

# Where do we go now? (On Microlearning)

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**Abstract:** Traditional pedagogies, frameworks and roles do not seem to be working efficiently anymore in the new, connected and mediatized world with the ever-changing needs of the workplaces and the learners. This experimental paper tries to explore a path of possible directions regarding our changing pedagogy and tools while offering some best practice cases. "Path" is meant quite literally: The printed text is designed as an 'interactive' guide to online resources and online experiences. Such, the text is not in the first place describing "eLearning 2.0" from a theoretical distance, but actually provoking the reader to make the experience herself/himself.

## 1. Personal Introduction

### About the author

Hello, it's nice to have you as a reader. Please forgive me for providing some personal introduction, but I personally get annoyed when someone tries to share knowledge, tell me a story or sell a worldview out of the blue behind the curtain of professionalism, business or academia.

My name is Daniel Molnar. I spend most of my day working at a Hungarian eLearning service company called Coedu<sup>1</sup>. My title at my daily job is business unit director. But you can find out a lot about me if you google soobrosa<sup>2</sup>. You can find me as an editor<sup>3</sup>, a gastronomer<sup>4</sup>, a photographer<sup>5</sup>, an ARG player<sup>6</sup>, a bootlegger<sup>7</sup>, a Wikipedian<sup>8</sup>, a

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1 <http://coedu.hu/> (accessed May, 2006)

2 <http://www.google.co.hu/search?q=soobrosa> (accessed May, 2006)

3 <http://newfocus.hu> (accessed May, 2006)

4 <http://szindbadek.hu> (accessed May, 2006)

5 <http://www.flickr.com/photos/b2men/> (accessed May, 2006)

6 <http://perplexcity.com/profile/view.qbuild?player=soobrosa> (accessed May, 2006)

7 <http://www.gybo-v3.co.uk/profile.php?mode=viewprofile&u=1461&sid=62e905292f760fea9312d0e1db7c1a1b> (accessed May, 2006)

8 <http://en.wikipedia.org/wiki/User:Soobrosa> (accessed May, 2006)

music listener<sup>9</sup>, a music advisor<sup>10</sup>, a music selector<sup>11</sup> and an eLearning professional<sup>12</sup>. I'm active in different social networks as an English speaking music fan<sup>13</sup> at Myspace, a Hungarian speaking learning specialist<sup>14</sup> at Aktivtabla and an English speaking eLearning specialist<sup>15</sup> at the Minerva Virtual Community.

## Orientation

Why do I enlist so many things, roles and functions of mine?

First, I think our life is more and more defined by these different, intertwining roles and our learning needs are more and more met through these communities of practice we are involved in. All these things are ubiquitously connected and pervasively proximate.

Second, I would like you to have a subjective impression of me, the writer, because I will take you to a trip that is not about me, but much about how can we, you and me, converse about some topics I think you will be interested in - although we engage in this communication asynchronously, impersonally and in a mediated fashion.

This is a journey with road signs, different paths and dead ends and I see my role mostly as a tour guide. I don't think that I have too much original thought, although I try to add some layers of thought based on my personal experience. There will be no scored evaluation, but please take some time for personal reflection. Yes, I've read all the referenced materials and I've included them because I think they contain interesting and useful insights. Most of the time I try to avoid re-summarizing the referenced pieces and most of the activities I've included consist of some reading on your own and reflection on the material read. You should answer the questions for your own purposes. Whenever it's possible I try to include different media options, but it's fairly likely that you'll get along nicely with an up-to-date Flash plug-in.

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9 <http://www.last.fm/user/soobrosa/> (accessed May, 2006)

10 <http://mangare.newfocus.hu/> (accessed May, 2006)

11 <http://getupat9.tyrell.hu/mixes/index.html> (accessed May, 2006)

12 <http://soobrosa.wordpress.com/> (accessed May, 2006)

13 <http://www.myspace.com/soobrosa> (accessed May, 2006)

14 <http://aktivtabla.hu/index.php/User:Dmolnar> (accessed May, 2006)

15 <http://minerva.euproject.net/go.cfm?UserID=19055>(accessed May, 2006)

## ACTIVITY PIA

### PREPARATION

Get the latest Flash player<sup>16</sup>

Feel free to write me if you have any questions and you think that I'm more able to answer them than yourself armed with Google. :)

Ladies and gentlemen, this is my umbrella, whenever I keep it above my head for a while, I would be appreciating it if you got back to me and then we can proceed on our walk.

