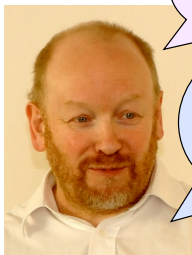**Slide 1**

Heads of e-Learning Forum
Coventry
Wedensday April 2nd 2008

Richard Millwood
Core UK & University of Bolton

What is meant by social software?

What are the issues which are associated with the use of these types of tools within HE?

HeLF
Heads of e-Learning Forum

Slide 2

BBC NEWS

Tuesday, 28 August 2007, 20:06 G

Council bans soci:

Workers at Kent County Council from using the social networking

The authority said it had restricted a electronic-use policy, and was one c take the step.

Some workers said they objected to t wasting time, and wanted it back on t

"Like any other organisation, we have our IT systems secure," the council sa

The authority employs 32,000 people.

Mirror.co.uk
THE BEST NEWSPAPER ON THE WEB

28/08/2007

At least 32,000 council employees were blocked from the Facebook website at work yesterday.

The axe fell after Kent County Council found staff were spending too much time messaging friends from their desks.

A source said: "The hours we were losing to people using Facebook were getting ludicrous."

Now even the 84 elected councillors cannot use the authority's network to access the site, also banned by the Met police and Transport for London.

One frustrated worker commented: "KCC have blocked fb. You b*****s."

n Woodley, said: "You have your re is always that element of trying to s and meet other people on there.

can be difficult to know when to stop."
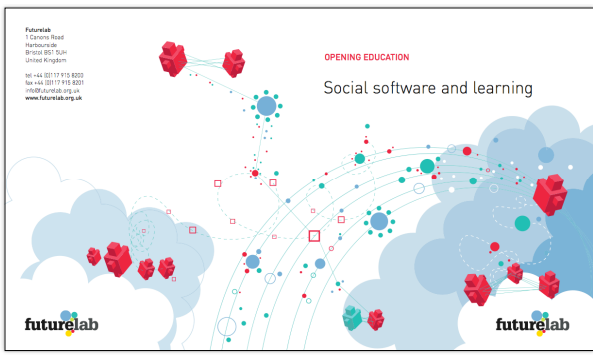
om the University of Kent, said the site asset for creating communities between

ployees can share experiences, and n learn about problems that exist in

Jonathan Gauton said: "Employers are facing employees who are wasting a lot of time, who are ill-focused on their correct responsibilities.

"Ultimately, they can be sanctioned. They can be disciplined for it, and we have seen employees ultimately dismissed."

Slide 3

Recommended Reading:
Owers, Grant Facer & Sayers (2006)
www.futurelab.org.uk/research

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OPENING EDUCATION

Social software and learning

futurelab

futurelab

Slide 4

DIGITAL RENDEZVOUS: SOCIAL SOFTWARE IN HIGHER EDUCATION

Added by the EDUCAUSE Librarian

Title:	Digital Rendezvous: Social Software in Higher Education (ID: ERB0702)
Author(s):	Oren Sreebny (University of Washington)
Topics:	Blog, E-mail and Messaging, Podcasting, Social Computing, Wiki
Origin:	Documents Contributed by ECAR, Research Bulletins (01/16/2007)
Type:	Articles, Papers, and Reports
Abstract:	The origins of social software—from blogs to facebooks to instant messaging to wikis—are firmly based in the information technologies of the past few decades. This research bulletin explores the genesis of some of the current social software products, helps define common characteristics, describes how the software is being used in higher education, and examines the implications for activities in colleges and universities.
View this resource:	Adobe PDF

This publication is currently password protected. All faculty, staff, and students from institutions that have subscribed to ECAR at the **ECAR Participating, Comprehensive Content, Corporate,** and **Research Bulletins Package** levels are authorized to access this publication by using their EDUCAUSE personal profile.

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What is meant by social software?

"software that supports group interaction"

(Shirky 2003)

1. "Support for conversational interaction between individuals or groups ranging from real-time instant messaging to asynchronous collaborative teamwork spaces. This category also includes collaborative commenting on and within blog spaces.
2. Support for social feedback which allows a group to rate the contributions of others, perhaps implicitly, leading to the creation of digital reputation.
3. Support for social networks to explicitly create and manage a digital expression of people's personal relationships, and to help them build new relationships."

