Institutional Personal Learning Environments – Paradise or Paradox?

A digital literacy perspective

(http://slidesha.re/ISgkNs)

Hugh Davis (@HughDavis) (and Su White(@suukii))
CSEDU
April 2012
"On the Internet, nobody knows you're a dog."
Founded 1862, Charter 1952
25,000 Students
Russell Group
Top 20 UK
WUN
Excellence in:
(Oppto) Electronics
Computer Science
Oceanography
Engineering (esp.
Nautical and Aero)
Acoustics

UNIVERSITY OF Southampton
School of Electronics and Computer Science
THE UNIVERSITY
Faculties
Academics and Teaching Staff
Students

COMMITTEES
Technology Enhanced Living and Learning (TELL)
Education and Student Experience (ESEAG)
University Systems Board (USB)

RESEARCH
Web and Internet Science Group
Learning Societies Lab

ACADEMIC SERVICES
Information Services (iSolutions)
Library
Student Services
The thesis of this talk:

The world is changing

Digital literacies are a central and essential skills for the modern graduate

The curriculum and the tools we use must change to meet this challenge

This talk will examine some of these changes (mostly) from the tools perspective.
How we got here

- Web 1.0
- The VLE
- Technological Timeline
- Learning Timeline
- The world is changing

What are the digital literacies we need now?

What tools do people use to learn and organise their lives?

What is the role of the institution in this learner centred world?
Web 1.0 (mid 1990s)

- Webmaster
- + Teacher

html Static Web Pages

ftp
http

What model of learning does this assume?
Virtual Learning Environments (VLE)

VLEs replicated (a perception of) traditional teaching by providing content delivery on-line.
But Why VLEs?

- Historically most teachers did not do (or even understand) html or FTP
- Many teachers and students did not have email (or other communication tools)
- IT literacy was not high
- Teachers were reluctant to allow their online work to be widely seen - Or they had licences which control the distribution of resources
VLEs are ultimately supported

In summary:
VLEs provided a toolkit to enable teachers to do:
- file creation and distribution,
- email and announcements,
- chats and forums,
all in a safe controlled environment.
Timeline - technological

1987
- Multimedia Apps on PCs & Macs (Guide / Hypercard)

1990
- The Web
- Virtual Learning Environments
- Open Content/Repositories
- Web based Multimedia

2010
- Web 2.0
- Linked Data
- Semantic Wikis
- Semantic driven Web sites
- Personal Learning Environments
- The Mobile Web
- Virtual research Environments
- Personalised Institutional Environments
- Open Data
Timeline - Learning

- 1990: The Web
- 1997: Web 2.0
- 2000: Semantics
- 2010: Linked Data

Instructivist

Constructivist

- Vicarious Learning
- Social Constructivism
- Communities of practice
- Informal Learning
- Connectivism
What’s Wrong with VLEs

VLEs

- embody outdated views of teaching as “push”
- put the teacher at the centre rather than the student or the network
- do not integrate with the tools and environments students or lecturers use.
- are fundamentally closed - they do not have any understanding of networked learning
- lock you in
- don’t encourage learners to take responsibility for their own learning, tools or digital literacy
Are VLEs dead?

Not according to the market leaders
The VLE is Dead – long live the VLE

(above image is from a generator at http://generator.kitt.net/)
How we got here

What are the digital literacies we need now?
- Defining Digital Literacies
- The digital native myth
- The Facebook problem

What tools do people use to learn and organise their lives?

What is the role of the institution in this learner centred world?
Finding, evaluating, processing, organising, analysing, presenting

Using applications and services

Beliefs and Practices
Street Wisdom on the Digital Highway
Identity and Reputation
Media Literacy
Evaluating Affordances

Business Models

Digital Citizenship

ICT Skills

Information Literacy

Digital Workpractices

Digital Academic Practices

Communication

Social Networking

Collaboration

Networks (of People)
- The learner is given the stuff via the network
- The learner finds stuff on the network
- The learner finds stuff from the network (of people)
- The learner is part of the network and contributes
  - Stuff
  - ontology
Digital Literacies are the skills needed to live, learn, work, collaborate, influence and lead in the virtual and digital world.

We are preparing students for jobs that don’t yet exist, using work-practices we don’t yet know and tools not yet invented.

