Designing learning experiences for soft competence acquisition: iCamp and beyond

Kai Pata

Center of Educational Technology, Tallinn University

*iCamp: innovative, inclusive, interactive & intercultural learning campus

What can we do?

- What is <u>iCamp</u> doing: overview of what we learnt in <u>field trials</u>
- Towards new learning design model: interventional, ecological
- Planning for <u>activities</u> and <u>landscapes</u>
- Recording affordances of learning spaces
- How to visualize learning space as a niche
- iCamp Folio testing

iCamp project (http://www.icamp.eu)

- Intervention strategies for educational design in a formal higher-educational setting
- Supporting competence advancement in self-directing, social networking, and collaboration
- Applying the distributed web 2.0 landscapes in parallel with institutional learning systems
- Favouring learning across national borders

Intervention is needed

- Learners should not only plan, conduct and monitor their activities in institutionally offered walled and protected learning environments.
- For achieving their various personal and group objectives, learners must gain competences of choosing the most suitable environments and plan their activities.

How should we teach it?

- Challenging learning environments and real-life tasks
- Building Personal Learning Environments (PLE)
- Getting connected with other PLEs
- Competences to cope with tools
- Planning activities
- On my own and with the others
- Collaboration and networking
- Self-directing and -reflecting
- Interoperable tools?







Regulation with individual distributed blogs, synchronous chat tools

Content creation tool shared wiki

Learning contract in personal distributed blog/(personal wiki)

iCampers

Group topic

Group topic

Group topic

Monitoring in blogs

It didn't work so well!

Our Presentation as a Whole 24 January 2008

Posted by Alper KANAT in : General , add a comment

Like I said before, we divided our project into sub partitions and di according to that way.. Now it was time to join our work.. My prese a different template than my group mates and I created the conclujoined whole presentations into one..

You can download it from here (PPT) or here (PDF) ..

My Part of Presentation 23 January 2008

Posted by Alper KANAT in : General , add a comment

I just filled the 2nd survey and created a presentation. As of now, I we completed the whole tasks. (2) Whooooo!

My presentation can be downloaded from here.

My Part of Work

Posted by Alper KANAT in : General , add a comment

What are the Research Topics on Open Source Software ?

There are currently many research topics/areas on Open Source So Some of them are already completed, some of them are still under Most of the groups used conquer-and-divide cooperation (but not collaboration) strategy.

go!

search

- Each member did their parts (most of them used Word and then later copiedand-pasted the text in their blogs for group-mates/ facilitator to view/comment).
- Towards the final stage, students glued up the parts together as the final joint artifact.





Course materials in <u>Moodle</u> and <u>social bookmarks site</u>





And there is still missing the introductory text of our questionnaire which explains the purpose of or