(Stowe Boyd 2003)

social software is also characterised by community gains: that many users benefit from other users acting in sociable and community-oriented ways

Owers, Grant Facer & Sayers (2006)

"The term 'social software', which is now used to define software that supports group interaction, has only become relatively popular within the last two or more years. However, the core ideas of social software itself enjoy a much longer history, running back to Vannevar Bush's ideas about 'memex' in 1945, and traveling through terms such as Augmentation, Groupware, and CSCW in the 1960s, 70s, 80s, and 90s."

(Christopher Allen, 2004

http://www.lifewithalacrity.com/2004/10/tracing_the_evo.html)

Group
Talk
Share
Categorise
Select
Combine
Access

create information collaboratively

1. **Delivers communication between groups.** There are implicit mechanisms that allow interest groups to electronically coalesce – to be aware of what each other are doing and to review each others' actions and to allow those actions to benefit each other member of a community.
2. **Enables communication between many people.** If the authors wish, all their work is available to the rest of the digital world. Access is available to expert and novice alike and in fact social software provides systems whereby experts and novices can work together.
3. **Provides gathering and sharing resources.** It provides a means of gathering and making material available. Simple acts like putting holiday snapshots on a searchable photo site can give others insight into the location, for instance, or other people making available their work in progress can both inform others and prompt critical feedback.
4. **Delivers collaborative collecting and indexing of information.** No longer is knowledge limited by historically constructed visions of curricula. There are new ways of organising and finding knowledge objects that are of interest to you and the groups with whom you share interests.
5. **Allows syndication and assists personalisation of priorities.** There are mechanisms to be passively active. You can choose what information streams you want to be kept informed about and that information will come to you rather than you having to go and seek it. It will help you both keep abreast with your co-workers' online activity and those other information streams you actually prioritise.
6. **Has new tools for knowledge aggregation and creation of new knowledge.** The massive uptake of MP3 music players is indicative of a move to collecting material from many sources and aggregating it for our personal use. There are also tools that allow that content to be modified and incorporated in new formulations: the concept of a mash-up.
7. **Delivers to many platforms as is appropriate to the creator, recipient and context.** Creators and users of social software tools and content know their lives are not constrained to desktops, they use many media: mobile phones; PDAs; MP3 players and games consoles. They increasingly expect that the digital part of their life will integrate with them in the context that they are in.

Identity
Diary / commentary
Photography
Video
Place
Time
Folksonomy
Social bookmarking
Collaborative document
Relationship
Group

Managing interpersonal relationships

Rethink:
1. Creativity
2. Attention
3. Space
4. Identity
5. Authority

---

1. How do we respond to the **needs of an information society** (new life choices and new employment patterns)?
2. How is the enterprise of **education going to respond** to the change and has social software a place in a new scenario?
3. How do we **enable teachers and support curriculum renewal** to adopt the practices of learning and living that are emerging in the information age?
4. How do we marry the opportunities of c-learning with **informed professionalism**?
5. How can we **recognise and validate** the learning that some young people already achieve through using social software?
6. What actions have to be taken to **enable learner choice** and voice that makes the use of social software in the education system an available option?
7. What **barriers have to be removed**?
8. What **changes in procurement and purchasing policy** need to be made to provide social software with an equal opportunity with other ICT systems?
9. How do we encourage **interoperability**?
10. What steps need to be taken to ensure **open and non-restrictive standards are adopted** when appropriate by educational suppliers?
11. What can be done to **stimulate new innovative social software** specifically designed to support educational activity?

New rôles for institutions?

Institutions   **Practitioners**

Authority shared?

Authority of process and overview

Authority of practice and context

Learning guida...

Facilita...

...vation ...prove ...tion

Analysis & insight - theoretical models

Testi... theories

Evaluation of experience

Assessment of progress

Overview of research

Communication of results to stakeholders

"People today have a dizzying feeling of being torn between a globalization whose manifestations they can see and sometimes have to endure, and their search for **roots**, **reference points** and a sense of **belonging**."
- Jacques Delors 1996

"My roots are **England**,
my reference point is **the Moon**,
and my belonging is **to join**
the **global society** of humankind.

And I am a rank beginner."
- Richard Millwood 2008

"Education is the same as it was fifty years ago, still using text books and writing and listening to teachers. And the answer to that is to use computers. But, if you use computers too much, how will you still keep social interaction which is a vital part of learning in all the students' lives?"