Beliefs and Practices

Street Wisdom on the Digital Highway

Identity and Reputation

Media Literacy

Business Models

Information Literacy

ICT Skills

Digital Citizenship

Digital Workpractices

Digital Academic Practices

Communication

Social Networking

Collaboration

Networks (of People)

Evaluating Affordances
An aside on “Digital Natives” argument

Learning has not changed

but expectations of how it's done may have

Recent research shows that although students may not be scared of technology and may live in Facebook, they have increasingly naïve understandings of finding and evaluating information

White and Le Cornu suggest a better distinction might be Digital Visitors and Residents

## Southampton Survey (2008) n~1000

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An aside on The Facebook Problem

Everyone is on Facebook (actually our 2010 survey said 95%)

Good examples of teachers using Facebook (but mostly with mature classes)

Generally students very unhappy to have teachers in their groups.
• Typically a group is formed for the class/yr (e.g. CS Yr2)
  – Groups are self defined – other students missing out? E.g. joint honours
  – No continuation from year to year.
  – Lack of class awareness for teachers.

• On-line bullying

• Time management
How we got here

What are the digital literacies we need now?

What tools do people use to learn and organise their lives?
  - The PLE
  - The Wine example

What is the role of the institution in this learner centred world?
The Personal Learning Environment

Digital “residents” create their own toolsets

- Manage their learning
- Set their own goals
- Manage content
- Communicate and collaborate with other learners and (micro)tutors

“I had my own blog for a while, but I decided to go back to just pointless, incessant barking.”
My (cloud) Tools

Google scholar
Dropbox
EVERNOTE
Microsoft Exchange
Delicious
Mendeley
xmarks
1Password
Google Docs
Blogger
Wikipedia
Office 365
We build On-line Identity and Reputation

Profile
Blogs
Tweets
Web site
Search Engine Recognition
Contributions (e.g SlideShare)
What does the web think of you (pipl.com, zoominfo.com)
Badges and Stars
Joel Parker

Finally, the main paperwork is done. It is official, I am leaving Southampton and returning to the US to take a post at SUNY Plattsburgh in Northern New York!!!

The house sold in a day (what housing crisis?), the moving chaos has started, and Karen and I are very excited about moving back to the states and I can hardly wait to start in Plattsburgh. A VERY busy summer for us this year.

Like · Comment · Share · 5 hours ago near Southampton

8 people like this.

View all 4 comments

Steven Allison–Bunnell Wow big changes. Welcome back! about an hour ago · Like

Stephen Roberts You'll be seeing more of Sara – right across the lake. Congratulations Joel!!!! 46 minutes ago · Like

Write a comment...

Su White

finished Escape the Diet Trap by Dr. John Briffa http://t.co/uhFnsA #Kindle

Like · Comment · @suukii on Twitter · about an hour ago via Twitter
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Interests: computer assisted assessment, e-learning, educational repositories, hypertext, institutional research, learning analytics, linked data, open data, open hypermedia, personal learning environments, personalisation, social hypertext, technology enhanced learning, virtual learning environments

Biography
Hugh Davis is Professor of Learning Technology and a member of Web and Internet Science Research Group within the 5* research School of Electronics and Computer Science (ECS) at the University of Southampton. He is also the University Director of Education with responsibility for Technology Enhanced Learning. He has been involved in hypertext research since the late 1980’s and has interests in the applications of hypertext for learning, open hypertext systems and architectures for adaptation and personalisation. He has extensive publications in these fields, and experience of starting a spin-off company with a hypertext...
Employment History
Director of Education (eLearning)
University of Southampton

Board Memberships and Affiliations
Registered Practitioner (ilmt)
The Higher Education Academy
Member (MBCS)
British Computer Society

Education
Ph.D., Computer Science (Hypertext)
University of Southampton
BSc, Ship Science
University of Southampton
Masters, Computer Science
City University

Certifications
Advanced Certificate in Wines and Spirits
Wine & Spirit Education Trust
Further Education Teachers Certificate
City and Guilds

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Hugh Davis (EdShare - Southampton)

oneshare | ECS | University of Southampton
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Principle Investigator: Hugh Davis Learning Societies Lab, The University of Southampton Email: hcd@ecs.soton.ac.uk

semtech | ECS | University of Southampton
www.semtech.ecs.soton.ac.uk, 14 Dec 2011 [cached]
Hugh Davis University of Southampton - LSL
hcd@ecs.soton.ac.uk

