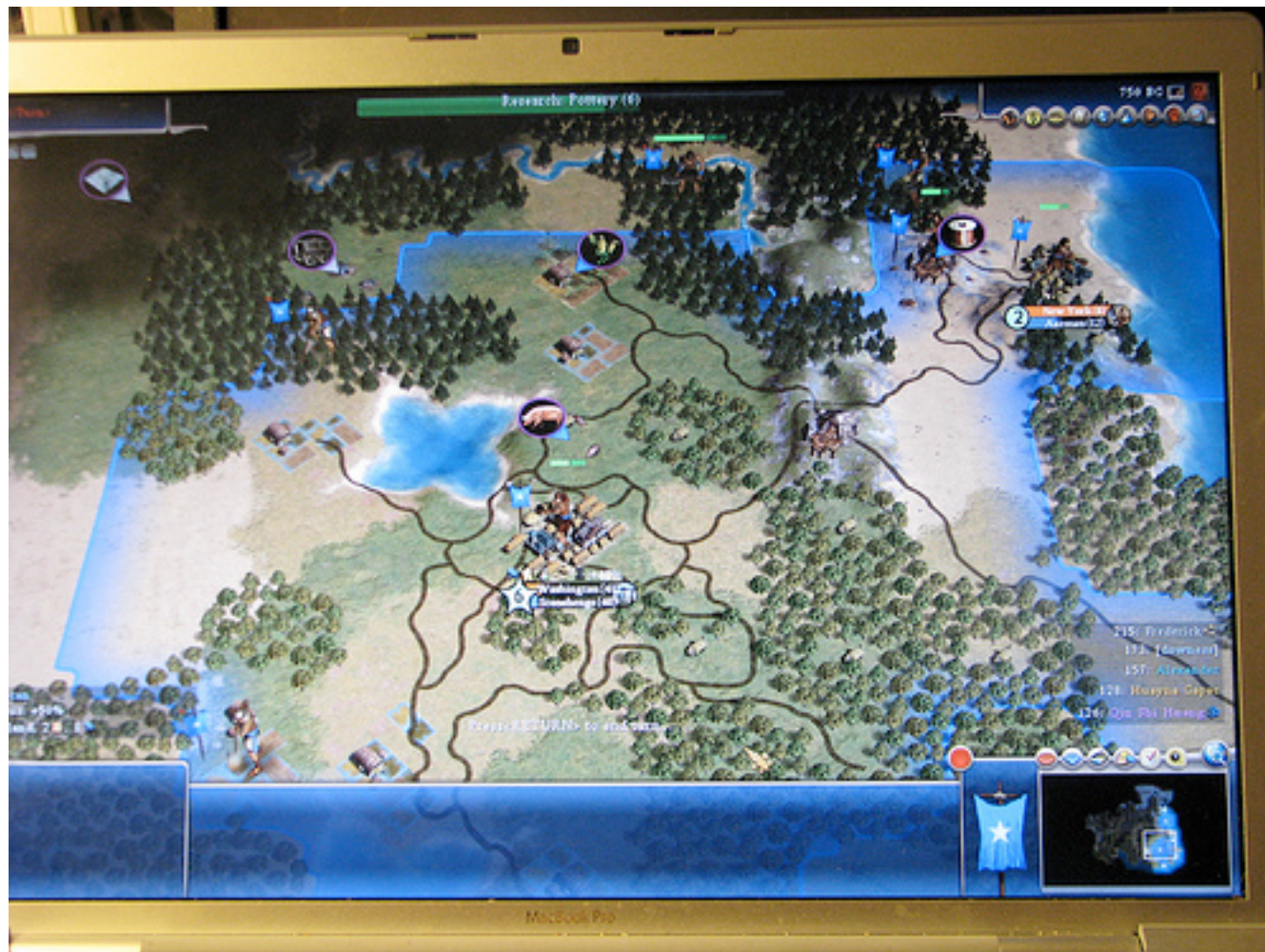


Figure 1: IP Multimedia Subsystem (IMS).



- Immersive Learning



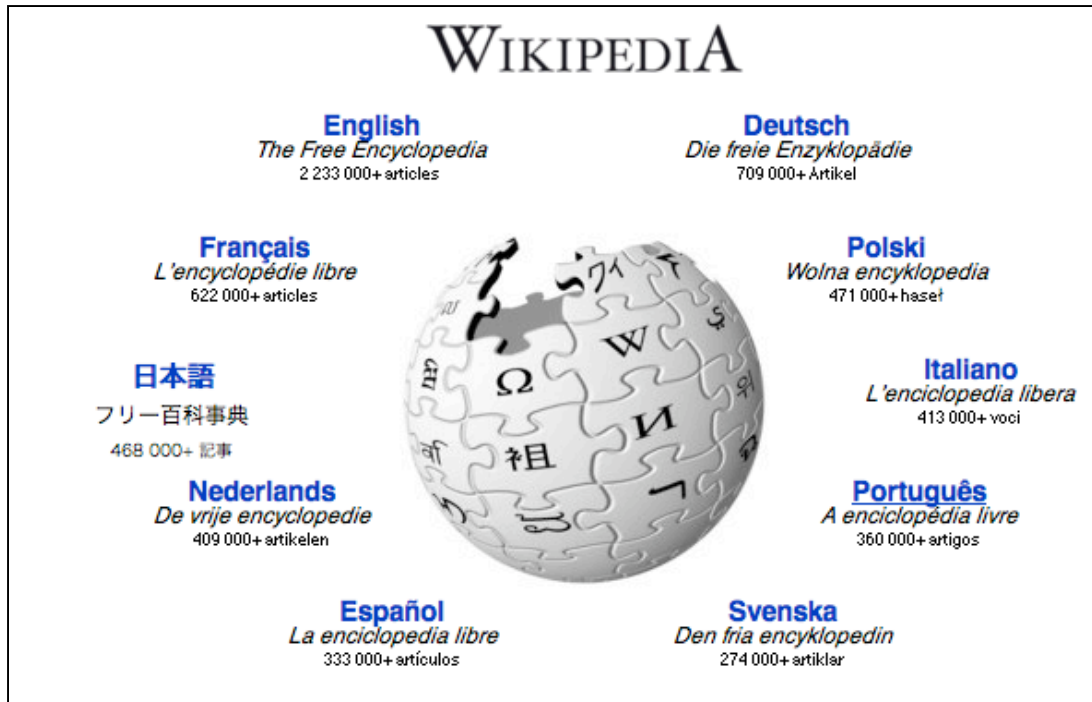


- New Roles

- For students - as creators of learning
- For teachers - as coaches and mentors
- For the rest of us - as teachers