## ACTIVITY PIB

### SEARCH

What does ubiquitously connected and pervasively proximate mean?

Google on ubiquitously connected and pervasively proximate<sup>17</sup>

### REFLECT

What does ubiquitously connected and pervasively proximate mean to you? Remind yourself of something you did or which happened to you and is related to UCaPP!

## ACTIVITY PIC

### WATCH

Watch Dick Hardt, founder and CEO of Sxip Identity talking about Identity 2.0<sup>18</sup>  
(HTML -> Flash, Windows Media, Quicktime)

### REFLECT

How could you use his communication style in a learning process?

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16 [http://www.adobe.com/shockwave/download/download.cgi?P1\\_Prod\\_Version=ShockwaveFlash](http://www.adobe.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash) (accessed May, 2006)

17 <http://www.google.co.hu/search?q=ubiquitously+connected+and+pervasively+proximate> (accessed May, 2006)

18 <http://www.identity20.com/media/OSCON2005/> (accessed May, 2006)

## 2. Behaviourism? Constructivism?

### 2.1 The Context

Information anxiety

How do I feel harvesting dozens of RSS feeds, checking up websites, interesting projects, technical specifications, specialist forums? Stephen Downes hit the nerve with his presentation entitled *Riding the Wave – Personal Professional Development in an Age of Chaos*.

*Stephen Downes is a designer and theorist in the fields of online learning and new media living and working in Canada. Currently he is working as a senior researcher at the National Research Council of Canada in the Institute for Information Technology's eLearning Research Group. Stephen has become a leading voice in the areas of learning objects and metadata as well as the emerging fields of weblogs in education and content syndication.*<sup>19</sup>

#### ACTIVITY TCA

#### WATCH

Watch the presentation entitled *Riding the Wave – Personal Professional Development in an Age of Chaos*<sup>20</sup> (web-based presentation)

#### REFLECT

Do you experience similar things?

### Changing literacy

Before talking about the changing pedagogy I would call in Mark Federman to share his thoughts on our changing literacy and his views of the ubiquitously connected and pervasively proximate reality.

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<sup>19</sup> [http://en.wikipedia.org/wiki/Stephen\\_Downes](http://en.wikipedia.org/wiki/Stephen_Downes) (accessed May, 2006)

<sup>20</sup> <http://www.downes.ca/files/s5/804.htm> (accessed May, 2006)

*Mark Federman played the role of Chief Strategist and head of McLuhan Management Studies at the McLuhan Program in Culture and Technology at the University of Toronto, as well as Principal of Merrill Consulting, his private consulting office. Mark is dedicating much of his time to his current research, namely, developing an emergent model of the „corporation of the future“ that is consistent with our present conditions of ubiquitous connectivity and pervasive proximity, or „UCaPP.“<sup>21</sup>*

The changing literacy can give us a very rough framework to understand why our pedagogical methods do not work.

### ACTIVITY TCB

#### READ

Read the paper of Mark Federman entitled *Why Mr. And Ms. Smith Can't Teach: The challenge of multiple media literacies* (PDF)<sup>22</sup>

#### REFLECT

How do you feel about what you have read? Do you agree? What are your questions?

### ACTIVITY TCC

#### READ

Read the paper of Mark Federman entitled *The Ephemeral Artefact —Visions of cultural experience* (PDF)<sup>23</sup>

#### REFLECT

Think about the story of a remarkable ephemeral artefact in your life!

## 2.2 The Problems

*“Where do we go from here/ now that all of the children have grown up/ And how do we spend our lives/ knowin nobody gives us a damn.”* (Woolfson, 1980)

<sup>21</sup> <http://individual.utoronto.ca/markfederman/> (accessed May, 2006)

<sup>22</sup> <http://individual.utoronto.ca/markfederman/WhyJohnnyandJaneyCantRead.pdf> (accessed May, 2006)

<sup>23</sup> <http://www.utoronto.ca/mcluhan/EphemeralArtefact.pdf> (accessed May, 2006)

## Situation in Europe

I do know about the existence of a state-funded document on the current state of education in Hungary, but it has been made state secret and is only distributed to members of the administration. Still I believe that our position in Hungary is surely worse than the general situation Ilkka Tuomi summarizes in his background document.

