



CENTER FOR IT OG LÆRING

Learning 2.0

Århus January 21, 2009

Learning 2.0
Conditions and potentials
of the social web

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ELYK

- E-Læring, Yderområder og Kvalitetsudvikling

**E-learning and Networking
in peripheral areas**
<http://www.elyk.dk/>

Project period 03/2009 – 03/2012,
UC Sjælland, UC South, Univ. of Southern Denmark, Roskilde University,
Targeting small and medium-sized companies.

Establishing two cluster networks,
Experimenting with ICT-mediated cluster network formation,
Running Academies for introducing members.

Mapping needs for developing competences,
Mapping potentials and barriers for e-learning.

R & D projects in user-driven development of flexible e-learning,
for in-service and Open University programmes.

Developing methods and tools for ICT-mediated practice-oriented,
in-service training, short vocational courses,
and formal Open U. programmes.

What happens when ...

online learning ceases to be like a medium,
and becomes more like a platform?

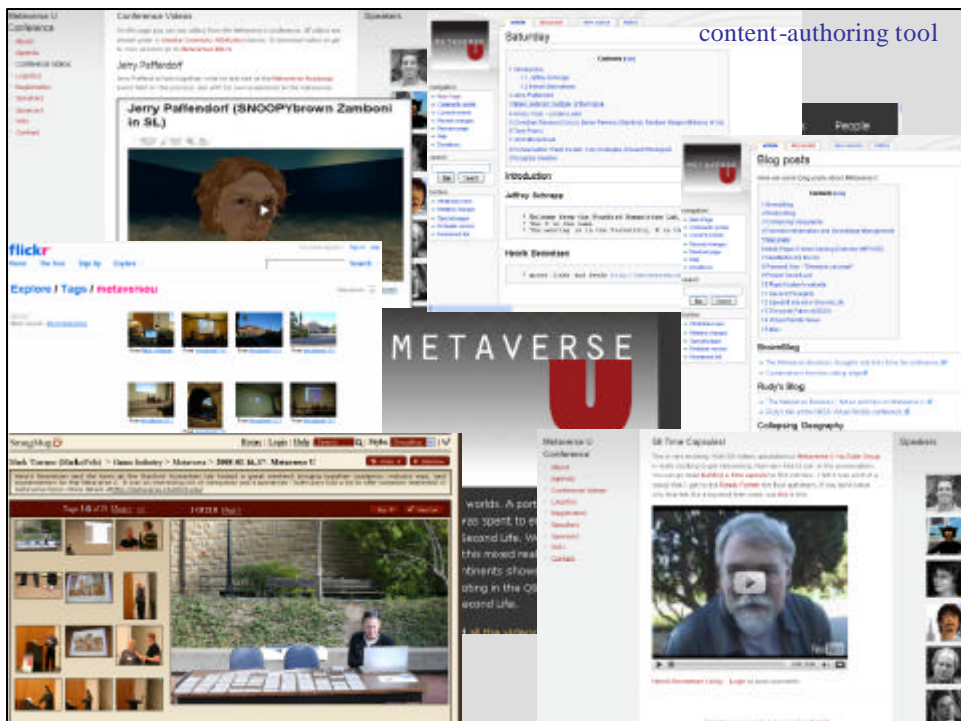
online learning software ceases to be a type of
content-consumption tool, where learning is
"delivered," and becomes more like a
content-authoring tool, where learning is created?

