

Effective Learning Platforms

Primary education,
personalised learning
and social networks

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7th April 2006

What's in it for me?

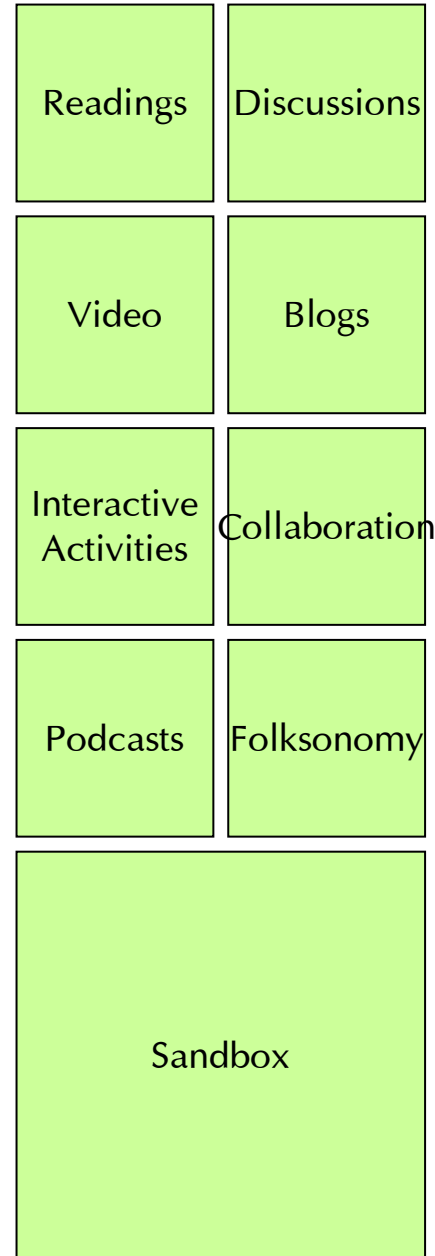
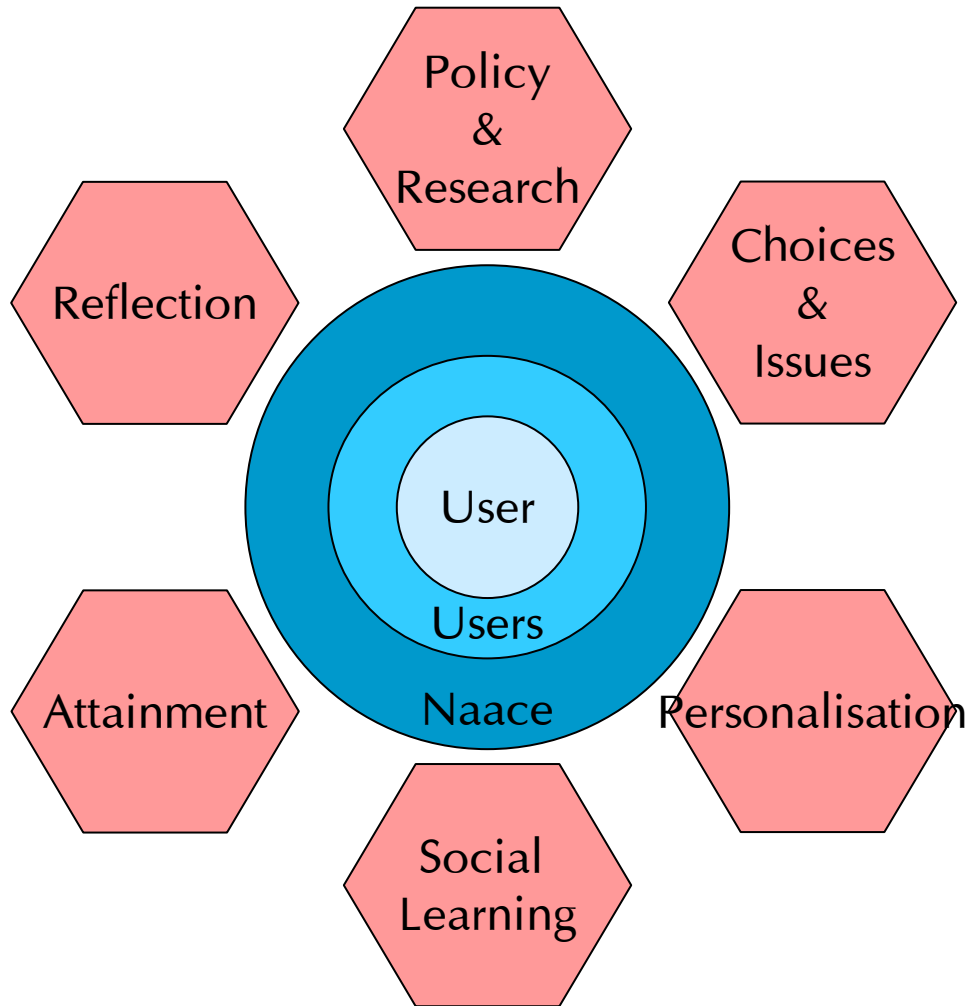
Learning about ... through experience of ...

