

PERSONAL LEARNING: TAKING OWNERSHIP OF LEARNING ONLINE: PART ONE

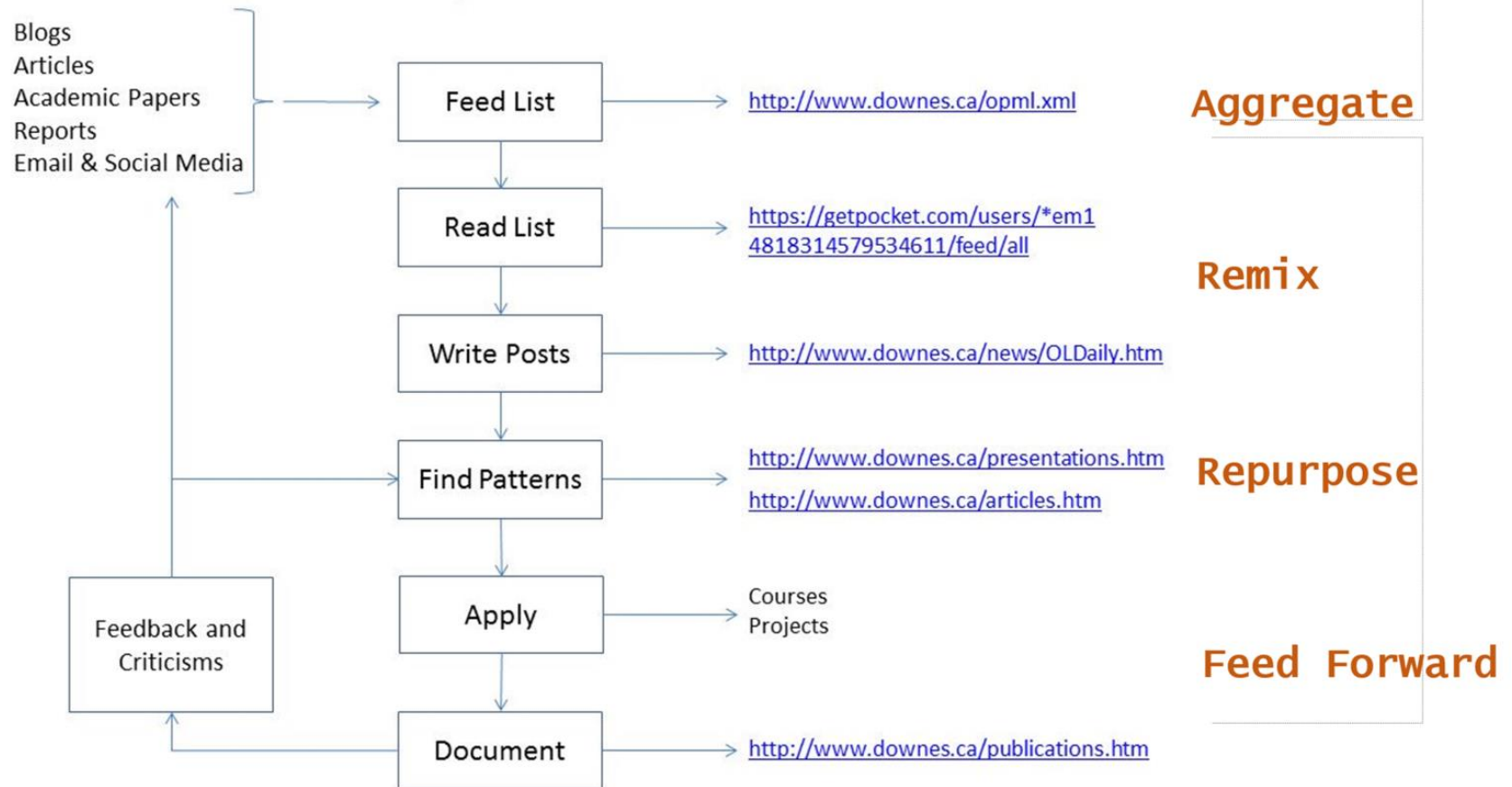
Stephen Downes
August 27, 2020

<https://www.downes.ca/presentation/525>

Three Decades of Enquiry

- 1986 – Models and Modality
- 1993 – The Network Phenomenon
- 1997 – Online Learning Environment (Ole)
- 1998 – The Future of Online Learning
- 1998 – Content Syndication and Online Learning
- 2000 – Learning Objects
- 2001 – Knowledge, Learning, Community
- 2001 – From Virtual to Reality
- 2002 – The Learning Marketplace
- 2003 – E-Learning 2.0
- 2004 – Horse and Palm Tree / Reading the Signs / “We are But Stewards”
- 2004 – Connectivism and Connective Knowledge
- 2006 – Models for Sustainable OER
- 2006 – Groups and Networks / The Semantic Condition
- 2007 – Personal Learning Environment
- 2008 – Massive Open Online Courses / Open Instructon
- 2009 – Speaking in LOLcats
- 2010 – Role(s) of the Educator
- 2010 – Critical Literacies
- 2011 – Knowledge as Recognition
- 2012 – Learning and Performance Support
- 2014 – Collaboration vs Cooperation
- 2014 – Personal Learning
- 2014 – The Personal Graph
- 2015 – Design vs Environment (Outcomes vs Affordances)
- 2016 – Change Drivers and Attractors / Transformation
- 2018 – E-Learning 3.0
- 2019 – Ethics, Analytics and the Duty of Care

My Research Workflow



Takeaways for this Webinar

In this webinar, you learn:

- The difference between ‘personalized learning’ and ‘personal learning’.
- Why personal learning is the preferred concept for student success.
