

The background features several large, flowing, abstract shapes in shades of purple, green, and blue. Interspersed among these are numerous small, yellow, triangular shapes that resemble rays of light or confetti, scattered across the white background.

Personal Professional Development



This is not about how to
teach other people

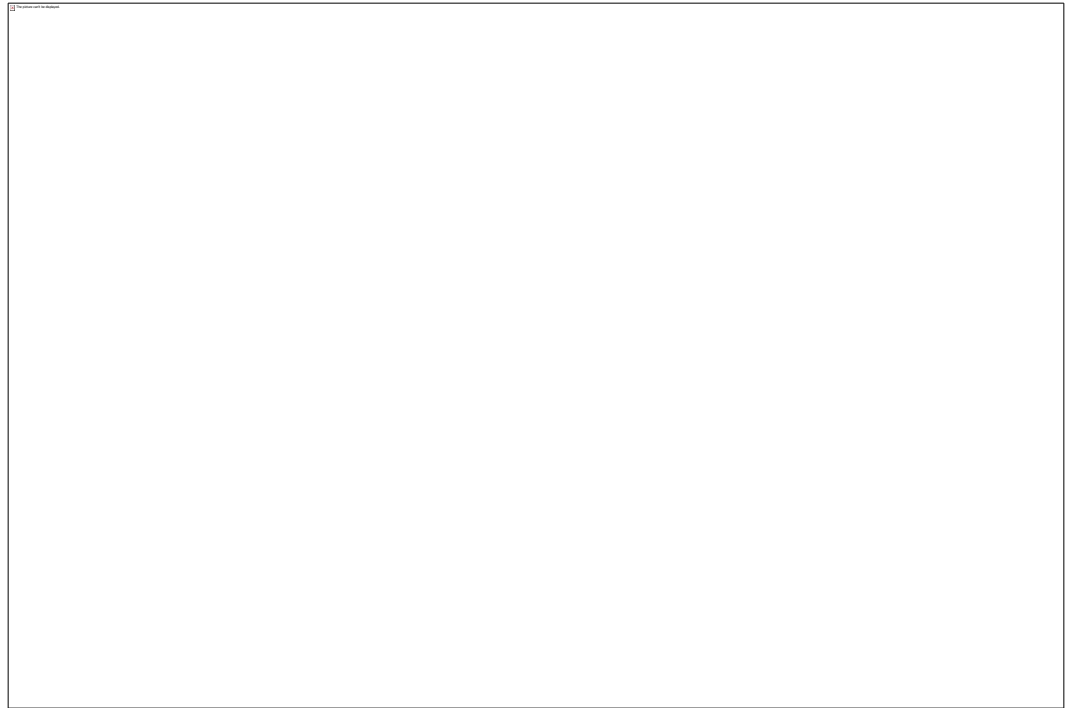


This is about *your* personal
professional development



Three Principles:

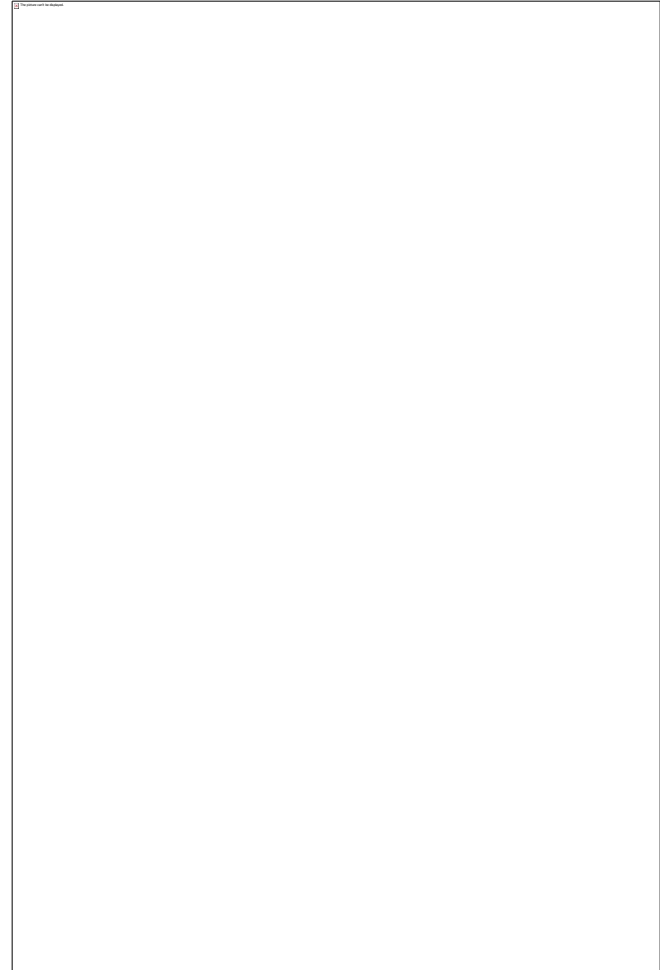
- Interaction
- Usability
- Relevance





Methodology

- What it is
- Why we want it
- How to get it
- About / Types
- Principles
- Guerilla Tactics