- A learning platform, with support for rich media, a range of activities and social engagement
- Social learning, sharing experience and learning from one another
- Personalised learning, where the learner has choice and voice
- Creating and using online activities and resources
- Being part of a **community of practice**, rather than just accessing collections of resources and activities

We'll also provide some pointers to the wider policy agenda, and academic and practitioner research, as well as highlighting some of the choices and issues around learning platform implementation.

What we're doing is providing a landscape and a map, rather than a package tour. We'll perhaps let you have some directions, though!

The Toolkit



Social Learning

The 5Cs are identified as being common characteristics of a community of practice.

- Conversations – the key to learning.
- Collaboration – the interdependency model that reflects our belief that we don't learn in isolation.
- Commitment – the promise and willingness to participate in realizing the community's purpose.
- Connectivity – the ability to work in virtual environments with the aid of technology infrastructure that connects us.
- Capabilities – the link between strategy and performance – what it takes to achieve our goals.

Saint-Onge & Wallace (2003)

Sociable Learning

Ellen Langer states that sociable learning will promote 'Mindful learning' and learners will develop the qualities of being:

- Able to create new categories of learning and applying information
- Open to new information;
- Aware of more than one perspective;
- Attentive to process (doing) rather than outcome (results); and
- Trustful of intuition

Teachers as social learners

– five stages

1. The teacher accesses a lesson plan available on the learning platform and uses it with a class
2. ... and asks for general comments from other teachers
3. There is a list of teachers who have used the lesson and there is an online forum available for consultation and discussion
4. A real-time audio/video conference can be set up to discuss the lesson plan between staff
5. The teacher sets up a work group and invites other teachers to work on the project ...the agreed outcomes are made available on the learning platform to professional groups for future reference.

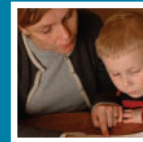
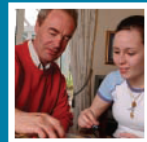
Personalised Learning

“Personalisation
... means a tailored
education for every child
and young person
... It means every pupil
being able to extend
their learning and
develop their interests
and aptitudes.”

(Schools Whitepaper)

Higher Standards, Better Schools For All

More choice for parents and pupils



Personalised Learning

- Who personalises the learning?
Computers? Teachers? Parents? Pupils?
- Personalised learning does not mean individual, independent programmes of study
- Personalised learning puts the learner at the centre:
 - Choice: rational autonomy
 - Voice: each person has a vital contribution
- Recognition of and support for independent and informal learning beyond the school's curriculum

The Learner's Charter

As a learner I expect:

Appropriate learning environments

- To have access to different teaching and learning approaches and resources that meet my needs.
- To have access to people who are able to extend and develop my understanding in my chosen areas.
- To have access to learning environments and resources that enable me to develop my understanding and experience in authentic and appropriate contexts.