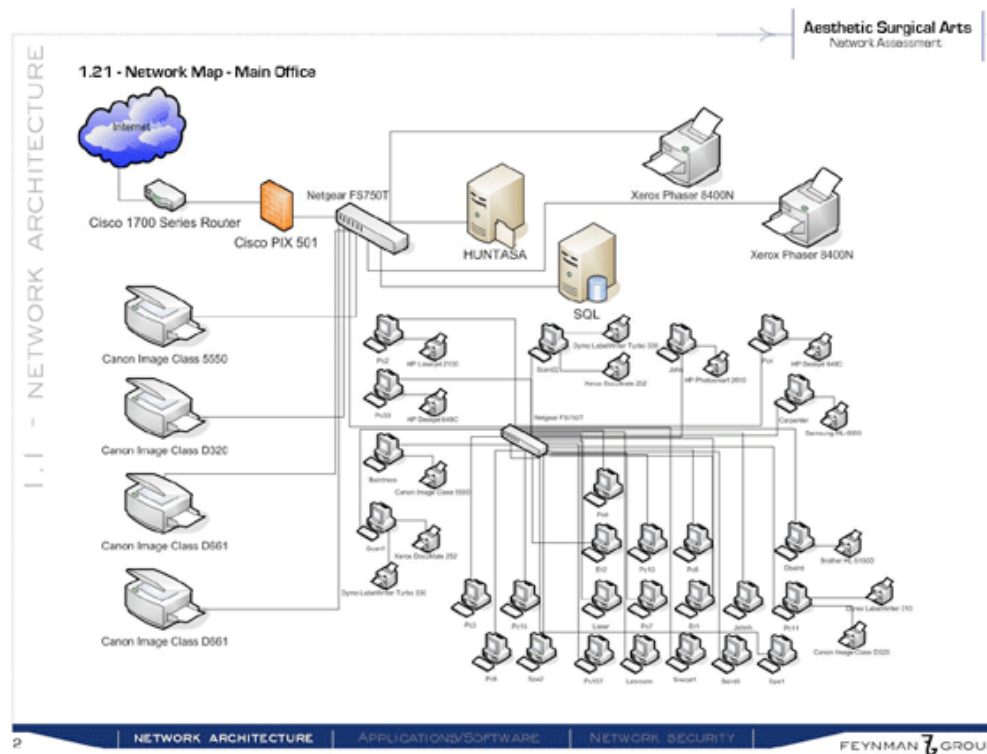


- Web of user-generated content (eg. Wikipedia)...



<http://www.wikipedia.org>

# Learning as a network phenomenon...





# Issues:

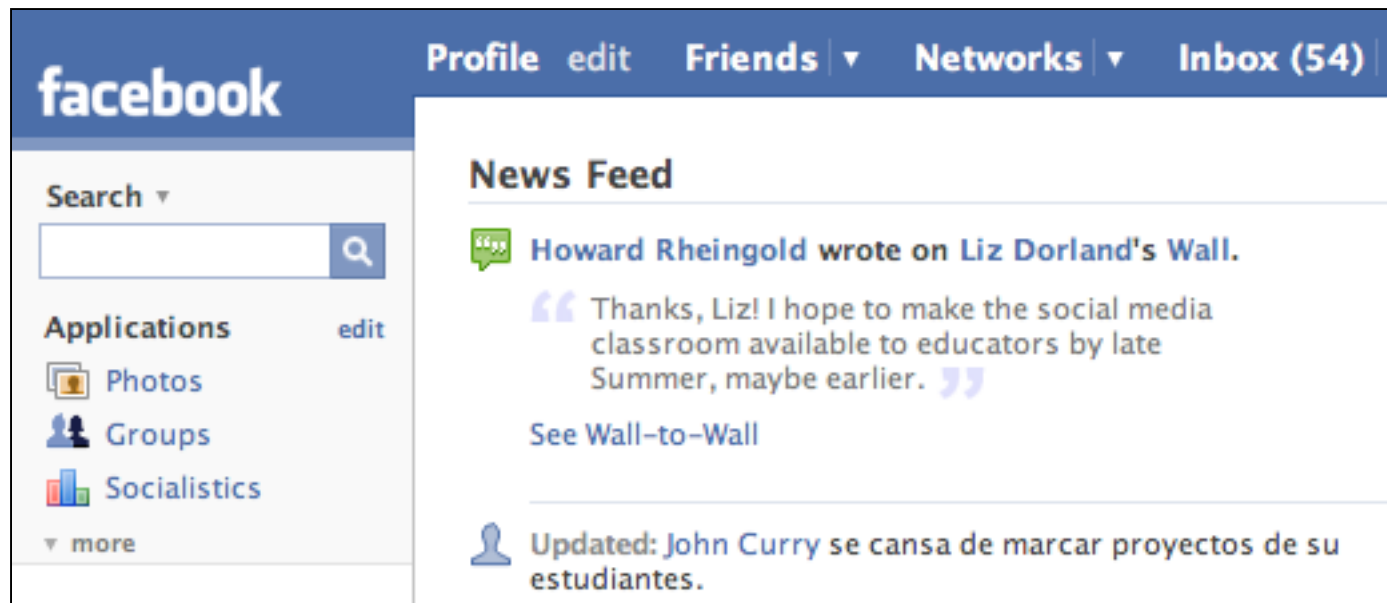
- Too much information, filtering info
- Too many sources to scan, new sources
- Localization, personalization, relevance