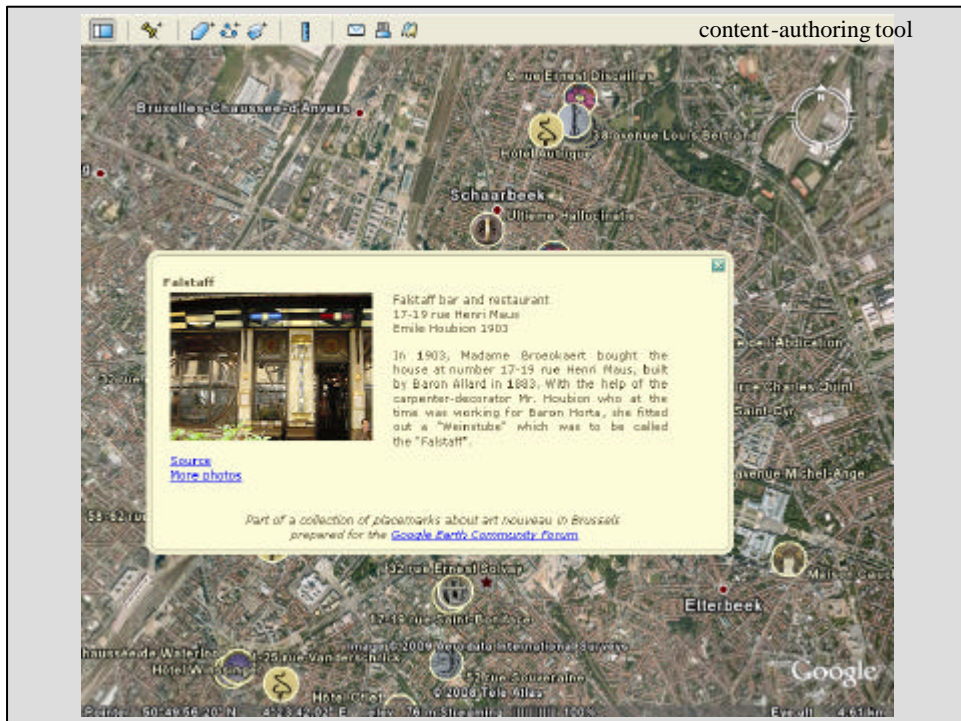
The e-learning application, therefore, ...

becomes, not an institutional or corporate application, but
a personal learning center, where content is reused
and remixed according to the student's own needs
and interests.

It becomes, indeed, not a single application, but a collection of
interoperating applications - an environment rather
than a system

Downes, S. (2005, October 10). E-learning 2.0. eLearn Magazine.





personal learning center

world is fundamentally changing...

Classroom Training

Professor, Library, Information
Student
Student
Student
Student
Student
Student
Student
Student

New Paradigm

Learner
Classroom Training
Online Training (sync and async)
Experts
Communities of Practice
Performance Support
Knowledge Repositories
Mentoring Coaching

Performance consulting has been around for a long time. It's important that IDs never forget those skills. The technology options may

Diana G. Oblinger & Mark K. Lury: Distributed Learning, CAUSE Professional Paper Series #18, 1996

Classroom Training

Learner
Learner
Learner
Learner
Learner
Learner

New Paradigm

- The employee/learner is viewed as a knowledge seeker, with constantly changing learning needs and time frames.
- Online and offline services enable greater access to the total set of knowledge, learning and performance resources.