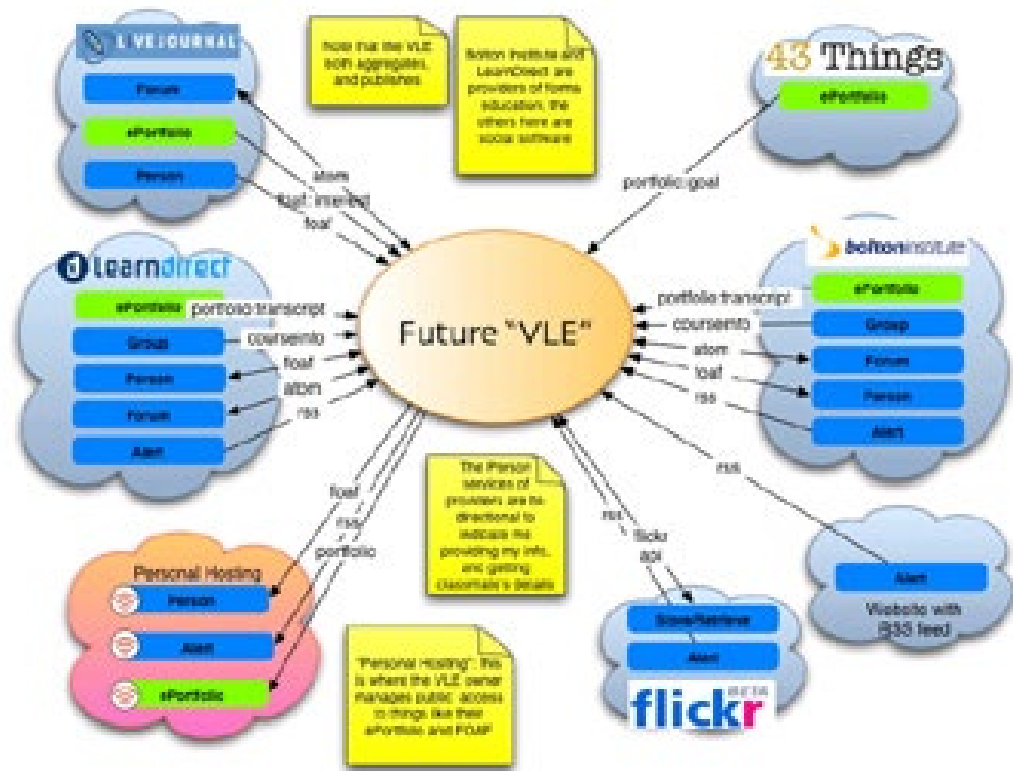


About Reality

- Principles and theories are not reality
 - they're just heuristic devices
- Reality is *complex* - let it go
- Theories are just *ways* to describe reality, not reality itself

Interaction

- participation in a learning community (or a community of practice) (or a network)





Interaction:

“... the capacity to communicate with other people interested in the same topic or using the same online resource.”

- *Why do we want it?*
 - **Human contact ...**
talk to me...
 - **Human content ...**
teach me...

