PLE Centred Education: The Next Boundary
Perceptions and Realities Behind Students’ Personal Learning Environments

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Population: 25,000 Sample: 1500 Spanish Senior Students
The description and the prospective analysis, both technically and functional, of personal learning environments (PLEs) of the Spanish future professionals in all areas of knowledge.

CAPPLE Project
http://www.um.es/ple/?lang=en
PLE -2001 NIMLE Project
(Northern Ireland -JISC founded)
Technological term
Evolution of LMS
Enphasizing on Technologies
Web 2.0
Personal Learning Environment
Just about the **environment**?

Is “**where**” the CRUCIAL question?
A NEW approach for understanding the learning process
“A set of tools, mechanisms, data sources, connections and activities (experiences) that each person uses habitually to learn”

Adell & Castañeda, 2010
We already got it?... so What else?
PLE is the environment in which we learn using efficiently the available technologies.
PLE

Research
Teaching
Education purpose

Basics of Learning:
• Why
• What
• How
• Whith whom
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Nothing finished, some ideas to discuss…
Defining PLE
"A set of tools, mechanisms, data sources, connections and activities (experiences) that each person uses habitually to learn"

Adell & Castañeda, 2010
PLE (Adell & Castañeda, 2010)

- Reading: access and retrieve info
- Reflecting Doing & modifying
- PLN Sharing

Options:
- With objects/artifacts
- With experiences
- With the whole profiles
Personal Learning Environment (PLE)

- Reading / Accessing to information
  - Tools: social software, monitoring network activity, social network sites. In general all the tools underlyed by a social network.
- Doing / Reflecting
- Sharing: Personal Learning Network (PLN)
  - Mechanisms: assertiveness, consensus, dialogue, decision, etc..
  - Activities: meetings, meetings, forums, discussions, conferences, etc..
Personal Learning Environment

**Reading / Accessing to information**
- Tools: newsletters, blogs, video channels, list of RSS, etc..
- Mechanisms: searching, curiosity, initiative, etc..
- Activities: lectures, reading, review of headlines, audiovisual viewing.

**Doing / Reflecting**
- Tools: blogs, notebook, video channel, publishing site visual presentations, website
- Mechanisms: synthesis, reflection, organization, structure, etc..
- Activities: creation of a working agenda, making a concept map, posting a video of their own, etc..

**Sharing: Personal Learning Network (PLN)**
- Tools: social software, monitoring network activity, social network sites. In general all the tools underlayed by a social network.
- Mechanisms: assertiveness, consensus, dialogue, decision, etc..
- Activities: meetings, meetings, forums, discussions, conferences, etc..

PLE Components
Castañeda & Adell, 2013

www.um.es/ple/libro
First approach
iCamp Project

PLEs in Action
Patchworking PLEs
Students appreciate new ways of developing their tasks and their course work

Learning = acquiring information–memorizing

Students, when arriving at university, NO ICT tools for learning

Opportunities for Independency, collaboration and self-importance

No Learning as complex, lack of learning understanding
PLN as the core of PLE
Looking at twitter

PLEs in Action
more evidences of “social learning” than for “personal learning”

Social learning is supported by Personal Learning Networks as crucial parts of PLEs.
Learning processes Behind PLEs
The Networked Student Processes and Tools: Taking Control and Responsibility for Learning

Practicing Digital Literacy
- Acceptable use policy
- Copyright guidelines
- Filtering software
- Using technology professionally

Practicing Digital Responsibility

Evaluating resources
- Content management systems
- Open educational resources
- Library/Texts
- Scholarly works
- Search engines

Searching and viewing text, video, and audio

The Networked Student

Synthesizing and Creating
- Reflecting
- Producing content
  - Wikis
  - Blogs
  - Podcasts
  - Text/Writing
  - Presentation software
- Audio
- Video
  - Digital posters
  - Social networks
  - Video conferencing

Collaborating and Socializing
- Debating
- Questioning
- Mobile texting and calling

Organizing Content
- Note taking
- Tagging for efficient retrieval
- Social bookmarking
- Subscription readers
- Web clipping tools
- API widgets and personal pages

Communicating
- Email
- Instant messaging
- Microblogging

Managing multiple user accounts

Managing Content

Mind Maps ("mental processes")

Analysis by Group
General Analysis

3 basic learning components

Related with any Technology??

Illustrating words

Read
- By group
  - Listen to what we had to do
  - Read the activity

Reflect-do
- By group
  - Think about how we could represent our list of words
  - Select the way we were going to represent our words
  - Look for the necessary things to work
  - Select the drawing we were going to do for each word
  - Decide who was going to draw what
  - Revise our drawings
  - Redraw some drawings
  - Look at the different drawings that we had from the other group
  - Try to guess what word were they representing
  - Decide what word we thought each picture represented
  - Make a list of our guessings
  - Reflect about the words that we had drawn that were not guessed by the other group
- Individually
  - Do the drawings

Give to the other group our words

Share
- Write about the activity in our blog
Illustrating words

Reflect-do

By group
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Individually
- Do the drawings

Give to the other group our words
• Tech and Not Tech Supported
• Mutually complementary
• Pedagogical Approach
• Hard Tech Based
• Learning implies: First **recover info** –from an expert-, **Do** something and **Finally** you **show** it to others
• Metacognition is NOT perceived as a learning process

Nowadays…
PLEs in Action
The description and the prospective analysis, both technically and functional, of personal learning environments (PLEs) of the Spanish future professionals in all areas of knowledge.

CAPPLE Project
http://www.um.es/ple/?lang=en
PHASE 1. Design and validation of instruments for collecting information on PLEs and clarifying of the data collection strategy.

PHASE 2. Information collection and analysis of data on PLEs. National sample of last year university's students from all areas of knowledge.

PHASE 3. Creation and development of PLEs diagrammer and descriptive and comparative analysis of underlying PLEs models found in the data.

Personal Learning Environment
If the PLE involve learning to learn with technology, integrate PLEs in education would contribute to develop essential skills in a complex and changing world as ours...
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