# Response: Network Semantics



<http://epthinking.blogspot.com/2008/08/on-event-processing-network-and.html>

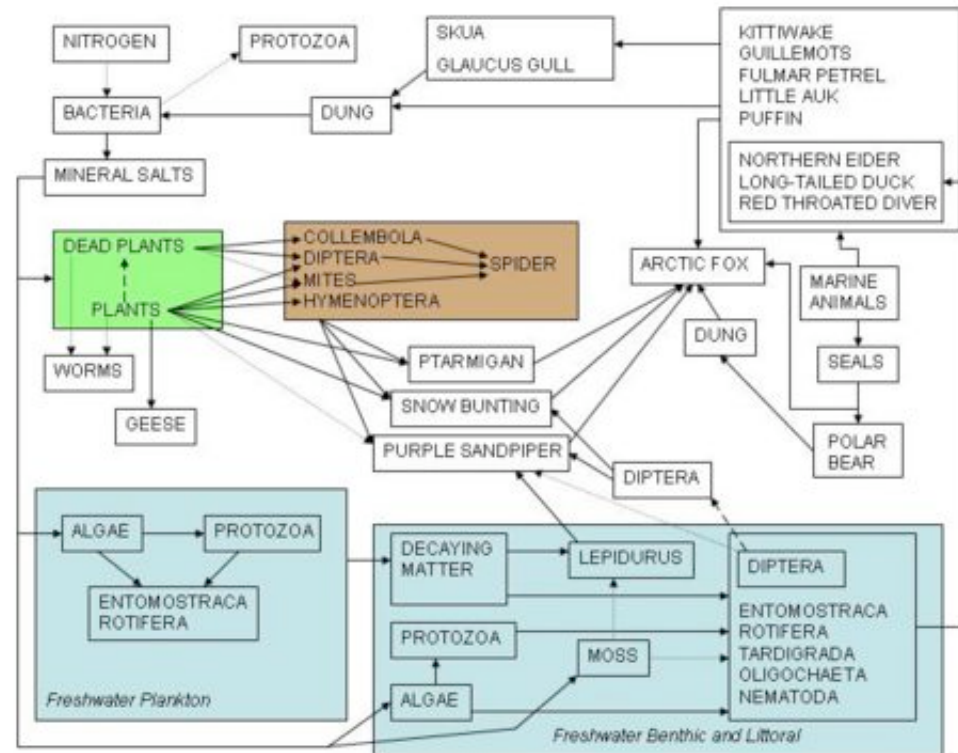
- Social networks and communities (entails a genuinely portable (and *owned*) identity)



<http://www.facebook.com>

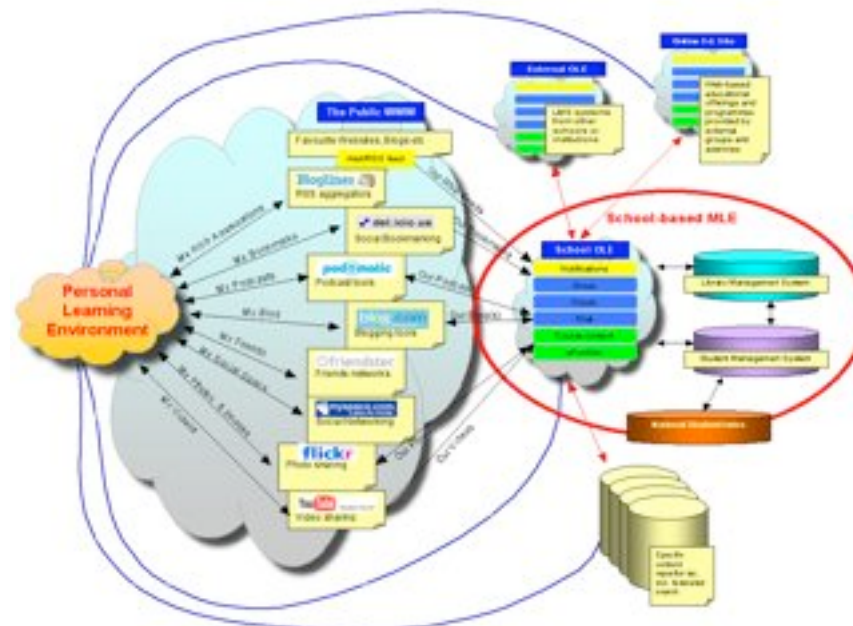


- Networks of interactions  
(aggregate, remix, repurpose, feed forward) – syndication



An ecology...

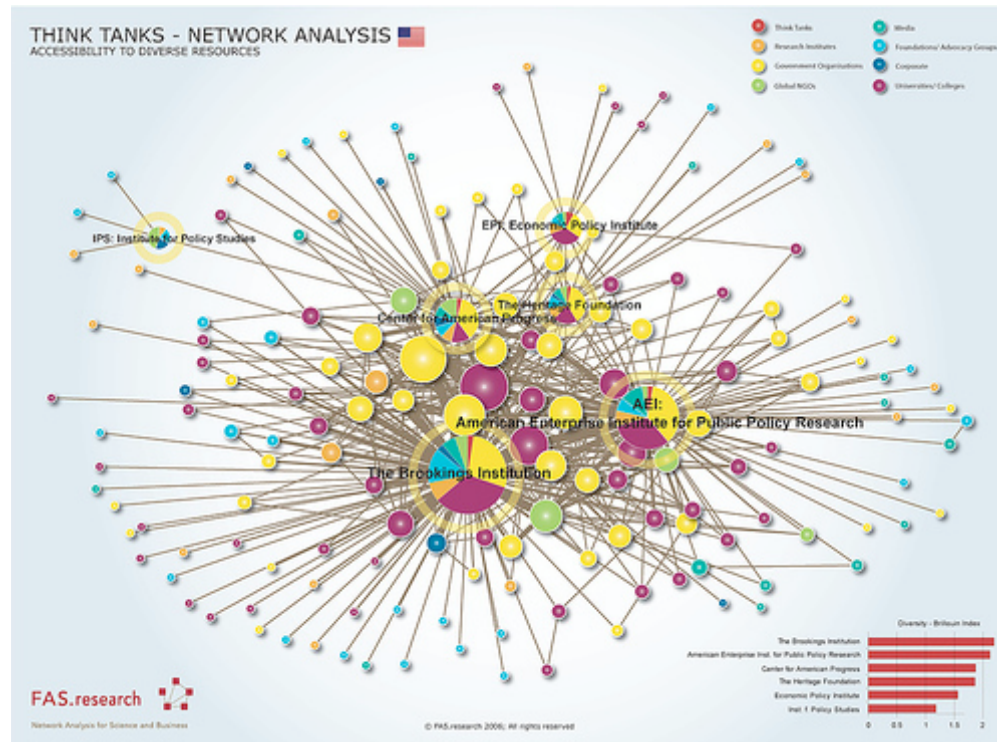
- The *personal* learning centre



*Autonomy*

[http://blog.core-ed.net/derek/2006/11/more\\_on\\_mles\\_and\\_ples.html](http://blog.core-ed.net/derek/2006/11/more_on_mles_and_ples.html)