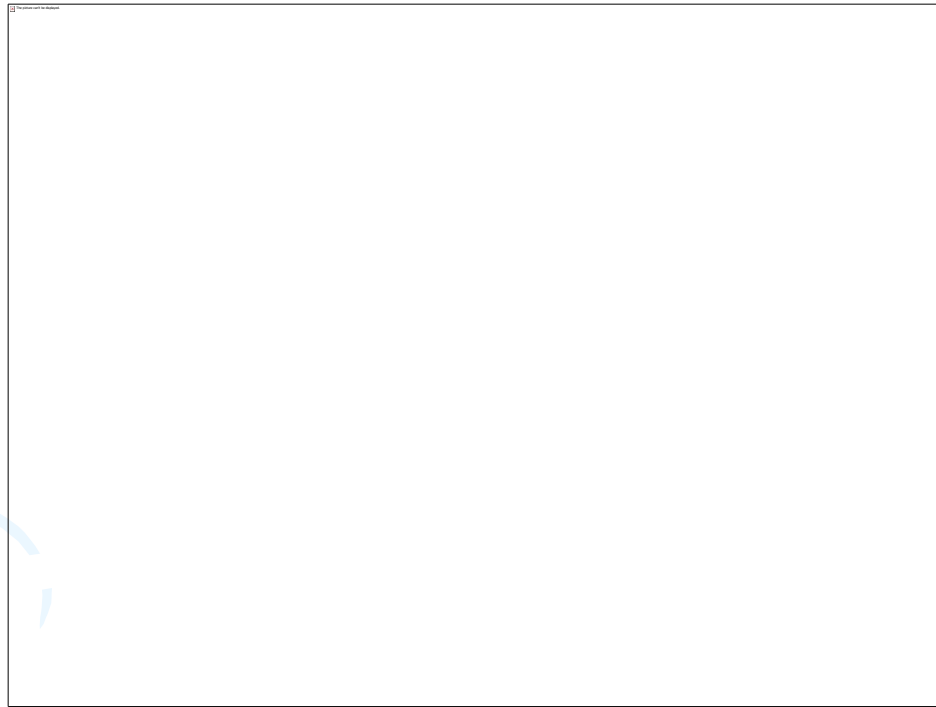
Interaction: How to Get It

- You cannot depend on traditional learning for interactivity...
 - Most learning based on the broadcast model
 - Most interactivity separated from learning



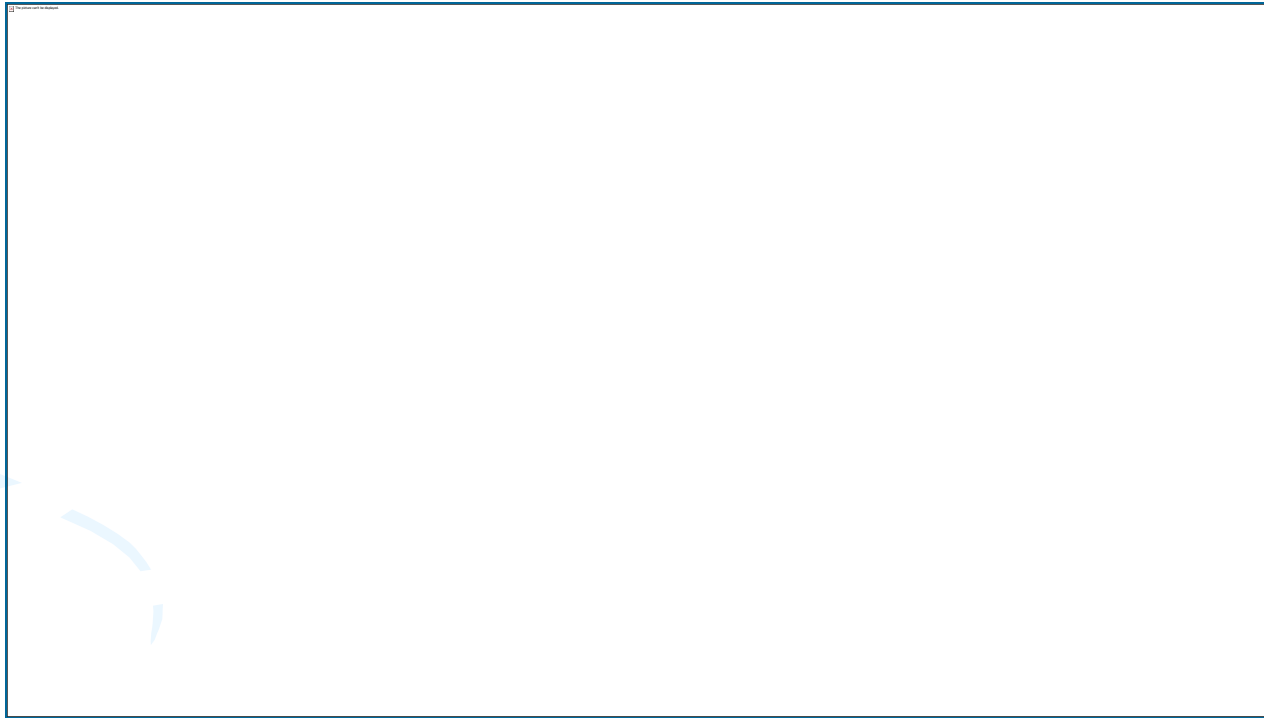
Interaction: How to Get It

- Build your own interaction network
 - Place yourself, not the content, at the centre



Interaction: Your Personal Network

- Email and mailing lists – eg., DEOS, wwvedu, ITForum, IFETS, online-news, RSS-DEV...



