

PERSONAL LEARNING: TAKING OWNERSHIP OF LEARNING ONLINE – PART 2

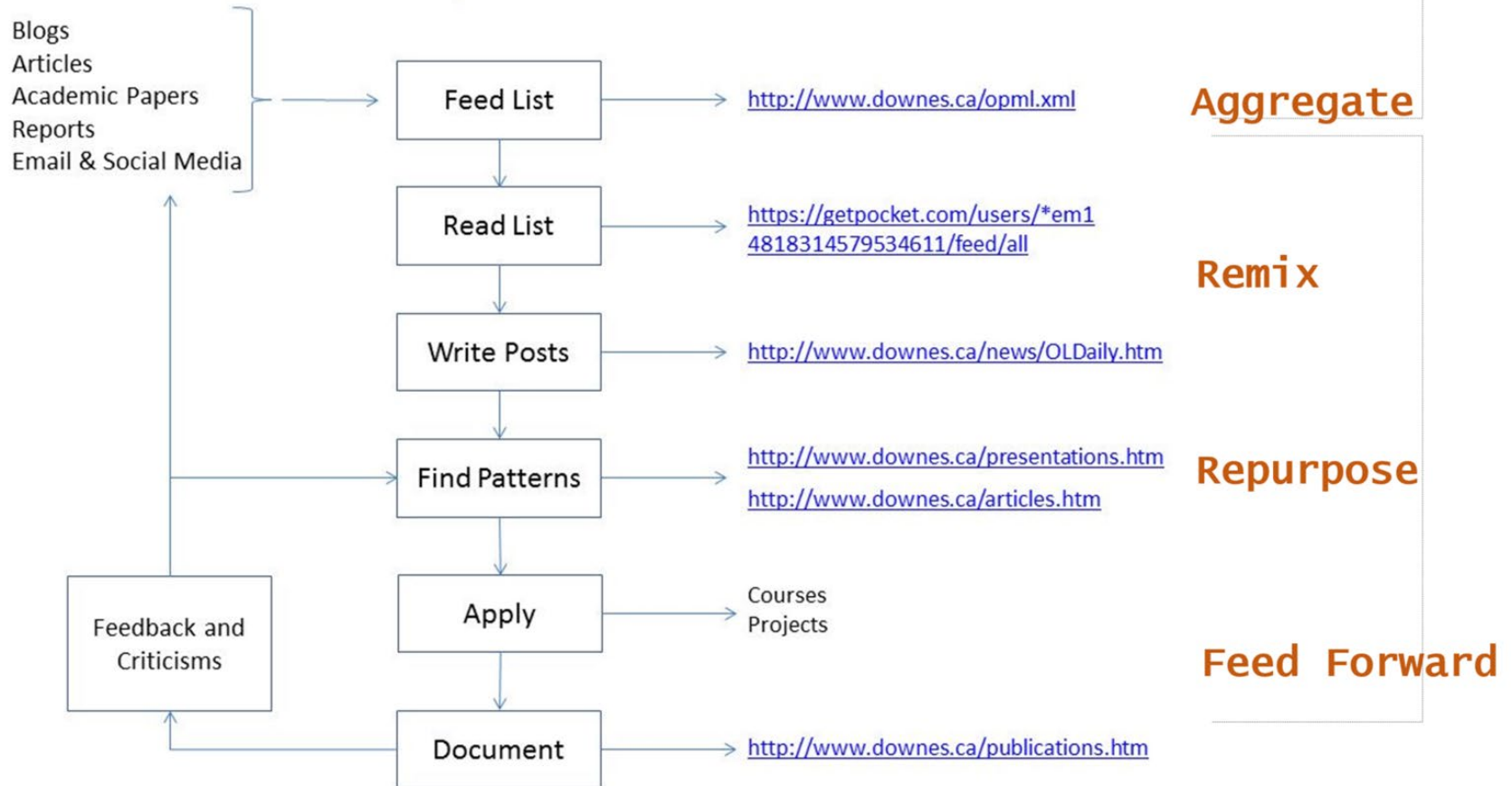
Stephen Downes
September 10, 2020

Previously: <https://www.downes.ca/presentation/525>
This one: <https://www.downes.ca/presentation/528>