marc rosenberg

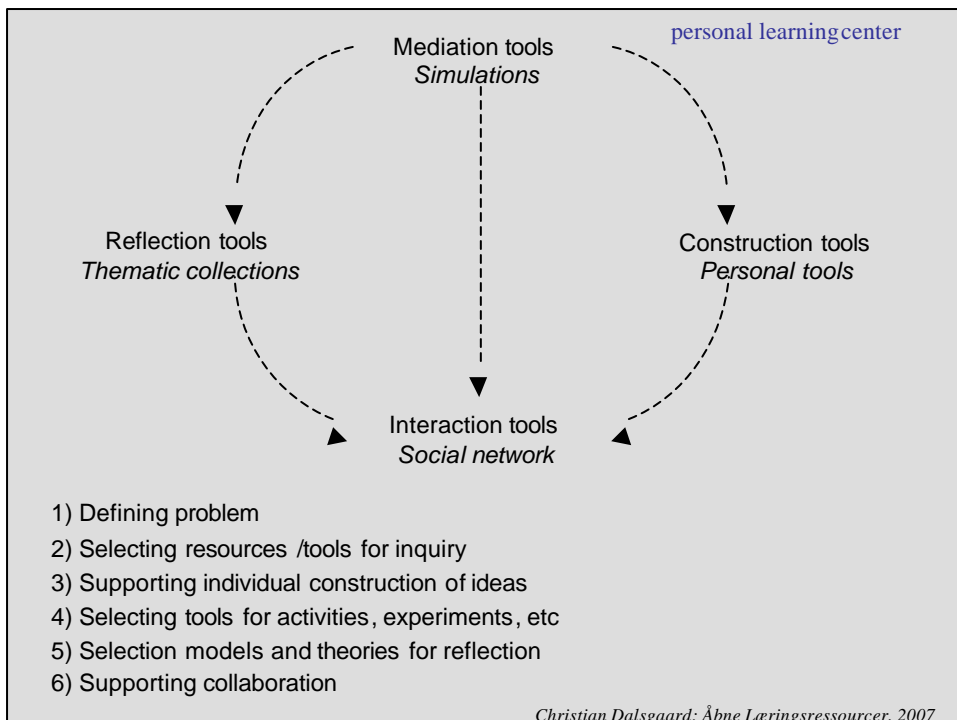
0:56:21

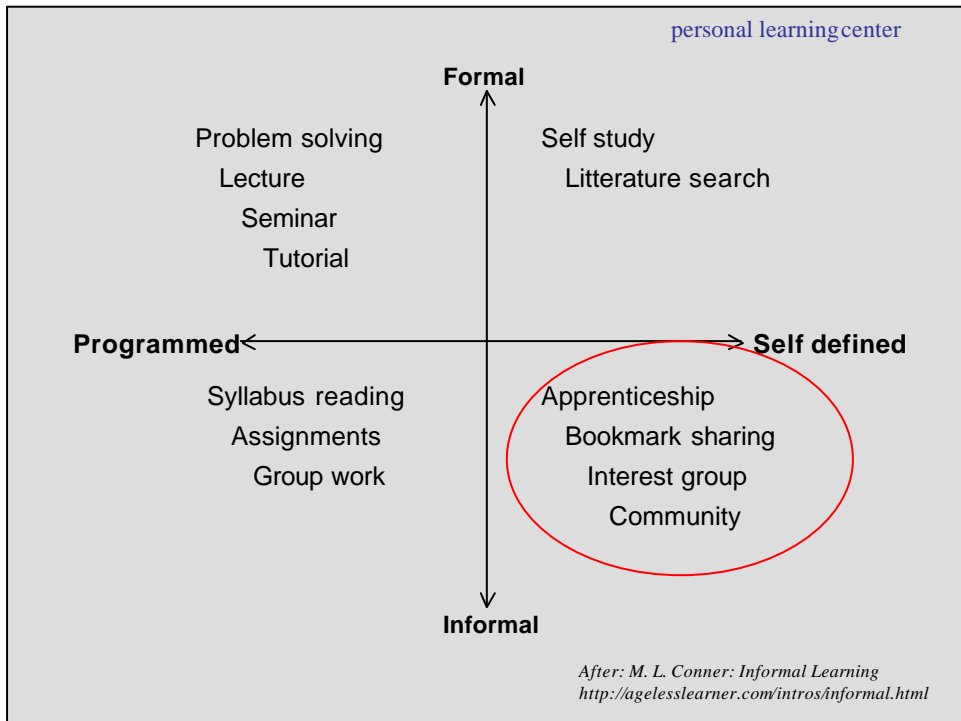
This happened in a program I was recently involved in as a learner. An LMS was the main learning tool (which was a good choice for the program - many of the learners valued the centralized nature of communication and content presentation).

After a short period of time, however, groups of learners "broke off" from the program and started holding discussions through Skype, IM, wikis, and other tools. Learners selected tools that were more tightly linked to the types of learning tasks occurring. When the learning was content consumption or simple discussion threads, the LMS was fine. As the learning became more social, learners started using tools with additional functionality.

The learning required by the instructors – assignments, discussions – still happened in the LMS. But much more meaningful, personal, and relevant learning happened underground – outside of the course.

(http://connectivism.ca/blog/2005/12/when_learning_goes_underground.html)





environment

An ecology is basically an open, complex, adaptive system comprising elements that are dynamic and interdependent.

One of the things that makes an ecology so powerful and adaptive to new environments is its diversity.

Brown, J. S. (2002). Growing up Digital. How the Web Changes Work, Education, and the Ways People Learn. USDLA Journal, 16(2).

Conventional networks

co-presence

Computer networks

dislocation of time and space
from place

social relations; roles

The internet is a global **disembedding** mechanism as it allows for the removal of relations between people and institutions from the immediacies of their situated contexts. It is a **reembedding** mechanism in that it allows for the reconstitution of networks of people and institutions across time-space.

J. Slevin: The Internet and Networking

Networking in new media ...