Interaction: Your Personal Network

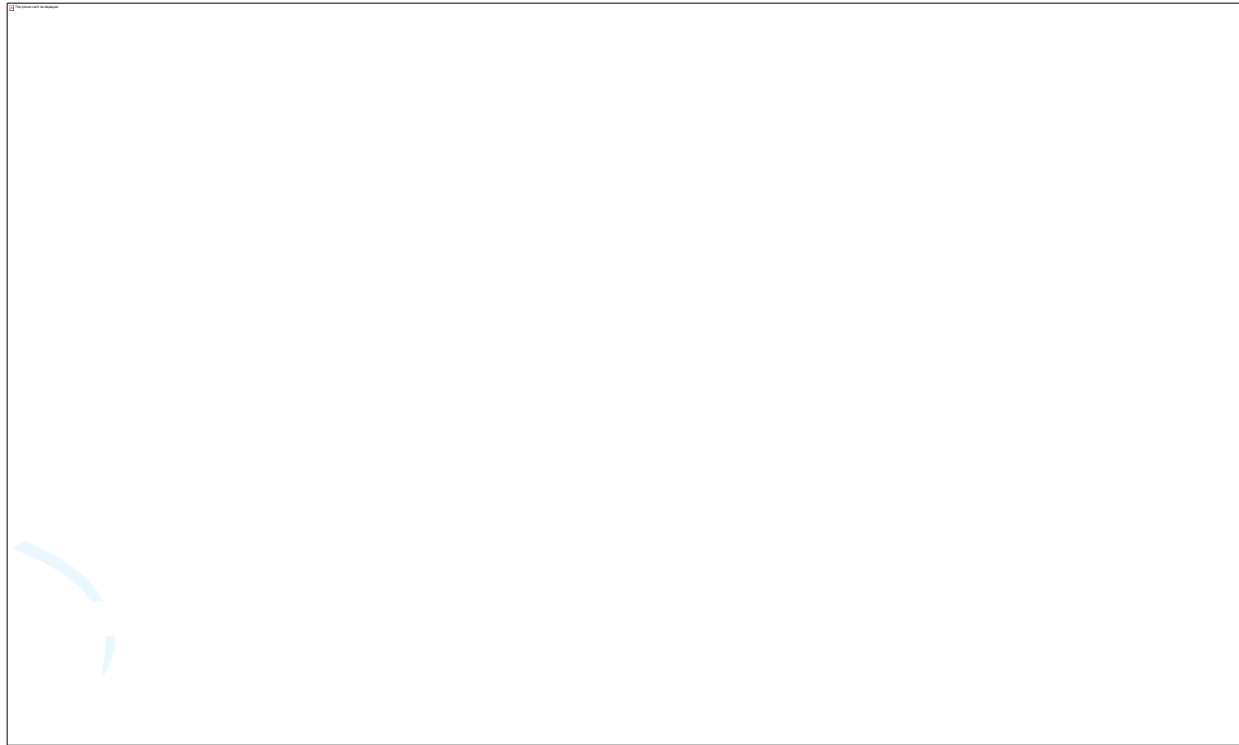
- **Weblogging** – reading your subscriptions, leaving comments, longer responses in your own blog





Interaction: Your Personal Network

- Personal communication – instant messaging, Skype, Twitter





Interaction: Your Personal Network

- **Online Forums** – Using, eg., Elluminate, Centra – examples, CIDER, Net*Working, EdTechTalk



Interaction: Principles

- Pull is better than push...
- Speak in your own (genuine) voice (and listen for authenticity)
- Share your knowledge, your experiences, your opinions
- Make it a habit and a priority



Interaction: Guerilla Tactics

- If interaction isn't provided, create it...
 - Eg., if you are at a lecture like this, blog it



Interaction: Guerilla Tactics

- If your software doesn't support interaction, add it
 - Eg., embed Javascript comment, RSS in LMS pages



Network Formation

The slide features a decorative background on the left side. It includes a large green balloon at the top left, a blue balloon in the middle left, and a purple balloon at the bottom left. Yellow streamers and triangular flags are scattered around the balloons. The main content is a list of four items, each preceded by a blue circular bullet point.