Synote | ECS | University of Southampton
www.synote.ecs.soton.ac.uk, 4 Feb 2012 [cached]
Hugh C Davis

IAM - Technologies for On-line Interoperable Assessment
www.iam.ecs.soton.ac.uk, 20 Oct 2011 [cached]
Professor Hugh C. Davis

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<td>Towards an integrated information environment with open hypermedia systems</td>
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<td>H Davis, W Hall, I Heath, G Hill, R Wilkins</td>
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<td>Proceedings of the ACM conference on Hypertext, 181-190</td>
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<td>MICROCOSM: An open model for hypermedia with dynamic linking</td>
<td>246</td>
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<td>AM Fountain, W Hall, I Heath, HC Davis</td>
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<td>Hypertext: Concepts, Systems and Applications (Proceedings of ECHT'90), 298-311</td>
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<td>Rethinking hypermedia: the Microcosm approach</td>
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<td>W Hall, H Davis, G Hutchings</td>
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<td>Kluwer Academic Publishers</td>
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The Student of Wine Example
Andrew Magnay, Stoke on Trent

German 2008s

So, I see with delight that the German 2008s are beginning to appear on the winemaker's lists from some of the Mosel producers.

Does Mission Control have any plans to do the big tasting tour like previous years? Some of us are very interested in how things have turned out, after a season which seemed as if it could have been a re-run of 1998 or 1996 (ie destined for a long wait to come into balance), vs more like 2001 or 2004, which never really shut down at all, but seem to be continuing to improve steadily and smoothly and have been classic delicious drinking.

Have any PPers any experience of the 1996s to share yet?

Jancis Robinson, Mission Control 2

This is already well underway with pretty deep tastings in Germany in late April to be supplemented early next month. Too early to generalise but there are definitely some really nice buys to consider and winemaking skills continue to soar.

Jamie Goode, London

Just been in Germany visiting Dönnhoff, Loosen, Gundeldinger, Forst and Leitz - and reckon the 2008 vintage is great for the sort of wines I like (Kabinett and Spätlese) from the top producer.
Search: #wine

Which reds would you cellar beyond Bordeaux? #wine #clt http://dld.bz/XyqF

wince, [+], Thu 21 Apr 23:01 via SocialOomph

RT @alawine: There's white wine, red wine, & now, 'green' wine http://t.co/JpxX2rrF
Tomorrow's Earth Day ... focus on organic practices in #wine industry

McFaddenWine, [+], Thu 21 Apr 23:01 via Buffer

rt @McFaddenWine re: What is bottle shock? http://awe.sm/5IQyn #wine <<<The price tag of a Napa Cab?

alawine, [+], Thu 21 Apr 23:00 via web

New #wine review for @BodegaRenacer Punto Final Malbec from @TheWineDiva http://bit.ly/dR3Dt6 "A very solid #Malbec in a sexy package..."

trialto, [+], Thu 21 Apr 23:00 via TweetDeck

Pick a good #wine for #Easter dinner! Pair w/ #Riesling #PinotNoir #Shiraz - great choices from our online catalogue!
http://bit.ly/g6hfbb

trialto, [+], Thu 21 Apr 23:00 via TweetDeck
Welcome to EncycloWine, the wiki encyclopedia for wine enthusiasts!

Browse over 630 articles on EncycloWine
Want to add more? Join the EncycloWine community.

Key Pages
Overview of wine  Grape varieties  Wine-producing regions  Wine terms  Wine tasting

Wine regions
Italy, United States, France, Britian, Canada, Australia, South Africa, Spain, Argentina, More...

Wine packaging and storage
Wine label, Wine bottle, Screwcap, Bottle variation, Cork, Amphora, More...

History
2005 Russian ban of Moldovan and Georgian wines, Paris Wine Tasting of 1975, More...

Vinification
Must, Wine press, Winemaking, Fermentation, Aging barrel, Chaptalization, More...

Welcome to EncycloWine, the only open-source wine encyclopedia. Here you will find information on all aspects of wine, for everyone from the curious beginner to the seasoned connoisseur. Articles cover everything from the types of wine, the winemaking process, countries and regions, wine tasting, terms, culture, and history. The goal is to make EncycloWine the best, most comprehensive online source for wine enthusiasts.