Introducing the assignment



Facilitation weblog in wordpress: http://htk.tlu.ee/elearning/

Facilitator's weblog

Facilitator

Feedback and assignments

~~~\_\_\_\_

#### Dear Group 5. We are in the midway

April 15, 2008 in Uncategorized | No comments

It is realy useful to have as comfortable place to discuss as the <u>discussion group</u>. I would also suggest to use another Googlegroup functionalities (e. g. pages, files uploading) to have all of the important data at the group disposal. It would be useful to paste, link or upload chat logs, course elements etc. Please return back to posting your week reflections and the other EMIM course tasks to your blogs. Keep commenting your groupmates. You cannot exchange this for IM discussions.

I would like you also to show and discuss at least a draft contracts by the end of the week. Use iLogue.

Please do not forget to fill out the tools survey.

See you on Friday Skype meeting.

Tags: group5

#### The team was born. Another week reflection

April 14, 2008 in Uncategorized | No comments

The situation starts to clarify. The Group has the leader. Dinko was elected according to the democracy rules and he got the votes from all active participants of the group (congratulations once again, Dinko!). Last week's group chat and the

🚽 Subscribe to feed 💦

#### PAGES

About me

RECENT COMMENTS

Dinko on About group cooperation

Lechoslaw on You need to choose the tool for online meeting

Katarzyna on You need to choose the tool for online meeting

Lechoslaw on Group meeting

miko's blog on Dear Group 5 members: Dinko, Dovile, Giedrius, Javier, Juan, Katarzyna, Maciej, Tomislav

#### META

Site Admin Logout Entries <u>RSS</u> Comments <u>RSS</u> WordPress.org

### Monitoring comments and feeds

BLOGROLL

Biblio



# Self-reflecting personal learning experiences

#### Pan Narrans

a chimpanzee in the dark

Home About me

#### Reflection, Week 4

Published by Sami on March 31, 2008 09:08 pm under Group 1, Reflection

### Blogs can be effectively used for self reflection using

1. What was the most important thing you learned this week? Various templates.

That the FeedBack-plugin does not work properly (the RSS feed it creates is not chronologically ordered). Following actively over 8 blogs is a great strain on resources. The best way to follow blogs and their comments is through RSS feeds. This way you'll always see when a new comment appears, even on an old posting. Good aggregator is essential, but most of the (free) solutions available do not deliver an user friendly experience.

I would suggest that everybody places the "*Recent comments*" widget on their blog's front page. This allows visitors to see immediately what posts have been commented.

2. What was particularly interesting/boring in this week?

I found it interesting that with the help of RSS (or XML) feeds, it is possible to keep up to date easily with a wide range of websites and services.

3. Was there something you didn't quite understand and want to know more about it?

# Self-directing and personal contracts

#### Mäe's iLogue

What is the topic and purposes for this study project? What are my goals in this study project?

The course would explain the main principles behind blogs as tools for eLearning and also provide the skillset for concrete use of blogs for university level students.

What actions we will take and which actions I am responsible for?

- The course will cover how to use RSS feeds effectively and give examples to different software solutions.
- After the course students would be fluent in using these technologies and they would be able to profoundly understand the characteristics of the used technology and its limitations as media.
- In addition to this, the learners would understand what is required to make these solution work as effective learning tools.

What resources we intend to use in our projects and which of these resources are important to me?

- Blogs (Reflection of learning)
- RSS Agregators (Client software and web based)
- Wiki (Main access point, asynchronous communication, group work)
- Google calendar (scheduling)

Learners don't know how to formulate THEIR objectives

The student fills in personal contract.

In the middle of the project another student and the facilitator will comment students' success in the contract.

In the end of the project contract is used as part of evaluation

### Forming teams

#### Groups

This is where you should announce in which group you want to w the participants' weblog addresses from the Scuttle or Course well

#### Rules:

Each group contains maximum 7-8 students and one facilitator. T the same country). Please add your name, university, link to you

#### GROUP 1

Facilitator Kai Pata (Tallinn University), email kpata@tlu.ee; weblo

Student 1: Damir Horvat, (University of Zagreb, Faculty of Organi: http://htk.tlu.ee/elearning/damir

Student 2: Emina levak(University of Zagreb,Faculty of Organizat http://htk.tlu.ee/elearning/zizilia/

Student 3: Sami Lehtonen (University of Oulu), mail: samileht@p Student 4: Mikko Rönkkömäki (University of Oulu), mail: mikkoro Student 5: **Cosmin Cret** (Faculty of Theater and Television of Ba http://cosmincret.wordpress.com, e-mail: cosmin.cret@gmail.com Student 6: Mart Mäe (Tallinn University, Estonia),Blog: http://htk Student 7: Sonja Merisalo (Tallinn University), Blog: http://sonjac Student 8: Irina Naskinova (Sofia University), Blog: http://htk.tlu

#### GROUP 2

Facilitator Terje Väljataga (Tallinn University), email: terje.valjata

Student 1: Jasna Benčić, (University of Zagreb, Faculty of Organiza http://htk.tlu.ee/elearning/jasna

Student 2: Robert Sabalić (University of Zagreb, Faculty of Organi: Informatics), email:rsabalic@gmail.com, weblog:http://htk.tlu.ee/e Student 3: Oleg Konstantinov (Sofia University, Faculty of Mather