- Aggregate
- Remix
- Repurpose
- Feed Forward

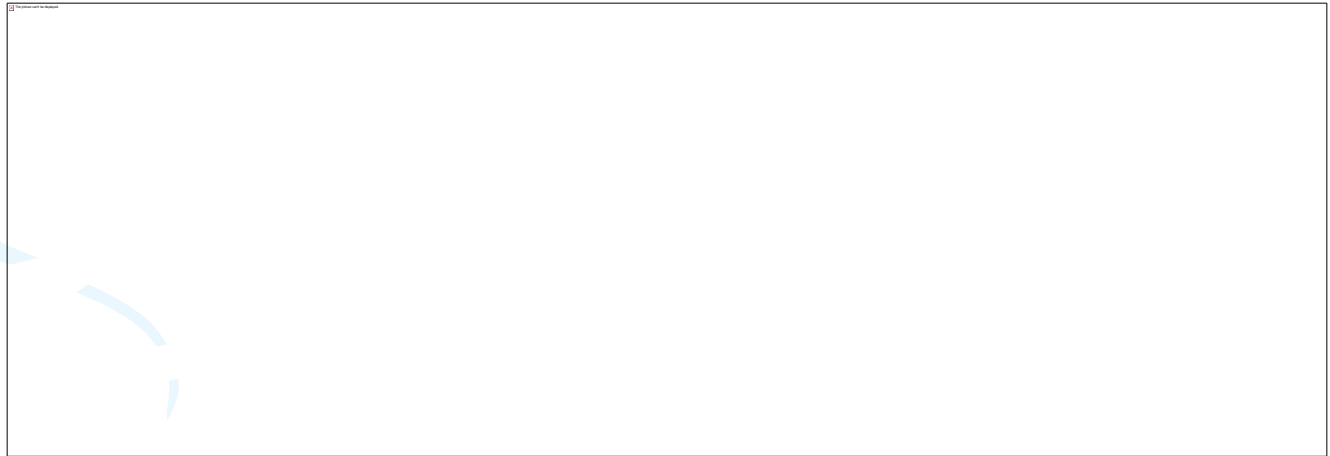
Usability



simplicity and consistency

A decorative graphic on the left side of the slide features three balloons: a green one at the top, a light blue one in the middle, and a purple one at the bottom. Each balloon is attached to a streamer that ends in several yellow triangular flags. The balloons and streamers are positioned to the left of the main text and a large empty box.

“... probably the greatest usability experts are found in the design labs of Google and Yahoo!”



A decorative graphic on the left side of the slide features three balloons: a green one at the top, a light blue one in the middle, and a purple one at the bottom. Each balloon has a thin streamer and is surrounded by several small yellow triangular shapes, resembling confetti or streamer ends.

- *Elements of Usability*

- **Consistency** ... *I know what to expect...*

- **Simplicity** ... *I can understand how it works...*

Consistency? As a Learner?

- Yes! Take charge of your learning...



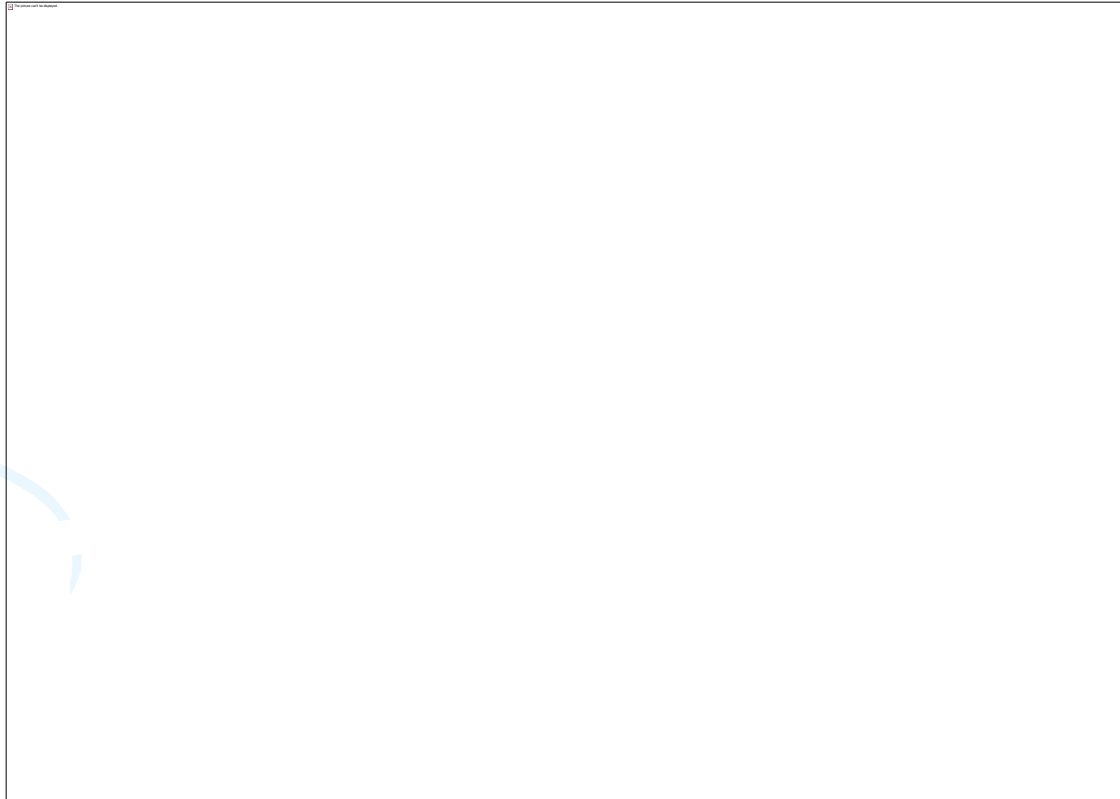
Consistency? As a Learner?