We've been doing this a long time

Thatcher and Muldoon meeting on 30th March 1977 - the year the Apple II arrived

1971

IVAN ILLICH
DESCHOOLING SOCIETY

"The aim of the Programme is to help schools to prepare children for life in a society in which devices and systems based on microelectronics are commonplace and pervasive. These technologies are likely to alter the relationships between one individual and another and between individuals and their work; and people will need to be aware that the speed of change is accelerating and that their future careers may well include many retraining stages as they adjust to new technological developments."

Microelectronics Education Programme - The Strategy

Richard Fothergill
Director, MEP
April 1981
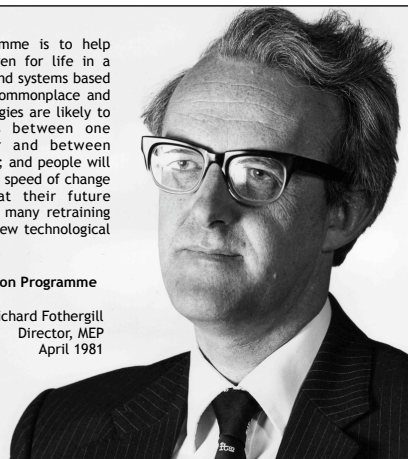
In developing a strategy for the Programme it has been assumed that:

i schools should be encouraged to respond to these changes by amending the content and approach of individual subjects in the curriculum and, in some cases, by developing new topics;

ii with the dual aim of enriching the study of individual subjects and of familiarising pupils with the use of the microcomputer itself, methods of teaching and learning should make use of the microcomputer and other equipment using microprocessors. This may be expected to add new and rewarding dimensions to the relationship between teacher and class or teacher and pupil;

iii use should be made of the microcomputer to develop the individual pupil's capacity for independent learning and information retrieval;

iv for those children with physical handicaps, new devices should be used to help them to adjust to their environment while those with mental handicaps should be encouraged and supported by computer programs and other learning systems which make use of the new technologies.
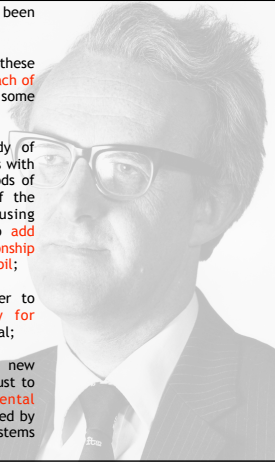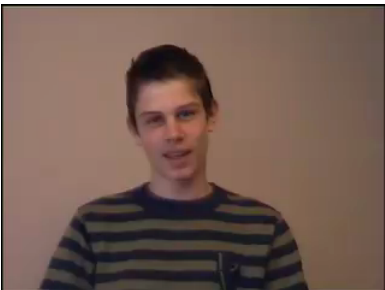
Martyn 17 The Netherlands

"I saw a small classroom with sixty students in it and they were sharing books. How can we improve their resources in the future?"

Jason 15 The Netherlands

"Why can't I learn English from an English teacher out of England? And Maths from a Maths teacher out of England? Why does it has to be someone from your own country?"

Joshua 14 The Netherlands
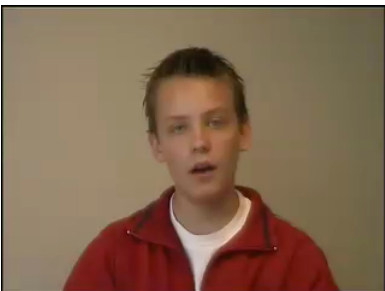
"I like Instant Messenger, YouTube and MySpace - how can I use them for my education?"
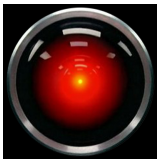
Perspectives

Technology & Environment

Regional & Global

Organisational & Social

Individual & Interpersonal

---

networking

Moore's law

information processing

Technology & Environment

cost

multimedia & multimodal

www

communication

digital divide

buildings

classrooms

mobility

(Perspective of content, technologies, tools and infrastructure)

World peace

Cultural enrichment

Wealth generation

Citizens

Regional & Global

BUT based on what's actually tested in examinations, society appears to need people who:

Work alone

Use memory, don't search

Only write, with pen on paper

Sit, still, in silence

Forget!

Extract from Saturday Night Live's Father Guido Sarducci played by Don Novello in 'Gilda Live!' (1980) Warner Studios.

