

E-learning

Thematic Session 1: From Novelty to Normalisation

Key topics: electronic revolution; nature of web 2.0; key examples of web 2.0 tools; Bax's theory of normalisation; Feenberg & Hamilton's theory of representational & relational computing

Key terms: web 2.0, social web, normalisation, representational/relational computing, convergence, collective intelligence, mashups

Key theorists: Stephen Bax, Andrew Feenberg



| IATEFL 2007 Conference area on EduNation in the virtual world *Second Life* – Screen capture: MP 2007 |

First thoughts ...

We live in a society with fast paced changes in economy, social lives, how we engage in community. Society is changing more rapidly than it ever has before. Meanwhile our education system is organized to prepare people for the 1950s.

(Connie Yowell, 2007)

1) Introductory concepts

With a partner or group, discuss the following questions. Be prepared to share your ideas with the class.

- ◆ What is e-learning?
- ◆ What is web 2.0?
- ◆ How are they connected?

2) Introduction to unit

Hard copy materials

A brief introduction to the focus and format of the unit, with reference to the information contained in the ► **Unit Outline** and the ► **session handouts**.

Online sites

A brief introduction to the online course sites, including:

the ► **WebCT module** at <http://webct6.uwa.edu.au/webct/entryPage.dowebct>

the ► **Resource wiki** at <http://e-language.wikispaces.com/>

the ► **Class wiki** at <http://e-language3.wetpaint.com/>

3) E-learning tools

From Novelty to Normalisation: E-learning Tools

Today's session focuses on the nature and range of web 2.0 technologies and how they can be used to foster constructivist, interactive learning environments.

We'll be mentioning all of the tools below. Can you identify an example of each in the slideshow? You might like to make additional notes alongside those already provided below.

Technology	Notes
asynchronous discussion boards	<ul style="list-style-type: none">■ relational computing (Hamilton & Feenberg 2007)■ combination of interaction + reflection (Warschauer 1999)■ collaborative, constructivist learning■ community<ul style="list-style-type: none"><input type="checkbox"/> learning community beyond classroom■ time-consuming for students & staff■ literacy requirements for participants<ul style="list-style-type: none"><input type="checkbox"/> caters primarily to linguistic learners
blogs	<ul style="list-style-type: none">■ making connections & building communities■ wider audience<ul style="list-style-type: none"><input type="checkbox"/> about communication, not rules of writing (Warlick 2006)<input type="checkbox"/> feedback■ pooling of distributed knowledge<ul style="list-style-type: none"><input type="checkbox"/> collective intelligence■ triviality■ privacy issues / inappropriate feedback■ lack of feedback from peers or wider web<ul style="list-style-type: none"><input type="checkbox"/> "blog graveyard" (<i>Times</i>)■ socialisation
digital storytelling	<ul style="list-style-type: none">■ can be built on many platforms (website, blog, wiki ...)■ narrative format■ multimedia communication■ privacy issues

e-portfolios	<ul style="list-style-type: none"> ■ can be built on many platforms (website, blog, wiki ...) ■ social networking principle (person-centric) ■ 3 main functions <ul style="list-style-type: none"> □ constructivist learning tool □ assessment tool □ marketing tool ■ tension between functions
folksonomies	<ul style="list-style-type: none"> ■ class indexing <ul style="list-style-type: none"> □ pooling of distributed knowledge □ collective intelligence ■ making connections & building communities ■ organic mode of collection <ul style="list-style-type: none"> □ non-linear mode of presentation ■ tagging dependent on language & literacy ■ lack of 'expert' quality control
IM	<ul style="list-style-type: none"> ■ maintaining connections & communities ■ facilitates collaboration ■ rapid, multidirectional communication ■ practice in new literacies <ul style="list-style-type: none"> □ codeswitching ■ netspeak / txtspk ■ "Continuous Partial Attention" syndrome (Stone, 1997)
microblogging	<ul style="list-style-type: none"> ■ maintaining connections & communities ■ rapid communication ■ multimodal, multichannel, multilingual communication ■ "taking the pulse" ■ fragmentation of expression & understanding
m-learning	<ul style="list-style-type: none"> ■ integration <ul style="list-style-type: none"> □ part of students' everyday lives ■ facilitation of interaction with surroundings <ul style="list-style-type: none"> □ guided tours/supplementary information □ instructions on interaction ■ facilitation of production of multimedia records <ul style="list-style-type: none"> □ recording for later processing □ reflections ■ multimedia feedback <ul style="list-style-type: none"> □ collective intelligence ■ dependence on equipment
PLEs	<ul style="list-style-type: none"> ■ can be built on many platforms (website, blog, wiki ...) ■ social networking principle (person-centric) ■ primary function <ul style="list-style-type: none"> □ constructivist learning tool ■ links to: <ul style="list-style-type: none"> □ sites of interest and/or relevance to studies □ PLEs or homepages of peers and teachers □ assignment notes, drafts, and final submissions <ul style="list-style-type: none"> □ multimedia productions (podcasts, vodcasts) □ feedback from peers and/or teachers □ discussion forums and/or chatrooms