Featured Article
Food and wine pairing

Food and wine pairing is the process of pairing a food with complementary flavors, aromas, and textures found in wine. It
Ontology

<owl:Class rdf:ID="Wine">
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...
Podcasts

Listen to the UK Wine Show

**Chris Scott's UK Wine Show**

Subscribe using [XML](#)  [iTunes](#)

UK Wine Show, explores the wine scene in the UK.

Welcome to the UK's first wine podcast. I'm Chris Scott and the UK Wine Show will be exploring the wine scene in the UK. During each show I'll interview winemakers, consumers, critics, wine bar owners, you name it, if it's about wine in the UK it will be covered. Almost all the good wine from around the world washes up on these shores so we'll find out more about the people behind the wines that make a splash. Personally I think a bit of knowledge can significantly improve your enjoyment of wine, so I'll be picking up and passing on some great wine tips & tricks throughout the shows.

**UK Wine Show 160 Nicola Jenkins of WRAP on recycling**

Show 160 [Click here to listen to Show 160]

WRAP helps individuals, businesses and local authorities to reduce waste and recycle more, making better use of resources and helping to tackle climate change. We interview Helen Jenkins to find out how WRAP relates to the wine industry. [More Details >>]

**UK Wine Show 159 Recycling Wine Bottles with Paul McLavin of O-I**

Show 159 [Click here to listen to Show 159]

Owen-Illinois (O-I) is the largest manufacturer of glass containers in the world. We find out how recycled glass is used in the production of new glass with sales manager Paul McLavin. [More Details >>]
And Podcasks!

Burgundy 2006 Virtual Tour

Take a tour of Burgundy by joining our Burgundy Buyer Jasper Morris MW on his recent visit.

Listen to Jasper's exclusive producer interviews in which, in addition to retasting their 2006 wines, he also discovers how the wines acquire their own, individual personalities.

Above: Les Héritiers du Comte Lafon
Listen to Jasper & Dominique Lafon

Above: Domaine du Comte Armand
Listen to Jasper & Benjamin Leroux

Above: Domaine Patrick Javillard
Listen to Jasper & Patrick Javillard

Above: Bret Brothers
Listen to Jasper & the Bret Brothers
Influence of micro-oxygenation treatment before oak aging on phenolic compounds composition ...
M del Carmen Lleudy, R Canals, S Gonzalez-Manzano, ... - J. Agric. Food Chem, 2006 - pubs.acs.org
... Influence of Micro-Oxygenation Treatment before Oak Aging on Phenolic Compounds Composition, Astringency, and Color of Red Wine. ...
Cited by 14 - Related articles - Web Search - All 4 versions

Application of toasted oak and micro-oxygenation to ageing of Cabernet Sauvignon wines
... Application of Toasted Oak and Micro-oxygenation to Wine Aged in Barrels. Dr Michel Moutonnet began research on a technique now known as micro-oxygenation. ...
Cited by 5 - Related articles - View as HTML - Web Search - All 4 versions

Synergetic activity of catechin and other antioxidants
CT Saucier, AL Waterhouse - J. Agric. Food Chem, 1999 - pubs.acs.org
... articles (5 most recent appear below). Effect of SO2 Concentration on Polyphenol Development during Red Wine Micro-oxygenation. ...
Cited by 50 - Related articles - Web Search - BL Direct - All 9 versions

... Yeast that exhibits reduced ethanol production during fermentation under controlled microoxygenation ...
... Engineering a Saccharomyces cerevisiae Wine Yeast That Exhibits Reduced Ethanol Production during Fermentation under Controlled Microoxygenation Conditions. ...
Cited by 31 - Related articles - Web Search - BL Direct - All 9 versions

Micro-oxygenation-a review
... Page 1 Of 5 Micro-oxygenation – A Review ... These two points are fundamental to the principles behind Micro-oxygenation (Lemaire, 1995). The Role of Phenolics ...
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Colour stabilization of red wines by microoxygenation treatment before malolactic fermentation
S Pérez-Nagánfi, M Sanchez-Iglesias, M Otegui -... - Food Chemistry, 2007 - Elsevier
... Colour stabilization of red wines by microoxygenation treatment before malolactic fermentation. ... 2.1. Wine elaboration and microoxygenation treatment. ...
Cited by 7 - Related articles - Web Search - All 3 versions