## Wiki page for group formation

Alternatively the students bookmarked their blogs in scuttle with shared tag:

### Aggregating to monitor others



### Facilitator's blog

Filed under group1 | Edit | Comment (0)

#### Notes on web 2.0 collaborative work

April 15th, 2008

Today i was looking what the group has done so far.

One thing what i see is that in general we are well in line with other groups.

Secondly, this group has been very self-directed - that is good, it is one of the aim of the course to let people experience self-directed work.

Third thing is my assumption of the rivalry of collaborative and individual spaces seems to be true.

People tend to neglect individual reflections when they are involved in collaborative activities.

Fourth thing is that until the group is satisfied with the affordances of the collaborative space, it keeps shifting and changing dynamically. I think it is very notable that the group has beed from group wik MIKKO'S FEED decided to neglect the first collaborative space for the sake of

- Feeds from student blogs group1reading
- group1reflection
- Uncategorized

TAGS collaboration concerns group space

#### groupspace groupwork

social networking tags tip Tools

#### WIKI FEED FROM GROUP SPACE

- home
- Notation examples
- space.menu
- space.menu
- Course help
- Test page
- space.menu
- Notation examples
- Notation examples
- Notation examples

#### **EMINA'S FEED**

- Reason for my absence
- Week 1 reflection
- Photography?
- For a start, something about me?
- Hello world!

#### SAMI'S FEED

- Reflection, Week 5
- Few observations on Google Groups
- Reflection, Week 4
- Wikispaces Revisited
- A Good and a Bad course design
- Reflection, Week 3
- Reading, Week 3
- · Group work.. choosing a software solution
- More on Collaborative Learning and ZPD
- Trackback revisited
- - Re (Mikko):Our new group

### **Collaborative writing**

Collaborative assignments in social environments



Collaborative co-construction of knowledge presumes:

- the formation of shared collaborative workplaces
- grounding of plans, action and shared knowledge

[Gerii]

Posted in Uncategorized | No Comments »

### Flash meeting on Saturday at 20.00 Shared weblog

As Maria proposed in her e-mail we should have a flash meeting for discussing our final version of questionnaire and the last tasks left to be done. Kristina already proposed the time for meeting: Saturday, 9th Dec at 20.00 (for Jaroslaw then it will be 19.00). Is it suitable for everybody??? Please leave comments in our working document.

[Gerli]

Posted in Uncategorized | No Comments »

#### Final version of our questionnaire

Posted by ourgroupof4 on December 5, 2006

Dear group members,

There is now opened a new document in docs.google.com to which you find the link under the title "final questionnaire".

Please check our questionnaire as a whole keeping in mind too important things: a) of our research hypotheses covered by the selected questionnaire items and b) are methodologically correct.

We also need to work a bit more on some general issues related to the questionnal e-mail. Please leave notes on these issues in our working document.

And there is still missing the introductory text of our questionnaire which explains t

## No good places to prepare shared artifacts.

#### Tiina Says: April 15th, 2008 at 8:48 am Excellent, Katri-Anna!! Good suggestions. I hope your group can work jointly from now on and finalize all tasks in time. Let me know how I can help you with this 😉 Tiina heroinadecuada Says: April 16th, 2008 at 7:34 pm I have created a private chat room for our group. Maybe, we could fix a day and an time and meet there all the group and decide. I think it would be quicly. Here I leave you the address: http://www.chatmaker.net/chatap/rooms/maric/ What do you think? Kisses! judita Says: April 17th, 2008 at 8:29 am Hi, airls. very good idea to start chatting. I think we need to start asan- today or tommorow the latest

3 Responses to "Let's work!"

### Group wiki as a shared space

#### lest page

ourse prototype

Course help

Course home

Course outline

edit navigation

Introduction

Materials

#### course subject

- Suggestion (Sami & Mikko): Use of blogs as tools in an eLearning course.
  - Comment (Sami): This is an example comment.
  - Comment (Kai): One principle of selecting learning environments is to pick the same learning environment for the course participation what you want to teach as a course topic. This is wise because then people can start getting feeling of how learning in different types of blogs might work out. Besides working in one environment and trying to understand the principles of an another environment may be taking too much cognitive resources.
  - Comment (Sonja): I like this idea of blogs. I've already tried wikis as a student and a teacher, I could do some comparing if wanted :)
  - You can leave your comments here by following the notation above: Suggestion (Name) or Comment (Name)

Course process Course design Pedagogical model Used technologies Roles (of course design) Roles (of course implementation) Content design Design tasks Schedule Evaluation design Workload Facilitator tasks

| Members       |                       |           |               |  |  |  |  |  |  |
|---------------|-----------------------|-----------|---------------|--|--|--|--|--|--|
| Name          | Member Since          | Туре      | Action        |  |  |  |  |  |  |
| mikkoron      | Apr 15, 2008 11:11 am | Organizer |               |  |  |  |  |  |  |
| Samileht      | Apr 9, 2008 7:56 pm   | Organizer |               |  |  |  |  |  |  |
| amirhorvat    | Apr 15, 2008 10:38 pm | Member    |               |  |  |  |  |  |  |
| kpata k       | Apr 15, 2008 3:26 pm  | Member    | <u>remove</u> |  |  |  |  |  |  |