Dynamic

Constant reflective updating.

Unlimited

In time and space, no one is a stranger

Negotiated

Roles, relations, methods no longer functions of
proximity, tradition, family ties

Meritocratic

Authority through actions, not from predictable relations

Self-positioning

Who knows you – not who you know

After J. Slevin: Internettet og networking.I: Det digitale nærvær, 2004

[illegible]

Meritocratic

Authority through actions,
not from predictable
relations

[illegible][illegible]

Unlimited

In time and space:

No one is a stranger

Unlimited

In time and space;
No one is a stranger.



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open, people knowledge through open courseware.

USE: Find Course Materials | SHARE: Share Your Knowledge with Others | SUPPORT: Support the Open Courseware Consortium

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More From MIT

environment

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Always in service.
iTunes U delivers easy, 24/7 access to educational content from hundreds of top colleges, universities, and educationally focused organizations.

Learning to go.
Students can open iTunes U content with any iPod or iPhone, so they can get right on learning while they grab a meal, walk to class, or work out at the gym.

Unlimited

In time and space;
No one is a stranger.

Lines speciale blog

Tænker om EU-spejlet

Hul på specialebollen!

28. okt 2006 17:22, Lines [\[profil\]](#)

Så går der lidt tid, og en ny problemformulering er kommet frem. Jeg har nu valgt at stille spørgsmålet: Hvordan konstrueres EU som global aktør? Og for at finde ud af det, vil jeg bruge diskursanalyse som et redskab, selvom det ikke er noget jeg er ekspert i, men det er vel aldrig for sent at lære noget nyt! (Hvis der tilfældigvis er nogle eksperter i Fairclough og hans diskursanalyse så sig endelig til og giv gode tips.) Men er så lige nu igang med den kedelige, men nødvendige proces med at læse teori... Og er samtidig igang med at finde nogle tekster der kan analyseres, deriblandt taler af Blair, Clinton og en amerikaner (medlem af senatet, kongressen eller en betydningsfuld person på det udenrigspolitiske område), men synes især det sidste giver lidt problemer...

Men det var så en lille update om nye problemer og andet...

(Dokumentation af, og, speciale) | Kommentarer (11)

Kommentarer

Proben [\[profil\]](#)
30. okt 2006 11:06

Hej Lines. Spændende emne, du har valgt ti det speciale. På følgende link kan du læse en pressemeddelelse fra Kommissionens ang. styrkelse af EU's rolle som global aktør (det er meget muligt, at du har læst den i forvejen.) Hvis Proben

Proben [\[profil\]](#)
30. okt 2006 11:57

Hej igen Lines. Jeg glæder vist et indlæst af din problemformulering, jeg



Lines

Kalender

« Oktober 2007 »

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Seneste indlæg

Hul på specialebollen!
En vildt lille engel
Breakthrough!
Aftens

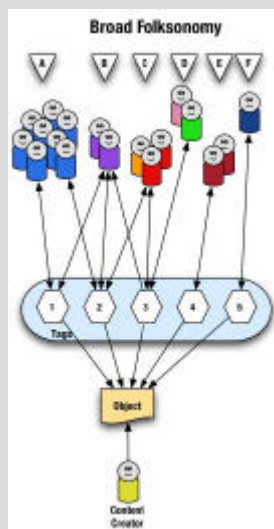
Seneste kommentare:

Lines: kan jeg evt. læse dit spec? Vi arbejder selv...
Karen Skovgaard: længe om! Hej Lines, jeg kan godt se, du måske har ret...
Lines: Hej igen Karen, Problemet er at es af Danmark...
Karen Skovgaard: længe om! Hej Lines, ja jeg synes da bestemt at du skal...

Negotiated

Roles, relations, methods
no longer functions of
proximity, tradition, family
ties

Environment: Tagging– Folksonomy (folk taxonomy)



Negotiated

Roles, relations, methods
no longer functions of
proximity, tradition, family
ties

subject,
publisher,
publication form,
Assessment,
Context.

Tagging – Folksonomy (folk taxonomy)

"Natural" use of associations & classifications to create meaning

Informal learning of relations

Serendipitous learning

Links across subjects – and cultures

Easy and flexible tool

Linguistically imprecise:

- polysemes (fx "bank")

- synonyms (fx, net, web, www, world wide web, w3)

- Spelling & form (fx elearning, e-learning, e-learning)

Conceptually imprecise

- No unambiguous classification

- No hierarchical classification



When we step through the screen into virtual communities, we reconstruct our identities on the other side of the looking glass.