(Perspective of the government)

Simon 15 The Netherlands

"I find very much that our education is based around assessment and therefore we are given what is required to pass these exams at the highest possible ability. We might even be given the syllabus of what is expected. Therefore, Would it not be better to be given a greater depth of knowledge and a more true knowledge than just given what is required to do well in exams?"

Sustaining
the business

Maintaining
quality & standards

Defining the
curriculum

Transforming
organisational
culture

Developing the
staff

Relating to
government, private
and public sector

Balancing
pure & applied,
discipline & vocation

**Organisational
& Social**

Meeting the needs
of new millennium
learners

**(Perspective of the leader of
business, institution or community)**

"In sum, I believe that the individual who is to be educated is a social individual and that society is an organic union of individuals. If we eliminate the social factor from the child we are left only with an abstraction; if we eliminate the individual factor from society, we are left only with an inert and lifeless mass. Education, therefore, must begin with a psychological insight into the child's capacities, interests, and habits.

John Dewey
from 'My Pedagogic Creed'
School Journal
vol. 54, pp. 77-80
(January 1897)

**Individual &
Interpersonal**

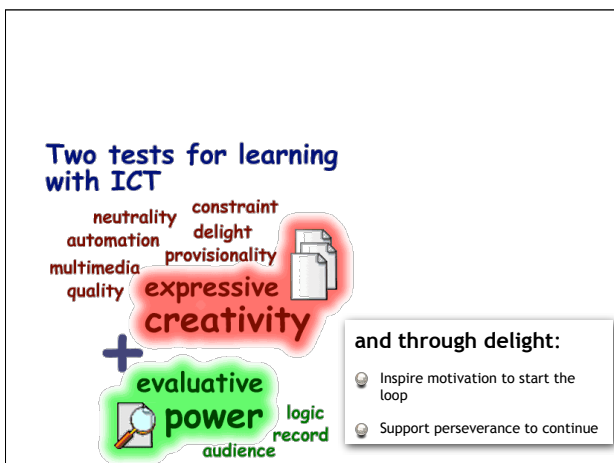**(Perspective of the lifelong learner)**
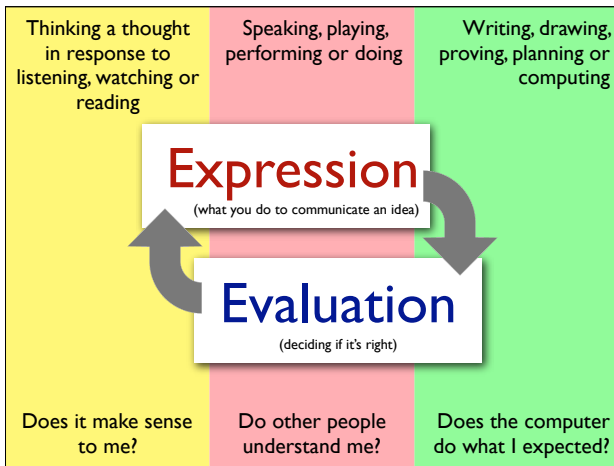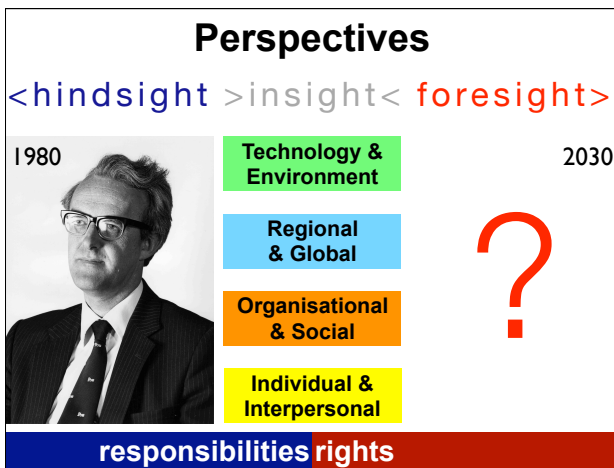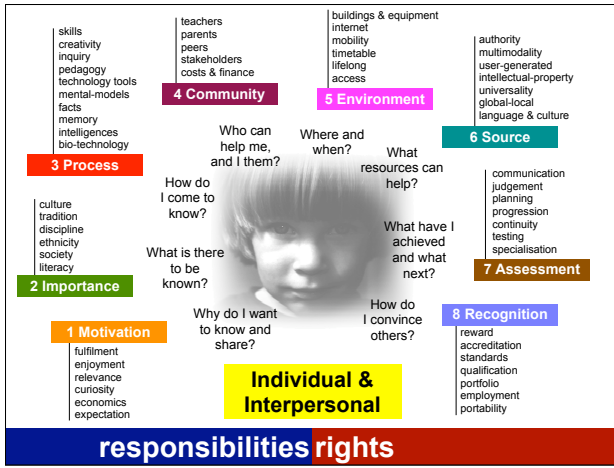