podcasting (& vodcasting)	<ul style="list-style-type: none"> ■ revision & recycling ■ integration <ul style="list-style-type: none"> □ part of students' everyday lives □ interaction with surroundings and others ■ collaboration <ul style="list-style-type: none"> □ production of podcasts & vodcasts ■ oral & multiliteracy skills ■ dependence on equipment ■ privacy issues
RSS	<ul style="list-style-type: none"> ■ tailored content <ul style="list-style-type: none"> □ selected by staff or students ■ monitor blogs (etc) ■ collective intelligence <ul style="list-style-type: none"> □ incorporation of others' views □ co-construction of knowledge ■ constant stream of new (NS/NNS) language ■ exclusion of important information ■ overwhelming quantity of information
search	<ul style="list-style-type: none"> ■ customisation of presentation <ul style="list-style-type: none"> □ non-linear presentation □ different learner types ■ customisation of results <ul style="list-style-type: none"> □ staff choices □ students develop evaluation skills □ parameters of multiliteracies □ parameters of multilingualism, multiculturalism □ "taking the pulse" □ using mashups to link information ■ lack of 'expert' quality control
social networking	<ul style="list-style-type: none"> ■ making connections & building communities <ul style="list-style-type: none"> □ educators' groups meet on networking sites ■ multimodal, multichannel interaction <ul style="list-style-type: none"> □ interaction out of class time □ interaction with staff ■ move towards personal learning environments <ul style="list-style-type: none"> □ student autonomy □ student networking options ■ privacy & safety issues ■ "Continuous Partial Attention" syndrome (Stone, 1997)
social sharing	<ul style="list-style-type: none"> ■ multimodal literacy <ul style="list-style-type: none"> □ creation of mashups ■ multimodal interaction ■ development of student voices ■ privacy & safety issues
virtual worlds	<ul style="list-style-type: none"> ■ making connections & building communities ■ distributed cognition ■ situated cognition ■ melding of learning & identity (Gee 2003) <ul style="list-style-type: none"> □ physical as well as discursive avatars (Porush in Neal 2007) ■ gaming focus ■ high spec equipment ■ social issues

VLEs	<ul style="list-style-type: none"> ■ self-contained environments for: <ul style="list-style-type: none"> □ information □ communication ■ continual additions & upgrades ■ inflexible ■ often have a commercial imperative
VoIP	<ul style="list-style-type: none"> ■ making connections & building communities ■ language & literacy practice ■ permanent records ■ lack of visual cues
wikis	<ul style="list-style-type: none"> ■ making connections & building communities ■ collaborative, constructivist learning ■ pooling of distributed knowledge <ul style="list-style-type: none"> □ collective intelligence □ <i>Wikipedia</i> favourably compared with <i>Britannica</i> (Giles, 05) ■ community (not 'expert') quality control ■ deletion or modification of content ■ lack of participation & feedback

4) Review

Revisit the questions you discussed in Activity 1 to see whether you are now better able to answer them – and whether your views have changed at all.