You are what you pretend to be
... you are what you play

Turkle, Life on the screen


Woman, 31 year old teacher:

On IRC, I'm very popular. I have 3 handles I use a lot ..

one is serious about the war in Yugoslavia

one is a bit of a nut about Melrose place

one is very active on sexual channels, always looking for a good time

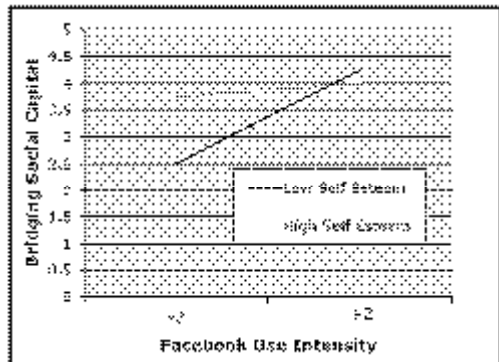


Self-positioning

Who knows you!
- Not who you know.

"Social capital refers to network ties of goodwill, mutual support, shared language, shared norms, social trust, and a sense of mutual obligation that people can derive value from. It is understood as the glue that holds together social aggregates such as networks of personal relationships, communities, regions, or even whole nations".

Huysman, M., & Wulf, V. (Eds.). (2004).
Social capital and information technology.
Cambridge, MA: MIT Press.



Ellison, N.B., C. Steinfield, & C. Lampe:
The Benefits of Facebook "Friends": Social Capital and College Students' Use of Online Social Network Sites
<http://jcmc.indiana.edu/vol12/issue4/ellison.html>

with user profiles, the content and profiles on the site allow commenting, and the conversations between employees across the site are a mechanism for supporting informal communication between employees. Figure 1 shows an example of a profile page, with the user's shared content, his network connections, and a free-form "about you" section.

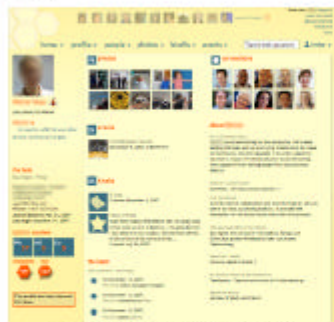


Figure 1. A profile on the social network site.

In the past year, 45,000 employees have signed up with the site (~15% of the company) and approximately 15,000 employees visit the site each month. Over 380,000 network connections have been initiated on the site and 150,000 comments have been left on the thousands of profiles, photos and events.

Previous investigation of active site users [10] suggested that user norms on the site differed from those found in externally-hosted social network sites such as Facebook [11] and internally-hosted sites such as MySpace

Although existing qualitative research offers insights into user perceptions regarding their behaviors on the site and the reported benefits they receive from their use, this work does not enable us to generalize to the entire site population, as the interview subjects were highly engaged users. Additionally, while the rich data provided by interviewers is useful for understanding user motivations and perceptions, it does not enable multivariate analysis techniques or nuanced measurement of key variables that reveal how variables are distributed across the population and how they are related.

Research questions and hypotheses

The relationship between [the site] and social capital is nicely illustrated in the photo below (Figure 2). Serendipitously, and with an unknowing homage to Putnam's [26] famous "bowling alone" concern, users around the world have posted dozens of photos of themselves and their colleagues at the bowling alley. These nicely illustrate the way that social software can reflect, reinforce and potentially reshape social ties at work to enhance bonding and bridging social capital.



Figure 2. Photos posted on the site by employees in the US, China and New Zealand, showing their colleagues at the bowling alley.

Steinfeld, C., DiMicco, J., Ellison, J., and Lampe, C: Bowling Online: Social Networking and Social Capital within the Organization. Submitted to CHI 2009

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Knowledge Media Institute

kmi.open.ac.uk/

People have saved this **102** times, and **39** wrote notes. It was first bookmarked on 07 Dec 04, by [nab](#).