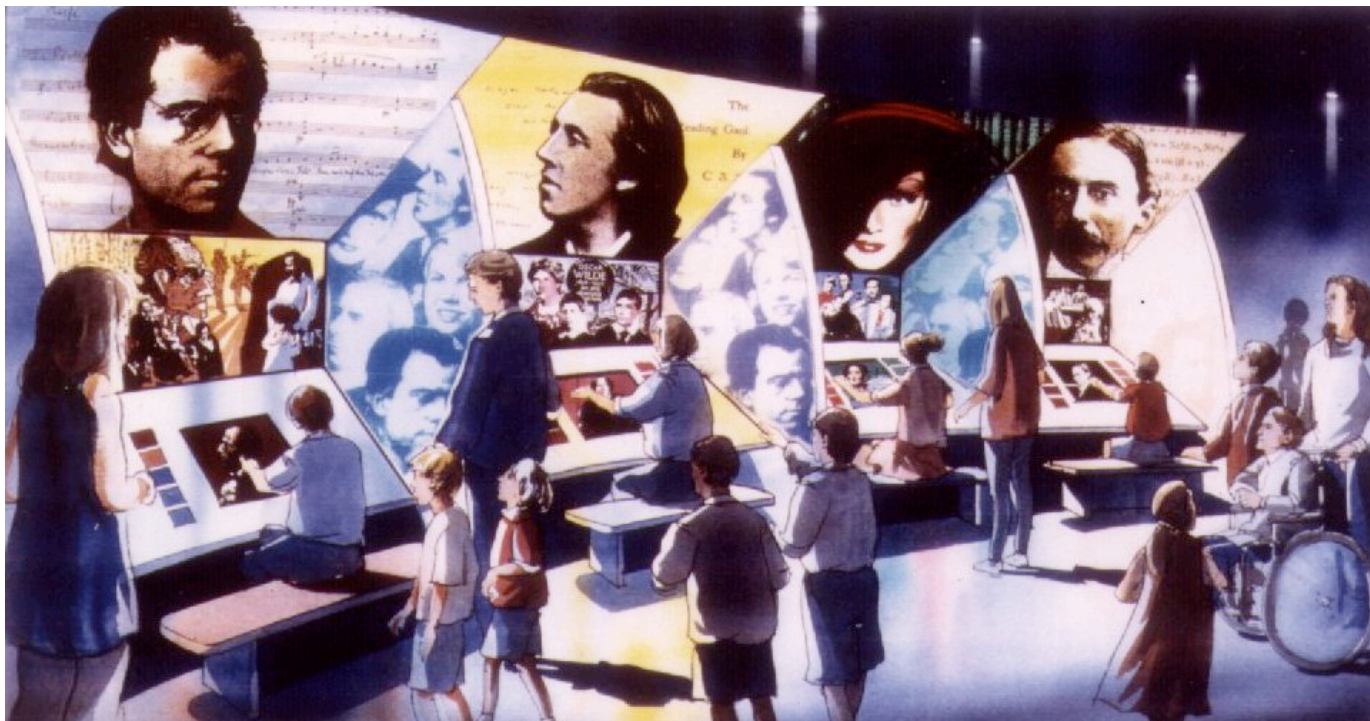
- The Network is Diverse – multiple views, multiple technologies