- Clarify first principles...
 - for example, how do you understand learning theory? Eg. [Five Instructional Design Principles Worth Revisiting](#)



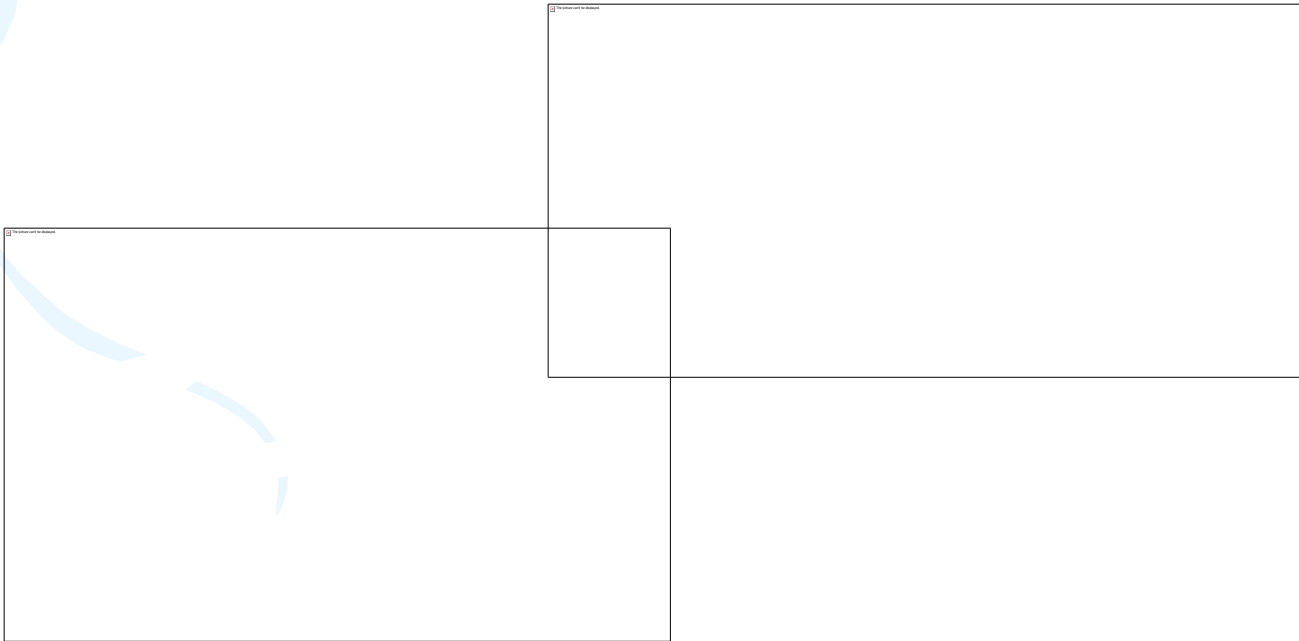
Consistency? As a Learner?