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Everyone's bookmarks for this web page

08 Jan 05 [Ul de l'IBB](#) dónde se puede encontrar información relativa a la web semántica y a diversas líneas de investigación para el desarrollo de la misma. También se pueden encontrar herramientas de tipo "web 2.0" para la creación de ontologías como [Raggle](#)

[nab](#)

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[08 Jan 05](#)
[Gullbaba](#)

[Knowledge](#) [media](#) [culture](#)

[27 Dec 05](#)

The Knowledge Media Institute (KMI) was set up in 1995 in recognition of the need for research and development in a convergence of areas that Learning Sciences, Artificial Intelligence and Semantic Technologies converge Knowledge Media.

[ghivito](#) [social networking](#) [social comp](#)

"Research and development in a convergence of areas that impact... Intelligence and Semantic Technologies, and Multimedia"

[jacobson](#)

[05 Dec 05](#)
[davechance](#)

[Research](#)

[23 Nov 05](#)

The Knowledge Media Institute (KMI) is an R & D lab at the UK Open University and media technologies including distributed collaboration media, web and messaging, virtual classrooms, multimedia environments for distributed organisational memories, digital documents, scientific visualisation and representations of knowledge - in short, innovative approaches to shared

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Horizon: The President's Guide to Science

"Horizon takes some of the biggest names in science to have a sit-down with the new president, so it's Obama's take on the President's Guide to Science. The United States president is quite sure the most powerful men on earth, but they often know less about science. That's a problem when the decisions they make will affect more or of us. Here's how the president is to change."

[government](#) [science](#) [transition](#) [notes](#) [horizon](#)

[Life of a Star: 12 billion years in 6 minutes \(YouTube\)](#)

"The decay of a single star, like 'The Sun,' gets to be a bit of a pain."

[video](#) [star](#) [horizon](#) [video](#) [transition](#)

[CGM 2008: A Year of Edits on Vimeo](#)

An animation of over 4,000 to the OpenStreetMap.org project in 2008. OpenStreetMap is a wikipedia-like site of the web and this animation displays a white flash each time a new is added or updated.

[video](#) [collaboration](#) [openness](#) [new](#) [visualisation](#)

[The Nature of Education, Educational Development, and the Rhythm of Growth \(A.N. Whitehead\)](#)

Higher education "examines the connection between knowledge and the rest of life, for linking the young and the old in the integrative consideration of learning." The mind "is an organic element of an indivisible methodology, in continuous relationship with the living environment, both social and natural."

[education](#) [growth](#) [rhythm](#) [video](#)

[What Matters in College After College \(Annapolis Group Survey\)](#)

2002 survey "The only rapidly expanding student knowledge at all, educational literature, college to move

environment

[illegible]

Klastrup's Cataclysms 2.0

I've been blogged, talking about blogging about researching blogging

Sounds weird? I guess it is. DK librarian Bodil Christensen is writing a very interesting project about Danish research blogs, which includes interviews with people who work with research blogs professionally. [She's blogging those interviews](#), and I feature in one of them ([Cv. Trine Maria Christensen in another interview](#)). So if you want to read a blogpost in which I talk about blogging about blogging and researcher blogging, take a look at [Great Credit Blogosphere](#) (in Danish only).

October 9, 2009 No Comments

Recent Danish Facebook statistics

Seppie Jensen, our wonderful research assistant in the [Mobility](#) project (an inter-institutional project focusing on the development of a mobile platform for social network access), has made a very nice graph describing the growth of Danish Facebook profiles within the last year, after I drew his attention to the fact, that more than a million Danes (according to FB themselves) have created a Facebook profile. [The graph is posted in a nice little blogpost he has just posted to the Mobility website](#) (in Danish) and you can see that the number of users just go up-up, and still seem to be doing it! We are also doing a survey of young Facebook users' social network habits, which is also linked in the post - if you know any Danes between 18-24, we'd really

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Blog author: Lisebeth Klastrup
Blogger since 2003.

FIRST POSTED FORSKERBLOGS

Forskerblogs "bæver" at "brugergenereret indhold" giver mening... + Psykologi blog

facebook

Status is checking out how much it costs...

DELICIOUS FEED

- Videnkab.dk - Facebook er et godt af nærvær
- Pew Internet: Adults and Sh conference: IADIS Game and Entertainment 2009
- Sådan ser det ud, når flypassagerer bliver reddet fra en fange i Morten Gade
- Could your social network spill your secrets? - New Scientist