<http://flickr.com/photos/11242012@N07/1363575474>

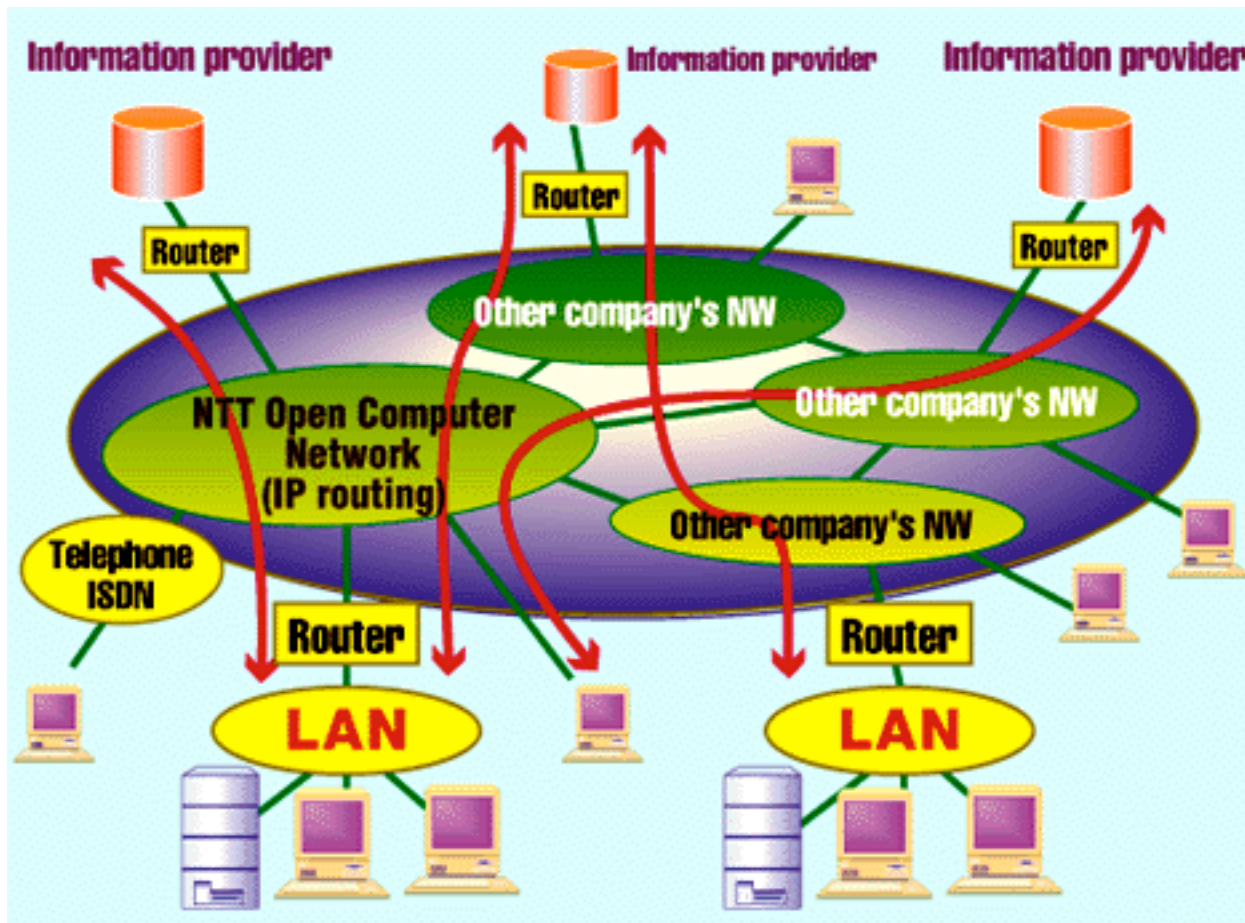


- The Network is connected and interactive (*not* 'integrated') – small pieces, loosely joined



<http://www.biography.org.uk/real.htm>

- The Network is *open*



[http://park.org/Japan/NTT/DM/html\\_f4/F4\\_10600\\_e.html](http://park.org/Japan/NTT/DM/html_f4/F4_10600_e.html)

# What are the key technologies?



<http://www.bclir.org/Egypt.htm>



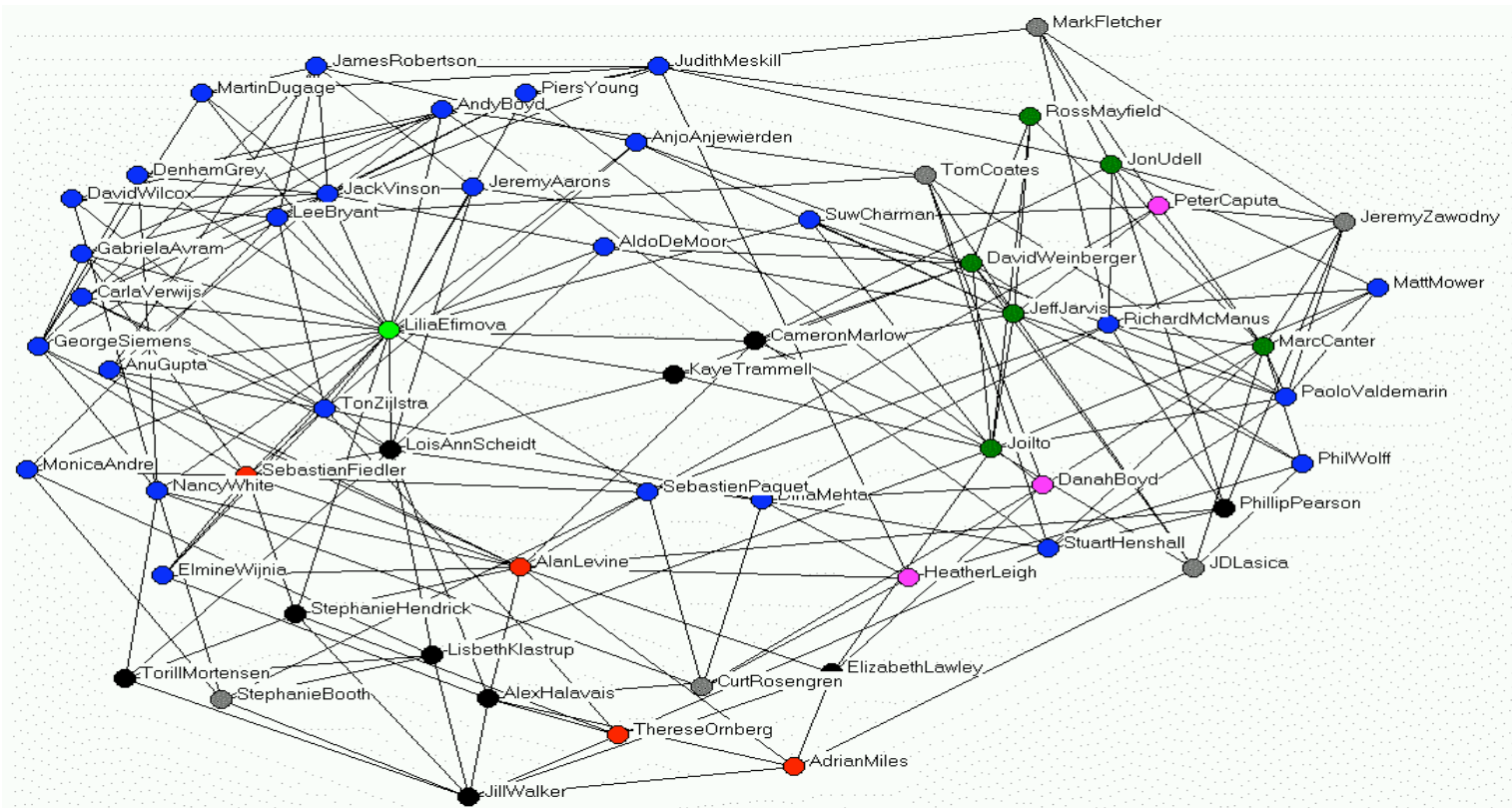
# Web 2.0 - Core Technologies



Tools for worldmaking...