*Ilkka Tuomi is currently Chief Scientist at Meaning Processing Ltd. Before his current assignment, he was with the European Commission's Joint Research Centre, Institute for Prospective Technological Studies, Seville, Spain. During 1999–2001, Mr Tuomi was visiting scholar at the University of California, Berkeley, where he conducted research on the new dynamics of innovation networks, working with Professor Manuel Castells. From 1987 to 2001 he worked at Nokia Research Center, Finland, most recently as Principal Scientist, Information Society and Knowledge Management.<sup>24</sup>*

### ACTIVITY TPA

#### READ

Read the paper of Ilkka Tuomi entitled *The Future of Learning in the Knowledge Society: Disruptive Changes for Europe by 2020* (PDF)<sup>25</sup>

Tip: you can spare the methodological appendixes till the next chapter.

#### REFLECT

Describe a work-day at the level of education you're dealing with in 2020!

## Situation in Hungary

Talking about my personal experience – we did a methodology project on digital whiteboards for the Ministry of Education in Hungary in 2006. Although I have to remark that I met some outstanding teachers during this project, the feedback and the interaction I encountered did not change my personal point of view on the state of education in Hungary. The problem starts with who applies to be a teacher and why. Most of the applicants do choose the education faculties because they are known to be easily feasible. According to a methodology expert I know – he is teaching methodology for would-

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24 [http://www.meaningprocessing.com/personalPages/tuomi/it\\_cv.html](http://www.meaningprocessing.com/personalPages/tuomi/it_cv.html) (accessed May, 2006)

25 <http://www.meaningprocessing.com/personalPages/tuomi/articles/TheFutureOfLearningInTheKnowledgeSociety.pdf> (accessed May, 2006)

be mathematics teachers – , in a given 100 person class he would only let 4–5 people pass his exam – if methodology wasn't just one of the dozens of credits to be earned in the factory of a university that is considered quite good actually.

Right now all teachers are public servants with no monetary feedback on their actual performance. If I should summarize the state of the current workforce, I would call it at best a reverse Pareto, given the 20 % are sacred fools who love what they are doing and are also good at it. The biggest enemy of change is the teaching staff, the actual peer. Perhaps the Che Guevaras could be connected through communities of practice, but it's still a story of the future.

### **Personal experience**

Our company has developed a learning management system with a built-in XML-based content builder application as well as an eLearning material development methodology and workflow. These developments went hand-in-hand with building a now 21-strong company that deals with full service eLearning development from software through content to training and system maintenance. These tools served quite well in traditional knowledge creation and transmission cases, definitely in typical objectivist pedagogical environments - assuming that the learning material is an object that could be transmitted to a learner without giving any interest to the environment, taking the learner as a „tabula rasa“ before the transmission occurs.

During the last years I had to realize that most of my own knowledge creation and transmission cases took place in much less definitive circumstances, in constructivist pedagogical environments – assuming that knowledge is not transmitted as an object, but is constructed in the learner during some processes and activities related to that piece of knowledge.

I remember the day when the basics of calculus were „taught“ to us at the university. I was a freshman coming from a 6-year special mathematics class in high school to become a computer scientist. We „learnt“ calculus in high school for a semester discovering and developing its concepts for ourselves. And now I was sitting with 200 others in the Auditorium Maximus, hearing the basics in 90 minutes. The difference was hard to ignore: making love to someone or fast-forwarding a porn flick.

That time I didn't know about pedagogical theories and perhaps I was lucky to have masters, interesting challenges and projects, but I think these kinds of opportunities are given to anyone who is looking for them. On the other hand I really believe that our UCAPP world is amplifying these possibilities.

### 3. Connectivism

#### 3.1 The Theory

"... everywhere that I go/ I got people I know." (Young, 1999)

Although I think Ultraversity<sup>26</sup> is not for me, I admit that I have learnt a lot during the time I've spent with them. (On what is Ultraversity and what was my interaction with them, see The Practice.)