- Organize your knowledge
 - For example, build your own CMS (using, say, Drupal)



Simplify the Message

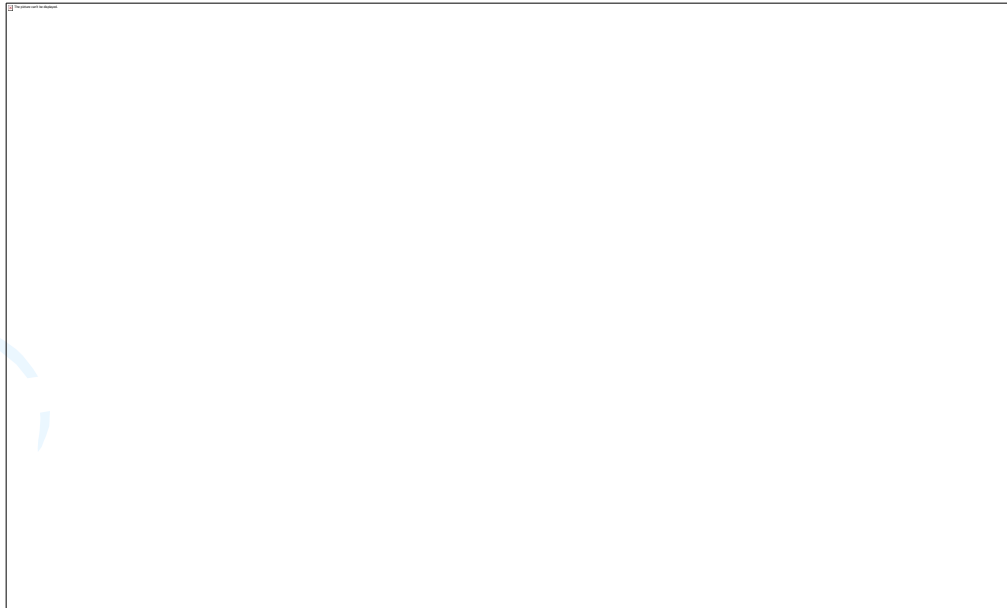
- Summarize, summarize, summarize
 - (and then put it into your own knowledge base)





Simplify the Message

- Use your own vocabulary, examples
 - You own your language – don't let academics and (especially) vendors tell you what jargon to use



Simplify the Message

- Don't compartmentalize (needlessly)





Usability: Principles

- Usability is Social:
 - Can you search your own learning?
 - Do you represent similar things in similar ways?
- Usability is Personal:
 - Listen to yourself
 - Be reflective – eg., is your desktop working for you?

Usability: Guerilla Tactics

- Important: your institutional CMS is almost certainly dysfunctional – create your own *distributed* knowledge management system...



Usability: Guerilla Tactics

- Create a blog on Blogger, just to take notes



Usability: Guerilla Tactics

- Store photos on Flickr



Network Learning

- Principles of associativity: Hebbian learning, proximity, back-propagation, Boltzmann
- To teach is to model and demonstrate
- To learn is to practice and reflect

A decorative vertical strip on the left side of the slide features three balloons: a light green one at the top, a light blue one in the middle, and a light purple one at the bottom. Each balloon has a string and several yellow triangular rays emanating from it, suggesting a festive or celebratory theme.

Relevance

Relevance – or *salience*, that is, learning that is important to you, now

Relevance:

“... learners should get what they want, when they want it, and where they want it ”