# Social Networking



<http://staffdev.henrico.k12.va.us/parents/socnetwork.htm>

# Tagging

## Tagging

entrepreneurship publishing technology **design** medium b  
ironment games **wireframe** sitemap user experience  
process flow **tagging** card sort **iasummit07** design  
gn the box **information architecture** swimlanes rapid f  
**UX methods** digital ethnography analytics alignment m  
**interaction design** kano analysis **tagging** experience  
**faceted browse** page description diagram **facets links**  
miscellaneous **web 2.0** movies **adoption** emergence m

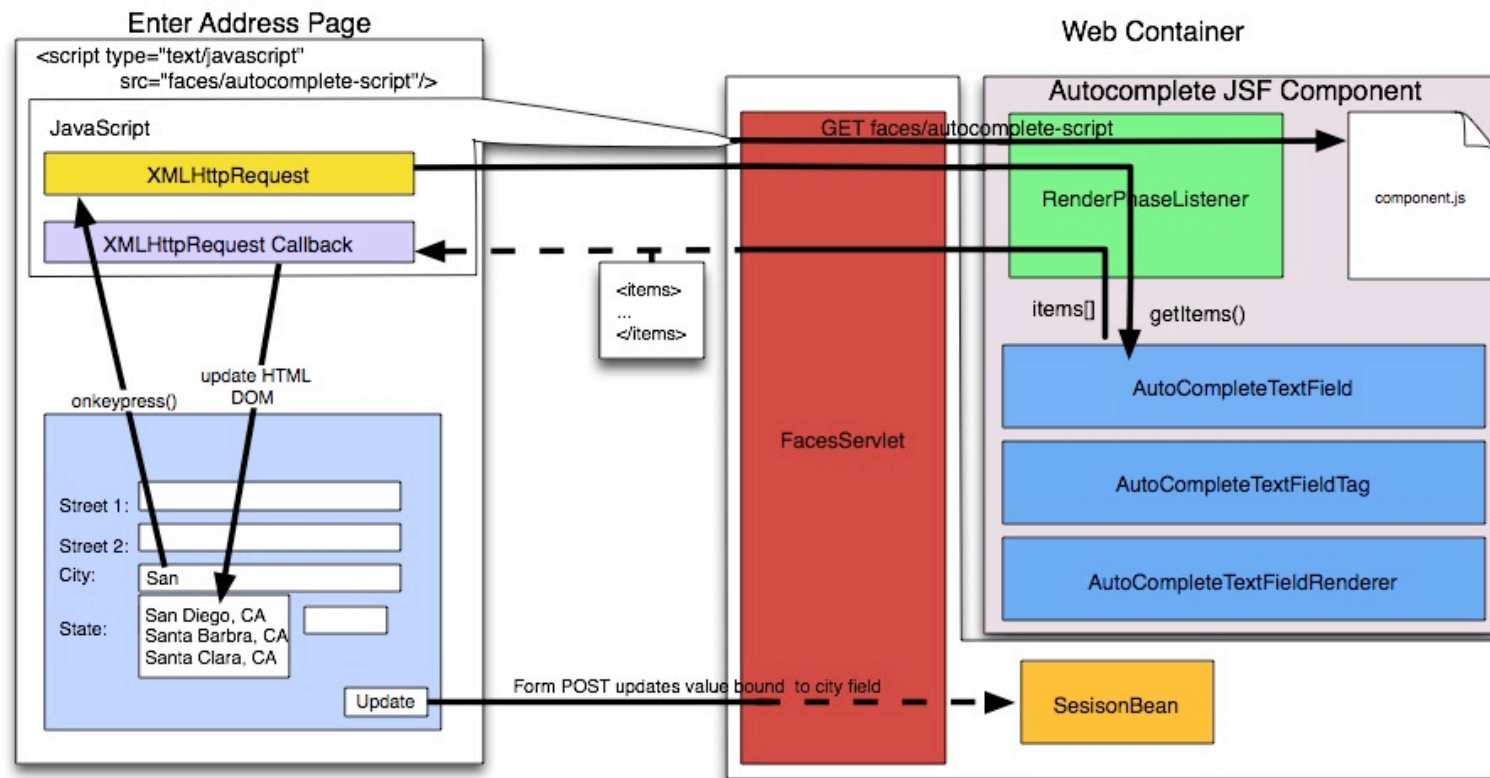
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UX METHODS TRADING CARDS

13

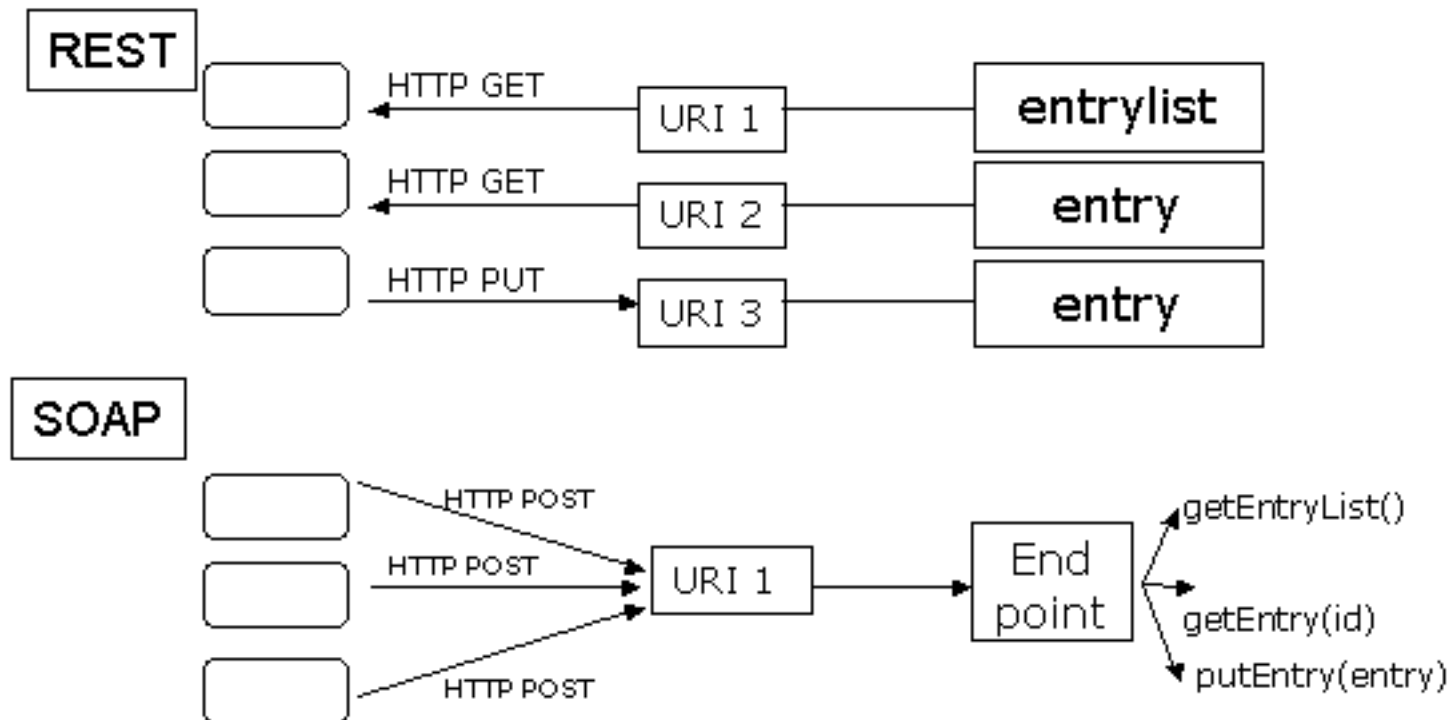
# Asynchronous Javascript and XML (AJAX)