#### New pedagogy

They gave me a good understanding of recent pedagogical theories, like the ones of Schön, Kolb, Dewey, Vygotsky, Lave and Wenger. Now you can have the „fast-forward“ with the help of Tuomi.

#### ACTIVITY TTA

##### READ

Now read the methodological appendix of Ilkka Tuomi's paper *The Future of Learning in the Knowledge Society: Disruptive Changes for Europe by 2020* (PDF)<sup>27</sup>

##### REFLECT

Which theories do you like the most? Why?

#### Action research

Two important metaphors I've got to know there, one was action research, the other was communities of practice.

#### ACTIVITY TTB

##### READ

Read the definition of action research<sup>28</sup> and participatory action research<sup>29</sup> in Wikipedia!

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26 <http://www.ultraversity.net> (accessed May, 2006)

27 <http://www.meaningprocessing.com/personalPages/tuomi/articles/TheFutureOfLearningInTheKnowledgeSociety.pdf> (accessed May, 2006)

28 [http://en.wikipedia.org/wiki/Action\\_research](http://en.wikipedia.org/wiki/Action_research) (accessed May, 2006)

29 [http://en.wikipedia.org/wiki/Participatory\\_Action\\_Research](http://en.wikipedia.org/wiki/Participatory_Action_Research) (accessed May, 2006)

**REFLECT**

Remember a case in your life when you participated in something like PAR!

Learning by doing – now that sounded practical to me.

I have to mention that stories and storytelling started to feel suspicious to me. I asked myself again and again: „does it have anything to do with memory and learning?“

*Bob Dick has been a shop assistant, an electrician, a draftsman, a recruitment officer and a psychologist. His consultancy and facilitation primarily help people learn action research, qualitative evaluation, change management, and the communication and facilitation skills which are a foundation for these.*

**ACTIVITY TTC****READ**

Read Bob Williams conversing with Bob Dick, a leading practitioner of action research: *In the Pursuit of Change and Understanding*<sup>30</sup>

**REFLECT**

You have a persona related to the education. You are a teacher, a theorist, a practitioner. Enlist three key events, three key themes that define who you are in this context! Also try to distill three lessons you would give to others coming after you!

**Community of practice**

I already knew that the school room is not the place where learning takes place. Is it a physical place, anyway, or something clever (erm) like cyberspace in John Perry Barlow's mind? („Cyberspace is where you are when you're talking on the telephone.“)

**ACTIVITY TTD****READ**

Read the definition of community of practice in Wikipedia<sup>31</sup> and watch the presentation of Stephen Downes on *The Evolving Community of Practice* (PPT)<sup>32</sup>

30 <http://www.qualitative-research.net/fqs-texte/3-04/04-3-34-e.htm> (accessed May, 2006)

31 [http://en.wikipedia.org/wiki/Community\\_of\\_Practice](http://en.wikipedia.org/wiki/Community_of_Practice) (accessed May, 2006)

32 <http://www.icgd.usask.ca/DownesDCoP2004.ppt> (accessed May, 2006)

## REFLECT

What is your most important community of practice? How can an action research programme help its work?

On my own I started to read seemingly interesting eLearning blogs and on one of my favourites George published his views in a form of a presentation.

*George Siemens is an instructor at Red River College (RRC) in Winnipeg, Manitoba, Canada. He is the Founder and President of Complexive Systems Inc., a learning lab focused on assisting organizations develop integrated learning structures to meet the needs of global strategy execution. He has been active in corporate and higher education for over a decade. Over the last seven years, his focus was primarily on technology and learning.*<sup>33</sup>

## ACTIVITY TTE

### WATCH

Watch the presentation of George Siemens titled *Connectivism – Rethinking learning in a digital age* (Flash)<sup>34</sup>

## REFLECT

Are you convinced that Web 2.0 can deliver a paradigm shift? What are your doubts and objections?

## 3.2 The Practice

### Roadmap

After making friends with the concept, metaphor and framework of connectivism, let's see how we should start this whole thing out.