Aged 15 The Netherlands

"How will I be able to learn in my way, and my friends to learn in other ways? We like to learn in different ways, how are you going to solve that problem?"

Renee 15 The Netherlands

"When I'm studying on my own, how do I get help? If the expert is in another country how can I reach him? And how do I know If I'm doing well?

skills
creativity
inquiry
pedagogy
technology tools
mental-models
facts
memory
intelligences
bio-technology

3 Process

teachers
parents
peers
stakeholders
costs & finance

4 Community

buildings & equipment
internet
mobility
timetable
lifelong
access

5 Environment

authority
multimodality
user-generated
intellectual-property
universality
global-local
language & culture

6 Source

Who can help me, and I them?

Where and when?

What resources can help?

How do I come to know?

culture
tradition
discipline
ethnicity
society
literacy

2 Importance

What is there to be known?

What have I achieved and what next?

communication
judgement
planning
progression
continuity
testing
specialisation

7 Assessment

Why do I want to know and share?

How do I convince others?

8 Recognition
reward
accreditation
standards
qualification
portfolio
employment
portability

1 Motivation
fulfilment
enjoyment
relevance
curiosity
economics
expectation

Individual & Interpersonal

responsibilities **rights**

Perspectives

<hindsight >insight< foresight>

1980

2030

Technology & Environment

Regional & Global

Organisational & Social

Individual & Interpersonal

?

responsibilities **rights**

Thinking a thought in response to listening, watching or reading

Speaking, playing, performing or doing

Writing, drawing, proving, planning or computing

Expression
(what you do to communicate an idea)

Evaluation
(deciding if it's right)

Does it make sense to me?

Do other people understand me?

Does the computer do what I expected?

Two tests for learning with ICT

neutrality
automation
multimedia
quality

constraint
delight
provisionality

expressive creativity

+

evaluative power
logic
record
audience

and through delight:

- Inspire motivation to start the loop
- Support perseverance to continue

Slide 1

delight

Appreciation	**the love of aesthetic form**	"The emotions of a fulfilled imaginal sensibility are of a range and subtlety that outstrip the power of language to symbolize them. Hence they are conveyed by the non-discursive symbolism of drawing, painting, sculpture, music and dance."
Interest	**the love of knowledge**	"When the need to understand is realized, we experience interest, extending into curiosity and fascination, the passion for truth, excitement in intellectual discovery, pleasure in the clear communication of ideas."
Zest	**the love of action**	"The emotions involved in the fulfilment of free choice and effective action" including "relish, gusto, exhilaration, achievement and work satisfaction."
Conviviality	**the love of company**	"The pursuit of 'co-happiness' & mutual fulfilment interpersonally & collaboratively, the pleasure of others' smiles, laughter and contentment."
Recognition	**the love of achievement**	"The pleasure in communal and societal valuation arising from achieving real outcomes, surpassing goals and exceeding expectations."
Controversy	**the love of dissent**	"The rush of realisation that there is another view that may provoke personal enrichment and realignment."

Slide 2

Inquiry-based learning

someone & someone

What do feel that you, that's been your major gain working with Ultraversity? What do you think you gained?

Slide 3

GREAT IDEAS ALTER THE POWER BALANCE IN RELATIONSHIPS. THAT'S WHY GREAT IDEAS ARE INITIALLY RESISTED.

—yes, but...

@hugh

© www.gapingvoid.com

Slide 4

< hindsight > insight < foresight >

National Archive of Educational Computing
www.naec.org.uk

CURRICULUM NOW,
www.curriculum-now.org

Future Knowledge
www.futureknowledge.org

core UK

University of Bolton *Professionals in Practice*

inter-disciplinary inquiry-based learning
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action! >