Jesse James Garrett in February 2005.



<https://bpcatalog.dev.java.net/ajax/textfield-jsf/design.html>

# Representational State Transfer (REST)



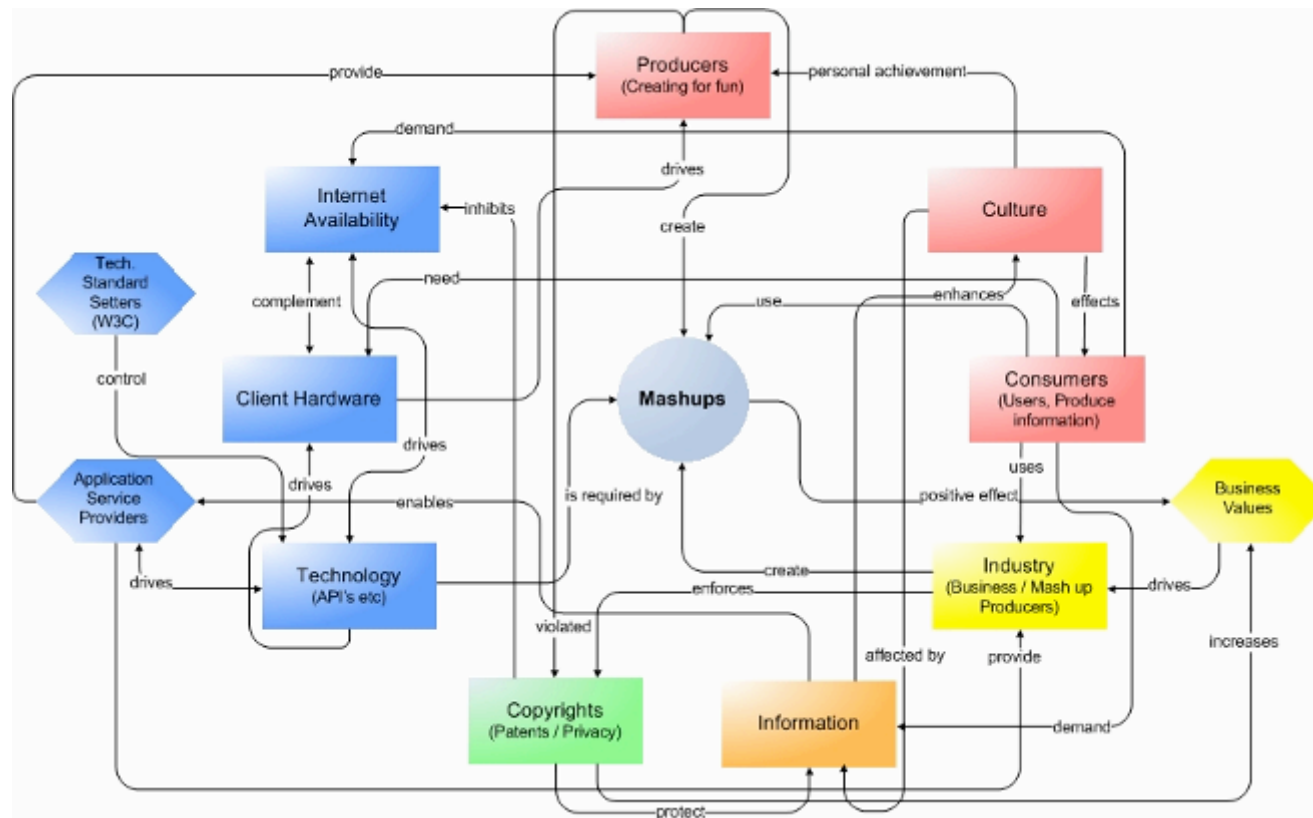
- principles that outline how resources are defined and addressed
- looser sense: domain-specific data over HTTP

[http://en.wikipedia.org/wiki/Representational\\_State\\_Transfer](http://en.wikipedia.org/wiki/Representational_State_Transfer)

