

Dude, Where's My University?

PLE, PDP & LLL

Alan Cann, Jo Badge, Jon Scott

School of Biological Sciences

Stuart Johnson

Student Learning Centre

University of Leicester

Who owns the students?

Google

facebook



WIKIPEDIA

VLE

A software system designed to help teachers by facilitating the management of educational content, their students, and classroooms, typically by helping teachers and learners with course administration.

[\(ref\)](#)

PLE

Systems that help learners take control of and manage their own learning. This includes providing support for learners to set their own learning goals, manage their learning process, manage both content and a process, and communicate with others in the process of learning.

[\(ref\)](#)

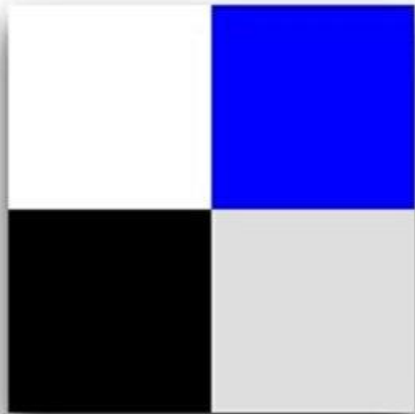
How?

<p><i>Email</i></p> <p><i>Scientific Literature</i></p> <p><i>RSS</i></p> <p>Manipulating Numbers</p> <p><i>Social Bookmarking</i></p> <p><i>Office Suites</i></p> <p>Units & Conversions</p> <p><i>Presentations & Posters</i></p> <p>Molarities & Dilutions</p> <p><i>Images</i></p> <p>Areas & Volumes</p> <p><i>Your PLE</i></p> <p>Exponents & Logs</p> <p><i>ePortfolios</i></p>	<p><i>ePortfolio</i></p>	<p>Spreadsheets</p> <p>Descriptive Statistics</p> <p>Normal Frequency Distribution</p> <p>Student's t-Test</p> <p>Chi-square Test</p> <p>Correlation</p> <p>Regression</p>
--	---------------------------------	---

Personal Learning Environments

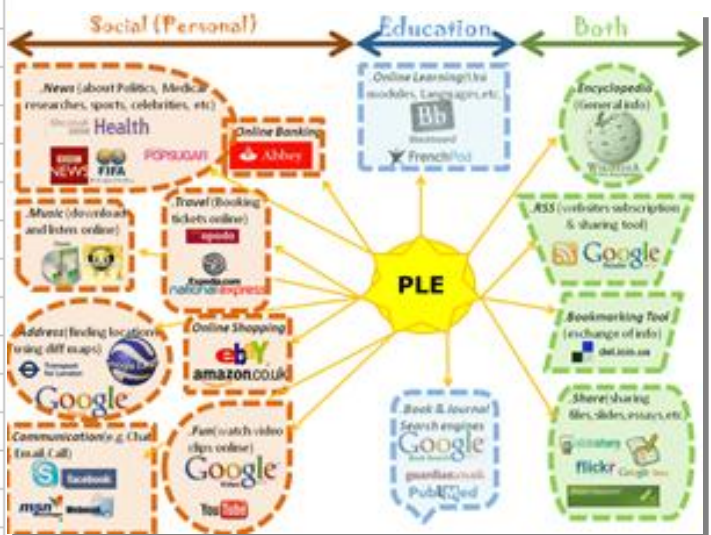


Google™ Docs



flickr™

Wikipedia	100%
Google	99%
delicious	81%
GReader	75%
PubMed	71%
Blackboard	70%
Facebook	68%
YouTube	38%
MSN	37%
Flickr	36%
UoLLibrary	33%
GDocs	32%
UoLWebmail	28%
Hotmail	24%
Amazon	21%
News	21%
iTunes	18%
Gmail	16%
ISIWoK	14%
GScholar	13%
GImages	12%
Yahoo	11%
eBay	10%
Skype	5%
BBCiPlayer	5%
Dictionary.com	5%
Twitter	5%
Banking	4%
Myspace	4%
Ask	3%
Sport	3%
Bebo	2%
Travel	2%
UoLSSDS	1%



ePortfolios

Functionality & Appearance: 30%

- Appearance and navigation is clear and consistent
- All links work
- Multimedia elements display correctly
- Text is clear and readable, spelling and grammar are correct
- Previously published materials respect copyright laws



Evidence: 30%

- Organization connects all evidence into an integrated whole
- Features or showcases evidence
- Shows depth of knowledge and experience
- Shows breadth of knowledge and experience
- Includes a current curriculum vitae



Reflection: 40%

- Addresses both academic and professional development
- Includes reflective comments about evidence as well as reflective comments about what this evidence says about you
- Includes short-term goals (skills to add/improve)
- Includes long-term goals (professional and/or personal aims)
- Interpretation of your achievements is expressed

Can you assess reflection?

- ~50% of ePortfolios public.
- 1% updated >1 month after end of module (FAIL)

Fortnightly Diary

18/02/09

Academic

- Prepare essay plan for Key Skills essay under timed conditions
- Write essay for Microbiology assessment
- Organise Microbiology notes

Social

- Try out a different exercise class at the gym
- Request property details/arranging viewings of properties for next year

04/03/09

Academic

- Microbiology module has ended, and I feel confident about getting good grades for my practical book and essay however don't feel like I learnt much from lectures so will have to go through module aims and ensure these are met for the exam
- After missing the talk on Erasmus/Study Abroad opportunities, arrange a time to discuss this further
- Key Skills report
- Consolidate Physiology notes so far

Social

- Visit new places in towns e.g. bars, restaurants
- Contact estate agents after having little response to emails I sent

Where next?

- Repeat of PLE module with slightly revised assessment schedule.
- Repeat of ePortfolio module with blog scaffolding of reflection, tagging for aggregation and record keeping.
- <http://scienceoftheinvisible.blogspot.com/search/label/PLE>
- <http://scienceoftheinvisible.blogspot.com/search/label/e-portfolios>
- <http://scienceoftheinvisible.blogspot.com/search/label/Reflection>

This Talk:

www.slideshare.net/AJCann

*We gratefully acknowledge support for this project
by a grant from the Centre for Bioscience
Departmental Teaching Enhancement Scheme.*