- Key starting points for personal learning, objectives, learning processes and forms of evaluation that best suit personal learning.
- Strategies to implement personal learning in the form of support for remote teaching, online learning, and lifelong learning.

Topics for Discussion - Practical

1. What are relevance, usability, interactivity?
2. Starting points
3. Supporting them when they're not supported (a.k.a. Geurilla Tactics)

These slides will be available at:

<https://www.downes.ca/presentation/525>

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Topics for Discussion - Theory

1. What is personal learning?
2. Personal learning starting points
3. Supporting personal learning online

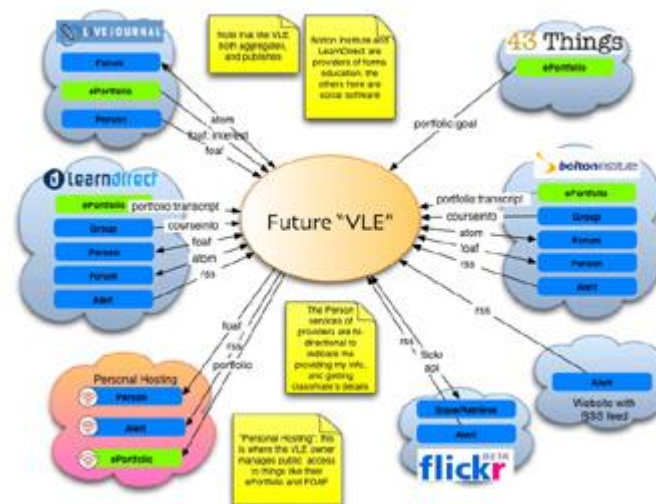
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Three Principles:

- Interaction – participation in a learning community (or a community of practice)



Three Principles:

- *Usability* – simplicity and consistency



Three Principles:

- *Relevance* – or *salience*, that is, learning that is relevant to you, now





Interaction:

“... the capacity to communicate with other people interested in the same topic or using the same online resource.”

- Why do we want it?
 - **Human contact** ... *talk to me...*
 - **Human content** ... *teach me...*

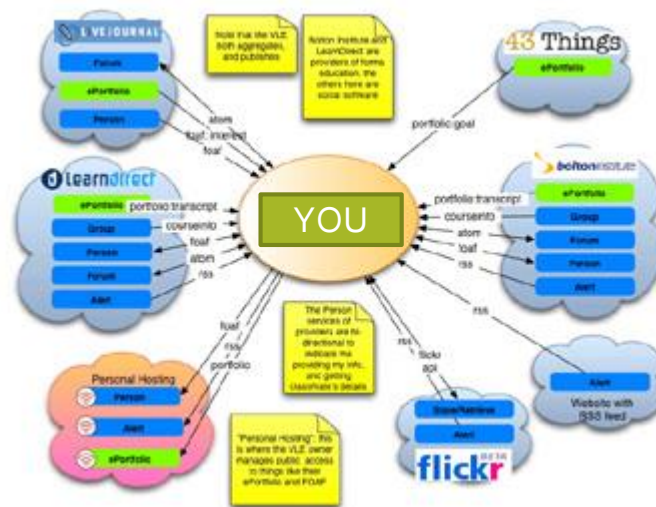
Interaction: How to Get It

- You cannot depend on traditional learning for interactivity...
 - Most learning based on the broadcast model
 - Most interactivity separated from learning



Interaction: How to Get It

- Built your own interaction network
 - Place yourself, not the content, at the centre