<http://itpro.nikkeibp.co.jp/article/Watcher/20060315/232492/>

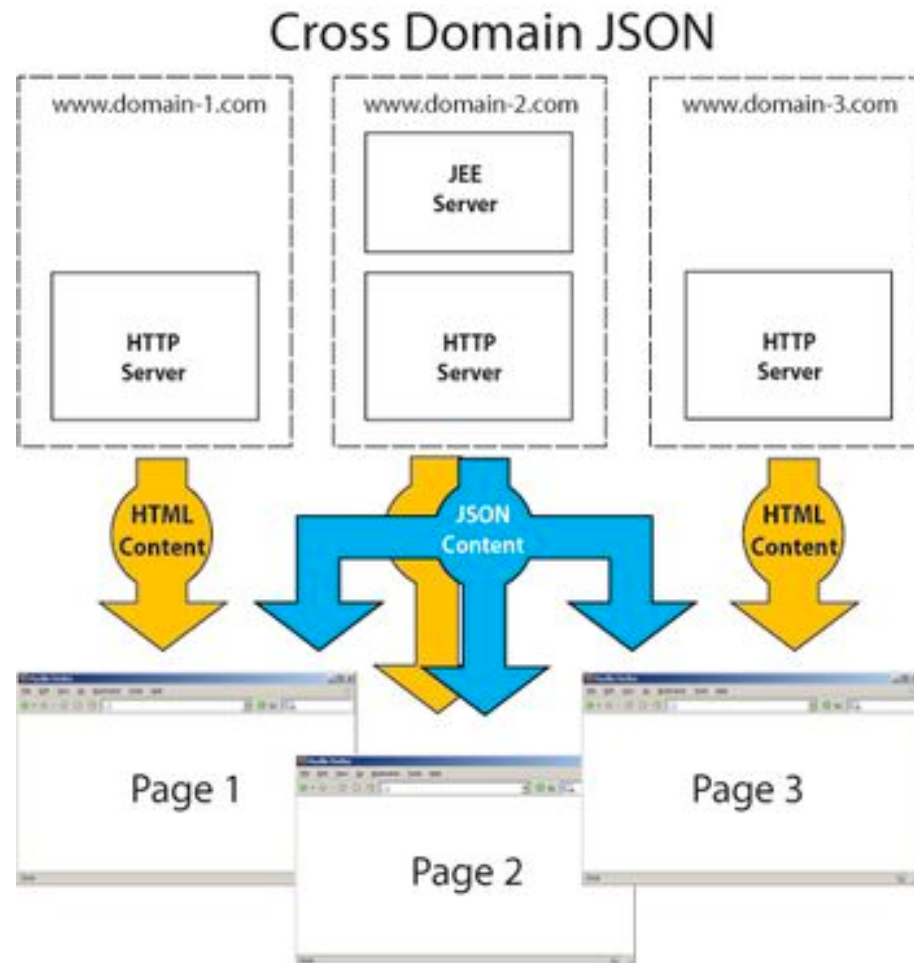


# Application Program Interface (API) and Mash-Ups

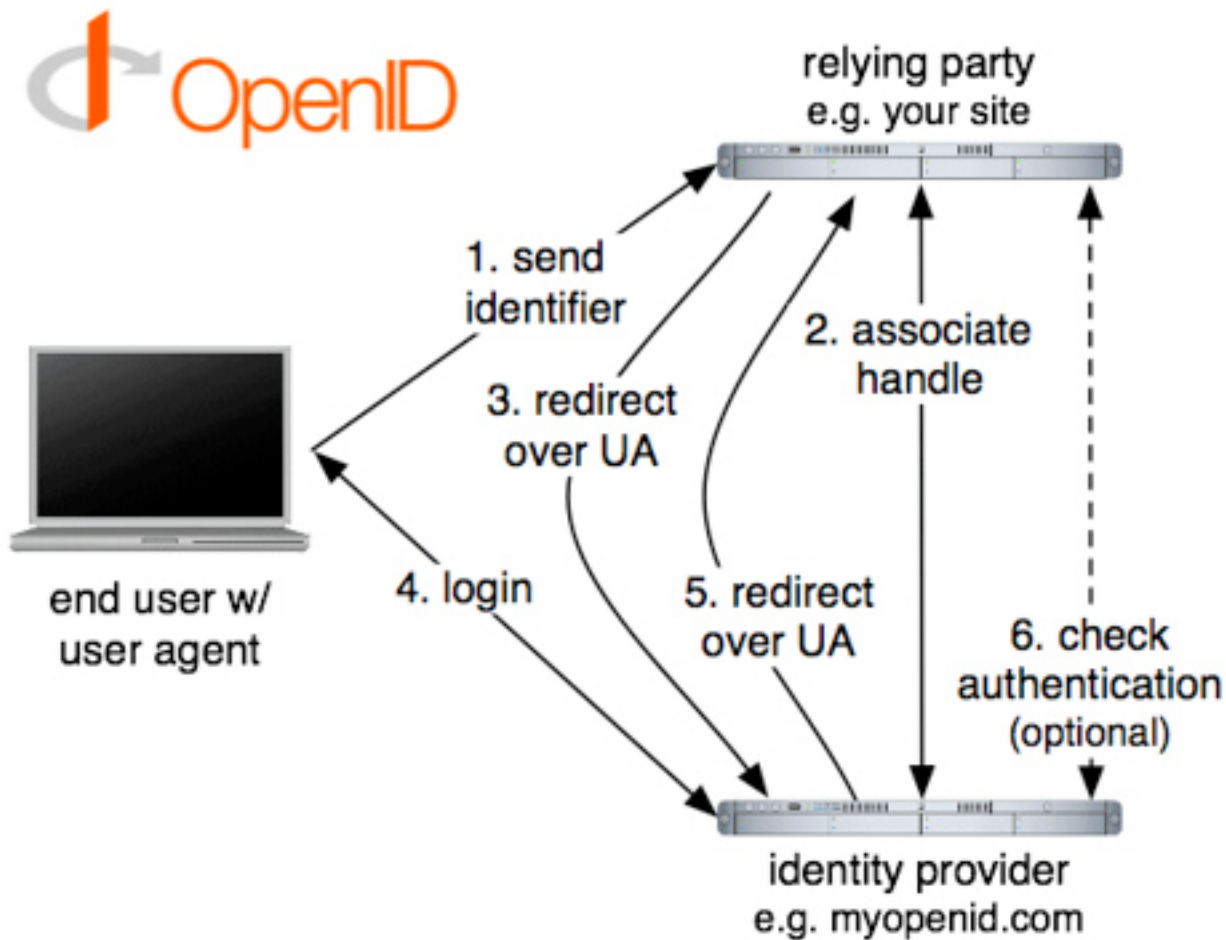


<http://scenariothinking.org/wiki/images/b/b6/MashUpSysDiagramV6.0.jpg>

# Javascript Object Notation (JSON)



# OpenID



<http://gabinetedeinformatica.net/wp15/2007/03/09/openid-nuestra-identidad-virtual/>  
<http://www.funnymonkey.com/openid-in-education>

# Thanks!



<http://www.downes.ca>