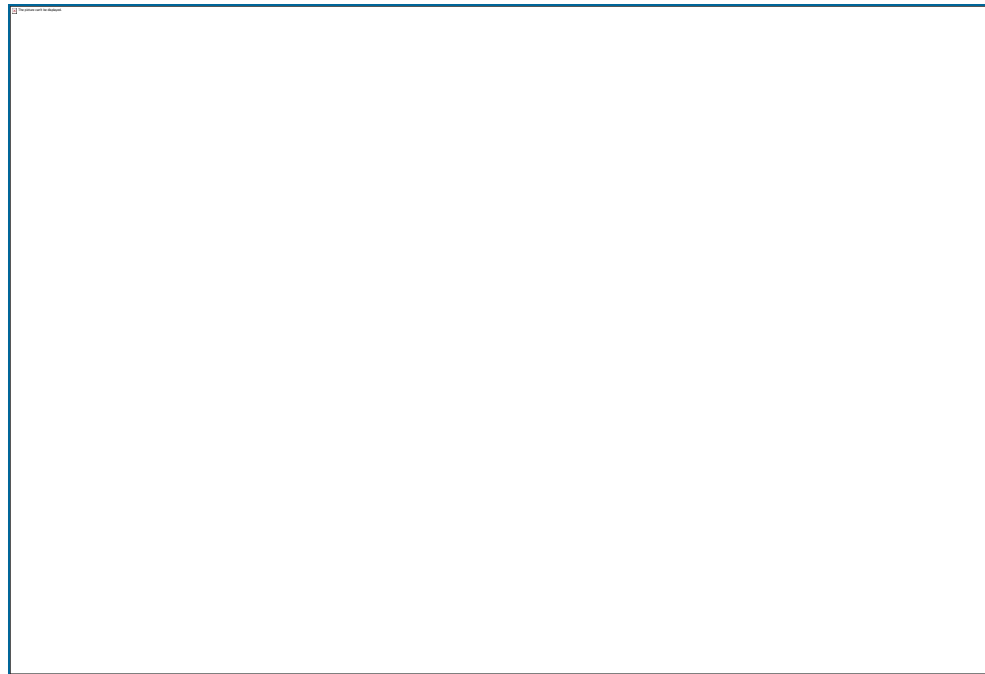
- *Generating Relevance*

- **Content** ... *getting what you want*

- **Location, location, location...**

Getting What You Want

- Step One: maximize your sources – today's best bet is RSS – go to www.google.com/reader, set up an account, and search for topics of interest



A decorative graphic on the left side of the slide features three balloons in shades of green, blue, and purple, with yellow streamers and triangular flags trailing from them.

Getting What You Want

- Step Two: filter ruthlessly – if you don't need it now, delete it (it will be online somewhere should you need it later)

Getting What You Want

- Important: Don't let someone else dictate your information priorities – only you know what speaks to you



Getting It Where (and When) You Want

- Shun formal classes and sessions in favour of informal activities



Getting It Where (and When) You Want

- Do connect to your work at home (and even on vacation) – *but* – feel free to sleep at the office
 - Most work environments are dysfunctional
 - Your best time might not be 9 to 5 ...
 - Ideas (and learning) happen when they happen

Principles of Relevance

- Information is a flow, not a collection of objects
 - Don't worry about remembering, worry about repeated exposure to good information
- Relevance is defined by function, not topic or category
- Information is relevant only if it is available where it is needed

Relevance: Guerilla Tactics

- Develop unofficial channels of information (and disregard most of the official ones)





Relevance: Guerilla Tactics

- For example, I scan, then delete, almost all institutional emails (and everything from the director)

Relevance: Guerilla Tactics

- Create 'project pages' on your wiki (you have a wiki, right?) with links to templates, forms, etc.



Relevance: Guerilla Tactics

- Demand access





Relevance: Guerilla Tactics

- Route Around Blocking



The slide features a decorative background on the left side with three balloons: a green one at the top, a light blue one in the middle, and a purple one at the bottom. Each balloon has several yellow triangular rays emanating from it, suggesting a sun or a celebratory theme. The main content is a list of four items under the heading 'Network Semantics'.

Network Semantics

- Autonomy
- Diversity
- Openness
- Connectedness

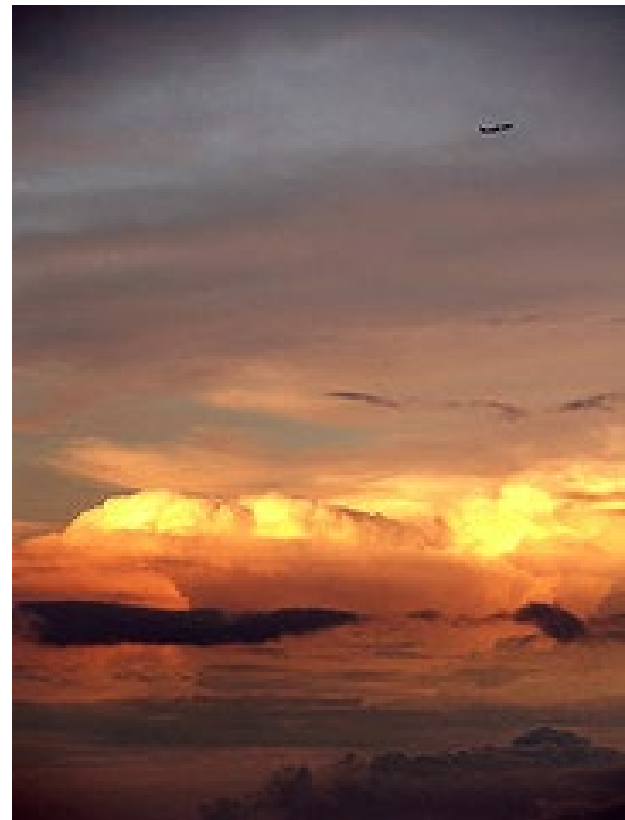
What I'm Really Saying Here...

1. You are at the centre of your own *personal learning network*



What I'm Really Saying Here...

2. To gain from self-directed learning
you must *be self-directed*



What I'm Really Saying Here...

3. These principles should guide *how we teach* as well as how we learn



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