| 🖿 <u>mmae</u> | Apr 15, 2008 1:21 pm  | Member    |               |  |  |  |  |  |  |

Iso provide th

mi & Mikko): Problems with discussions! se would also solutions.

course students would be fluent in using these technologies and they would be able to y understand the characteristics of the used technology and its limitations as media. n to this, the learners would understand what is required to make these solution work as learning tools.

ciples

 Suggestions (Kai):you could think at what kind of learning experiences blogs would give, and if the course needs more teacher- or learner-centred design.

Secondly, one design model we keep in mind is for general instructional design approach, meaning how.

### Group space in Ning.com



### Group space in Google groups

PAGES

FILES

DISCUSSIONS

About this group

MEMBERS

#### Helloes!

This is a workspace founded for the work that's been done by group 1 on the <u>EMIM03</u> course. Please add your **IM** contact information to the <u>Contact information</u> page.

We probably should make this group visible to everybody at some point. Let's keep it members only while we get started. If you think that some page should be kept "members only", leave a suggestion to the discussion area.

| Pages  All 2 pages  view all »  + add page                                                                                                                                                                                                                                                                                                                                                                                                                              | Edit my membership                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Initial course design suggestions & templates<br>Last updated by Mikko Rönkkömäki - Apr 1 - 1 author - 7 pages long<br>Contact information<br>Last updated by Sami - Apr 1 - 1 author - 1 page long                                                                                                                                                                                                                                                                     | Group info<br>Members: 8<br>Activity: Low activity<br>Group categories: Not<br>categorized |
| Discussions 6 of 38 messages view all »  + new post                                                                                                                                                                                                                                                                                                                                                                                                                     | More group info »                                                                          |
| About wikis and blogs<br>By Sonjacky - Apr 18 - 2 authors - 1 reply<br>Environment for our course<br>By Damir - Apr 15 - 4 authors - 5 replies<br>Learning 2.0 eBook<br>By Damir - Apr 15 - 3 authors - 3 replies<br>Group activities<br>By Sonjacky - Apr 14 - 6 authors - 15 replies<br>Discussion on initial-course-design-suggestions-templates<br>By Damir - Apr 8 - 3 authors - 4 replies<br>Group Image & name<br>By Cosmin Cret - Apr 1 - 3 authors - 4 replies |                                                                                            |
| A Members 9 members view all »                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                            |
| kp@tlu.ee<br>Member Sami<br>Group owner Mikko Rönkkömäki<br>Manager Cosmin<br>Member Member                                                                                                                                                                                                                                                                                                                                                                             |                                                                                            |

### Towards new model

- Using traditional ID model reduces the complexity level of learners' objectives and actions, presuming that facilitator can determine these instead of learners.
- Design elements of courses are sequential and leave little space for self-directing and developing the self-reflection competences.
- How does integrating the elements of selfdirection into learning change the whole setting?

# Competing self-direction and collaboration



Self-reflection must feed collaborative work and vice versa

### Towards new model

- Difficulties in forming the shared spaces for actual group-work
- Student-centered learning landscape formation takes time and a lot of grounding and testing the spaces - the shared space changes dynamically
- The need for the different type but entwined spaces both for shared regulation and for creating the joint product
- Teams may not use the learning environments effectively and need external feedback to get better impression how thet work

### Towards new model

- Learners have few possibilities of making judgements on tools and services of their learning landscapes.
- The activities of learning designs copy the facilitator's workingstyle and apply his/her personal preferences of learning landscapes on learners.
- Supports uneven distribution of competences between the educational specialists (designers, facilitators) and learners.



Learner's initial idea:

- •User as central owner of the personal landscape
- Information flow between tools is not perceived
- •Tools are categorized by functionalities





### Towards new model

 Instructional Design models focus mainly on planning the teaching- and learning sequences and the activity patterns but less to the learning environment design as a whole Activity System.