Effect of microoxygenation on anthocyanin and derived pigment content and chromatic characteristics ...
... Effect of Microoxygenation on Anthocyanin and Derived Pigment Content and Chromatic
As a one-stop-shop for all your vinous needs, Berries not only offer an extensive collection of wine from all over the world, we also offer you the opportunity to fully appreciate every drop! Join our interactive journey from vine to wine, where you'll meet the people behind the wine and discover information on every aspect of the vinous cycle.
Port Wine

See Port Wine producers ▶ See a list of Port Wine wines ▶

According to an old saying in the Port trade, every wine would be a Port, if it could. Certainly these sweet, fortified wines demand centre stage whenever they appear. Rich, sweet, intensely-flavoured and, at their best, wonderfully majestic and harmonious, they are wines to be savoured on their own, or with a fine chunk of cheese, after a meal.

Port comes from the **Douro** region of **Portugal**, about 50 miles east of **Oporto** in the regions of the **Cima Corgo, Baixo Corgo and Douro Superior**. The **Cima (Higher) Corgo is the heart of the Port-producing region**, centred on the town of **Pinhão**, and is the source of **most high quality Ports**. The vineyards are steep, the granite and schist soil inhospitable, and the temperature very hot. Mechanisation is tricky to say the least. The landscape, with the Douro River at its heart, is stunning.

The British have played a vital part in Port’s history, which continues to this day. Port started life as a full-bodied, dry, red wine, known in 17th century London as ‘blackstrap’. Brandy was often added to the wine by British merchants to ensure it arrived in good condition. In 1678, however, two English wine merchants visiting the Douro region found the ‘sweetish and extremely smooth’ wines of the Abbot of Lamego, with whom they were staying, better than any others they had tasted. The Abbot admitted adding brandy to the wine during rather than after fermentation, and the two men procured a similar vineyard, which later became the famous vineyard of **S. Bento do Ribatejo**.
Social Bookmarking / Tags

hcd99's Bookmarks

See more bookmarks in Popular, Recent, or look up a URL.

02 MAY 08 Su White's O2 Blueblog
01 MAY 08 greyfriarsvineyard.com
28 APR 08 LSL - Learning Societies Lab Homepage
24 APR 08 CONSEIL DES VINS DU MEDOC - IN ENGLISH

Bordeaux.com - Bordeaux.com
INAO - Institut National de l'Origine et de la qualité
Vins de Pays wines of France
VINIFLHOR Espace vins : marché du vin, réglementation vitivinicole, filière vin, cidre, plants de vigne
### Contributing to knowledge

Welcome to the list of all public tasting notes written by the VinCellar community. Explore tasting notes by visiting [our link page](#).

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Collaboration?

I tried to get the other students to collaborate on the assignments – but they didn’t understand!

(So much for digital natives!)
How we got here

What are the digital literacies we need now?

What tools do people use to learn and organise their lives?

What is the role of the institution in this learner centred world

- The Digital Cognitive Apprenticeship
- The iPLE
- Living and Learning examples at Southampton
The Digital Cognitive Apprenticeship

Students do not “absorb” learning skills

We must provide a curriculum that supports them to acquire the skills

Learners should use authentic tools and authentic data to solve authentic problems

They may need some scaffolding

Not all teachers have the skills needed to create such a curriculum

The Institution must support learners (and teachers) to achieve the skills
Chalk and talk
User pay login
Learning management (LMS)
IP, copyright, DRM
Classrooms, filters, firewalls
Proprietary software
Proprietary courseware
Computer labs

WE HAD A SYSTEM
THE SYSTEM DIDN’T WORK
PEOPLE FOUND A BETTER WAY
The Institutional VLE

• Some might suggest that an Institutional VLE is by definition an Oxymoron

• The arguments for iPLEs include:
  – Need to scaffold learners (and teachers) in understanding the affordances of tools
  – There are some real requirements about finding all things “Southampton” at one place (or with one search engine)
  – Need to protect some teaching materials
  – Legal responsibilities (e.g. accessibility)
  – Need intranet for some discussions and data
  – People may wish not to be seen world-wide
  – Concern to have control of availability of info (is Cloud reliable enough?)
  – Preservation
  – Students may need to be assessed on their use of tools and the World Wide Web is probably not the right place for this
Why iPLE (institutionally “powered” PLE)?