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<sup>33</sup> <http://www.elearnspace.org/about.htm> (accessed May, 2006)

<sup>34</sup> [http://www.elearnspace.org/media/connectivism\\_Web\\_2/player.html](http://www.elearnspace.org/media/connectivism_Web_2/player.html) (accessed May, 2006)

**ACTIVITY TPA****LISTEN**

Listen to Stephen Downes giving his lecture *The Buntine Oration: Learning Networks in Australia!* (MP3)<sup>35</sup>

Alternatively you can read the transcript!<sup>36</sup>

**REFLECT**

Do you think your own children will be free?

**Tools**

If a picture's worth a thousand words, how many words do make up a story? Now let's have a parade of the tools we see emerging to solve our needs. Ladies and gentlemen, will you please welcome to the arena Mister Bryan Alexander.

*Bryan Alexander is the Director for Research at the National Institute for Technology and Liberal Education (NITLE). His research portfolio includes learning and gaming, mobile computing, and Web 2.0.*<sup>37</sup>

**ACTIVITY TPB****READ**

Read Bryan Alexander on *Web 2.0: A New Wave of Innovation for Teaching and Learning*.<sup>38</sup>

**REFLECT**

What tools do you use of the ones mentioned in the article? For what purpose?

What tools seem to be fine for your tasks? Why?

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35 [http://www.downes.ca/files/audio/buntine\\_small.mp3](http://www.downes.ca/files/audio/buntine_small.mp3) (accessed May, 2006)

36 <http://www.downes.ca/cgi-bin/page.cgi?db=post&q=cdate=1097292310&format=full> (accessed May, 2006)

37 <http://www.cet.middlebury.edu/~bryan/> (accessed May, 2006)

38 <http://www.educause.edu/apps/er/erm06/erm0621.asp?bhcp=1> (accessed May, 2006)

**Learner = e-portfolio**

Few things we know for sure, one is that learning should be perceived learner-centered rather than related to an institution. Learning is attached to the learner, while the institution is concerned with providing the educative framework.

Now what we have as a metaphor for digitally representing a learner is the e-portfolio.

*Scott Wilson is an Assistant Director of CETIS (the UK centre for educational technology interoperability standards), and has a special interest in standards for infrastructure and enterprise integration.*<sup>39</sup>

**ACTIVITY TPC****WATCH**

Check out Wikipedia on e-portfolio<sup>40</sup>, then watch the presentation of Scott Wilson on E-portfolios! (PPT)<sup>41</sup>

**REFLECT**

Have you ever made something like a portfolio for yourself? Why?

**Case a: ultraversity (higher education)**

I've just missed the Ultraversity presentation at Online Educa 2004, Berlin, but after I've checked out their website I immediately signed up for their BA (Hons) Learning, Technology and Research. I spent the best year in my life at a higher education institute with them.

**ACTIVITY TPD****READ**

Check out what Ultraversity is about!

Choose an option:

- explore their website<sup>42</sup>,

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39 <http://fraser.typepad.com/edtechuk/2004/week43/index.html> (accessed May, 2006)

40 [http://en.wikipedia.org/wiki/Electronic\\_portfolio](http://en.wikipedia.org/wiki/Electronic_portfolio) (accessed May, 2006)

41 <http://www.cetis.ac.uk/members/scott/resources/eportfolio.ppt> (accessed May, 2006)

42 <http://www.ultraversity.net> (accessed May, 2006)

- check a short introduction, *Support Staff and Raising Standards: Implications for Schools* (PDF)<sup>43</sup>,
- or read a study, *Online Communities – Vehicles For Professional Learning?, that solidly founds their practice!* (PDF)<sup>44</sup>

## REFLECT

What do you think of the degree?

Do you think it is a good strategy to fund change in education?

What do you think why did I left the degree after one year?

Apart from the pedagogical basics it gave me, I really liked the practical, reflective, action-oriented curriculum, plus I'm happy to have met some real nice people there, like Andy Roberts<sup>45</sup> or John Davitt<sup>46</sup>. After a year I had to realize that getting this degree involves being an active member of the Ultraversity community of practice. It isn't hard to see the obstacles occurring – being an eLearning entrepreneur living in Eastern Europe I cannot share the practice of the teaching assistants working in the United Kingdom. I believe I learned a lot of them and about myself as well, but one year was enough.