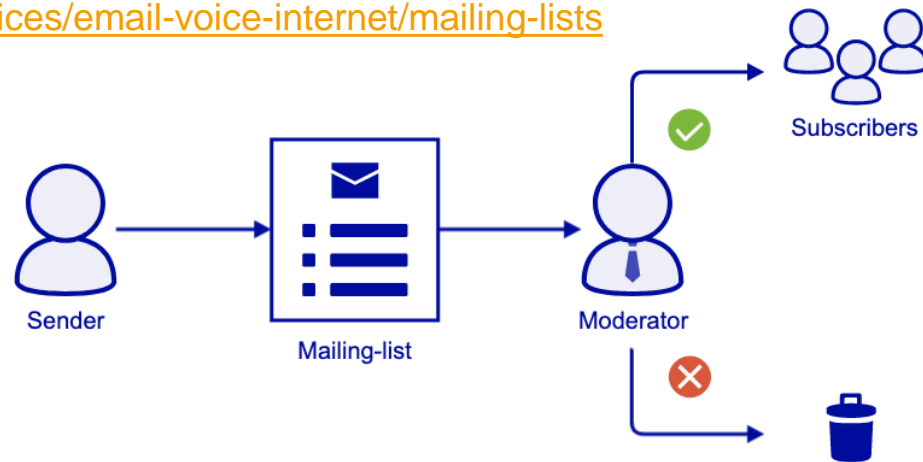
Interaction: Your Personal Network

- Email and mailing lists

- Google Groups

- Institutional Lists

<https://it.ubc.ca/services/email-voice-internet/mailling-lists>



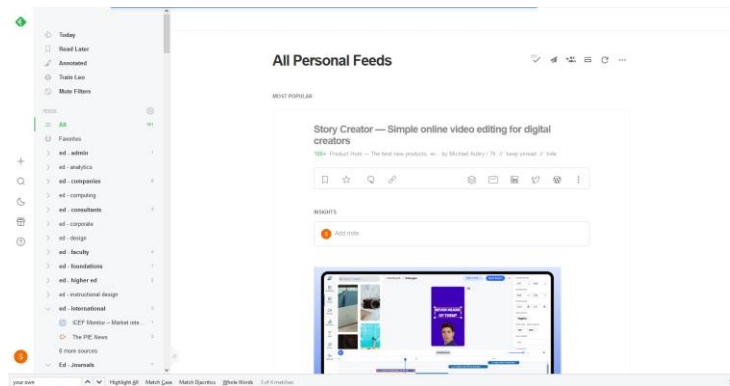
Interaction: Your Personal Network

- **Blogging** – reading your subscriptions, leaving comments, longer responses in your own blog
 - Wordpress
 - Edublogs
 - Blogger

Interaction: Your Personal Network

- Personal communication – instant messaging, Skype
- Social Networks – Twitter, Mastodon
- RSS – Feedly

<https://feedly.com>



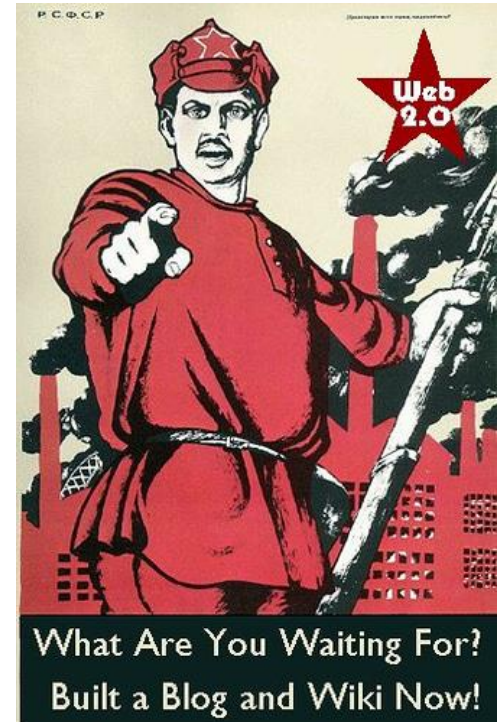
Interaction: Principles

- Pull is better than push...
- Speak in your own (genuine) voice (and listen for authenticity)
- Share your knowledge, your experiences, your opinions
- Make it a habit and a priority



Interaction: Guerilla Tactics

- If interaction isn't provided, create it...
 - Eg., if you are at a lecture like this, blog it



Interaction: Guerilla Tactics

- Use back-channels
 - Private lists, Gmail accounts,
 - Flickr, IM, more...



Usability:

“... probably the greatest usability experts are found in the design labs of Google and Yahoo!”

- Elements of Usability
 - **Consistency** ... *I know what to expect...*
 - **Simplicity** ... *I can understand how it works...*

Consistency? As a Learner?

- Yes! Take charge of your learning...



Consistency? As a Learner?

- Clarify first principles...
 - for example, how do you understand learning theory? Eg. [Five Instructional Design Principles Worth Revisiting](#)



Consistency? As a Learner?