Three Decades of Enquiry

- 1986 – Models and Modality
- 1993 – The Network Phenomenon
- 1997 – Online Learning Environment (Ole)
- 1998 – The Future of Online Learning
- 1998 – Content Syndication and Online Learning
- 2000 – Learning Objects
- 2001 – Knowledge, Learning, Community
- 2001 – From Virtual to Reality
- 2002 – The Learning Marketplace
- 2003 – E-Learning 2.0
- 2004 – Horse and Palm Tree / Reading the Signs / “We are But Stewards”
- 2004 – Connectivism and Connective Knowledge
- 2006 – Models for Sustainable OER
- 2006 – Groups and Networks / The Semantic Condition
- 2007 – Personal Learning Environment
- 2008 – Massive Open Online Courses / Open Instructon
- 2009 – Speaking in LOLcats
- 2010 – Role(s) of the Educator
- 2010 – Critical Literacies
- 2011 – Knowledge as Recognition
- 2012 – Learning and Performance Support
- 2014 – Collaboration vs Cooperation
- 2014 – Personal Learning
- 2014 – The Personal Graph
- 2015 – Design vs Environment (Outcomes vs Affordances)
- 2016 – Change Drivers and Attractors / Transformation
- 2018 – E-Learning 3.0
- 2019 – Ethics, Analytics and the Duty of Care

My Research Workflow



Takeaways for this Webinar

In this webinar, you learn:

- The difference between ‘personalized learning’ and ‘personal learning’.
- Why personal learning is the preferred concept for student success.
- Key starting points for personal learning, objectives, learning processes and forms of evaluation that best suit personal learning.
- Strategies to implement personal learning in the form of support for remote teaching, online learning, and lifelong learning.

Topics for Discussion - Practical

1. What are relevance, usability, interactivity?
2. Starting points
3. Supporting them when they're not supported (a.k.a. Geurilla Tactics)

These slides will be available at:

<https://www.downes.ca/presentation/525>

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Topics for Discussion - Theory

1. What is personal learning?
2. Personal learning starting points
3. Supporting personal learning online

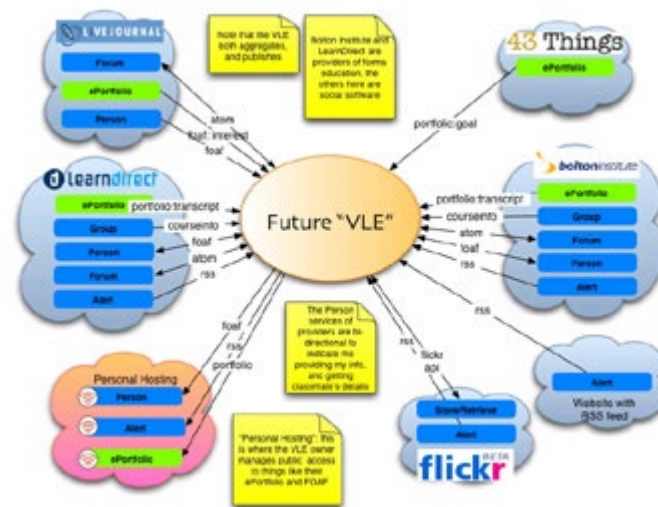
These slides will be available at:

<https://www.downes.ca/presentation/5245>

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Three Principles:

- Interaction – participation in a learning community (or a community of practice)



Three Principles:

- Usability – simplicity and consistency



Three Principles:

- *Relevance* – or *salience*, that is, learning that is relevant 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 <http://www.feedly.com> , set up an account, and search for topics of interest

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



Stephen Downes

<https://www.downes.ca>