### Towards new model

- Facilitator perceives different learning affordances than students
- Learners in groups percieve different
  affordances
- How do learners perceive affordances?
- Is there a certain common affordance space for realizing certain objectives?

### An ecological view

- Populations inhabit abstract spaces or niches.
- Each niche is defined by several ecological characteristics, which can be seen as fitness gradients.
- There is interdependence of the organism and the niche - one doesn't exits without another.
- So in new ID models, let's forget the TOOLS with fixed functions, INSTRUCTIONS that always make people do similar things – we need to define the learning spaces as a niches.
- Niche for certain learning populations can be described by affordances, niche can be repeated even if using different tools.



We need to consider in course designs what the actual users would perceive in new learning landscapes

We need to collect and reuse learning landscape ideas

We need define learning niches as abstract affordance spaces – then they are repeatable



We need to collect and reuse effective activity descriptions



### Tasks for pairs

- 1. Draw a diagram of:
  - a) your landscape

b) one activity pattern you can do at this landscape (in Gliffy.com, Powerpoint or Omnigraffle) and share the link <u>here</u> or sent to kpata@tlu.ee

- 2. Discuss and analyze your landscape which affordances you perceive when doing this activity? Fill data into Excel table (raw.xls).
- Record affordances in shared spreadsheet: <a href="http://spreadsheets.google.com/ccc?">http://spreadsheets.google.com/ccc?</a> <a href="http:key=ps4XWyM81HM2xgkE5MkbfVw">key=ps4XWyM81HM2xgkE5MkbfVw</a>



### Playing with paperclips





#### A soft ontological way to describe affordances:

Action verb + artifact or/and subject noun + adjectives



### How to find a niche

- Grouping affordances into onto-dimensions
- Soft-ontological categories can be clustered by simple semantic categorization emerging from affordance descriptions

| colle | eteri |     | argu<br>men<br>ting<br>and<br>refle | moi | give<br>task<br>s,<br>sup | akin<br>g,<br>givi<br>ng<br>and<br>getti<br>ng | eval |    |   |                            |
|-------|-------|-----|-------------------------------------|-----|---------------------------|------------------------------------------------|------|----|---|----------------------------|
| q     | ng    | ing | q                                   | ing | ng                        | back                                           | ng   | nr |   | affordance                 |
| 0     | 0     | 0   | 0                                   | 0   | 0                         | 0                                              | 0    |    | 1 | aggregating information    |
| 0     | 0     | 0   | 0                                   | 0   | 1                         | 0                                              | 0    |    | 1 | reflecting                 |
| 0     | 0     | 0   | 0                                   | 0   | 0                         | 0                                              | 0    |    | 1 | collaborative learning     |
| 0     | 0     | 0   | 0                                   | 0   | 0                         | 0                                              | 0    |    | 1 | communicating with peers   |
| 0     | 1     | 1   | 0                                   | 0   | 0                         | 0                                              | 0    |    | 1 | social bookmarking         |
| 1     | 0     | 0   | 0                                   | 0   | 0                         | 0                                              | 0    |    | 2 | collecting students' feeds |

 Alternatively a pre-defined set of pedagogically sound categories may be used for grouping

### How to find a niche

 Calculate each onto-dimension as a fitness landscape gradient in respect of tool usage

|            | Affordance on | todimensions |          |         |            |  |
|------------|---------------|--------------|----------|---------|------------|--|
| tools      | assembling    | managing     | creating | reading | presenting |  |
| blog       | 25            | 3            | 17       | 6       | 29         |  |
| wiki       | 3             | 1            | 4        | 0       | 1          |  |
| chat       | 3             | 1            | 5        | 2       | 3          |  |
| bookmarks  | 4             | 0            | 4        | 2       | 2          |  |
| aggregator | 1             | 1            | 6        | 4       | 4          |  |
| mail       | 4             | 0            | 2        | 2       | 3          |  |
| google     | 4             | 0            | 6        | 1       | 1          |  |
| cowriting  | 6             | 0            | 5        | 1       | 3          |  |
| forum      | 1             | 0            | 4        | 1       | 1          |  |
| codraw     | 1             | 0            | 1        | 0       | 0          |  |
| flickr     | 1             | 0            | 1        |         |            |  |
| youtube    | 3             | 0            | 2        |         |            |  |

 Niche as an abstract n-dimensional learning space can be defined by many affordance onto-dimensions



### Niche visualizations



### Niche visualizations

http://kerg.tlu.ee/demos/multi-perspective-exploration

## Enter affordandimensions.txt file to the Multiperspective exploration tool and test!



http://www.htk.tlu.ee/icamp/icamponto/ionto\_view

Most of iCamp experimental data are still waiting an in-depth analysis, read about our progress in: <u>http://www.icamp.eu</u>

Contact me: kpata@tlu.ee

Or read my ideas: <u>http://tihane.wordpress.com</u>