## ACTIVITY TPE

### READ

The patchwork text was a very nice metaphor I encountered at Ultraversity. Read the article of Richard Winter titled *Alternative to the essay*<sup>47</sup> on why regular writing tasks would aid learning far better than the last-minute essay!

## REFLECT

What can you use patchwork text for in your work or life?

43 <http://www.ultraversity.net/download/snapshots.pdf> (accessed May, 2006)

44 <http://www.ultralab.net/papers/bera2002/bptbera2002.pdf> (accessed May, 2006)

45 <http://www.users.zetnet.co.uk/rob/homepage.htm> (accessed May, 2006)

46 <http://www.newtools.org/> (accessed May, 2006)

47 <http://education.guardian.co.uk/print/0,3858,4687096-48826,00.html> (accessed May, 2006)

## ACTIVITY TPF

### READ

Read the Year 2 report of Andy Roberts on Introducing a WIKI to a Community of Practice!<sup>48</sup> I have to mention that the community is centered around cider.

### REFLECT

What were the most useful findings of Andy Roberts you feel you can use in a community you're involved with?

### Case b: digital whiteboard

I've already mentioned our involvement in a methodology development for digital whiteboards for the Ministry of Education in Hungary. We have worked together with more than 60 practicing teachers and tried to establish a community of practice with them. Our main technological tool was a Mediawiki<sup>49</sup>. Now that we continue the project we try to integrate a Wordpress blog<sup>50</sup> with the wiki.

(Actually we like Wordpress, because apart from being free, it has a good learning path, you can make your first WP hosted at their server, then you can have your own WP, and even a multi-user WP for institutional use.)

We were quite happy that the accredited teacher training course we got as one of the outcomes gained a lot from the peer-review processes of this community of practice.

## ACTIVITY TPG

### READ

Read my abstract from Online Educa 2004, Berlin, entitled *The Wiki Way – Social Software for Collaborative Content Management in eLearning!* (DOC)<sup>51</sup> or alternatively watch my presentation on the project (quite big EXE)<sup>52</sup>

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48 <http://frankieroberto.com/dad/ultrastudents/andyroberts/year2/AEreport/AEtool.html> (accessed May, 2006)

49 <http://aktivtabla.hu/index.php/Kezd%C5%91lap> (accessed May, 2006)

50 <http://blog.aktivtabla.hu/> (accessed May, 2006)

51 [http://tyrell.hu/~b2men/2004\\_online\\_educa\\_wiki\\_abstract.doc](http://tyrell.hu/~b2men/2004_online_educa_wiki_abstract.doc) (accessed May, 2006)

52 [http://demo.coedu.hu/wb\\_eng\\_0613.exe](http://demo.coedu.hu/wb_eng_0613.exe) (accessed May, 2006)

## REFLECT

What is your experience of participating in communities of practice related to education and learning?

### Case c: educational games

Our company, Coedu, organized some educational games for kids in which we tried to keep connectivism and edutainment in mind. Think of a spy quest, lip-synching, movie trailer construction and constructing narratives with a cartoon editor.

## ACTIVITY TPH

### READ

Read my abstract from Online Educa 2005, Berlin, entitled *Connectivism in Practice – Edutainment that Works!* (RTF)<sup>53</sup>

or alternatively check out my presentation (zipped Shockwave)<sup>54</sup>

## REFLECT

In which part would you liked to participate?

How would you develop these ideas?

### Case d: aniwiki

When I think of connectivism, some quite surreal examples also come to my mind. I remember when Andy Baio<sup>55</sup> thought he needed a Firefox plug-in to animate the history of a Wikipedia entry, so he put out a contest<sup>56</sup> providing 50 dollars for the best entry. I was also interested in having a similar plug-in that could give me metadata on how trustable an entry is (age, number of editors, number of edits, etc.). I dropped in some money asking for the features I was interested in. John Resig made a prototype<sup>57</sup> quite close to what I had wanted.

Honestly, that was my best experience in software development: matching the partners, quickly and cheaply solving a problem and giving away the outcome to the public for free.