NESTA Futurelab



The poster features the Futurelab logo at the top left. The title 'The Learner's Charter for a personalised learning environment' is written in a pink, sans-serif font. Below the title, the text 'As a learner I expect:' is followed by three columns of bullet points under the headings 'Choices', 'Appropriate learning environments', and 'Feedback'. At the bottom of the poster is a colorful illustration of a city street scene with buildings, cars, and pedestrians.

futurelab

The Learner's Charter for a personalised learning environment

As a learner I expect:

Choices

- To be considered as an individual with wide-reaching potential irrespective of age, gender, disability, ethnicity or socio-economic status.
- To take joint responsibility for and be seen as an active agent in determining my own learning priorities.
- To understand and critically engage with the choices open to me in the education process.
- To understand the potential implications of these choices personally, socially and economically.
- To develop the personal and social skills and attributes necessary to make these choices and to engage with the people and resources of the education process.

Appropriate learning environments

- To have access to different teaching and learning approaches and resources that meet my needs.
- To have access to people who are able to attend and develop my understanding in my chosen areas.
- To have access to learning environments and resources that enable me to develop my understanding and experience in authentic and appropriate contexts.

Feedback

- To use diverse assessment tools to enable me to reflect upon and develop my own learning at times and in sites appropriate for me and in ways which inform decisions about my future learning.
- To have access to a diverse range of assessment mechanisms and media that are appropriate to the activity I am participating in.
- To achieve recognition for learning irrespective of the context of my learning (in home, in school, in workplace, in community).
- To achieve recognition for learning that enables me to progress within the wider community.
- To participate in assessment activities that provide feedback to the education system and are used to improve the learning environments in which I learn.

Skills and Knowledge

- To be supported to co-design my own curriculum and learning goals.
- To draw upon and make connections between the expertise and competencies I develop across all areas of my life.
- To develop my expertise and understanding in knowledge domains that are of personal significance to me.
- To be supported to take risks and develop understanding in unfamiliar knowledge domains.
- To have access to learning which will prepare me well as a member of the adult population.

Choices and Issues

For Learning Platform suppliers – Commercial, LA/RBC, Open Source

- What are you trying to achieve?
- What learning strategies does your platform support?
- Which pedagogies have determined the technologies?

For Individual schools

- Do the answers match the same questions applied to your school
- Will the platform achieve what you want to achieve?
- Can your systems change to benefit from a Learning Platform?
- Will it support your contribution to transforming learning?

Functional specifications...

The CPD should be delivered through a toolkit which will:

- provide opportunities for on-line real time discussion and a sharing of similar interests
- provides opportunities for reflection and exploration on issues which are key for CPD
- allow for opportunities to learn from other's expertise, skills and competence
- provides opportunities to explore and discuss the latest developments in the field of study
- allow a wide range of professional relationships to become established within the learning community
- will increase the knowledge base among members in the pursuit of excellence
- help users to solve problems of mutual interest
- provide opportunities for a good mixture of experienced and inexperienced people to share their experience
- provide opportunities and techniques for establishing group identity and nurture trust among members as a community
- support engagement, imagination and convergence
- encourage feelings of ownership of the CPD at the outset
- provide opportunities for learning in a supportive social learning environment
- actively promote and support collaborative group work

Transforming Learning

- The never ending story for the person, for our schools and for our society as a whole, is to learn about learning.
- What is the nature of the process by which organizations, institutions and societies transform themselves?
- What are the characteristics of effective learning systems?
- What are the forms and limits of knowledge that can operate within processes of social learning?
- What demands are made on a person who engages in this kind of learning?

Donald A. Schön (1973) *Beyond the Stable State*