- Organize your knowledge
 - For example, build your own CMS (using, say, Drupal)

Simplify the Message

- Summarize, summarize, summarize
 - (and then put it into your own knowledge base)

Simplify the Message

- Use your own vocabulary, examples
 - You own your language – don't let academics and (especially) vendors tell you what jargon to use

Simplify the Message

- Don't compartmentalize (needlessly)

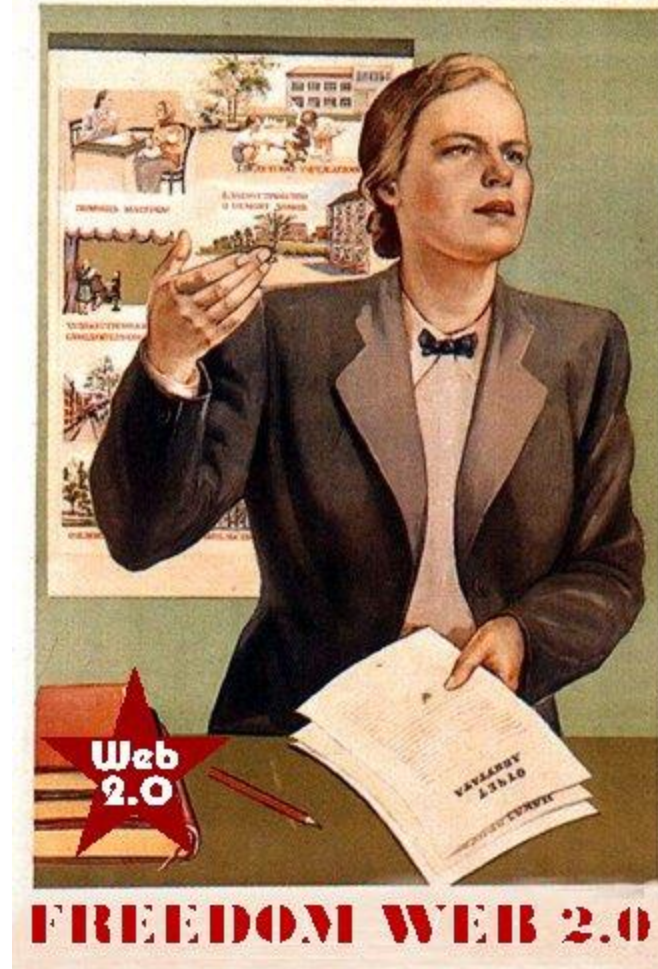


Usability: Principles

- Usability is Social:
 - Can you search your own learning?
 - Do you represent similar things in similar ways?
- Usability is Personal:
 - Listen to yourself
 - Be reflective – eg., is your desktop working for you?

Usability: Guerilla Tactics

- Important: your institutional CMS is almost certainly dysfunctional – create your own *distributed* knowledge management system...



Usability: Guerilla Tactics

- Create a blog on Blogger, just to take notes



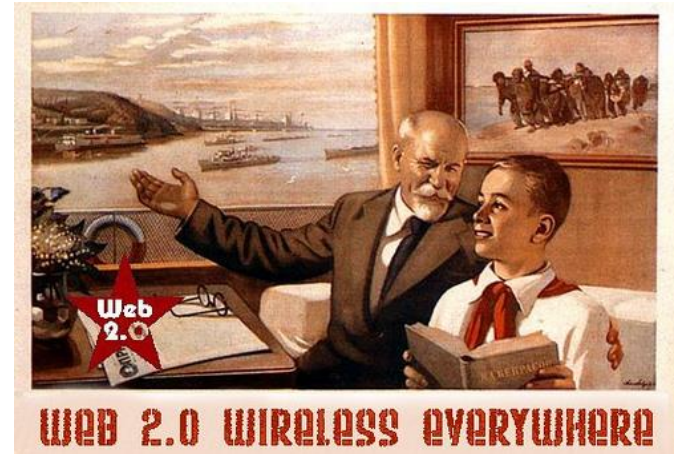
Usability: Guerilla Tactics

- Store photos on Flickr



Usability: Guerilla Tactics

- Create a GMail account and forward important emails to yourself (and take advantage of Google's search)



Usability: Guerilla Tactics

- (Maybe) use Google desktop search

Relevance:

“... learners should get what they want, when they want it, and where they want it “

- *Generating Relevance*

- **Content** ... *getting what you want*

- **Location, location, location...**

Getting What You Want

- Step One: maximize your sources – today's best bet is RSS – go to www.google.com/reader, set up an account, and search for topics of interest

Getting What You Want

- Step Two: filter ruthlessly – if you don't need it now, delete it (it will be online somewhere should you need it later)

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