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53 [http://tyrell.hu/~b2men/2005\\_online\\_educa\\_edutainment\\_abstract.rtf](http://tyrell.hu/~b2men/2005_online_educa_edutainment_abstract.rtf) (accessed May, 2006)

54 [http://tyrell.hu/~b2men/2005\\_online\\_educa\\_edutainment\\_presentation.zip](http://tyrell.hu/~b2men/2005_online_educa_edutainment_presentation.zip) (accessed May, 2006)

55 <http://waxy.org/> (accessed May, 2006)

56 <http://www.waxy.org/archive/2005/06/27/wikipedi.shtml> (accessed May, 2006)

57 <http://ejohn.org/projects/aniwiki/> (accessed May, 2006)

**ACTIVITY TPJ****REFLECT**

Think about a piece of software you would love to sponsor with 100 euros!  
Sponsor it!

**Case e: personal mba**

Connectivism sometimes is really about just connecting.

Another nice story was when I found out that Josh Kaufman<sup>58</sup> had a proposal for a book called Personal MBA on Changethis<sup>59</sup>. I voted plus sent the link to Lifestacker<sup>60</sup>. Now with all the votes of the Lifestackers<sup>61</sup>, Josh got the inclination to make the book<sup>62</sup> quite quickly. I think that someone else surely had posted about this or people would have voted for his proposal for sure, but making a good connection fastened things a bit.

I really think that any small connection can make a difference and if it's up to you, just do it.

**ACTIVITY TPI****REFLECT**

Think of two people or communities who should be knowing about each other and their goals! Connect them!

**3.3 The Evaluation**

I think that evaluation has turned education into what it is today.

The inclination to measure defines the framework and mindset of most of the people active in education today.

Perhaps it is a bit harsh to call in pornography as an analogy, but this way you surely won't miss my point. Porn defines sexuality through the voyeur lens of the camera in a way like education does this with measurement. As real learning occurs within the learner, all we can measure are just indirect effects of this process. You cannot record

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58 <http://www.joshkaufman.net/> (accessed May, 2006)

59 <http://www.changethis.com/> (accessed May, 2006)

60 <http://lifestacker.com> (accessed May, 2006)

61 [http://72.14.207.104/search?q=cache:gHn66ec8oPsJ:www.joshkaufman.net/archives/the\\_personal\\_mba/index.html+%22personal+mba%22+lifestacker+votes&hl=hu&gl=hu&ct=clnk&cd=1](http://72.14.207.104/search?q=cache:gHn66ec8oPsJ:www.joshkaufman.net/archives/the_personal_mba/index.html+%22personal+mba%22+lifestacker+votes&hl=hu&gl=hu&ct=clnk&cd=1) (accessed May, 2006)

62 <http://www.changethis.com/17.PersonalMBA> (accessed May, 2006)

people making love on a video tape, just how they are having sex – and a lot of people make the mistake perceiving this recording as reality. Measurement defines education, while learning is still considered a by-product.

How can you evaluate in connectivism?

We need subtler methods, for sure. Churning rates, complaints analyzed pro-activity in communication and nurturing ability of the tutors/mentors could be starting points I see in this field.

#### 4. The Future

I see an emerging eLearning 1.5 scene with the availability and spreading use of free, open source and good quality LMSs (mostly Moodle<sup>63</sup>, Ilias<sup>64</sup> and Atutor<sup>65</sup>), but the pedagogy, the workflow and the content are still the same old ones.

Although I smell lots of money spent on monoliths like Sakai<sup>66</sup> and Open Source Portfolio<sup>67</sup> in the US and I really do greet the efforts of JISC in the UK on personal learning environments<sup>68</sup>, I'm much of a believer that something really useful will come out of mash-ups and prototypes.

Also I wonder how the ePortfolio 2010 goal will be implemented in Europe – as it says in 2010 every citizen will have an ePortfolio.

Elgg<sup>69</sup> could be a good host application for channelling the needed functionalities, but it's still a bit alpha for decent usage, plus the actual methodology and workflows are somewhat missing.