- Because institutions should guide a part of the learning process
- Because institutions create an important social capital that must be combined with personal networks of its users
- Because institutions should gather individual knowledge and return them with added value to its members and to society
- Because it extends the relation between graduates and institutions
- Because many learners can not build their PLE from scratch
- ... and because it is ethically secure!
  - data and the use of the data are declared on public agencies for data protection
  - autonomy and will of university members is considered
Wrapping the institution around the learner

deadlines, enrolments, past exams, digitisations

moodle.mmu.ac.uk

timetables

news, events

email, storage

news, events
Southampton Learning Environment
Organizational View:

- **Personal space**
- **Institutional space**
- **Support space**
- **Social space**

**Good for learning**

**Personal space**
- Can be accessed from SLE and may be integrated
- Enable interfaces

**Institutional space**
- Is the body of SLE
- Maximally exposed
- High functionality

**Support space**
- Is external to SLE but clearly relevant to student journey
- Is linked to from SLE, supports holistic view

**Good for learning**
- Is external to SLE but clearly relevant to educational journey
- Is linked to from SLE, supports holistic view

**Social space**
- Integrated set of communication tools
- Email, social software, messaging
- Interacts personal and institutional space
- Is ‘fabric’ and context
The Southampton Learning Environment - Goals

• make it **possible** to undertake **every** aspect of
  - living
  - learning
  - teaching
  - online

• support a wide range of pedagogical approaches

• a single place where you can go for
  - tools
  - communication
  - collaboration
  - information
  - resources
  - appropriate to your role in the university

• *act as a vehicle for reviewing and aligning our educational processes across the University*

• provide much more flexible systems

• single login to all university tools and repositories (and search)
SLE Principles

Support full learner journey

Personalised and personalisable

Support collaboration

Intuitive to search, navigate and use

Flexible and agile development

Location independence

Single (and essential) point of access

Platform independence

Meet all legal requirements and responsibilities
We want to climb over the walls…
We want to integrate tools and information

Communication tools
- Video Conferencing
- Forums
- Presence
- Email
- Podcasting
- E-Assignment
- Blackboard (or other VLE?)
- Lecture Capture and Replay
- Question Mark Perception
- Module selection
- On-line forms

Infrastructure
- Public Workstations
- Classrooms
- Extranet
- Collaboration Space
- Profiles
- Search
- Wi-Fi
- Storage
- Intranet
- Internal Software

Cloud services
- TurnItIn
- Dropbox
- GoogleDocs
- Live@Edu
- Search
- External RSS Feeds
- Delicious
- Podcasts
- Uni/SUSU announcements
- Course Announcements
- Internal RSS Feeds

Resources
- E-Books
- Library Catalogue
- Open Educational Resources
- On-line Journals
- EdShare
- Student Handbook
- Programme/Module Catalogue
- The SRN

Institutional data
- Student Records
- HR Records
- Timetable
- Room Bookings
- Fees Payment/records

Internal Services
- Internal

Push
- Communication tools

Network services
- WIFI
- Storage
- Collaboration space
- Intranet
- Extranet
- Email
- Forums
- Presence
- Video Conferencing
- Chat
- On-line forms
- Podcasting
- E-Assignment
- Blackboard (or other VLE?)
- Lecture Capture and Replay
- Question Mark Perception
- Module selection

External RSS Feeds
- Internal
- Resources

Software
- Communication tools
- Internal

External
- Cloud services
- Resources
Some applications we are leading on

- Let me personalise my personal timetable
- Let me select my module options (fully informed)
- Let me book an un-used classroom near me for a SEG group meeting
- Tell me what bus I need to leave home to get to my next lecture in time
- Remind me of the name of my tutee who is standing in front of me now, and let me know their current progress.
- Create a workflow to allow submission of papers and redistribute anonymously for peer review
An iPLE needs to be a lightweight binding between authentic applications
Take away messages

Digital literacies are essential attributes of our students;

The institution can play a role in this by providing a digital environment that scaffolds the development of these skills;

The iPLE must

- Be lightweight binding between services/applications;
- Add value by integrating institutional data;
- Be flexible and personalisable
Thank you

Any questions?

Hugh Davis
CITE
The University of Southampton, UK
users.ecs.soton.ac.uk/hcd (saw)

Thanks to Su White for her contributions to this talk.

Oskar Casquero. Towards an eLearning 2.0 provisioning strategy for universities, PLE conference, Barcelone, 2010


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