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63 <http://moodle.org/> (accessed May, 2006)

64 <http://www.ilias.de/> (accessed May, 2006)

65 <http://www.atutor.ca/> (accessed May, 2006)

66 <http://sakaiproject.org/> (accessed May, 2006)

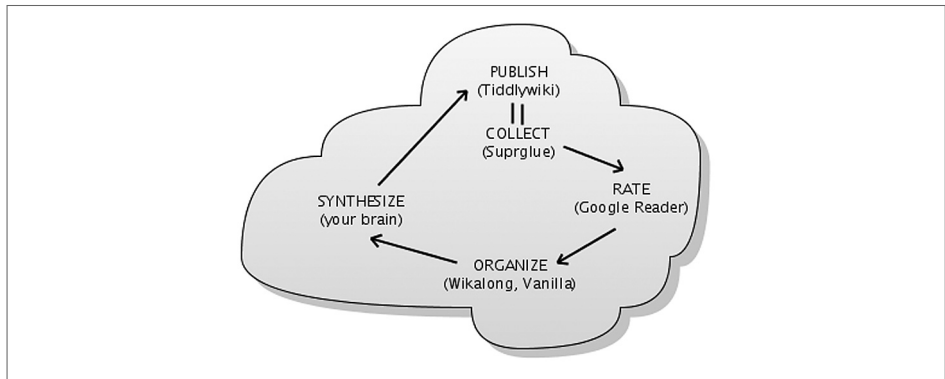
67 <http://www.osportfolio.org/> (accessed May, 2006)

68 <http://www.cetis.ac.uk/members/ple> (accessed May, 2006)

69 <http://elgg.net/> (accessed May, 2006)

I see the following pieces float around:

- Channel your sources through Supprglue<sup>70</sup>.
- Browse the information overload with an RSS reader. Client-side Thunderbird<sup>71</sup>, Google Reader<sup>72</sup> or Bloglines<sup>73</sup>, make your bet.
- Organize while exploring. Wikalong<sup>74</sup> seems to be better than Scrapbook<sup>75</sup>. (Both are Firefox plug-ins.)
- Record, autotag (and play it back – wouldn't it be nice?) your teaching processes of a semester or a course with Vanilla<sup>76</sup>.
- Publish in TiddlyWiki<sup>77</sup>.



### Homework for ourselves:

Forget text-only. Visualize, for God's sake. See my doodle<sup>78</sup> on a visual CV at Flickr. (Don't forget to play with the mouseover!)

Build KISS URIs for learning footprints: I404e-0.TTK.SZTE.HU<sup>79</sup> (a course), JZA3001.TTK.SZTE.HU (a student)<sup>80</sup>

70 <http://www.supprglu.com/> (accessed May, 2006)

71 <http://www.mozilla.com/thunderbird/> (accessed May, 2006)

72 <http://www.google.com/reader> (accessed May, 2006)

73 <http://www.bloglines.com/> (accessed May, 2006)

74 <http://www.wikalong.org/> (accessed May, 2006)

75 <http://amb.vis.ne.jp/mozilla/scrapbook/> (accessed May, 2006)

76 <http://www.vanillasite.at/space/start> (accessed May, 2006)

77 <http://www.tiddlywiki.com/> (accessed May, 2006)

78 <http://flickr.com/photos/b2men/90218144/> (accessed May, 2006)

79 <http://www.stud.u-zeged.hu/tanrend/2005-2006-2/a44/kurz44379.html> (accessed May, 2006)

80 <http://cypherpunks.venona.com/date/1993/06/msg00220.html> (accessed May, 2006)

## ACTIVITY TFA

### REFLECT

Now please describe a day in your life in 2012 while learning, teaching or mentoring a community of practice!

## 5. Thanks

I thank Barbara Kósa<sup>81</sup>, Médea Marosán<sup>82</sup> and Martin Lindner<sup>83</sup> for their reflections and support.

Figure done with Gliffy<sup>84</sup>.

## 6. References

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Woolfson, E. (1980) *Games People Play*. The Turn of a Friendly Card. New York, Arista

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81 <http://www.oki.hu/oldal.php?tipus=ember&kod=2544> (accessed May, 2006)

82 <http://www.ntt.hu/index.php/User:Mmarosan> (accessed May, 2006)

83 <http://phaidon.philo.at/martin/> (accessed May, 2006)

84 <http://www.gliffy.com/gliffy/> (accessed May, 2006)